

БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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THE PRACTICE
OF FOREIGN LANGUAGE
COMMUNICATION: ENGLISH

ПРАКТИКА
ИНОЯЗЫЧНОГО ОБЩЕНИЯ:
АНГЛИЙСКИЙ ЯЗЫК

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В учебном пособии содержатся аутентичные и адаптированные тексты по актуальным темам (образование, СМИ, языковая картина мира, проблемы семьи и др.), упражнения и задания, направленные на развитие коммуникативных компетенций в сферах устного и письменного общения.

Предназначено для студентов учреждений высшего образования по специальности «Современные иностранные языки (перевод)».

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INTRODUCTION

The textbook “The Practice of Foreign Language Communication: English” is intended for in-depth study of oral and written speech practice in English for the third year students of the specialty “Modern foreign languages (translation)” in the discipline “Practice of Foreign Language Communication” on upper intermediate and advanced levels. The manual contains authentic and adapted text materials on current public issues, as well as exercises and assignments for the development of spoken and written communication skills.

The content of the manual covers the sections of the following topics: “Mass media”, “Education”, “Variety of languages”, “Talent and genius in arts”, “Family issues”, “Money”. Each chapter is subdivided into 4–6 separate parts (sub-topics) within the topic. Each part has a similar structure containing the following types of activities.

1. Reading.
2. Vocabulary practice.
3. Writing.
4. Speaking (monologic, dialogic, public, group role-play).
5. Listening/watching.
6. Self-study (reading, writing and presentation).

The order of the activities may vary from part to part according to the texts, sources and directions for discussion, but the sequence of activities is preserved due to the latest requirements of foreign language learning.

Texts for reading, listening and watching are based on contemporary information on the issues which are acute in the global society. The set of exercises tasks is made up due to modern teaching techniques applied by both Belarusian and foreign teachers.

The vocabulary for active use and passive perception is written in bold throughout the texts.

The textbook can also be useful for students of other linguistic and humanitarian specialties and individuals who develop communication skills in English at upper intermediate and advanced stages.

CHAPTER I

MASS MEDIA

Part 1

TRADITIONAL MASS-MEDIA IN THE UK

Introductory Reading

1. Read the following text. Write out the words written in bold to make up your active vocabulary. Specify their meanings.

The British Mass-Media

There are several different types of **media** in the United Kingdom: television, radio, newspapers, magazines and websites. The country also has a strong music industry. The United Kingdom has a diverse range of **providers**, the most prominent being the state-owned public service **broadcaster**, the British Broadcasting Corporation (BBC). The BBC's largest competitors are ITV plc, which operates 11 of the 15 regional television broadcasters that make up the **ITV Network**, and News Corporation, which holds a large **stake** in the **satellite** broadcaster British Sky Broadcasting and also **operates** a number of leading national newspapers. Regional media is covered by local radio, television and print newspapers. Trinity Mirror operates 240 local and regional newspapers, as well as national newspapers such as the *Daily Mirror* and the *Sunday Mirror*.

The press

The United Kingdom **print publishing** sector, including books, **server**, **directories** and databases, **journals**, **magazines** and business media, newspapers and news agencies, has a combined **turnover** of around £20 billion and employs around 167,000 people.

Traditionally British newspapers have been divided into “**quality**”, serious-minded newspapers (usually referred to as “**broadsheets**” because of their large size) and the more **populist**, “**tabloid**” varieties. These papers are read more **for entertainment** than **for news**. The Royal family, scandals, personalities, and glamorous women and men are popular subjects in them. So we can say that “quality papers” are considered **to cater for** the better educated readers while the “**popular papers**” **concentrate on** human interest stories, which often means sex and scandals.

For convenience of reading many traditional broadsheets have switched to a more **compact-sized format**, traditionally used by tabloids. In 2008 *The Sun* had the highest **circulation** of any daily newspaper in the United Kingdom at 3.1 million, approximately a quarter of the market. Its sister paper, the *News of the World*, had the highest circulation in the Sunday newspaper market, and traditionally **focused on** celebrity-led stories until its closure in 2011. *The Daily Telegraph*, a centre-right broadsheet paper, is the highest-selling of the “quality” newspapers. *The Guardian* is a more liberal “quality” broadsheet and the *Financial Times* is the main business newspaper, printed on distinctive salmon-pink broadsheet paper. Trinity Mirror operates 240 local and regional newspapers in the United Kingdom, as well as national newspapers such as the *Daily Mirror* and the *Sunday Mirror*.

Sunday papers have lots of pages. They have many different sections, and most of them also have a **colour supplement**. You can spend a whole day reading *The Sunday Times* or *The Observer*. They all provide reading material about fashion, clothes, cooking, the house and home, motoring and holidays.

The British press is controlled by a rather small number of extremely large multinational companies. This fact helps to explain its two features. One is its freedom from interference from government influence. The press is so powerful in this respect that it is sometimes **referred to** as the “fourth estate” (the other three being the Commons, the Lords and the monarch).

The Television

Just as the British Parliament has the reputation for being “the mother of parliaments”, so **the BBC (the British Broadcasting Corporation)** might be said to be “the mother of information services”, **providing** both information and entertainment.

The BBC has often shown itself to be rather proud of its impartiality, objectivity and **independence**.

It is much the result of its legal status – it **depends** neither **on** advertising nor directly on the government for its income. It gets this from **the licence fee** which everybody who uses a television set has to pay. However, the government

decides how much this fee is going to be, appoints the BBC's board of governors and its director general, has the right **to veto** any BBC programme.

Television still seems to be a very popular choice among the various mass media. The average Briton spends quite a lot of time watching what he or she calls "the box", "the telly" or "the TV".

There are five major nationwide television channels: BBC One, BBC Two, ITV, Channel 4 and Channel 5 – currently **transmitted** by **digital terrestrial, free-to-air** signals with the latter three channels funded by commercial advertising. The vast majority of digital cable television services are provided by Virgin Media with satellite television available from Freesat or British Sky Broadcasting and free-to-air digital terrestrial television. The entire country **switched to** digital (from a previously analogue signal) in 2012.

ITV has a regional network – each region is run by a different company, so many **television programmes** may differ from region to region. ITV gets its money from advertisers who pay to show films advertising their goods between programmes and during breaks in programmes – "**commercial breaks**", as they are called. The time allowed for commercial breaks is not more than six minutes in an hour.

The Radio

Almost all households in Britain have at least one radio set. The TV licence includes radio and is paid each year.

The BBC has five national radio stations. They all broadcast **news bulletins**.

There are also many commercial radio stations, which mostly broadcast pop music. Each of the national BBC radio stations **specializes in** a particular type of programme.

Radio 1	Pop music, interviews, phone-ins.
Radio 2	Light, easy-listening music, news.
Radio 3	Classical music, cultural programmes.
Radio 4	Drama, documentaries, current affairs, arts and sciences, sport.
Radio 5	Sport and news.

2. Answer the questions to the text.

1. What types are the British mass-media subdivided into?
2. What types of television are there in the UK?
3. Do the Britons listen to the radio? Which radio programs are the most popular?
4. Which media depend on the government? Which ones are independent?
5. Where do the media get money from?

Vocabulary Practice

1. Explain the meaning of the following words:

broadcast; televise; print; publish; advertise; veto; popular (press); quality (press); tabloid; circulation.

2. Match the following words and word combinations to their definitions:

1) popular press	a) the state of being not deep, but on the surface
2) quality press	b) newspapers which are read more for entertainment than for news
3) a TV licence fee	c) list of news items read on the radio or television
4) shallowness of the press	d) newspapers concentrating on serious news
5) news bulletin	e) to announce that something is for sale
6) to advertise	f) payment to the BBC for receiving TV-programmes
7) commercials	g) journals and magazines
8) periodicals	h) a programme providing information about the latest news
9) a daily newspaper	i) a serial love story on TV
10) a current affairs programme	j) a TV programme in which a host is discussing some problem with a group of people
11) a talk show	k) a newspaper published every day
12) a soap opera	l) advertisements

3. Think of words or word combinations similar to the ones given below:

to supply readers and viewers with news and entertainment; to televise; advertisement; to concentrate on classical music; tabloids; to veto a programme.

4. Complete the following sentences.

1. The mass media (предоставляют) both information and entertainment.
2. BBC1 and BBC2 regularly (передают) news bulletins.
3. ITV and Channel 4 get their money from (рекламодателей) who pay for (рекламирование) their goods on TV.

4. There are four main (телевизионных канала) in Britain.
5. The time allowed for (рекламные паузы) is not more than 6 minutes in an hour.
6. National papers are mostly (печатаются) in London and (распространяются) from there.
7. One third of *The Financial Times* ' (тираж) is sold outside the UK.
8. Sunday papers have lots of pages and almost all of them have (цветные приложения).
9. The popular newspapers (печатают) information about the Royal family, scandals, personalities and read (ради развлечения), but not (ради новостей).
10. The British press is thought to be (поверхностной) because some of the tabloids have almost (перестали обращаться к) serious matters.
11. (Низкосортная/«бульварная» пресса) caters for less educated readers, while (высокосортная пресса) concentrates on serious news.
12. It's the government who appoints the BBC's board of governors and its director general and has the right (запретить) any BBC programme.

5. Match the first half of each sentence to the most appropriate second half.

- | | |
|---|--|
| 1. The mass media | a) are broadcast by the BBC without any advertising. |
| 2. BBC1 and BBC2 regularly | b) from advertisers who pay for advertising their goods on TV. |
| 3. ITV gets its money | c) for entertainment than for news. |
| 4. The BBC has five national radio stations which | d) advertisements to finance them. |
| 5. The popular papers are read more | e) broadcast news bulletins. |
| 6. All the quality papers depend a great deal on | f) provide information and entertainment. |

6. Make example sentences for the following words and word combinations:

provide information and entertainment; carry advertisements; broadcast news bulletins; cater for better educated readers; commercial breaks; tabloids; talk show; periodicals; veto a programme; detective series.

7. Translate the following sentences.

1. Средства массовой информации включают телевидение, радио, прессу и обеспечивают зрителей, читателей и слушателей информацией и развлечениями.

2. На независимом телевидении Британии каждые 15–30 минут есть рекламные паузы, во время которых рекламодатели рекламируют свои товары.

3. Те, кто любит популярную или легкую музыку, слушают Радио 1 или Радио 2, а те, кто предпочитает классическую музыку, слушают Радио 3.

4. Каждый телезритель может выбрать телепрограмму по своему вкусу и интересам среди развлекательных, музыкальных, спортивных, научных или образовательных программ.

5. Чтение прессы является популярным времяпрепровождением в Британии. Одни читают газеты, чтобы получить информацию, другие – ради развлечения.

6. Воскресные газеты, еженедельные или ежемесячные журналы печатают информацию для читателей с различными вкусами и интересами: о моде, о домашних животных, о садоводстве, о кулинарии и т. д.

7. Издатели газет видят свою главную задачу в том, чтобы привлечь внимание читателей и продать как можно больше экземпляров.

8. СМИ часто называют «четвертой» властью, после палаты общин, палаты лордов и монарха.

9. Тираж газет, которые выходят по воскресеньям, выше тиража ежедневных газет.

10. Считается, что «бульварная» пресса предназначена для менее образованных читателей.

11. Британская пресса контролируется несколькими крупными международными компаниями.

12. В последнее время британские газеты уделяют все больше внимания не серьезным проблемам, а жизни известных людей и скандалам.

13. Одна из основных характеристик британской прессы, по мнению самих британцев, – ее поверхностность, поэтому те люди, которые интересуются серьезной информацией и политическими новостями, обращаются не к прессе, а к радио.

14. Говорят, что только японцы и шведы покупают больше газет, чем англичане.

15. В воскресных газетах так много страниц и различных разделов, что их можно читать целый день. Кроме того, многие из них имеют цветные приложения.

(Source: [1])

Part 2

TRADITIONAL MEDIA VS INTERNET

Reading Activities

1. Read the following text. Write out the words written in bold to make up your active vocabulary. Specify their meanings.

Digital Media

Among the pieces of **conventional wisdom** that get trotted out whenever the subject of the traditional media industry's **decline** comes up, one of the most popular is that the internet is the main **culprit**: in some cases, it's the entire internet. But some professionals in journalism say that what journalism is going through is a natural evolution rather than a disaster, as the traditional are just changing their format.

Going online created more opportunities for newspapers, such as competing with **broadcast journalism** in presenting **breaking news** in a **more timely manner**. The **credibility** and **strong brand recognition** of **well-established newspapers**, and the close relationships they have with advertisers, are also seen by many in the newspaper industry as **strengthening their chances of survival**. The movement away from the printing process can also help **decrease costs**. As a result there has appeared an **online newspaper** which is the online version of a newspaper, either as a **stand-alone publication** or as the **online version** of a printed periodical.

Online newspapers are much like **hard-copy newspapers** and have the same **legal boundaries**, such as laws regarding libel, privacy and **copyright**, also **apply to** online publications in most countries, like in the UK. News reporters are being taught to **shoot video** and to write in the succinct manner necessary for the Internet news pages. Many are learning how to **implement blogs** and the ruling by the UK's PCC should help this development of the internet. Some newspapers have attempted to integrate the internet into every aspect of their operations, i. e., reporters writing stories for both print and online, and classified advertisements appearing in both media; others operate websites that are more distinct from the printed newspaper.

In 2013, the Reuters Institute commissioned a **cross-country survey on news consumption**, and gathered data related to online newspaper use that emphasize the lack of use of paid online newspaper services. The countries surveyed were France,

German, Denmark, Spain, Italy, Japan, Brazil, the United States, and the United Kingdom. All samples within each country were nationally representative. Half of the sample reportedly paid for a print newspaper in the past 7 days, and only one-twentieth of the **sample** paid for online news in the past 7 days. That only 5 % of the sample had recently paid for online newspaper access is likely because most people **access news that is free**. People with **portable devices**, like tablets or smartphones, were significantly more likely **to subscribe to digital news content**. Additionally, younger people – 25–34 year olds – are more willing to pay for digital news than older people across all countries.

Internet radio (also **web radio**, **net radio**, **streaming radio**, **e-radio**, **online radio**, **webcasting**) is an audio service transmitted via the Internet. Broadcasting on the Internet is usually referred to as **webcasting** since it is not transmitted broadly through wireless means.

Internet radio involves **streaming media**, presenting listeners with a continuous stream of audio that typically cannot be **paused** or **replayed**, much like traditional broadcast media; in this respect, it **is distinct from on-demand file serving**. Internet radio is also distinct from podcasting, which involves **downloading** rather than streaming.

Internet television (or **online television**) is the **digital distribution** of television content via the public Internet (which also carries other types of data), as opposed to dedicated **terrestrial television**, cable television, and satellite television systems which only carry video. It is also sometimes called **web television**, though this phrase is also used to describe the genre of TV shows broadcast only online.

Not all **receivers** can access all content providers. Most have web sites that allow viewing of content in a web browser, but sometimes this is not done due to digital rights management concerns. While a web browser has **access to** any web site, some consumers find it inconvenient to control with mouse and keyboard, inconvenient to connect a computer to their television, or confusing. Many providers have **mobile apps** dedicated to receive only their own content.

An **online magazine**, often called a **webzine** or an **ezine** (also spelled **e-zine**) shares some features with a blog and also with online newspapers, but can usually be distinguished by its approach to **editorial control**. Magazines typically have **editors** or editorial boards who **review submissions** and **perform a quality control** function to ensure that all material **meets the expectations of the publishers** (those investing time or money in its production) and the readership.

Electronic journals, also known as ejournals, e-journals, are scholarly journals or intellectual magazines that can **be accessed via electronic transmission**. In practice, this means that they are usually published on the Web. They are a specialized form of electronic document: they have the purpose

of **providing material for academic research and study**, and they are formatted approximately like journal articles in traditional printed journals. Many electronic journals are listed in directories such as the Directory of Open Access Journals, and the articles indexed in **bibliographic databases** and **search engines** for the academic discipline concerned.

Some electronic journals are online-only journals; some are online versions of printed journals, sometimes with extra video and interactive media material.

Most commercial journals are **subscription-based**, and/or allow **pay-per-view access**. Many universities subscribe in bulk to packages of electronic journals, so as to provide access to them to their students and faculty. It is generally also possible for individuals to purchase an annual subscription to a journal from the original publisher.

2. Agree or disagree with the following statements.

1. All digital media are just digital versions of printed media.
2. Breaking news in digital media are presented in a more timely manner.
3. Hard-copy media are more reliable.
4. You can make comments to all reports in digital media.
5. Digital media are more convenient to use.

Vocabulary Practice

1. Complete the following sentences.

1. Nowadays digital versions of papers are more popular than their
2. The advantage of TV over the press is that it provides news in
3. Well-established mass-media have stronger ... among the readers; people trust them more. Besides, they have strong
4. Some publishers do not act in legal ... and break ... , and it often becomes the reason of court suits.
5. Many web-users have unlimited ... to the internet and they are often the first who gets the most ... news.
6. A famous actor sued a well-established newspaper for ... saying that even celebrities must have some
7. As for me, “Google” is a perfect ... , though my friend prefers “Yandex”.
8. If you ... the application of this newspaper you will automatically ... to the latest news.
9. I think most national papers do not have ... of the readers as very few alternative view on ... affairs are published.

2. Match the words to their synonyms or definitions:

conventional	unexpected, shocking
culprit	trustfulness
credibility	up-to-date
breaking	separate
stand-alone	limits
copyright	someone or something to blame
timely	authority to produce and distribute a product intellectual work
boundaries	usual, well-known
downloading	possibility and authority to get something from something
subscribe	televising via internet
webcasting	getting a web product into your electronic device
editor	related to the ground
access	get the way of having some updated information regularly
terrestrial	an on-line service making it possible to find the necessary information online
search engine	a person in charge of a programme or a publication
privacy	lies about a person in mass-media
libel	possibility or right to stay away from interference of others

3. Translate the following sentences from Russian into English.

1. Благодаря портативным устройствам и свободному доступу к интернету мы имеем возможность получать последние известия наиболее оперативно.

2. За последнее время тираж газеты «Комсомольская правда» значительно снизился. Но это не означает, что газета потеряла доверие читателей: большинство из них просто предпочитают электронную версию газеты бумажным экземплярам. Это также помогает газете снизить расходы на печать.

3. Благодаря своевременной информации и альтернативным точкам зрения в публикациях белорусский портал «Tut.by» быстро стал известным как бренд. Теперь это не только информационный, но и деловой портал.

4. В 2015 году аналоговое телевидение в Республике Беларусь было полностью заменено кабельным и цифровым, и теперь зрители имеют возможность подписаться на различные пакеты программ.

5. Я студент, и уже 2 года пользуюсь электронным научным журналом при подготовке к занятиям. Я там могу найти любой материал для учебы и академического исследования. Там очень удобная база данных и поисковая система. Как постоянный подписчик я получил скидку на доступ к ресурсу.

Speaking Activities

1. Make up small talks in pairs or small groups on one of the topics suggested:

a) printed press vs internet portals; b) traditional radio/TV vs digital ones; c) official media vs bloggers.

2. Make up a group project (3–4 people in a group) of a kind of digital media you would like to establish. While preparing mind the following issues:

a) the target audience; b) sources of funding; c) structure; d) editing and censorship; e) possibility of feedback; d) convenience of the use.

Part 3 WORLD INFORMATION AGENCIES

Reading Activities I

1. Read the following text. Be ready to complete the chart after it.

Leading World Information Agencies

News agency, also called **press agency**, **press association**, **wire service**, or **news service**, organization that gathers, writes, and distributes news from around a nation or the world to newspapers, periodicals, radio and television broadcasters, government agencies, and other users. It does not generally publish news itself but supplies news to its subscribers, who, by sharing costs, obtain services they could not otherwise afford. All the mass media depend upon the agencies for the bulk of the news, even including those few that have extensive news-gathering resources of their own.

The news agency has a variety of forms. In some large cities, newspapers and radio and television stations have joined forces to obtain routine coverage of news about the police, courts, government offices, and the like. National agencies have extended the area of such coverage by gathering and distributing stock-market quotations, sports results, and election reports. A few agencies have extended their service to include worldwide news. The service has grown to include news interpretation, special columns, news photographs, audiotape

recordings for radio broadcast, and often videotape or motion-picture film for television news reports. Many agencies are cooperatives, and the trend has been in that direction since World War II. Under this form of organization, individual members provide news from their own circulation areas to an agency pool for general use. In major news centres the national and worldwide agencies have their own reporters to cover important events, and they maintain offices to facilitate distribution of their service.

In addition to general news agencies, several specialized services have developed. In the United States alone these number well over 100, including such major ones as Science Service, Religious News Service, Jewish Telegraphic Agency, and News Election Service. Specialized services in other countries include the Swiss Katholische Internationale Presseagentur, which reports news of special interest to Roman Catholics, and the Star News Agency of Pakistan, which supplies news of Muslim interest in English and Urdu.

The major press associations in the United States have expanded their service to include entertainment features, and some feature syndicates provide straight news coverage as a part of their service. The Newspaper Enterprise Association distributes both news and features in the United States.

Despite the plethora of news services, most news printed and broadcast throughout the world each day comes from only a few major agencies, the three largest of which are the Associated Press in the United States, Reuters in Great Britain, and Agence France-Presse in France. Only these and a few others have the financial resources to station experienced reporters in all areas of the world where news develops regularly (in order to ensure access to well-organized transmission facilities) or to send them wherever news develops unexpectedly. These agencies are also equipped to distribute the service almost instantaneously.

The world agencies have established a variety of relationships with other agencies and with individual news media. Most of them purchase the news services of national or local agencies to supplement news gathered by their own staff representatives at key points. Reuters, like the Agence France-Presse, supplies a worldwide news file to be distributed by some national agencies along with their domestic news reports. The American services more often contract to deliver their service directly to individual users abroad.

News agencies in communist countries had close ties to their national governments. Each major communist country had its own national news service, and each news service was officially controlled, usually by the minister of information. TASS, the Soviet news agency, was the principal source of world news for the Soviet Union and its allies; it also made Soviet Communist Party policy known. Communist states outside the Soviet sphere, e.g., China and Yugoslavia, had their own state news services, which were controlled

in similar fashion. China's Hsinhua, or New China News Agency, was the largest remaining news agency in a communist country by the late 20th century.

Most other countries have one or more national news agencies. Some depend on a common service, such as the Arab News Agency, which provides news for several states in the Middle East. Others are national newspaper cooperatives, such as the Ritzaus Bureau of Denmark, founded in 1866. A few, like the Agenzia Nazionale Stampa Associata of Italy, have expanded coverage abroad in a limited degree to supplement their domestic service but still depend on Reuters and Agence France-Presse for much of their foreign news. Germany since 1949 has built Deutsche-Presse Agentur into one of the more important news agencies in Europe, including extensive exchange with other national services. In Canada the Canadian Press is a cooperative news agency with headquarters in Toronto. The oldest and largest news agency operating exclusively in Britain is the Press Association, founded by provincial newspapers on a cooperative basis in 1868. It began active work on February 5, 1870, when the postal service took over the private telegraph companies that had previously supplied the provincial papers with news. It supplies news to all the London daily and Sunday newspapers, provincial papers, and trade journals and other periodicals.

The ability to transmit news rapidly greatly increased during the 20th century. Radioteleprinters that make possible fast automatic transmission of news messages linked all major areas. Picture transmission by radio and high-fidelity wires became well developed. From the major agencies, teletypesetter service, pioneered by the Associated Press in 1951, was available to newspapers wishing to have computerized typesetting done directly from news-service transmissions. By the 21st century, most news agencies had moved the bulk of their operations and transmission to computers.

(After <https://www.britannica.com>)

2. Complete the following chart according to the text.

Country	Agency (-ies)	Characteristics, specialisation
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Listening, Watching and Speaking Activities

1. Find official websites of a) the BBC; b) the Reuters Agency; c) the Voice of America. Listen to and watch some news reports presented. Deliver the information to the audience following the plan.

1. What happened?
2. When?

3. Where?
4. Who was involved?
5. Outcomes / conclusion.

2. Find the Russian version of the BBC website. Compare it to the British one. What differences can you find? What is the same? Why do you think the information can differ? Explain your opinion.

3. Would you like to work for a news agency in the future? Why? Why not?

Reading Activities II

1. How do you understand the following quotation: “The more politically polarized we are as a nation, the more we will witness media fuel the opposing passions people have within the political climate”.

Informed Consumption of Increasingly Polarized Media Lies in Viewers’ Hands

The evidence of political polarization has become increasingly prevalent, as the political parties and debates surrounding the political environment that dominate the United States are becoming more spread apart on the political spectrum. It appears that no middle ground for ideological identifications exists anymore.

As we are seeing changes in the context of political polarization, we can assume that the media are also increasingly becoming more identifiable with specific ideologies and parties that individuals identify with. Daily news outlets have increased in numbers and tend to portray biased information to their subjective audiences – the audience which appeals to how the news story is framed based on the general perception of that political party.

A theoretical approach has been established as an attempt to understand why individuals seek certain media and their uses of it. The Uses and Gratifications Theory was described by one of its advocates, Jay G. Blumler, as the uses that people make from mass media under their own circumstances for their own gratifications. However, this theory doesn’t specifically describe the dynamic

changes taking place between partisan polarization and social media. However, this theory could potentially be applied to this phenomenon and attempt to explain the communicative gratifications and circumstances in depth.

It is evident that since the establishment of social media, traditional sources of media have diminished among users and news consumption. News information is now more commonly observed through social media, and consumers obtain their daily news from social networking. This type of news consumption has allowed users, especially millennials, to customize their news consumption based on their ideological preferences about political issues prevalent in the news. Individuals can filter which outlets they wish to obtain information from. Generally, people are filtering sources that represent or support their pre-existing views of political issues and policy.

Millennials are significant to this observation because we are in a dynamic stage of developing our ideological identifications and understandings of what is happening in the world around us. The credible knowledge we are gaining in the college environment enables us to change our pre-existing views, while shaping the way we perceive issues. We also examine the types of solutions that we evaluate as the most beneficial methods for alleviating political diversity and issues. The social media platform of obtaining news is a significant factor to the polarization of politics and framed media.

Using media that reflects our views gratifies our need to seek the reality that others support our views and share similarities. But, in opposition, it is possible that the increasing use of social media by news consumers for their ability to customize and react to news information also causes increased polarization.

If we are not exposed to the other side of issues, how are we to find a middle ground of ideological preferences or support? Individuals are only seeing framed stories about issues that they relate to.

It is interesting that as society progresses through the modern era, our need to satisfy our desires for confirmation bias is becoming more about how one would prefer to see the problem, rather than observing it objectively. It's not about what we interpret, but how we want to interpret the message.

Media outlets are constantly emerging, each one seeming more polarized than the last. Outlets such as TheBlaze, BuzzFeed, Salon, Breitbart and the like are examples of the types of media becoming the primary sources of information and news for the modern generation.

Should it be a concern that we are only interpreting media that is framed subjectively? Or, is it beneficial that we are strengthening the abilities of news consumers to control what they want to obtain from our news?

The prevalence of these dynamic changes is only going to become more extreme through time. The question is – how extreme can we potentially be? The more politically polarized we are as a nation, the more we will witness media fuel the opposing passions people have within the political climate. Polarization and framed media will continuously feed from each other so long as their audiences continue pursuing their outlets for information on daily news. It's an inevitable transparency. But how we interpret the world essentially lies in our own hands.

(After <http://www.collegiatetimes.com>)

2. Do the following tasks.

1. What is the main idea of the text?
2. Summarize each paragraph in 1–3 sentences.
3. Express your own views on the problem raised in the text.

Writing Activities

Write an essay on one of the topics suggested.

1. Censorship and freedom of speech in a contemporary society.
2. Critical thinking as a key factor of distinguishing the truth from the lie in media.

Speaking Activities

Act out the situations in pairs and in small groups.

1. One student is a journalist, the other is the editor-in-chief of a popular digital magazine. The editor wants the journalist to publish the information that is not all true.
2. The students are readers of a popular magazine publishing much intimate information. Some of them like it, the others are totally against such interference in private lives.

Part 4

CHILDREN AND TELEVISION. VISUAL MEDIA IN CLASS

Reading Activities

1. Read the following text and be ready to do the tasks after it.

TV's "Disastrous" Impact on Children

Interview with Neil POSTMAN, professor of Communication, Art and Sciences, New York University.

Q. Professor Postman, is television a good or bad influence on the way children learn?

A. It's turning out to be a disastrous influence, at least as far as we can determine at present. Television appears to be shortening the attention span of the young as well as eroding, to a considerable extent, their linguistic powers and their ability to handle mathematical symbolism. Even more serious, in my view, is that television is opening up all of society's secrets and taboos, thus erasing the dividing line between childhood and adulthood.

Q. Is television more pervasive in a child's world than school?

A. Absolutely. I call television the "first curriculum" because of the amount of attention our children give to it. By now, the basic facts are known by almost everyone: between the ages of 6 and 18, the average child spends roughly 15,000 to 16,000 hours in front of a television set, whereas school probably consumes no more than 13,000 hours.

Many parents, as well as educators, have the mistaken belief that television is an "entertainment medium" in which little of enduring value is either taught by or learned from it. Television has a transforming power at least equal to that of the printing press and possibly as great as that of the alphabet itself.

Q. How does TV hurt a child's linguistic ability?

A. Television is essentially a visual medium. It shows pictures moving very rapidly and in a very dynamic order. Although human speech is heard on television, it is the picture that always contains the most important meanings.

Television can never teach what a medium like a book can teach, and yet educators are always trying to pretend that they can use television to promote the cognitive habits and the intellectual discipline that print promotes. In this respect they will always be doomed to failure. Television is not a suitable

medium for conveying ideas, because an idea is essentially language – words and sentences.

The code through which television communicates – the visual image – is accessible to everyone. Understanding printed words must be learned; watching pictures does not require any learning.

As a result, TV is a medium that becomes intelligible to children beginning at about the age of 36 months. From this very early age on, television continuously exerts influence.

I think it's fair to say that TV, as a curriculum, moulds the intelligence and character of youth far more than formal schooling. Beyond that, evidence is accumulating that TV watching hurts academic performance. A recent California Department of Education survey indicated that the more children sit in front of the television, the worse they do on achievement-test scores.

Q. Are you saying that television doesn't allow a person to accumulate knowledge based on past experiences?

A. That's right. Language tends to be more abstract; it encourages the use of imagination.

It is not true, as many insist that watching TV is a passive experience. Anyone who has observed children watching television will know how foolish that statement is. In watching TV, children have their emotions fully engaged.

I'm not criticizing television for that. I'm saying that's what television does; that is the nature of the medium. Television, after all, does have a valuable capacity to involve people emotionally in its pictures.

Q. How does television affect interaction in the classroom?

A. Schools assume that there are some things you must know before you can learn other things. They assume that not all things are as immediately accessible as they are on television and that it takes hard work and lengthy periods of study to attain many desirable things that are not immediately visible, such as knowledge. The temptation is very great for teachers to substitute for real learning something that's fairly jazzy and that will immediately capture the attention of kids.

I'm not saying that's always bad, but it would be a mistake to allow that strategy to dominate one's thinking about teachings

Q. Should teachers employ audio-visual aids that have a relationship to television to enhance their instruction?

A. No. I'm against that for a couple of reasons. The most important is that a high degree of visual stimulation, such as you get with these audio-visual media, tends to distract attention away from language. I recently reviewed some studies on the effects of illustrations in learning-to-read books, and

the evidence is that the more illustrations in readers, the less well the students learn the words.

I think this “hidden curriculum” runs through all the new media – television, movies, video-tape and computerized video games. We become more sensitive to visual representations and less to language. In an environment in which nonlinguistic information is moved at the speed of light, in nonlogical patterns, in vast and probably unassimilable quantities, the word and all it stands for loses prestige, power and relevance.

2. Mark the following statements T (true) or F (false). Develop the ideas you agree with.

1. Professor Postman believes that the influence of television on children is disastrous.
2. Television is opening up all of society’s secrets and taboos.
3. Television is more important than school in child’s world.
4. Television is primarily an entertainment medium.
5. Television can hardly teach a child to think and convey ideas the way print does.
6. Television is intelligible to many more people than the book.
7. On television the picture is far more important than the word.
8. Watching the TV is a passive experience.
9. Television stimulates learning by making it a pleasure.
10. The word and all it stands for loses prestige, power and relevance in the audio-visual world.

Speaking Activities

1. Say if you agree with everything Professor Postman maintains in his interview. Is television’s impact only disastrous? What advantages of television do you see in educating children? Draw up a list of positive influence of television on children. Here is something for a start:

1. TV involves viewers emotionally in its pictures and captures their attention.
2. TV facilitates the child’s entrance into the world of the adult.
3. Seeing is the primary source of information and experience for a child.

2. Divide into two teams. Write down in two columns all positive and negative effects TV can have. Organize a debate: pros and cons of TV.

3. Make up presentations supported by multi-media on the following topics.

1. Impact of the media on the young and teen-agers.
2. Social networking: socializing or waste of time?
3. Can on-line media and topical web-sites be trusted?

4. Run a role play according to the instructions below.

The National Television

Group 1. Audience

You are representatives of various social groups. You are not satisfied with some things on TV. Choose the subject for each person.

1. You are a mother of a schoolboy. You complain that there are few educational programs on TV. Your son comes home from school and watches TV till the time you come back from work.

2. You are not satisfied with the news and analytical programs.

3. You are a student. You would like to watch more music and sports programs on TV.

4. You do not like the quality of entertaining programs on TV. You think they are much worse than their foreign analogies. You would like to see smth original.

5. You are complaining on a great number of commercial breaks on TV.

6. You do not like the quality of films broadcast by TV (much violence and sex, many soap operas, few documentaries and good series etc).

7. If you look through the TV guide you can seldom find anything to your choice. The guide is very much alike every day. Very few family programs.

Group 2. The National TV

Respond to the questions of Group 1. Remember that you are not only to cater for all interests, but to keep to certain rules and standards (i.e. not always agree to change smth. Prove your views.

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Group 2. Board of Directors of the National TV

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CHAPTER II EDUCATION

Part 1 IMPORTANCE OF EDUCATION

Reading Activities

What People Think about Education

1. Read what people think about the role of education in contemporary society. What thoughts match / don't match your views? What do the interviewees find to be more important: a diploma or job experience? Find the sentences proving their views.

Complete the following chart.

Development of a personality	
Benefit of a society	
Career ladder and well-being	

Fabiola R Read, Student

Education is necessary, while provisions of food, shelter, and healthcare are all necessary for alleviating poverty in the developing world, the most sustainable way to help a community improve its standard of life in the long run is to provide education for its residents. Educated people are more aware of health issues, they farm more effectively, and they can begin to help others around them.

Aman Goel, Knows both the importance of education and the money required to get it

Primary education is the key to develop a student's mind and abilities. To make him ready for higher education. To install some values in him. To develop his/her IQ. And many things. Higher education makes people ready to fight on a professional front. To work for the better future of oneself, economy, society. You have a destination to reach.

Scott Powell, *Wrote apps for the Apple in junior high school. Majored in soviet studies in college. Started in content management*

As an applicant, especially early in your career, a college degree can help you pass a critical litmus for getting an interview. More important is what did you put into your degree? Did you earn good grades, participate, distinguish yourself in any way, choose a challenging major? Your degree is just an entry on a resume. To get the job, you need to “show” that experience in the interview as well. If you are applying for a software development job and did well in school but display no curiosity or passion for programming, you won't do well in an interview. (I ask every candidate what kind of software they write in their spare time. And I won't hire someone who doesn't write software in their spare time...they frankly don't love it enough). But I've hired people without college degrees when I could see their potential and thought process. So the degree isn't a requirement – a solid thought process is – but it does make it easier to get through the door.

Bart Loews, *Parenting; Programming; Fitness*

Education gets you a job. Education keeps your job, but a job feeds you. For some people education is their job. Even manual labor requires education. It might not be formal book work, but I guarantee you throw a random physicist it programmer into an unfinished house and tell them to finish it they wouldn't know where to begin. Education is essential, jobs are essential. There is no dichotomy.

Ian Rose

In almost every walk of life, experience outweighs education tenfold. Certainly professionally I've worked with plenty of people and almost universally the far more capable colleagues have been the ones with lots of experience and no degree or professional qualifications, rather than the other way around. Academic study is a terrific enabler **up to a point** but there are plenty of “overqualified” people with higher degrees around for a very good reason. However you have to admit that it's often much harder to get that experience without a good education. That's one more reason why education is so important: it doesn't just give you the skills to learn valuable skills later in life, it reassures those in a position to offer you valuable and useful experience that it's worth the risk taking you on in the first place. I ask you this: if admitted to hospital requiring emergency attention and there's only one person available to treat you, would you rather they were someone who's seen and treated similar cases many times before, or a star student who knows the theory but has not treated anyone yet? Experience every time.

(After <https://www.quora.com>)

Speaking Activities

1. Exchange opinions in small groups or pairs.

1. What are your views on the issue?
2. What are your views on education?

2. Make up a short presentation in class on the topic “My views on education”. Mind the following issues: a) personal development, b) practical application of theoretical knowledge; c) career prospects; d) social status; d) salary.

Part 2

EDUCATION IN GREAT BRITAIN

Reading Activities

Schools in Great Britain

1. Read the text about the school system of Great Britain. Write out the words written in bold so as to make up your active vocabulary. Be ready to do the tasks after the text.

The Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. Then they move to secondary school, there they stay until they reach sixteen, seventeen or eighteen years of age. The main categories of school are:

- local authority maintained schools (State Schools) Free to all children between the ages of 5–16;
- independent schools (Private / Public Schools) Parents pay for their children's' education.

All children in England between the ages of 5 and 16 are entitled to a free place at a state school.

Most state schools have to follow the national curriculum. The most common ones are:

- 1) community schools, controlled by the local council and not influenced by business or religious groups;

2) foundation schools and voluntary schools, which have more freedom to change the way they do things than community schools;

3) **academies**, run by a governing body, independent from the local council – they can follow a different curriculum;

4) grammar schools, run by the **council**, a foundation body or a trust – they select all or most of their pupils based on academic ability and there is often an exam to get in.

Twelve million children **attend** about 40.000 schools in Britain. There are many children who attend a nursery school from the age of 3, but it is not compulsory. In nursery schools they learn some elementary things such as numbers, colours, and letters. Apart from that, babies play, have lunch and sleep there. Whatever they do, there is always someone **keeping an eye on them**.

Compulsory education begins at the age of 5 when children go to **primary school**. Primary education lasts for 6 years. It is divided into two periods: **infant schools** (pupils from 5 to 7 years old) and **junior schools** (pupils from 7 to 11 years old). In infant schools children don't have real classes. They mostly play and learn through playing. It is the time when children just get acquainted with the classroom, the blackboard, desks and the teacher. But when pupils are 7, real studying begins. They don't already play so much as they did it in infant school. Now they have real classes, when they **sit at desks**, read, write and answer the teacher's questions.

Compulsory **secondary education** begins when children are 11 or 12 and lasts for 5 years. Secondary school is traditionally divided into 5 forms: a form to each year. Children study English, Mathematics, Science, History, Art, Geography, Music, a Foreign language and have lessons of Physical training. Religious education is also provided. English, Mathematics and Science are called "**core**" **subjects**. At the age of 7, 11 and 14 pupils **take examinations in the core subjects**.

After five years of secondary education, at the age of 16, pupils take the **General Certificate of Secondary Education (GCSE) examination**. When they are in the third or in the forth **form**, they begin to choose their exam subjects and prepare for them.

After finishing the fifth form pupils can make their choice: they may either leave school and go to a Further Education College or continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for "A" (Advanced) Level Exams in two or three subjects which is necessary to get a place at one of British universities.

(After <http://projectbritain.com>,
<http://www.alleng.ru/engl-top/648.htm>)

2. Write out the types of schools and other education establishments.

3. Complete the following chart.

Stage of school education	Description and basic skills acquired

Vocabulary Practice

1. Give the definitions to the following words and word combinations:

independent system of education; decentralized system; tuition fee; timetable; headteacher / headmaster; self-governing school; compulsory subjects; primary school; comprehensive school; elementary school; high school; school certificate; extracurricular activities; vocational training; national curriculum.

2. Give the antonyms to the following words and word combinations:

independent school; comprehensive school; prestigious; compulsory subjects; curricular activities; to study free of charge; to graduate from the university.

3. Translate the following sentences into English.

1. Анна вынуждена была отдать ребенка в ясли, так как ей надо было выходить на работу. Она отдала дочку в частные, а не в государственные ясли, несмотря на высокую плату.

2. Я хорошо помню свой детский сад. У нас была очень добрая воспитательница. Она обучала нас основам чтения, письма и арифметики в игровой форме. Мы много играли, нам читали сказки.

3. В Беларуси не существует независимой системы образования. Даже частные школы подчиняются государственной программе и стандартам.

4. Общее образование в нашей стране является обязательным. Обучение проходит в группах до 40 человек, которые называются классами. В начальной школе большинство предметов ведет один учитель.

5. Министерство образования меняет государственные учебные программы каждый год, но от этого дети не стали учиться лучше. Уровень об-

разования с каждым годом снижается, а показатели успеваемости зачастую выше, чем реальные знания учащихся.

6. Чтобы поступить в университет в Республике Беларусь, необходимо набрать определенное количество баллов по результатам трех экзаменов и среднего балла аттестата.

7. В Республике Беларусь школьная система разделена на начальную, базовую и среднюю школу. После получения базового образования можно перейти в старшую школу либо выбрать профессиональное образование, которое представлено колледжами и лицеями.

8. В школе внимание уделяется не только учебным дисциплинам, но и внеучебной деятельности. Учащиеся могут посещать различные кружки и секции, устраивать концерты и спектакли, принимать участие в волонтерской деятельности.

Self-study Activities.

Listening Activities

1. Listen to and watch the presentation called “An Introduction to Sevenoaks School” <https://www.youtube.com/watch?v=fXg29z8mC08>. Answer the following questions.

1. How old is the Sevenoaks School? How many students study there? What reputation does it have?
2. What kind of things do the students appreciate most of all?
3. What mission do the staff see in the school? What objectives do they try to achieve?
4. What can you say about the school facilities?
5. What can you say about the boarding house?
6. What can you say about the students' involvement in the life of local communities in other countries? Why is it important?

2. Listen to and watch the presentation called “Sevenoaks School – Boarding Life” at https://www.youtube.com/watch?v=W9_-HZJIDdY. What do the students say about a) communication; b) meals; c) extra curricular activities? Note down the answers.

3. Listen to and watch the presentation called “Sevenoaks School – Life in the Sixth Form” at <https://www.youtube.com/watch?v=iPomyGcwsQM>. What do the students say about

a) the academic process and its international nature; b) research activities and subjects; c) extra curricular activities; d) contribution to a local society? Note down the answers.

Speaking Activities

1. Answer the following questions.

1. When do British boys and girls begin to go to school?
2. What subjects do they study at school?
3. How long does secondary education last?
4. What subjects are called “core” subjects?
5. At what age do children have their exams?
6. What are the differences between the types of schools in the UK?
7. What can you say about the reputation of the British education?
8. What can you say about boarding schools in the UK?

2. Do you remember your school years? What were you doing at different stages? Share your memories with your group mates.

3. What did you like and what did not about your school years? What were your favourite subjects? Share your memories with your group mates.

Writing Activities

Write an essay on the topic “The Role of Education in a Person’s Life”. Try to cover the following points.

1. Development of a personality.
2. Benefit of a society.
3. Career ladder and well-being.
4. Things at school appreciated by students.
5. Values and skills developed at schools appreciated by teachers.

Part 3

AMERICAN SCHOOL AND EXTRA CURRICULAR ACTIVITIES

Vocabulary Focus

1. Learn terminology differences, school governance and organisation, types of schools, grade levels and assessment. As you research US schools, you should note the following differences in terminology between the US and UK.

Public school: Type of school in the US, which is state-funded.

Grade: Used in the US both to describe a mark earned or year in school (see table below for conversions).

Report card: Document given to each student by the school, listing his / her marks (grades) at the end of a quarter, semester or year.

Transcript: An official document produced by the school listing the classes completed by the student, his / her marks (grades), GPA (grade point average), class rank and /or academic honours.

High school diploma: Certificate awarded upon completion of high school, rather than a particular qualification as in the UK.

Grade Point Average: A numerical average of the final grades US students receive for their classes. More information on calculating a GPA can be found in the undergraduate study section of this website.

Admissions tests: The SAT (pronounced S-A-T) and ACT (pronounced A-C-T) are US university admissions exams. Though the exact terminology varies by state, “end-of-course” exams are standardised exams set by the state at the end of a particular year of school. These exams are somewhat akin to the UK SATs, GCSEs and A-levels. However, they are offered on a state-by-state basis and may not have any bearing on your child’s GPA.

Reading Activities

1. Read the text about the school system of the USA. Write out the words written in bold so as to make up your active vocabulary. Be ready to do the tasks after the text.

The Educational Structure in the USA

Types of Schools

As in the UK, there are both state-funded (public) schools and privately-funded (private) schools.

Public schools (state-funded) provide free education for students who live in the local area and are **funded by** local taxes and funding from the state and federal governments. About 85–90 % of students in the US attend public schools.

Most commonly, students in the public school system will attend the local school **assigned to** them by their school district. However, some districts provide magnet (specialised), charter and international schools, to which students may apply. Due to this system, families often take into account the assigned schools for particular neighbourhoods when choosing a new area in which to live.

Private schools charge a fee for attendance and may have a smaller student population than public schools. They are often governed by a private **board** and subsequently are often not subject to regulations on curriculum or teaching qualifications set by the state. About 10 % of students in the US attend private schools.

Primary and secondary school

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are **referred to** as the first through twelfth grades.

Around age six, U.S. children begin **primary school**, which is most commonly called “**elementary school**”. They attend five or six years and then **go onto** secondary school.

Secondary school consists of two programs: the first is “**middle school**” or “**junior high school**” and the second program is “**high school**”. A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as “**higher education**”.

Grading system

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your “**grades**” and “**grade point average**” (GPA), which are measurements of your **academic achievement**. Courses are commonly graded using **percentages**, which are **converted** into letter grades.

Academic year

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them **in sequence**, starting in autumn and continuing through the year.

The academic year at many schools is composed of two **terms** called “**semesters**”. (Some schools use a three-term calendar known as the “**trimester**” system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

Assessment

Unlike in the UK, there is no **national curriculum**, and therefore US schools do not prepare students for national examinations such as the GCSEs, Highers, AS or A-levels. Rather students work toward completing a high school diploma (the requirements for which are set by each state), and are assessed for university entry based on GPA, class rank within the year group, rigour of classes taken (AP, honours, regular) and **admissions tests**. Students are generally **assessed continually** throughout the semester via a combination of tests, mid-term / final exams, essays, quizzes, **homework assignments**, classroom participation, group work, projects and **attendance**. This assessment culminates with a final “grade” for each course awarded at the end of the semester.

Marks can be given as letters (A+, A, B+, B, etc.), or as numbers out of 100 %.

Generally the student’s parents are sent a “report card” indicating the grades earned in each subject at the end of a quarter, semester or year. The student’s overall academic history is recorded in a transcript which is later requested by universities seeking to evaluate the student. A “transcript” is an official document produced by the school listing the classes completed by the student, his / her marks (grades), GPA (grade point average), class rank and / or academic honours.

Extra Curricular Activities

Almost every high school in the U.S. offers some type of **extracurricular activity**, such as music, academic clubs, and sports. These activities offer opportunities for students to learn the **values of teamwork**, individual and group

responsibility, **physical strength and endurance**, **competition**, **diversity**, and a sense of culture and community. Extracurricular activities provide a **channel for reinforcing** the lessons learned in the classroom, offering students the opportunity **to apply academic skills in a real-world context**, and are thus considered part of **a well-rounded education**. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of **school failure and dropping out** (Lamborn et al, 1992; Finn, 1993). If, indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities **to students of all backgrounds** becomes an important equity issue. This issue brief examines the relationship between extracurricular participation and student engagement in school using data from 1992 public high school seniors in the National Education Longitudinal Study (NELS). The brief also explores whether the availability of these activities varies according to school characteristics, and whether participation differs according to student background and school setting.

(After <https://www.studyusa.com>,
<http://www.fulbright.org.uk>, <https://nces.ed.gov>)

2. Complete the following chart according to the text.

Types of schools	
Stages	
Assessment peculiarities	
Extra Curricular Activities	

Vocabulary Practice

1. Define the following words and word-combinations:

public school; private school; private board; elementary school; middle school; junior high school; higher education; grade; grade point average; academic achievement; semesters; national curriculum; admissions test; attendance; extracurricular activity; well-rounded education; students of all backgrounds.

2. Translate the sentences from Russian into English.

1. Если школьное образование не будет финансироваться государством, оно станет недоступным для детей из малообеспеченных семей.

2. В нашей стране образовательные программы и стандарты менялись несколько раз за последние 25 лет, но ни одна реформа не была доведена до конца.

3. В США учащиеся средних школ получают домашние задания не только в течение учебного года, но и на летние каникулы.

4. Академическая успеваемость в школах США оценивается не в числовых, а в буквенных баллах. Если ученик из другой страны поступает в американскую школу, он проходит вступительное тестирование, а его баллы в числовом выражении переводятся в соответствующие буквенные баллы.

5. Школьники в Канаде оцениваются постоянно во время занятий, но итоговую отметку узнают только в конце четверти (семестра). В отметку входит не только выполнение контрольных работ, но и работа в группах, активность на занятиях, участие в проектах и посещаемость.

6. Внеучебная деятельность вносит разнообразие и дух соревновательности в школьную рутину, развивает физическую силу и выносливость, помогает применять учебные навыки в контексте реальной жизни, поощряет интерес к всестороннему образованию, снижает вероятность того, что учащийся выпадет из школьной жизни или будет чувствовать себя неудачником.

Listening Activities

Listen to an ad at <https://www.youtube.com/watch?v=Z43M8oNDhLI> called “Extra curricular – 5.1 Do I need extra curricular activities? | MS Admissions | ReachIvy” and complete the following chart.

Motives for ECA	
Examples of ECA	

Writing Activities

Write down a short essay on the importance of extra-curricular activities. Try to cover the following points.

1. Motives for ECA.
2. Examples of ECA.
3. Contribution to local communities.
4. Your personal experience of ECA.

Speaking Activities

Role Play

A Dream School

Idea. The local authorities are to open an innovation secondary school in your area. They are to consider two projects and chose the better one. The students are to divide into 3 teams: a) School 1; b) School 2; 3) Experts.

Tasks for “School” groups. Make up presentations of your schools supported by multimedia presentations. Distribute the role types and focus on a) type of school; b) stages of education and the age of students; c) assessment; d) curriculum; e) extra curricular activities; f) location; g) boarding; h) sources of funding.

Tasks for “experts” groups. Distribute the role types. Define the list of the requirements to the schools. Set up the criteria. Assess each project using good arguments and chose the better one.

Part 4

SCHOOL EDUCATION IN THE REPUBLIC OF BELARUS: SPEAKING ABOUT YOUR COUNTRY’S REALITIES

Self-study Activities

1. Using a dictionary, find the equivalents to the following vocabulary units:

нормативно-правовой акт; преемственность обучения; прививать интерес к знаниям; специальность; без отрыва от обучения; ПТУ; лицей; техникум; решение проблем; отработать по распределению; 10-балльная система оценки знаний.

2. Translate the sentences from Russian into English.

1. Структура национальной системы образования базируется на Конституции Республики Беларусь и других нормативно-правовых актах. Гарантируется преемственность всех форм обучения.

2. Основной целью начального образования является привитие интереса к получению новых знаний.

3. В некоторых городах Республики Беларусь ученики средней школы могут получить рабочую специальность без отрыва от школьного обучения.

4. Профессионально-техническое образование обеспечивает приобретение профессиональных знаний, умений и навыков.

5. К учреждениям профессионально-технического образования относятся профессионально-технические училища, профессиональные лицеи, а также профессионально-технические колледжи.

6. В 2002 году в Беларуси была введена 10-балльная система оценки знаний.

7. Выпускники, получившие образование за счет средств бюджета, обязаны отработать по распределению.

Reading Activities

Read the following information about the system of school education in Belarus and be ready to do the tasks that follow.

Система образования в Республике Беларусь

Структура национальной системы образования базируется на Конституции Республики Беларусь и других нормативно-правовых актах. Гарантируется равенство всех граждан в получении образования, единство образовательных систем и преемственность всех форм обучения.

Охарактеризуем основные ступени образования.

Дошкольное образование (ясли, детские сады). В детских садах развивают наблюдательность и любознательность малышей, учат правильно говорить и строить длинные предложения для выражения своих мыслей, прививают культуру общения. Воспитатели должны научить деток ориентироваться во времени и пространстве, различать времена года и дни недели. Ребят приучают к порядку и труду, прививают любовь к Родине и бережное отношение к окружающему миру, учат налаживать контакт с незнакомыми детьми. В детских садах грамотные психологи и квалифицированные врачи внимательно следят за здоровьем каждого ребенка и его психическим состоянием. Частные детские садики предлагают дополнительное музыкальное образование и обучение иностранному языку.

Начальное и общее базовое образование (на базе 9 классов средней школы). Начинается с 6 лет. Начальный и базовый этапы являются обязательными. Основная цель начального образования – привитие интереса к получению новых знаний. Обучение проходит на двух языках – русском и белорусском, но есть и школы, где преподавание ведется исключительно на родном языке. С третьего класса в школьную программу вводится ино-

странный язык. Это может быть английский, французский или немецкий. Основная нагрузка начинается в пятом классе. Вводятся новые дисциплины: физика, геометрия, химия, алгебра. Изучение иностранных языков проходит на продвинутом уровне. Большое внимание уделяется физической подготовке детей. Школьные стадионы во всех учреждениях соответствуют международным нормам безопасности и санитарии. Образование в средней школе является бесплатным.

Общее среднее (на базе 11 классов), **начальное профессиональное** (ПТУ, лицеи), **среднее специальное** (техникумы, колледжи). В *средней школе* старшеклассников готовят к поступлению в вуз, и программа обучения строится в зависимости от выбранного направления. В некоторых городах Беларуси ученики средней школы могут получить рабочую специальность без отрыва от школьного обучения (повар, парикмахер, озеленитель и др.). *Среднее специальное* образование направлено на получение специальной теоретической и практической подготовки, завершается присвоением квалификации специалиста со средним специальным образованием, рабочего со средним специальным образованием. Учреждением среднего специального образования является колледж. *Профессионально-техническое образование* обеспечивает приобретение профессиональных знаний, умений и навыков, необходимых для присвоения квалификаций рабочих и служащих. К учреждениям профессионально-технического образования относятся профессионально-технические училища, профессиональные лицеи, а также профессионально-технические колледжи.

Выпускники профессионально-технических учреждений, получившие образование за счет средств бюджета, обязаны отработать по распределению один год, выпускники средних специальных и высших учреждений образования – два года. Цена платного высшего образования на отдельных специальностях достигла в 2012 году 12 млн рублей в год и продолжала расти.

В 2002 году в Беларуси была введена 10-балльная система оценки знаний в средних школах, профессионально-технических учебных заведениях, ссузах и вузах взамен 5-балльной системы, традиционной для постсоветских республик. Оценка 10 предполагает свободное оперирование программным учебным материалом различной степени сложности с использованием сведений из других учебных курсов и дисциплин; умение осознанно и оперативно трансформировать полученные знания для решения проблем в нестандартных ситуациях; проявление целеустремленности, ответственности, познавательной активности, творческого отношения к учению.

Speaking Activities

1. Using your active vocabulary from the previous topics, summarize the information about school education in the Republic of Belarus by rendering the text from Russian into English.

2. Read the conversation. Compare your school memories with those of Natalia. Do you agree with her views on modern school education?

– Do you remember your school years, Natalia?

– Of course I do! I used to live in a small town at that time, but we had a very advanced school, fully compatible with the standards of the time.

– You must have good memories of your primary school.

– Strange as it may seem, but my primary school used to be rather controversial. On the one hand, it was the beginning of something new, but on the other one it taught us the first lesson of injustice.

– Injustice?!

– Yeah. Our first teacher used to be very... biased and corrupted. Some parents brought her very good presents, and in this way their children turned out to enter the “top list”. The others understood it very quickly: school progress could be easily “purchasable” and life is not fair. We were small but not stupid to realize the truth, you know. It was too harsh for our age.

– Oh, no!

– Everything changed in junior school. Very professional teachers came. Practically all of them. They managed to provide us with good systematic knowledge in a very timely manner. For instance, we had only two classes of English a week, but we were better at it than modern school-children are. The same was with Maths, Russian etc. Now I watch my children do their home works and see neither logics nor reason in what they are doing. There’s hardly any explanation of what it is all for... Piles of work resulting in a number of mistakes.

– You see such a great difference, don’t you? Can you see any reason of it?

– You know, I was studying at a Soviet school, now worldly recognized as one of the best systems. We were trained to think critically, to analyze before practicing, and it worked!

– Do you mean everybody was doing well?

– Of course not! Cheating was very popular, there was no internet, so we used to back each other up. But it was not only cheating: we helped each other a lot. Other times my phone would ring for hours because my classmates needed my consultation.

- You were a top student, I suppose.
- Yes, I actually was. I participated in all types of “Olympiads” (academic contests for school students) and quizzes and got all sorts of prizes and “diplomas”. At the same time I was not a book-worm, studying was just easy for me, and I was very ambitious. But let alone my personal abilities and progress, I can say it for sure that our generation was far more literate and educated on the whole. I may seem grumbling, but I know what I say: I work with the young, and my own children go to school. The gap is tremendous.
- Can you say that school education in your country is in decline?
- I am afraid I can.

3. Interview your fellow-student on the subject of his / her school years. Rehearse it and make up a video clip. Present it in class. Vote for the best video.

Writing and Public. Speaking Activities

Make up a presentation on one of the topic suggested and present it in class.

1. Types of schools in the UK and in the USA: comparative analysis.
2. Stages of a person’s education: skills, possibilities, achievements and prospects.
3. Pluses and minuses of the system of secondary education in Belarus.

Part 5 HIGHER EDUCATION IN BELARUS. THE BELARUSIAN STATE UNIVERSITY

Reading Activities I

Read the text about the Belarusian State University. Pay special attention to the worlds written in bold. Make up a detailed plan of the text. Write out 5–7 words and word combinations to describe the idea of each item of your plan.

The Belarusian State University

The Belarusian State University, **founded** on October 30, 1921, is a leading scientific, educational, innovation and cultural centre of the Republic of Belarus. According to major international **rankings**, it is among 2 percent of world leading universities out of 30 thousand educational **institutions**. The University aims to lead the country in research and education. The administration and **academic staff** seek to do this in ways which **benefit society on a national and a global scale**. The BSU aims to deliver an exceptional education, **to carry out research**, and to make significant contributions to society – locally, nationally, and internationally.

The entire structure of the Belarusian State University includes 16 **faculties** and 6 educational **institutes**, 10 educational **establishments**, 10 **research and development institutes and centers**, 41 research and developments **laboratories**, 10 innovation and **production enterprises**.

The University employs about 8,500 staff members with about 3,000 **teaching staff** and 500 **research staff**. The BSU is headed by the Rector.

The BSU students' **community** consists of more than 30,000 **undergraduate** and **graduate** students, **postgraduate** and **postdoctoral** students (which almost equals the population number of Liechtenstein, 33,720, or Monaco, 32,410 people!). **Full-time students** who successfully **pass exams** receive **scholarships** and do not **pay a tuition fee**. The University **annual enrollment** exceeds 5000 students.

The Belarusian State University offers a variety of educational programs at all levels of education. The Higher Education Program is organized through 74 **specialties** and 278 **specializations**. The BSU offers **training in** more than 75 specialties within its Master's Degree Program. The Ph. D Program which is aimed to prepare highly qualified researchers holding a Candidate of Science (Ph. D.) degree is provided through 125 specialties of different branches of science. Domestic and foreign students may also benefit from a variety of **non-degree programs**, such as **student internships**, **research internships**, **study-and-travel tours**, Russian / Belarusian as a foreign language courses.

Alongside with the National Academy of Sciences, the BSU is a leading scientific centre of the country. Today it includes 4 research institutes, 3 national scientific centers and 7 unitary enterprises. Annually over 1,000 various scientific publications and more than 5,000 articles are published, over 100 scientific and practical **conferences are held**. The BSU is at the national forefront in studying topics of worldwide interest, from the dawn of the universe to the challenges of globalisation. Its staff and student researchers **address** many of the **major challenges** that face our society, from language conservation to new **vaccines**, **ageing** to **obesity**, new energy sources to **biodiversity**. They use **innovative**

research techniques and modern technology, both **to examine problems** of the modern world and to understand better the ancient world. The BSU research institutions have created over 300 **technologically advanced products**. Among the most interesting developments there are food supplements to stabilize the quality of flour, phytocompositions for bakery and confectionery products based on phyto-raw materials, compositions of bakeries for people with impaired protein metabolism to prevent cardiovascular diseases, etc.

Globalisation is nothing new at the BSU, and its pace has **accelerated** in recent decades, so the BSU now has a strong international character. The University is an attractive place of study for over 2,000 international students from 53 countries. Today the BSU has over 300 **international agreements** with HEI's and scientific institutes out of more than 50 countries of the world and that makes the BSU the country's leader in this field. Among the BSU partners there are the leading European HEI's, but cooperation with universities of the Russian Federation is the most **extensive**. The Russian Federation makes up more than a half of the export volume of the university's R&D products which include **scientific devices**, equipment, new **substances** and materials created by the BSU research teams. Besides Russia, relationships with scientific and education establishments of the countries of South-Eastern Asia appear to be strategic. Today's BSU students, whether Belarusian or international, can also **enjoy access to** a range of international experiences while studying here, including **internships** around the world, courses with study abroad components, and substantial support from the university for independent research abroad.

Vocabulary Practice

1. Fill in the following chart with the words and word combinations related to the columns.

Divisions and subdivisions	Academic and research activities	Academic titles and degrees	Disciplines and directions of research
faculty ...	to hold a conference ...	Doctor (PhD) ...	information technologies ...

2. Fill in the propositions (if necessary).

1. Thanks to in-depth knowledge of English, Professor Ivanov can enjoy an access ... the best world academic resources.

2. My friend has applied ... the BSU Post Graduate Course to carry ... the research ... comparative linguistics.

3. If you get excellent scores ... all the subjects you do not have to pay ... a tuition fee.

4. Many applicants want to be trained ... law specialties despite of the fact it is difficult to find a good job afterwards.

5. Universities of the Russian Federation are the first ... the BSU partners.

3. Match lexical units from the first column to their synonyms or definitions from the second one:

1) teachers, lecturers and professors	a) internship
2) to investigate scientific problem	b) master's course / magistrate course
3) going to study the experience of another establishment	c) doctorate (doctoral course)
4) the first level of higher education	d) production
5) the second level of higher education	e) academic staff
6) the third level of higher education	f) bachelor's course
7) researcher who is studying to become a doctor	g) to carry out research
8) manufacturing	h) scholarship/grant
9) getting older	i) post-graduate
10) money assigned to a student for research or studying	j) challenge
11) problem difficult to solve	k) tuition fee
12) payment for getting education	l) ageing

4. Consult a dictionary and specify the semantic differences between the words:

a) specialty and specialization; b) scientist and scholar; c) research, investigation and study; d) graduate, under-graduate and post-graduate students; e) institute and institution.

5. Translate the sentences from Russian into English.

1. Согласно международному рейтингу БГУ входит в число 500 лучших высших учебных заведений мира.

2. БГУ вносит огромный вклад в развитие науки как в национальном, так и в мировом масштабе.

3. После того как мой друг получил результаты эксперимента, он подал заявку на получение стипендии на дальнейшее проведение научного исследования.

4. Научно-исследовательские институты и центры занимаются проблемой биотехнологий уже много лет, и многие производственные предприятия используют их научные разработки.

5. Одной из главных задач, стоящих перед современной наукой, является разработка вакцины от рака.

6. Благодаря инновационным технологиям в исследованиях за последние годы было совершено много научных открытий.

7. Студенты БГУ имеют возможность стажироваться по учебному и научному направлениям в вузах Европы и Российской Федерации.

8. Я не получаю стипендии, я плачу за обучение.

9. Я учусь на факультете социокультурных коммуникаций БГУ, моя специальность – «Современные иностранные языки», моя специализация – «Лингвист-переводчик».

10. Разработка высокотехнологичной продукции – одно из приоритетных направлений БГУ в области международного сотрудничества.

11. Высшее образование предполагает подготовку специалистов высшей квалификации. В Беларуси студенты вузов (университеты, академии) могут получать академические степени специалиста (бакалавра) и магистра. Выпускники вузов могут продолжить обучение и получить послевузовское образование, поступив в аспирантуру и затем в докторантуру. Кроме того, возможно прохождение курсов переквалификации и получение второго высшего образования.

12. Основным документом, дающим право на поступление в высшее учебное заведение, – аттестат или диплом, подтверждающий получение профессионально-технического или среднего специального образования. В Республике Беларусь действуют 45 государственных и 10 негосударственных вузов.

Writing Activities II

1. Study the list of the BSU faculties below. Consult the official BSU web-site and select a) the 2 most prestigious b) the 2 least prestigious c) the most interesting for you faculties according to the data of the recent years. Make up small reports about them on the following issues:

a) annual enrollment in recent years; b) entrance scores; c) tuition fee (full-time and distant); d) specialties and research areas; e) possibilities for further training; f) reasons for its being prestigious/non-prestigious.

BSU Faculties

- Faculty of Applied Mathematics and Computer Science
- Faculty of Biology
- Faculty of Chemistry
- Faculty of Economics
- Faculty of Geography
- Faculty of History
- Faculty of International Relations
- Faculty of Law
- Faculty of Social and Cultural Communications
- Faculty of Mathematics and Mechanics
- Faculty of Philology
- Faculty of Philosophy and Social Studies
- Faculty of Physics
- Faculty of Pre-University Education
- Faculty of Radiophysics and Computer Technologies
- Military Faculty

2. Using the plan in exercise 1, make up a detailed presentation about your faculty and specialization.

Speaking Activities

1. Read the names of the BSU divisions and subdivisions. What do you think their functions are? Try to give their descriptions in 2–3 sentences.

Common University Departments (Chairs)

- English Language Department for the Humanitarian Faculties
- English Language Department for the Science Faculties
- Department of Pedagogics

Educational Institutes

- Faculty of Journalism
- Institute of Theology named after Sts. Cyril and Methodius
- State Institute of Management and Social Technologies
- School of Business and Management of Technology
- International Sakharov Environmental Institute of Belarusian State University

Institutes of Advanced Training

- Republican Institute of Higher Education
- Institute of Life Long Learning
- Institute of Retraining and Advanced Training of Personnel of Offices of Public Prosecutor, Courts and Establishments of Justice
- Institute of Informational Technologies and Administration
- Republican Confucius Institute of BSU

Other Educational Establishments

- BSU Lyceum
- BSU Law Colledge

2. Make up dialogues on the Topic “Advising on a BSU specialty” using the information from Writing Activities Exercise 1. Work in pairs or in small groups.

3. Dramatize the role play.

Hot Line

Description. *The BSU administration have decided to hold a meeting with all its stakeholders (interested people) to attract more students and the most qualified academic staff to the university. Act out the “hot line” according to the parts given bellow. Prepare small presentations (1,5–2 min.) according to your character. Be ready to put 1–2 questions to each participant.*

Stages

1. The Rector opens up the meeting and asks the guests to put questions. 2. The first guest presents his / her story, asks his / her questions and the administration representative(s) respond to it consequently. 3. The floor is given to another guest with the response of the administration until all the participants make their speeches. Questions are welcome. 4. Conclusion. The Rector summarizes the results of the meeting, thanks the participants.

Participants and Characters

Rector. You are to open up the meeting. Provide the information about the BSU structure, annual enrollment, main divisions and subdivisions of the university.

Vice Rector on Academic Work. Provide the information about the BSU levels of higher education, possibilities of internships both for under-graduates and scholars (possibly with official data and figures).

Graduate student of another university. You are a top student at your university. You are graduating this year and you are going to get post-graduate education. Make up your academic success story (specialty, academic performances, research activities etc.). You want to know about possibilities of post-graduate education and internships in the BSU.

Vice Rector on Sciences. Provide the information about the BSU's possibilities for scholars emphasizing the most significant research areas. Note the issues of international integration.

Scholar from another country. You are a famous scholar from another country developing technologically advanced products. Make up your success story (degree, branch of science, research topic, research area, conferences, publications etc). You would like to apply for a job to the BSU and you are interested in the possibilities of running research work at the university.

Father of twins – school leavers from Turkmenistan. You are interested in the possibilities of studying foreign languages (English and Russian) for your daughter and design technologies for your son. Note the weak points of higher education in your country.

Dean of the Faculty of Social and Cultural Communications. Provide the detailed information about linguistic and design specialties at your faculty.

School-leaver with high academic performances. You are a top student at your school. Make up your academic success story (subjects, academic performances and achievements, contests, olympiads, research activities etc). You are not sure about your future career, but you want to study a very prestigious specialty.

Dean of the Faculty of International Relations. Provide the information about the most prestigious specialties at your faculty and further possibilities for training and employment.

School-leaver with low academic performances. Make up your academic story. You used to be a good pupil at primary school but then you took up sport and gave up studying. Now you realize the importance of higher education and ready to work hard but your scores are going to be very low as half a year is not enough to catch up. You are interested in specialties with low entrance scores.

Dean of the Faculty of Geography. Provide the information about the specialties at your faculty and further possibilities for training and employment.

Dean of the Faculty of Law. Provide the information about the most prestigious specialties at your faculty and further possibilities for training and employment.

Dean of the Military Faculty. Provide the information about the specialties at your faculty and further possibilities for training and employment.

4. Speak on the topic “The Belarusian State University”.

5. Speak on the topic “My Faculty and my Specialty”.

Reading Activities III

1. Read the text and answer the questions after it.

Higher Education in Great Britain

After leaving secondary school young people can **apply to a university**, a polytechnic or a college of further education.

There are 126 universities in Britain. They are divided into 5 types:

- The Old ones, which were founded before the 19th century, such as Oxford and Cambridge;

- The Red Brick, which were founded in the 19th or 20th century;

- The Plate Glass, which were founded in 1960s;

- The Open University It is the only university offering extramural education.

Students learn subjects at home and then post ready exercises off to their tutors for marking;

- The New ones. They are former polytechnic academies and colleges.

The best universities, in view of “The Times” and “The Guardian”, are The University of Oxford, The University of Cambridge, London School of Economics, London Imperial College, London University College.

Universities usually select students basing on their A-level results and an interview.

After three years of study a university graduate get the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master’s Degree and then a Doctor’s Degree (Ph. D).

For seven hundred years two universities – Oxford and Cambridge – dominated British education, and today they dominate more than ever. They are often called collectively Oxbridge, but both of them are completely independent. Oxford and Cambridge have always provided a large number of prominent secretaries (**White Hall civil servants**), members of Parliament and vice-chancellors of other universities. Less than one per cent of Britain’s population study in Oxbridge. B. A. (Oxford) or B. A. (Cambridge) is quite different from an ordinary B. A.

Oxford is one of the oldest universities in Europe. The town of Oxford is first mentioned in 911 A. D. and it was popular with the early English kings. The university’s earlier charter is dated to 1213. There are now twenty-four

colleges for men, five for women and another five are co-educational. Among the oldest colleges is University College, founded in 1249.

Cambridge University started during the 13th century. Nowadays the University encompasses more than thirty colleges. They line the right bank of the Cam. The University was only for men until 1871, when the first women's college was opened. Almost all colleges are now co-educational.

Many great men studied at Cambridge, among them Roger Bacon (1214–1292), Milton, Oliver Cromwell (1599–1658), Newton, and Kapitza, the famous Russian physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of student life at Oxbridge, the most popular is rowing.

The rapid growth of the cities in the 19th and the beginning of the 20th century gave birth to so-called «red-brick» **Universities (Redbrick)**. These Universities were created to fill local needs, the emphasis was placed on the study of science and technology but currently they offer a full range of courses.

Oxbridge and Redbrick differ greatly. While a larger per cent of Oxbridge undergraduates come from public schools, very few of Redbrick do; many public school boys would rather go straight into business, than go to a Redbrick university – they prefer no degree to a Redbrick degree. In England Redbrick has been separated from the beginning. While Oxford and Cambridge were exclusively Anglican, the new **Victorian universities** were built to provide a liberal education for men without references to religion or background. These universities concentrate on imparting to their students “real-world” skills, often linked to engineering.

Commentaries

1. White-Hall civil servants – officials of Government offices.
2. Redbrick university (informal) – any new or little-known university, esp one built since World War II to educate students in industrial regions, often partially supported by government funds; also any university lacking the prestige of Oxford and Cambridge.
3. Victorian (universities) – *here* universities built in the reign of Queen Victoria (1837–1901).

Answer the questions.

1. What types are the British universities divided into?
2. What outstanding personalities studied in Oxbridge?
3. In what ways do Oxbridge and Redbrick universities differ?
4. What can you say about female education in Great Britain?
5. Why do Oxbridge graduates dominate in civil service in Britain?

Speaking Activities

Discuss with your fellow student the advantages and disadvantages of the universities described in the text.

Self-study Activities

1. Find the information about the Faculty of Social and Cultural Communications on the BSU website. Using a dictionary, make up a list of specialties and specializations.

2. Render the information from the website into English. Add your own data. Mark your own advantages and disadvantages of studying at this faculty.

Public Speaking Activities

Make up presentations on one of the following topics.

1. Leading universities of Europe.
2. Leading universities of America.
3. Leading universities of Asia.
4. The most attractive university for me.
5. The Bologna Process.
6. International academic exchange.
7. My experience of international academic exchange.

CHAPTER III

VARIETY OF LANGUAGES

Part 1

LANGUAGES OF THE WORLD.

ENGLISH AS A WORLD LANGUAGE

Reading Activities

1. Read the text about the language existing in the world. Write out the words written in bold so as to make up your active vocabulary. Be ready to do the task after the text.

Variety of Languages

Language is the specifically human capacity for acquiring and using complex systems of acoustic as well as kinetic signals to express thoughts and feelings, and language is used for the exchange of knowledge and experiences. The problem on this planet is the language systems vary greatly from region to region. The variety may be so different that one individual does not understand the language of a member from another region or country. The table below shows the statistics that prove the situation with communication around the globe to be complicated enough.

But maybe the situation is less dramatic on a smaller, European scale? Europe is a continent with many countries (about 50) and almost each country has its own language, known as the national language. Some countries have even more than one national language. At the fringes of the countries languages may overlap and used interchangeable, this means, people in the border regions of countries might understand and speak the language of the neighboring country.

Is there a common language in Europe so that all Europeans can talk to each other? Eh, no, not really. There are Europeans who have learned Spanish,

French, German, English, or even Latin as a second language, so they might be able to use it in the country where those languages are spoken. On the other hand, English is on the rise used not only in Europe as a lingua franca, especially by the younger generation of Europeans, even so France tried hard to protect its citizens from the unwanted influence of English on French (language) culture.

**Top 20 of the most widely spoken languages
by “First language” speakers (2009)**

Rank	Language	Primary Country	Number of total countries where the language is spoken	Speakers (millions)
1	Chinese	China	31	1,213
2	Spanish	Spain	44	329
3	English	United Kingdom	112	328
4	Arabic	Saudi Arabia	57	221
5	Hindi	India	20	182
6	Bengali	Bangladesh	10	181
7	Portuguese	Portugal	37	178
8	Russian	Russian Federation	33	144
9	Japanese	Japan	25	122
10	German, Standard	Germany	43	90,3
11	Javanese	Indonesia	5	84,6
12	Lahnda	Pakistan	8	78,3
13	Telugu	India	10	69,8
14	Vietnamese	Viet Nam	23	68,6
15	Marathi	India	5	68,1
16	French	France	60	67,8
17	Korean	Korea	33	66,3
18	Tamil	India	17	65,7
19	Italian	Italy	34	61,7
20	Urdu	Pakistan	23	60,6

However, the EU, the European union of 28 member states has 24 official languages, but in practice only two are used most often: English and French.



2. Answer the questions according to the text.

1. What is the language?
2. What are the top 5 widely spoken languages in the world?
3. Is there a common language in Europe? Is so, which one?
4. What are the languages of international communication?
5. How many official languages does the EU have?

Vocabulary and Speaking Activities

1. Learn the table and the picture above. Proofread the pronunciation of language names and those of the countries where they are spoken.

2. Answer the following questions.

1. Why can we call the global situation with communication dramatic?
2. What language is spoken in your country? What language family and group does it belong to?
3. What languages do you speak? What language families and groups do they belong to?
4. What languages would you like to learn? Why? What language families and groups do they belong to?
5. What languages do you think are the most difficult to learn? Why?

Part 2 THE ROLE OF ENGLISH IN THE WORLD COMMUNICATION

Reading Activities I

English as a World Language

1. Before you read the text answer the following questions.

1. What do we use a language for?
2. How many languages are there in the world?
3. What is an official / native / second / foreign language?
4. What language family does English belong to?
5. What is *lingua franca*, *pidgin English*, *Creole*?
6. Why are many parents in Belarus interested in their children learning English at school?
7. Why do you learn English?
8. What foreign languages would you like to speak?
9. What alphabet is written English using?
10. Why has English become a widely spread world language?
11. What are the major variants of English? Do you know any differences between them?
12. Which variant do you study (are interested in)? Why?
13. Which variant of English – British or American – do you find easier to understand? Which sounds more prestigious to you?
14. What is the future of English from your point of view?

2. Read the text about English as a world language and find some factors that determine the present-day world status of English.

1. **English** is a West Germanic language the global spread of which over the last 50 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language, by its depth of **penetration** into societies and by its range of functions. English *has become* a global language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English *began* in the 17th century, with the first settlements in North America. Above all, it is the great growth of population of the United States, assisted by massive immigration in the 19th and 20th centuries that has given the English language its present standing in the world.

2. It is the first language of the United Kingdom, the USA, Canada, Australia, Ireland, New Zealand and a number of the Caribbean nations. There are about 375 million native speakers, which makes English the second most spoken language in the world. About 220 million more people speak it as a second language and there are as many as a billion people who are learning it.

3. English has developed **over the course of** more than 1,400 years. The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon settlers in the fifth century, are called **Old English**. **Middle English** began in the late 11th century with the **Norman Conquest** of England. **Early Modern English** began in the late 15th century with the introduction of the printing press to London and **the Great Vowel Shift**. Through the worldwide influence of the British Empire, Modern English spread around the world from the 17th to mid – 20th centuries. English has **ceased** to be an “English language” in the sense of belonging only to people who are ethnically English. Use of English is growing country-by-country internally and for international communication. More learners of English learn the language for practical rather than ideological reasons.

4. Today, English is represented in every continent and in the three main oceans – the Atlantic, the Indian and the Pacific. English is mixing with and marrying other languages around the world. It is probably the most **insatiable** borrower. Words newly **coined** or in vogue in one language are very often added to English as well. There are words from 120 languages in its vocabulary, including Arabic, French, German, Greek, Italian, Russian, and Spanish.

5. Other languages absorb English words too, often giving them new forms and new meanings. So many Japanese, French and Germans mix English words with their mother tongues that the resulting hybrids are called Japlish, Franglais and Denglish. In Japanese, for example, there is a verb Makudonaru, which is

to eat at McDonald's. One of the many "Englishes" spoken and written today is Euro-English. Euro-English has its origins in the political arena of the European community.

6. A century ago, some linguists predicted that one day England, America, Australia and Canada would be speaking different languages. However, with the advent of records, cinema, radio, and television, the two **brands** of English have even begun to **draw back** together again. Britons and Americans probably speak more alike today than they did 50 or 60 years ago. (In the 1930s and 1940s, for example, American films were **dubbed** in England. It's no longer the practice today).

7. People have long been interested in having one language that could be spoken throughout the world. Such a language would help to increase cultural and economic ties and simplify communication between people. Through the years, at least 600 universal languages have been proposed, including Esperanto. About 10 million people have learned Esperanto since its creation in 1887, but English, according to specialists, has better chances to become a global language. So why not learn it?

Vocabulary and Comprehension Activities

1. Find in the text the words that correspond in meaning to the following:

never done or known before (1) the action or process of making a way through or into something (1); during (3); to come to an end (3); impossible to satisfy (4); to invent or devise a new word or phrase (§ 4); a word formed from elements taken from different languages (5); to say or estimate that (a specified thing) will happen in the future (6); a particular type or kind of something (6); provide a film with a soundtrack in a different language from the original (6); in every part of (7).

2. Form derivatives to the following words:

unprecedented; penetration; communication; insatiable; coined; origin; propose.

3. Translate the words in brackets into English.

1. A number of English words have (проникли) in the Russian language over the last 50 years.

2. English has developed (в течение / около) more than 1,400 years.

3. Because of many factors English has become the most (ненасытный) borrower.

4. Words newly (придуманные) or in vogue in one language are very often added to English.

5. With the advent of records, cinema, radio, and television, the two (разновидности/варианта) of English (British and American) have begun to (сближаться/сходиться) together again.

6. A lot of American films (дублировались) in England in the 1930s and 1940s.

7. (По мнению) specialists English has better chances to become a global language.

4. Look quickly through the text again and choose the appropriate answer.

1. The English language is a ... language.

- a) German b) West Germanic c) Roman

2. English is the ... most spoken language in the world.

- a) first b) second c) third

3. The earliest forms of English were brought by

- a) Normans b) Vikings c) Anglo-Saxons

4. Modern English spread around through

- a) the influence of the British Empire
b) the Great Vowel Shift
c) the introduction of the printing press

5. Mark these statements T (True) or F (False) according to the information in the text.

1. English is unprecedented in several ways: by the increasing number of users of the language, by its penetration into other languages, by its mobility.

2. There are about 385 million native speakers of English in the world.

3. English has ceased to be an “English language” in the sense of belonging only to people who are ethnically English.

4. English has never been the most insatiable borrower.

5. With the introduction of mass media, the two brands of English have even begun to sound like two different languages.

6. People have long been interested in having a lingua franca so that they could communicate with the whole world.

7. Esperanto can become a global language.

6. Answer the following questions.

1. Why is the spread of English considered to be unprecedented and thus remarkable?
2. In what countries is English spoken as the first language?
3. Over what period of time has English developed?
4. How are the earliest forms of English called?
5. With what event is the appearance of *Middle English* connected?
6. When and how did Early English begin?
7. Due to what factors did Modern English spread around the world from the 17th to mid – 20th centuries?
8. Why do many people learn the English language?
9. What happens when English mixes with other languages? How does it characterize English? What influence does it have on other languages? Can we define this tendency as a positive one?
10. Did American and British English sound like more distinct languages 50 or 60 years ago?
11. What are the chances of English on becoming a global language?
12. What is a global language?

Speaking Activities

1. Work in pairs. Take turns and give detailed answers to the questions.

1. What is the origin of English?
2. What is the role of English nowadays?
3. What would happen if English became a global language?
4. Why is English changing much more than other languages?
5. Is English the only way for the humanity to choose? What are alternatives to English as a global language?
6. What is a possible world language solution?
7. What is the future for English?

2. Use the following proverbs in situations of your own. Give Russian equivalents if possible.

1. By asking one comes to Rome.
2. He who is ignorant of foreign languages knows not his own.
3. Learn a new language and get a new soul.

3. Work in small groups and discuss the following issues.

1. Pros and Cons of English as a global language.
2. Possible ways to break the language barrier.
3. Other world languages that could challenge English as a world language.
4. The arrival of numerous English words into your native language.

Reading Activities II

1. Read the text and do the tasks that follow.

English as a World Language: Basic Characteristics and Reasons

Now English is one of the most **common languages** in the world which is spoken by perhaps 400 million people. It represents only about 8 percent of the earth's population, but it is a very **widespread language**, thanks to the former British Empire. (Most people on earth – about 500 million – speak Mandarin Chinese. They make up 11 percent of the earth's population *but* almost all of those millions are concentrated in China.)

English is the almost **universal language** of science, business, and international politics. Many higher academic institutions require a working command of English. Knowledge of English is virtually a prerequisite for working in many fields and occupations.

People who *speak* English fall into one of three groups; those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who *are forced* to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75 % of the world's mail and 60 % of the world's telephone calls are in English.

Basic Characteristics of English

Simplicity of Form. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words *have been simplified*. Verbs now have very few inflections, and adjectives *do not change* according to the noun.

Flexibility. As a result of the loss of inflections, English has become, over the past five centuries, a flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example **swim, drink, walk, kiss, look, and smile**. We can talk about

water to drink and **to water** the flowers; **time** to go and **to time** a race; **a paper** to read and **to paper** a bedroom. Adjectives can be used as verbs. We **warm** our hands in front of a fire; if clothes are **dirtied**, they need to be **cleaned** and **dried**. Prepositions too are flexible. A sixty-year-old man is **nearing** retirement; we can talk about **a round of golf, cards, or drinks**.

Openness of vocabulary. *This* involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages *have contributed* some words to English at some time, and the process *is now being reversed*. Purists of the French, Russian, and Japanese languages *are resisting* the arrival of English in their vocabulary.

But why English? If English is not your mother-tongue, why should you learn it? There are several kinds of answer given to this question.

Historical reasons. Because of the legacy of British and American imperialism, the country's main institution may carry out their proceedings in English. These include the governing bodies (e. g. parliament), government agencies, the civil service, the law courts, national religious bodies, higher educational institutions, etc.

Internal political reasons. English may provide a role of a neutral means of communication between its different ethnic groups in emerging nationhood.

External economic reasons. The USA's dominant economic position acts as a magnet for international business and trade, and organizations wishing to develop international markets are thus under considerable pressure to work with English. The tourist and advertising industries are particularly English-dependent, but any multinational business will wish to establish offices in the major English-speaking countries.

Practical reasons. English is the language of international air traffic control, and is developing its role in maritime, policing, and emergency services. It is the chief language of international business and academic conferences, the leading language of international tourism.

Intellectual reasons. Most of the scientific, technological, and academic information in the world is expressed in English, and over 80 % of all the information stored in electronic retrieval systems is in English.

Entertainment reasons. English is the main language of popular music and its advertising. It is also the main language of the satellite broadcasting, home-computers, and video-games.

Some wrong reasons. It is sometimes thought that English is more logical, easier to pronounce, or simpler in grammar structure. This kind of reasoning is the consequence of chauvinism or naïve linguistic thinking. Though English may not have many inflectional endings, it has a highly complex syntax. Languages rise and fall in world esteem for many kinds of reasons – political, economic, social, religious, literary – but linguistic reasons do not rank highly among them.

Vocabulary and Comprehension Activities

1. Explain the following words and word combinations:

mother tongue; purist; to give the English language its present standing; to involve the free admission of words; to resist the arrival of the English language.

2. Explain the difference between:

- a) establishment – settlement;
- b) proposition – preposition;
- c) monolingual – bilingual – multilingual.

3. Answer the following questions.

1. How many people spoke English in Shakespeare's time? Was it thought to be important by the European nations at that time?

2. What are the causes and consequences of spreading the English language in the world?

3. What categories do all English speaking people fall into?

4. What are the basic characteristics of English?

5. What are the major reasons that give English a special status in the country where it is not a mother-tongue?

6. Why do languages rise and fall in world esteem?

7. What reasons for learning English may be regarded as wrong?

Speaking Activities

1. Comment on the following proverbs and sayings and use them in situations of your own.

1. To learn a language is to have one more window from which to look at the world. (Chinese proverb)

2. The best time to learn a language was 20 years ago. The second best time is now.

3. Learning is a treasure that will follow its owner everywhere.

2. Render the following information into English.

Self-Study Activities

1. Find the information on the most difficult languages in the world. Make a presentation in class.

2. Make up small talks with your fellow student.

1. Your parents and you are choosing the language for you to learn.
2. Your friend has chosen Japanese to learn, while you are trying to convince him that Chinese has more prospects.

Part 3

PROBLEMS OF CONTEMPORARY WORLD COMMUNICATION

Reading Activities I

1. Read the text and do the task that follow. Write out the words in bold to make up the list of your active vocabulary.

Problems of World Communication

With globalization, revealed in integration of markets and free migration of **labour force**, cultural and social exchanges and joint scientific projects, the problem of world communication is becoming more and more **acute**. There is a variety of languages, but which one is to choose?

It might be thought that English will become ever more **dominant** and will, in effect, become the **global language** – either the **first** or **second language** of every person on the planet. But turning English into the global language would cause **damage** and **disasters**. The English language **heritage** in culture and in literature would cast all others into the **shade**, and the humanity would lose their **humanistic** ideals and **values** it has worked on and cherished for hundreds of centuries. People would also lose that rich variety of ways in which they are able to express their concepts today.

Those who speak English as a **native language** would **have an advantage** over those for whom it is a **learned language**, and it could cause strong national **reactions against** the global English. It is easy to imagine a **linguistic revolt**: a **refusal** to speak English **on the pretense** of not understanding it. Many French

Canadians today, for instance, feel that their own **pride** requires that they do not understand English.

1. What's the alternative? Translation and interpretation?

One of the main arguments against translation is that it is too expensive. The translation into European Union's official languages cost more than € 700 million. That's around 40 % of the EU's administrative budget, which itself is just about 5 % of its total budget.

And then could we **trust interpretation**, whether it is **human or computerized**? How easy it would be **to make small errors** in interpretation and how costly those might be!

Another way out is an **artificial language**. The best known is Esperanto, invented in 1887. It is sensible and easy to learn, but it **is based on** European languages and might therefore **rouse non-European hostility**.

2. The problem **of world communication**, however, may **take care of** itself. A solution may **arise** with no one's purposeful **interference** as it happened before though on a smaller scale. In the Mediterranean world in late medieval times, a **lingua franka** ("language of the Franks," i. e., Europeans) developed among the merchants of the area to handle necessary communication. It was a mixture of Italian, French, Spanish, Greek, and Arabic. Similarly, in eastern Asia, various mixtures, called "**pidgin English**", were developed **to break the language barrier**.

As communication around the world improves, *lingua terra*, "a language of the Earth," may slowly arise. None of the languages would **take an advantage over** others, as every language will add **vocabulary, idiom and grammar**. That language could develop a **mighty** literature of its own and would emphasize the familyhood of humanity.

2. Agree or disagree with the following statements.

1. Turning English into the only global language is an excellent solution.
2. Translation mistakes cost a lot.
3. Once the humanity will turn to an artificial language.
4. Pigin English is spoken by pigins.
5. If lingus terra once occurs, it will contain the features of all languages.

Vocabulary Practice

1. Match the words to their definitions:

- | | |
|-----------|---|
| 1) arouse | a) care for tenderly |
| 2) arise | b) awaken; to cause smb to become active; to stir smb from inactivity |

- | | |
|-----------------|--|
| 3) damage | c) great or sudden misfortune, terrible accident |
| 4) disaster | d) harm or injury that causes loss of value |
| 5) human | e) come into existence; present itself |
| 6) humane | f) of a person who works for the welfare of people by reducing suffering; of his deeds |
| 7) humanitarian | g) of man or mankind |
| 8) humanistic | h) related to humanism |
| 9) inherit | i) that which has been or may be inherited |
| 10) heritage | j) receive property, a title, etc. as heir |
| 11) shade | k) area of shade thrown on the ground, a wall, etc. by smth |
| 12) shadow | l) comparative darkness; (fig) obscurity |
| 13) cherish | m) to estimate the money of; to have a high opinion of |
| 14) value | n) found over a large area |
| 15) widespread | o) tender, kind-hearted |
| 16) believe | p) believe in the honesty and reliability |
| 17) trust | q) to be sure of smth; be of the opinion that; to have trust in |

2. Use an appropriate preposition where necessary.

1. His friends will take care ... him.
2. His wisdom is based ... experience.
3. We have a good advantage ... our rivals.
4. The building dominates ... the whole place.
5. He shared his property ... his four children.
6. He obtained money ... false pretences.
7. They did their best to cast him ... a shade.
8. They revolted ... injustice.
9. Are you happy ... your new working arrangements?
10. Powerful nations usually dominate ... small weak countries.
11. Life should dominate ... war.
12. Her experience gave her an advantage ... the others.

3. Fill in the blanks with your active vocabulary.

1. He's not the sort of man to be ... ~ed (доверять).
2. You mustn't allow them to ... (вмешиваться) with your business.
3. Although I ... (заботливо отношусь к) my children, I do allow them their independence.

4. Must I go back to events which ... (*бросают тень на*) the memory of your parent?
5. Microsoft ... (*преобладает, доминирует на*) the software market.
6. She ... (*притворилась*) not to notice.
7. It's ... (*очень полезно*) to know languages if you work in an export firm.

4. Translate into English.

1. Людям, оказавшимся в районе катастрофы, была оказана гуманитарная помощь.
2. Он оставил нам бесценное наследие.
3. Вспыхнула ссора.
4. Ничто не должно помешать нашим планам на выходные.
5. Работа переводчика сложна.
6. Никто не имеет права порочить его доброе имя.
7. Эта партия имеет большинство в парламенте.
8. У него темные круги под глазами.
9. Он делает небольшие ошибки в речи.
10. Он не пришел на собрание под предлогом занятости.
11. Он сделает все возможное, чтобы овладеть английским языком.
12. У нее есть жалобы? – Да, она жалуется на головную боль.
13. Она вполне смело говорит по-английски.
14. Он был принят в университет и очень этим доволен.
15. Сделайте все возможное, чтобы не отстать по грамматике.
16. В Центре языковой подготовки в вашем распоряжении есть книги, которые вы можете взять на несколько дней.

(Source: [1])

Reading Activities II

1. Read the information about artificial languages. Do the tasks that follow.

Coined Languages

Artificial, otherwise also known as constructed, coined, planned, or auxiliary, languages are those languages whose phonology, grammar, and vocabulary have been intentionally constructed by people, rather than having developed naturally over an extended period of time. There are many possible reasons for constructing an artificial language. Among some of them are the following: (1) to facilitate international communication, (2) to engage in linguistic experimentation, (3) to help create a fictional world.

Here are some of the best examples of invented languages.

Lingua Ignota was the first known human-made language, created by German abbess Hildegard of Bingen in the 12th Century. The name means “unknown tongue”, and it was probably used as a secret language by Hildegard and her fellow **nuns**, although its exact purpose remains unclear. Hildegard was an accomplished composer, and words from the language were often used in her musical compositions. She left behind a glossary of only around 1000 words, most of which were religious or medical terms.

Esperanto is the most successful international auxiliary language to date, with up to two million speakers worldwide. It was invented in the late 19th century by a Polish doctor, Ludovik Zamenhof, who wanted to end interethnic conflict by providing everyone with a common tongue. Zamenhof’s aim was a language that was simple to learn and politically neutral.

Esperanto may have more speakers, but **Klingon** is maybe the most famous constructed language of them all. The language of a fictional warrior alien race in the **Star Trek** movies and TV shows, Klingon was mostly created by a linguist who deliberately added complex rules and sounds that are rare in human languages. Another possible difficulty for anyone wanting to communicate in Klingon is that, as a space-based language, it’s lacking a lot of normal Earth words. For example, there are several different words for “fight”, but no word for “hello”: the closest Klingon equivalent is “What do you want?”

Despite these challenges, a small amount of dedicated speakers worldwide are able to communicate fluently in Klingon, and there have even been several Klingon translations of Shakespeare plays.

Newspeak was created by George Orwell for his novel **1984**. The book’s totalitarian was in the process of replacing English with Newspeak, intending to eventually **wipe out** English altogether. Newspeak’s purpose was to “narrow the range of thought”: for example, it did not contain the words **free** or **freedom**, so the idea of freedom became literally unthinkable. Rather than creating new words, the government aimed to destroy them. Several words from Newspeak like **doublethink** and **ungood** have been picked up into English, where they’re usually used to make a point about something that’s considered totalitarian in nature.

There are many other coined languages. Such ones as **Nanigani**, are the principal ingredient of the fictional world they are associated with. Some, like **Loglan** and AllNoun, are linguistic experiments in form. Some, like Laadan, have social or political purposes. Some, such as **Ahua**, are hypothetical creations or *jeux d’esprit*. And a language may have several of these purposes at once.

This page lists all the constructed languages can be easily found on the Internet. A good source for these is the Bibliography of Planned Languages (excluding Esperanto) maintained by Rick Harrison.

Comprehension and Speaking Activities

Group the coined languages mentioned in the text according to the following criteria.

Language	Origin and purpose of creation	Linguistic characteristics
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Watching and Listening Activities

1. Listen to the presentations called “Esperanto – The World’s Favorite «Constructed Language” at <https://www.youtube.com/watch?v=KztctvSveEI>. Write down the English script of the audio.

2. Listen to the presentations called “Esperanto – Building a Language Bridge” at https://www.youtube.com/watch?v=Vp_pDOJZOdg and “9 Reasons to Learn Esperanto” Lindsay Does Languages Video” at <https://www.youtube.com/watch?v=ls0QVVGKJkbM> and complete the following chart.

Linguistic characteristics	
Reasons for learning Esperanto	

Speaking Activities

1. Which ideas of language construction do you find the most reasonable/strange/silly/funny/curious? Why? Exchange your views in small groups.

2. Find the information about other artificial languages on the internet. Report it to your fellow-students in class.

Part 4

LANGUAGE AND IDENTITY AND LANGUAGE POLICY

Reading Activities

1. Read the text and do the tasks that follow.

The Future of the English and Language Policy

1. The history of English suggests that the prospects for English and its relationships with other languages are **inextricably** bound up with world economic and demographic trends. And one of these trends is already very significant. Analysis of the population growth of the countries involved indicates that (on average) countries where English is used as a second language are growing at approximately three times the rate of those countries where it is a mother tongue.

2. Although English currently appears to be in an **unassailable** position in the modern world, its future as a global language is not necessarily assured. In the Middle Ages, Latin seemed forever set as the language of education and culture, as did French in the 18th century. But circumstances change, and there are several factors which might **precipitate** such a change once again.

3. There are two competing forces to take into account: the pressure for international **intelligibility**, and the pressure to preserve national identity. It is possible that a natural balance may be achieved between the two, but it should also be recognized that the historical **loyalties** of British ex-colonies have been largely replaced by pragmatic **utilitarian** reasoning.

4. The very **dominance** of an outside language or culture can lead to **backlash** or reaction against it. People do not take kindly to having a language imposed upon them, whatever advantage and value that language may bring to them. As long ago as 1908, Mahatma Gandhi said, in the context of colonial India: "To give millions knowledge of English is to enslave them". Although most former British colonies retained English as an official language after independence, some (e. g. Tanzania, Kenya, Malaysia) later deliberately rejected the old colonial language. Even today, there is a certain amount of resentment in some countries towards the cultural dominance of English, and particularly in the United States.

5. There is a close link between language and power. The USA, with its huge dominance in economic, technical and cultural terms, is the driving force

behind English in the world today. However, if the USA were to lose its position of economic and technical dominance, then the “language loyalties” of other countries may well shift to the new dominant power. Currently, perhaps the only possible candidate for such a replacement is China; it is not that difficult to imagine circumstances in which it could happen.

6. A change in population (and population growth) trends may prove to be an influential factor. The increasing Hispanic population of the USA has, in the opinion of some commentators, already begun a **dilution** of the “Englishness” of the country, which may in turn have **repercussions** for the status of the English language abroad. Hispanic and Latino Americans have **accounted for** almost half of America’s population growth in recent years, and their share of the population is expected to increase from about 16 % today to around 30 % by 1050. Some even see the future possibility of a **credible secessionist** movement, similar to that for an independent Quebec in Canada, and there has been movements within the US Republican party (variously called “English First” or “Official English” or “US English”) to make English the nation’s official language in an attempt to reduce the significance of Spanish. The official policies of **bilingualism** or **multilingualism** in countries with large minority language groups, found in countries like Canada, Belgium and Switzerland, are an expensive option and **fraught with** political difficulties, which the USA would prefer to avoid.

7. A 2009 report by the British council suggests that the number of people learning English is likely to continue to increase over the next 10–15 years, peaking at around 2 billion, after which a decline is predicted. Various attempts have been made to develop a simpler “controlled” English language suitable for international usage (e. g. Basic English, Plain English, Globish, International English, Special English, Essential World English, etc.). **Increasingly**, the long-term future of English as a global language probably lies in the hands of Asia, in particular, the huge populations of India and China.

8. Having said that, though, there may now be a critical mass of English speakers throughout the world which may make its continued growth impossible to stop or even slow. There are no **comparable** historical precedents on which to base predictions, but it well may be that the emergence of English as a global language is a unique, **irreversible** event.

2. Explain or interpret the following sentences.

1. Although English currently **appears to be** in an **unassailable position** in the modern world, its future as a global language is not necessarily assured.

2. Circumstances change, and there are several **factors which might precipitate such a change** once again.

3. There are two competing **forces** to take into account: the pressure for **international intelligibility**, and the pressure to **preserve national identity**.

4. It should also be recognized that the **historical loyalties** of British ex-colonies have been largely replaced by **pragmatic utilitarian reasoning**.

5. The very **dominance of an outside language** or culture can **lead to backlash** or reaction against it.

6. The increasing Hispanic population of the USA has already begun a **dilution of the “Englishness” of the country**, which may in turn have **repercussions** for the status of the English language abroad.

7. Some even see the future possibility of a **credible secessionist movement**, similar to that for an independent Quebec in Canada.

8. Official policies of **bilingualism** or **multilingualism** in countries with large minority language groups found in countries like Canada, Belgium and Switzerland, are an expensive option and **fraught with political difficulties**, which the USA would prefer to avoid.

Vocabulary Practice

1. Match the following words with their definitions:

- | | |
|--------------------------------|---|
| 1) precipitate, v. | a) able to be believed; convincing |
| 2) utilitarian, <i>adj.</i> | b) an unintended consequence occurring some time after an event or action, esp. an unwelcome one |
| 3) dominance, <i>n.</i> | c) designed to be useful or practical rather than attractive |
| 4) dilution, <i>n.</i> | d) showing or producing tension or anxiety; filled with |
| 5) repercussion, <i>s., n.</i> | e) a strong and adverse reaction by a large number of people, esp. to a social or political development |
| 6) secessionist, <i>n.</i> | f) the action of making something weaker in force, content, or value |
| 7) credible, <i>adj.</i> | g) someone who wants their country or state to be independent of another country |
| 8) fraught, <i>adj.</i> | h) power and influence over others |
| 9) backlash, <i>n.</i> | i) cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely |

2. Form derivatives to the following words:

significant; comparable; increasingly; intelligibility; credible; inextricably.

3. Fill in the correct prepositions:

- 1) be bound ... world economic trends;
- 2) take ... account;
- 3) impose ... people;
- 4) account ... population growth;
- 5) be fraught ... political difficulties;
- 6) reaction ... the dominance of English.

4. Translate into English.

Неразрывно; занимать незыблемую позицию; ускорять (*амер.*) изменения; конкурирующие силы; принимать во внимание; понятность, доступность (для понимания); верность, преданность; прагматичное и практическое объяснение; господство чужого языка; мощная обратная реакция группы людей; смена; умышленно, преднамеренно отказаться от ...; ослабление, размывание, спад; иметь последствия для статуса английского языка; латиноамериканцы составляют половину населения Америки; вероятное сепаратистское движение; быть сопряженным с политическими трудностями; все больше и больше; сопоставимый, заслуживающий сравнения; необратимое, бесповоротное событие.

Speaking Activities

1. Agree or disagree with the following statements. Give your reasons.

1. The current dominant position of the English language has nothing to do with world economic, political and demographic trends.
2. The future of English as a global language is assured.
3. The dominance of an outside language or culture never leads to backlash or reaction against it.
4. "To give millions knowledge of English is to enslave them".
5. There is no link between language and power.
6. The current increase of Hispanic population in the USA has no impact on the "Englishness" of the country.
7. Some linguists forecast the future possibility of a credible secessionist movement in America, similar to that for an independent Quebec in Canada.
8. Official policies of bilingualism or multilingualism in countries with large minority language groups are an expensive option and fraught with political difficulties.

9. A 2009 report by the British council suggests that the number of people learning English is likely to decline in the nearest future.

10. The emergence of English as a global language may become a unique and irreversible event.

2. Discuss in groups in what circumstances people will use English in the future. Think about work, travel, social situations, the Internet, etc.

3. Give profound answers to the following questions.

1. Will the British “brand” of English play an important role in the 20st century?

2. Which language may rival English as a world lingua franca in the 21st century?

3. What gives a language global influence and makes it a “world language”?

4. Will the demand for English in the world continue to rise at its present rate?

5. Can anything be done to influence the future of English?

6. How many people will speak English in the year 2050? What role will English play in their lives? Will they enjoy the rich cultural resources the English language offers or will they simply use English as a tool of their trade?

7. What effects will economic globalization have on the demand for English?

8. Is the Internet the electronic “flagship” of global English?

9. Will the spread of English lead to over half of the world’s languages becoming extinct?

10. How would you compare your language with English?

(Source: [4])

Writing Activities

1. Make a report or write an essay on one of the following topics.

1. Recent history of English as a means of understanding its contemporary status.

2. Characteristics of English as a global medium.

3. Possible scenarios for English in the short-and long-term future.

4. The roles of British and American English in the ongoing spread of the language.

5. Reasons for the emergence of English as a global language.

2. Translate the following sentences into English.

1. Английский язык – самый распространенный в мире благодаря бывшей Британской империи. В странах «первого круга», таких как США, Австралия, Канада, Новая Зеландия, Великобритания и Ирландия, английский является родным языком для большинства населения.

2. Английский язык – нейтральное средство общения. Это язык бизнеса, науки и информационных технологий. Помимо этого, он является официальным, но не родным языком в ряде стран.

3. Если английский язык станет единственным глобальным языком, это приведет к ущербу и катастрофе. Многие народы потеряют свои гуманистические идеалы и ценности. Это также вызовет лингвистические протесты – отказ говорить по-английски под предлогом непонимания.

4. Саша не делает грубых ошибок в речи на иностранном языке, поэтому у него есть преимущество перед другими студентами. На занятиях он часто отодвигает остальных на задний план.

5. Доктор Браун – лингвист. Он бегло говорит на шести языках, переводит письменно еще с трех языков. На протяжении 15 лет он изучает «мертвые» языки и культурные феномены древних цивилизаций. Данные его лингвистических анализов используют и в других науках. В следующем году он собирается опубликовать свою работу о германских языках периода Средневековья и искусственных.

6. Искусственные языки создаются для снятия коммуникативного барьера между коммуникантами. Такие языки не являются языками какой-либо нации, поэтому при такой коммуникации никто не имеет преимуществ. С другой стороны, искусственные языки не имеют под собой культурной базы и, возможно, по этой причине не являются особо популярными.

7. В 1784 году Вильям Джонс сделал лингвистическое открытие. Он доказал, что глубочайшие корни английского языка нисходят к древнеиндийскому языку под названием «санскрит». Он выявил сходство между словами на санскрите и словами более молодых европейских языков, таких как английский, немецкий, французский, греческий и др., и объединил их в семью индоевропейских языков.

8. Изучение английского языка в странах, где население не является его носителем, – очень прибыльный бизнес для англоязычных стран, таких как США и Великобритания. Они экспортируют учителей и учебную литературу и получают миллионные прибыли.

9. Достоинством любого искусственного языка является простота его лексических и грамматических форм. В нем отсутствуют падежи и падежные окончания, а система времен, как правило, ограничивается тремя.

10. Несмотря на то что английский язык достаточно логичен в отношении грамматики, он все же сложен в изучении, поскольку очень идеоматичен. Многие по этой причине бросают его изучение на среднем и средне-продвинутом этапах.

11. Ежегодно в мире на перевод текстов тратятся миллиарды долларов. При этом мы не всегда можем ему доверять: переводчики зачастую допускают мелкие и грубые ошибки, которые могут очень дорого обойтись.

12. Самый трудный европейский язык – венгерский. В нем 36 падежей и очень сложное произношение. Для других европейцев он кажется секретным кодом. Русский также непросто в изучении, поскольку в нем много словоформ и падежных окончаний не только у имени существительного, но и у прилагательного и глагола.

3. Write down your thoughts and your vision of solutions to the problems suggested in the topics. You may arrange your thoughts in any ways you like, but the issues emphasized should be revealed (1, 5–2 pages).

Topic 1

Problems of Communication in Europe

Though English is becoming the global language, there are not a great number of English natives in Europe. As the tourist industry is developing, more and more people who are non-professionals are engaged in European communication. There are several solutions suggested: a) insisting on English, though most simple people don't know it; b) choosing Russian as the most widely spoken international language in Europe; c) choosing an artificial language based on European languages; d) choosing German as a very popular European language. Give your arguments and counter arguments concerning each suggestion. What countries would support this or that suggestion (mention their languages and the language groups they belong to).

Topic 2

Problems of Euro-Asiatic Communication

Most popular and widely spoken languages on the Eurasian Continent are Russian, Chinese and Hindi, as most simple people speak them. English is usually spoken by professionals; very few common population speak it, so it is a kind of artificial for most of them. Do you think that any of these languages has the chance of becoming the language of the Eurasian communication? Why or why not? Give your arguments and counter arguments concerning each

suggestion (Russian, Chinese, Hindi). Or should English dominate in any case? What countries would support this or that suggestion (mention their languages and the language groups they belong to).

Topic 3

Problems of Professional Communication

Though English is considered to be the most popular language of science, business and international politics, scholars are still going on inventing “no one’s” languages for communication among professionals in different fields. Why do you think such languages have still been constructed for a hundred of years? What are the risks of turning English into the only global language of professionals? Or do you think professional communication should be done by means of translation and interpretation? In any other way? Give your arguments and counter arguments concerning each suggestion.

Speaking Activities

Role play. The Future of World Communication

Idea. As communication throughout the world rises, the humanity needs the common means of communication. Run a talk show devoted to the problem supporting the view of the group of people you belong to.

Tasks for the groups.

1. Make a short monologic speech in favour of your point of view.
2. Prepare 3–4 questions to your opponents.
3. Think of 3–4 arguments against your opponents and be ready to attack your opponents.
4. Think of what kind of arguments may your opponents have against you and be ready to resist them.
5. Use your active vocabulary in your monologues and dialogues.
6. Work in a team and make up common arguments and judgment.

Group 1. You are sure that English is going to become the only global language. Your speech and arguments should contain the following issues: historical reasons, widespreadness around the globe, application in numerous spheres of life, simplicity of grammar, variety of academic materials for learning etc.

Group 2. You think that the best way of solving the problem of the world communication is an artificial language. Your speech and arguments should contain the following issues: simplicity, no attachment to any country and culture, difficulties in learning existing foreign languages etc.

Group 3. You do not think that the humanity all over the world would ever use a common language. You think there is no alternative to translation and interpretation and only those professionals whose jobs involve communication with foreigners or working with foreign information sources should know another foreign language; most of the population would easily do without it. Your speech and arguments should contain the following issues: difficulties of learning another foreign language (English as an example), a high cost of introducing English as an academic discipline in educational establishments all over the world, necessity of possessing special personal abilities for foreign languages, impossibility of mass literal application of English as a large part of the population are illiterate even in their native language, rather frequent absence of the result in mastering a foreign language.

Play Flow.

Stage 1. Each group presents their positions. (Monological speech, 2–3 min.)

Stage 2. The groups put questions to each other and give their counter-arguments (Debate, each group is attacked by 2 questions or counter-arguments from each of other groups).

Stage 3. Each group participant estimates the level of argumentation of your opponent groups (that of the whole group, ranging from 1 to 10). The results define the winner. Admit the most active participants and the most attractive arguments.

Part 5

WAYS OF LEARNING A FOREIGN LANGUAGE

Reading Activities I

How to Learn a Second Language

1. Before reading the text answer the following questions.

1. Is learning a foreign language difficult or easy for you? Why (not)?
2. Is every person able to learn a foreign language? Why (not)?
3. What personal qualities are required to be an effective language learner?
4. What do you think are the best ways of learning a foreign language?
5. Is it possible to master a foreign language in a short period of time?
6. What does a language learning process involve?
7. What difficulties may a person confront with when he or she starts learning a foreign language?

2. Read the following article and find the nine tips on effective ways of acquiring a foreign language.

Italian cardinal Joseph Caspar Mezzofanti was said to have spoken more than 38 languages fluently at the time of his death in 1849, a skill that would have been **imminently** useful in today's globalized economy.

Unfortunately, most people nowadays have trouble recalling anything more complex than “¿Dónde está la biblioteca?” (Where is the library?) decades after their last high school Spanish lesson.

So we **set out** to uncover what's involved in learning a foreign language as an adult, which methods work best and how you can **maintain** your new exotic tongue once you've **got it down**.

1. Some advertisements would have **prospective** polyglots believe they're just a 15-minute audio tape away from becoming a U. N. interpreter. But experts say these get-fluent-fast programs are a complete **sham**. “There is no method that can do that”, says Robert De Keyser, a professor of second language **acquisition** at the University of Maryland. “The only way to learn a language is to make quite a bit of effort on a daily basis”.

2. Programs designed to **mimic** the learning methods of children are also a waste of time and money, says DeKeyser. “You cannot expect to just absorb language the way that a child does”, he says. “Children are good at learning the **underlining system** of all the language input they get because they can **infer** the underlying patterns without understanding the rules. Adults must be **conscious** of the rules of the language. Their **implicit** learning doesn't work all that well”.

3. Lisa Davidson, an associate professor of linguistics at New York University, says one major difference in the language learning process between adults and children involves **interference** from a native tongue. “When you're a kid, all you're working at is acquiring a language, and you don't have anything to get in the way of that”, she says. “When you're an adult and you already have a language, the one you already know filters sounds and you get **substantial** interference from it”.

4. Before the age of one, infants are able to differentiate between sounds that their parents cannot (a notable example is the inability of native Japanese-speaking adults to distinguish between the “r” and “l” sounds). That ability can be **reactivated** with the proper amount of language input right up until **puberty**, a stage linguists refer to as the critical period. And then comes adulthood, and with it many more **hurdles**.

5. Many experts agree that the ideal learning method for adults really depends on the individual. “Find the method that works for you and **stick with it**”, says

Richard Simcott, a polyglot who has professionally worked in over 14 languages at once for the British Foreign Service. “The main thing is to do a bit every day and not to get discouraged if you miss a day. If audio works for you, do audio. If it’s classes, do classes. But find whatever it is and be **consistent**”.

6. But not all adults are created equal. There are several factors that contribute to the success of one student over another. “First of all you need **aptitude** for language learning”, says De Keyser. “People vary in their aptitude like they do in learning maths or in playing basketball”.

7. These biological differences in aptitude do not mean that individuals with a **knack for** languages can just move to Japan and passively await fluency. “Motivation is a key part of learning a language”, says Davidson. “The more time that you spend during the day speaking your second language, the better at it you’re going to be”.

8. Learning from multiple people is another key to success, especially when attempting to **cultivate** a native accent. “When you are **exposed** to a lot of people, you get a much better sense of what the sound of a word is supposed to be”, says Davidson. “You avoid exposing yourself to what could be **idiosyncrasies** in one individual’s speech patterns”.

9. Once an individual masters one language, experts say learning additional foreign languages can be much easier for a number of reasons. Individuals with previous experience know what’s involved in the learning process and are more **adept at** cultivating strategies for communicating with limited comprehension. “And no matter how different the two languages are, there are some sounds or words that can be **carried over**”, says De Keyser.

10. The tricks to maintaining foreign fluency are very similar to the methods used to achieve it – you have to practice. “Maintaining a language is a matter of dedicating enough time to it”, says De Keyser. “You need to interact with native speakers. Make every possible effort to speak the learned language on a daily basis”. Simcott recommends continually **challenging** yourself even after you’ve reached fluency. “**Sign up for** political science or philosophy classes where you will be tested beyond asking things like “how much is the bread?” This will help you understand the culture and the people **infinitely** better as well”.

11. And to anyone unaccustomed to having the speaking capabilities of a 2-year-old, perhaps the best advice is to accept that you are going to make a fool of yourself. “You have to laugh”, says Simcott. “You can only laugh because if you don’t, you cry. Just keep practicing”.

(Source: [4])

3. Complete the sentences according to the text.

1. The only way to learn a language is
2. Children are good at learning ... because they can Adults must be

3. One major difference in the language learning process between adults and children involves
4. Before the age of one, infants are able to ... that their parents cannot.
5. Find the method that works for you and

Vocabulary Practice

1. Match the English words with their Russian correspondences:

- | | |
|--------------------|--|
| 1) sham | a) беглость (<i>речи</i>); свободное владение (<i>языком</i>) |
| 2) hurdle | b) отличительная особенность, черта (<i>стиля, характера</i>); своеобразие |
| 3) fluency | c) склонность, способность |
| 4) knack | d) мошенничество, обман, фальсификация |
| 5) aptitude | e) умение, сноровка, мастерство |
| 6) speech patterns | f) препятствие, преграда, барьер |
| 7) idiosyncrasy | g) речевые модели (образцы) |

2. Find in the text the words having the same meaning as those listed below:

to intend; inevitably/necessarily; to support; potential (1); translator (1); fraud/cheating (1); to imitate/parody (2); to deduce/guess (2); latent/tacit (2); strong/sturdy (3); to recognize/identify differences (4) to renew (4); obstacles/barriers (4); to (strictly) follow (5); firm/steadfast (5); genius for (6); inborn skill for (7); to improve/develop (8) peculiarities/eccentricity (8); expert (9); understanding (9); to reach/attain (10) to devote (10); exceedingly/immensely (10) to subscribe for (10) not used to (11); abilities (11).

3. Use appropriate prepositions where necessary.

1. This is not what I set ... to learn when I took this course.
2. It's high time we got ... to work.
3. Parents should involve themselves ... their children's education.
4. The only way to learn a language is to make an effort ... a daily basis.
5. Children are good ... learning languages.
6. Adults must be conscientious ... the rules of the language.
7. The ideal learning method ... adults really depends ... the individual.

8. If you stick ... it, your writing will gradually get better.
9. There are several factors that contribute ... the success of one student ... another.
10. First of all you need aptitude ... language learning.
11. He became adept ... getting even the shyest students talk.
12. Learning ... multiple people is another key ... success.
13. Maintaining a language is a matter of dedicating enough time ... it.
14. He is going to sign ... the business course.

Speaking Activities

1. Make up a dialogue between a mother and a daughter / son. The mother tries to persuade her child to take her foreign language lessons seriously. The child seems reluctant to do it.

2. Make a brief presentation on the ways of acquiring foreign languages.

Reading Activities II

Great Language Learners

1. Before reading the text answer the following questions.

1. How many languages do you speak? Why and how did you learn them?
2. What jobs require the knowledge of several languages?
3. Do you think it is easier to learn a new language when you already know other languages? Why (not)?
4. Do you know any polyglots?

2. Read the text and do the tasks that follow it.

*According to legend, Cardinal Giuseppe Mezzoffanti (1774–1849), who spoke a lot of languages, once learned a language overnight in order to hear the **confession** of two condemned prisoners the following morning. While the story sounds amazing to be true, there are polyglots who have achieved quite **staggering feats** of language learning.*

1. **Arguably** the greatest of all was Francis Sommer. Brought up in Germany, Sommer was still a schoolboy when he succeeded in learning

Swedish, Sanskrit and Persian. On a trip to Russia, he **mingled** with the international community and, so the story goes, learned a dozen European languages. He later moved to the United States, where he worked as a research librarian, and by the 1920s had mastered 94 languages. Another great linguist is Stephen Wurm **benefited from** the fact that he came from a multilingual family. His father, also a linguist, asked everyone in the family to speak to the child in their own language. This meant that his mother addressed him in Hungarian, his father in English, his grandfather in Norwegian, and his grandmother in Mongolian. Because of Wurm's father's work the family also lived in Germany, Russia, China, Argentina, and Turkey. As a result, Wurm spoke ten languages by the time he was six.

2. To most of us, the achievements of polyglots seem **superhuman**, but the polyglots themselves don't see it that way. Kenneth Hale, a linguistics professor who speaks around 50 languages, believes his talent bears similarity to that of a musician's. And while talent is one factor, a love of languages is essential. Hale recalls the time when he was learning Navajo: "I used to go out every day and sit on a rock and talk Navajo to myself". Languages became an **obsession**. "I **let** everything else **slide**", he says.

3. David Perlmutter, Professor of Linguistics at the University of California, **likens** the process of languages learning to a puzzle. **Mastery**, he believes, **stems from** the joy of solving the puzzle. "If you know English and German", he says, "it is easy to learn Dutch". Therefore once you know Spanish and another Roman language, you can **pick up** Portuguese quickly.

4. But is there any chance that these super-polyglots might get **confused**? Do they ever get nervous about **garbling** their languages? According to Kenneth Hale, it does happen. Occasionally, he begins speaking in one language and without knowing it, finds that he has **drifted into** another. It happens especially when it is difficult to distinguish between **related languages**. "Unless I am attentive... I can **mix up** languages like Miskitu and Sumu, both of which are spoken in Central America and are very similar". Francis Sommer felt the same. Fearing **information overload**, he gave up learning new languages in later life.

5. Of today's polyglots, Ziad Fazah, a Lebanese living in Brazil, is probably number one. A speaker of around 60 languages, Fazah, unlike many great polyglots, was not born into **multilingualism**. Besides his native Arabic he learned only French and English at school, and taught himself the other languages. His astonishing abilities have had some interesting consequences. On one occasion the Brazilian police stopped an undocumented alien who was **babbling unintelligibly**. They asked Fazah for help. Fazah realized immediately that the man was from Afghanistan and speaking a dialect called Hazaras.

On another occasion, the US Consulate **grew suspicious** of Faraz's ability to speak Chinese and Russian. Suspecting that he was a terrorist, they brought him in for questioning. After two hours, however, he was released.

6. Fazah is not wildly known, though that may change. In recent years, he has appeared in TV programmes in Greece and Spain, where he was **quizzed** in multiple languages including Hungarian, Korean, Japanese and Chinese. He **passed with flying colours**. While this **earned him a reputation** as a phenomenon, he is still a few languages behind the legendary Cardinal Mezzofanti. Unlike Mezzofanti, Fazah cannot claim to learn languages overnight, but he can **apparently** learn a thousand words a month – a gift a thousand students around the world would envy and admire.

3. Complete the following chart according to the text.

Learner	Language(s)	Methods and results
---------	-------------	---------------------

4. Answer the following questions.

1. What advantages did Stephan Wurm have as a learner of languages?
2. According to Kenneth Hale, what type of talent do polyglots have?
3. How is learning new languages at times “easy”, according to David Perlmutter?
4. What do polyglots sometimes worry about?
5. What bonuses and problems has Ziad Fazah experienced because of his linguistic abilities?

Vocabulary Practice

1. Using a dictionary check the pronunciation of the following words:

Navajo, Miskitu, Sumu, Hazaras.

2. Match the words and expressions from the article to their definition:

1) master, v.	a) in a way that is impossible to understand
2) let <i>smth.</i> slide	b) to neglect smth., or allow it to get worse
3) pick up	c) a form of a language which is spoken in only one area, with its own words / grammar

4) garble, v.	d) to speak quickly in a way that is difficult to understand
5) information overload	e) to learn smth., so well that you have no difficulty with it
6) babble, v.	f) too much to remember
7) unintelligibly	g) to learn without consciously studying
8) dialect, n.	h) to mix up or confuse words

3. Complete the sentences using words and expressions from exercise 2.

1. It is easy to ... foreign languages ... if you do not use them regularly.
2. In many countries, people can understand the standard form of their language and also a local
3. The best way to ... new vocabulary is by reading a lot.
4. It may be impossible to ... a foreign language completely.
5. For most students, more than ten new words per lesson equals
6. Many language learners find that native speakers speak ... – they use lots of idioms and colloquial expressions.
7. When babies ... they are imitating adult language.
8. If you know three or more languages, you're more likely to ... your words.

4. Explain in English:

- to pass with flying colours
- multilingualism
- related languages
- to earn reputation
- to babble unintelligibly
- to bear similarity
- to bring in for questioning

5. A) Write the correct combination of the verb and the particle:

- | | | |
|------------|---------|--------------|
| 1) benefit | 4) mix | a) up (x2) |
| 2) drift | 5) pick | b) from (x2) |
| 3) stem | 6) born | c) into (x2) |

B) Highlight these phrasal verbs in the article, comment on their meaning.

6. Match the English words with their Russian correspondences:

- | | |
|----------------------------|----------------------------------|
| 1) feat, <i>n.</i> | a) смешаться, общаться |
| 2) obsession, <i>n.</i> | b) очевидно, несомненно |
| 3) liken, <i>v.</i> | c) возможно, спорно, пожалуй |
| 4) mastery, <i>n.</i> | d) навязчивая идея, мания |
| 5) quiz, <i>v.</i> | e) уподоблять, сравнивать |
| 6) apparently, <i>adv.</i> | f) искусство, подвиг, мастерство |
| 7) arguably, <i>adv.</i> | g) умение, совершенное владение |
| 8) mingle, <i>v.</i> | h) опрашивать, выспрашивать |

7. Complete the sentences with the prepositions from the box. Check any new expressions in a dictionary.

from (x3) to in (x2) about (x2) for with
--

1. Do you think you will succeed ... passing your next exam?
2. If you could improve your English by watching DVDs, by living in an English-speaking country or by studying from books, which would you opt ... ?
3. Do your problems in English stem ... your grammar, or are there other problems?
4. Do you feel you are lacking ... vocabulary?
5. Even at advanced level, some students' spoken English is riddled ... errors. Does this matter, or is fluency more important?
6. What distinguish your first language ... English?
7. What types of classroom exercises appeal ... you?
8. Is pronunciation worth bothering ... or are you happy to keep your accent?
9. Are you nervous ... giving presentations in English?
10. How can your vocabulary benefit ... using the media?

Speaking Activities

1. A) Work with a partner. Discuss questions 1–10 from exercise 7. Are the suggested answers from exercise 7 true for you? If not, why not?

B) Tell the class, what you found out about your partner.

2. Work in pairs and discuss the following questions.

1. What are the benefits of being a polyglot? Are there any drawbacks?
2. In your opinion, what necessary qualities are required to become a polyglot?
3. Do you think it would be a good idea to have a universal language that would be written as it is spoken? Will it ever happen?

Writing Activities

1. Make up an outline of the article. Write out the key words for each point of the outline.

2. Find the information about other methods / ways of learning foreign languages. Report the information you've found out to your group-mates.

Speaking Activities

1. A) Skim over the "Learner Questionnaire". Have you done a questionnaire like this before? Do you think it's useful? Answer the questions about yourself.

What Kind of Learner Are You?

1. I never / sometimes / often practice my English outside class.
2. I am usually very active / quiet / rather lazy in class and I never / sometimes / often ask questions.
3. I'm very / reasonably / not at all confident about speaking English in front of a group of people.
4. I worry a lot / a bit / don't worry at all about making mistakes.
5. I always / sometimes / never make notes during the lesson.
6. I have / don't have a monolingual dictionary. I sometimes / never / often use it in class / for my homework.
7. Expanding my vocabulary is / isn't one of my main priorities.
8. I am very / fairly / not very interested in work on English phrases and idioms.
9. Studying and remembering grammar rules is / isn't very important to me. I feel / don't feel need to do a lot of work on grammar.

10. I feel / don't feel I need to revise a lot of the grammar and vocabulary I have learnt in the past. (Especially ...).

11. I think it's extremely important / quite important / not very important to have good pronunciation in English. Improving my pronunciation is / isn't a priority for me.

12. For me, writing essays, letters, etc. in English is reasonably easy / a real problem / not that important.

B) Compare your answers in pairs.

C) Devise an "action plan" to improve your English. Make use of the following phrases.

I am not the kind of person who

One of the worst faults is that I (never)

Personally, I'd like to concentrate on

My main aim is to

... is one of my main priorities because of

Another thing I thought might be a good idea is to

Discussion points.

1. Discuss in groups why so many people want to study foreign languages nowadays.

2. Work in teams and discuss various ways of learning a foreign language and say how to reach a certain level.

3. Work out several arguments that you think might persuade a Belarusian teenager to take up foreign languages.

2. Put the ways of studying a foreign language given in the list below in order of importance (begin with the most enjoyable one). Explain why you make such a choice:

- study grammar rules
- interact with native speakers
- try to speak with your teacher and groupmates
- learn new words and phrases
- consult a dictionary
- watch TV and listen to music
- write essays on interesting topics
- travel abroad

3. Add to the list your own ways of learning a foreign language. Comment on them.

4. Tell the audience / your fellow students what foreign language learning involves.

5. Speak on the situation with foreign language learning in Belarus.

6. Compare the situation with foreign language learning in Britain and Belarus.

7. Discuss the following questions in pairs.

1. In what ways are you a good or bad language learner?
2. How many languages can you speak and how well can you speak them?
3. "Fluency in a language is more important than accuracy". Do you agree?
4. Are you satisfied with the way languages are taught in your country?
5. Do tourists often try to speak your language when they visit your country?
6. "Every child should learn to speak a second language". Do you agree?
7. Which should be the official world language – English or Esperanto, or any other language?

Public Speaking Activities

Make up presentations on the following topics.

1. Components of language capacity.
2. My own techniques of language learning.
3. Being a multilingual personality.
4. International standards and requirements to language students.
5. International language exams: description and requirements.

CHAPTER IV

TALLEN T AND GENIUS IN ARTS

Part 1

GREAT PEOPLE: TALENTED OR INDUSTRIOUS?

Reading Activities

1. Read the following text and pick up the key factors of becoming famous. Write out the words in bold to make up your active vocabulary. Do the tasks that follow.

How to Become Outstanding Personally and Professionally

Not All Roads Lead to Fame

It almost goes without saying that you're less likely to find fame in some career than others – you can be the best mime artist, puppeteer or origami practitioner in the world, but it's probably not going to land you the kind of fame where people yell out your name in the street or attract a multitude of groupies to your tour bus. Mime artists don't even get their own tour buses, so that's definitely out of the question.

With all this in mind, you need to choose your profession carefully and there's only really a few industries in which it's possible to become A-list famous: acting, music, sports, modeling, comedy. And with a few rare exceptions, they're pretty much your best options.

But there are many people **notable** not only **for** their music or acting performances. There are a lot of **outstanding personalities** in science, business,

politics, technologies, medicine etc. Do all they have anything in common? Are there any guidelines to become famous? Of course, each case is unique. But psychologists have identified some tips which definitely will help you to get your aim.

Do your best. I bet someone at some time gave you that advice. And you probably tried to follow their instructions. But what is your best? Do you know? Probably not, because your best is a **constantly changing state of being**. Your best yesterday may not be your best today or tomorrow.

You haven't yet achieved your best. You have had a "best" moment... a peak moment... but you probably didn't know what that "best" moment looked like before it happened. And your next "best" will look different as well.

Imagine being or doing your best. What does that look like? How will you behave? What will you **accomplish** or do? What will you say? What energy or emotion will you express?

If you are a **high performer**, you achieve your best daily because you continually **strive** to be and do better. You also have a **vision of "best"** that you work toward daily.

How to Be Your Best Daily

Recently I heard someone – unfortunately, I can't remember who – define the word "best" with an acronym. He said, to do your best every day you must:

Be Excited to Smile Today;

Be Excited to Serve Today;

Be Excited to Succeed Today.

If you do these three things, you have done your best.

I agree that **excitement**, or **enthusiasm**, are part of doing your best. When you serve, you also are at your best. And when you **succeed**, you can **serve on a greater level** with confidence and **heightened energy**.

Success is critical. When you succeed, you excel beyond your standard norms, and high performers enjoy this **accomplishment**. They often succeed, which is how they live into their best selves daily.

How to Be Outstanding Daily

But is doing your best enough if you want to succeed and achieve your potential? Tony Robbins talks about being "**outstanding**." I think this is what you must strive for to become your "best self."

I love the word "outstanding." It reminds me to "**stand out**" as more than **excellent** in everything I do. It pushes me to be better than my best.

To be outstanding daily, you must be:

Optimistic

Optimism changes your world view, That's why optimists sometimes have a less-than-realistic view of the world. They **see possibilities where pessimists see impossibilities**. Because of this, they strive for things that seem a stretch but do so with the **faith** that they can make it happen. Your **positive mindset**

helps you manifest your big dreams more often. The more positive you become, the more often you will find yourself **excelling above your standard norms** consistently, which will make you outstanding.

Unleashed

To become outstanding and achieve your potential, you can't hold back. You have **to remove all constraints**... let yourself off the leash. When you give your all to everything you do, **put your full energy and self into every action**, your performance regularly will be recognized as above and beyond others in your field.

Tenacious

If you **refuse to fail or give up**, if you continue **to work hard** and **embrace the struggle**, eventually you will succeed. There's no way you can't. Your **persistence** – your tenacity – will pay off. And you'll be recognized for that effort and mindset.

Strategic

Those who succeed tend **to move forward strategically**. Successful people have plans and goals and a big-picture view of where they are going. And they know how to stay focused on their purpose each step of the way. If you can approach everything you do strategically, you will find yourself excelling beyond your wildest dreams.

Awestruck

Fear holds most people back. But at the other end of the spectrum lies awe. Can you feel amazed by your life and the things you do? Can you **feel awestruck by your talents, gifts, and skills** as well as for the opportunities, relationships, and situations in your life? Outstanding people know how to move through fear by seeing it as excitement for the awesome future they can grab... if they choose to do so.

Natural

One of the best ways to succeed is **to be yourself**. Whatever you do, **do it from an authentic place**. When you are **natural – in your behavior, speech, dress, and attitude** – you attract people and opportunities to you. You naturally **live into your best self**, which moves you closer to outstanding.

Demanding

The most successful people **have enormously high standards for and expectations of themselves**. To achieve your potential, you must be **demanding of yourself**. You can't live complacently or comfortably. You **must push yourself**, demand the best of yourself. If you don't require yourself **to level up every day**, it's impossible to become outstanding.

Intentional

Living intentionally means **being “on purpose” in every moment**. Do you know what you want from each day, hour or minute? Do you **set an intention**

and then move toward it with focus and presence? If not, it's time to start. **Intentional behavior** begets outstanding results.

Nurtured

To achieve your best self and excel in whatever you do requires **self-care**. You must **nurture yourself**. Doing so allows you to have the energy and vibrancy to excel. Plus, it's important **to nurture others** – to support and care for them. Too many people forget to do both. Those who are outstanding remember.

Generous

If you want to be outstanding, be **generous – with your praise, support, donations, help, information, skills, and expertise**. **Be generous with your love and appreciation**. At your core, you are a generous person. Express that generosity in every way possible, and you'll discover – as will those around you – that you have an outstanding ability to share your gifts with others.

(After <https://www.nyfa.edu/student-resources/how-to-become-famous/>,
<http://ninaamir.com/become-outstanding-personally-professionally/>)

2. Fill in the table with your active words and word combinations from the text.

To be outstanding, you must be:	To be outstanding, you must have:	To be outstanding, you must do the following:
hard-working ...	ability ...	set an intention and then move toward it ...

Vocabulary Practice

1. Give the synonyms to the following words:

famous; extraordinary; executor; to want too much; achievement; perfect; hard work; greedy.

2. Explain the meaning of the following word combinations.

Outstanding personality; a constantly changing state of being; high performer; a vision of “best”; heightened energy; to “stand out”; positive mindset; excelling above your standard norms; to remove all constraints; embrace the struggle; to move forward strategically; feel awestruck; to be yourself; do it

from an authentic place; live into your best self; be demanding of yourself; to level up every day; being “on purpose” in every moment.

Speaking Activities

Work in pairs or small groups.

1. What do you do daily to be outstanding in your daily life? Do you agree or disagree with the statements in the previous exercise? Give your arguments.

2. Do you think you will excel in your future job/profession? In any other fields? Which necessary qualities do you possess and which do you lack?

Writing and Speaking Activities: Self Study

1. Make up a presentation about the outstanding personality you admire most of all and the way to his or her fame. Emphasize the ratio of their talent and hard work. Present it in class.

2. Make up a presentation about an outstanding professional in your field making a psychological analyses of his or her career ladder.

Part 2 A CHILD PRODIGY

Reading Activities

1. Read the text Write out the words in bold to make up your active vocabulary. Do the task that follows.

Being a Prodigy

Most of us aspire to reach excellence in our fields. Some of us reach the peak of our careers during adulthood, but some are so talented and skilled during childhood that they are comparable or even superior to adults. There have been many child prodigies throughout history.

A child prodigy is someone who is a **master** of one or more skills or arts at an early age. One generally accepted **heuristic** for identifying prodigies is the following: a prodigy is someone who, by the age of roughly 11, **displays expert proficiency or a profound grasp** of the fundamentals in a field usually only undertaken by adults.

Scientists have of course for many years examined what makes a child prodigy. Two groups of scientists have formed from these studies, and both groups have developed their own theory.

The first group of researchers believes that prodigies possess a **gentle specialty**, whereas the other group is of the opinion that it is due to their **family environment** and **social background** that these children become such geniuses. This nature versus nurture dilemma is exemplified by two famous prodigies: Carl Gauss, one of the most influential mathematicians in history, came from a **humble upbringing**, while Mozart, on the other hand, came from a privileged background and was given early childhood private lessons, which might explain why he grew to greatness.

More recently, science has started to examine the factors that may lead to **excellence**. Could it be **general intelligence**, **working memory** (which is a part of intelligence), or a type of **autism** (Asperger's syndrome)? Indeed, previous studies have found that individuals diagnosed with Asperger's syndrome are often highly **talented**. To examine the features of child prodigies, scientists Joanne Ruthsatz and Jourdan Urbach interviewed 8 child prodigies who excelled in art, math or music.

As expected, these genius children were found to have **IQ scores** greater than the general population – 128 compared to the population average of 100. One child was only slightly above the population average with a score of 108. Overall, it can be said that child prodigies are indeed **intelligent**, but not as intelligent as we would have expected. Furthermore, in terms of autism, the highly talented prodigies do not differ significantly from the rest of the population.

When analyzing the **working memories of the prodigies**, scientists came across an amazing result. Each of the eight prodigies had a working memory which **put them in the top 1 %** of the population and each of them **made it to the top 99th percentile** in terms of **working memory capacity**.

Our working memory is important for a number of tasks in our everyday life – its main task is to memorize and store information and keep several pieces of information at once in our head. Learn new things, make logical decisions and recall pieces of information which we've stored away in our memories – all of these are tasks our working memory masters. A typical situation in which we need our working memory is when someone tells us a phone number but we don't have anything to write it down on so we have to keep it in mind for a little while until we find a pen and a piece of paper. Our working memory capacities are highly correlated with our intelligence.

(After <https://www.sciencedaily.com>, <https://www.neuronation.com>)

2. Agree or disagree with the following statements.

1. A child prodigy is a very rare phenomenon.
2. A child prodigy is able to do things professionally at an early age.
3. Being a prodigy is a deviation from the norm that must be cured.
4. Working memory is a key factor of being a prodigy.
5. Every one can be trained to become a prodigy.

Vocabulary Practice

1. Complete the list of the adjectives between the following ones.

Smart,clever,
.....
....., genius.

2. Translate the following sentences into English.

1. Дети-аутисты часто бывают талантливыми и даже гениальными, но только в какой-то одной сфере. Они практически лишены способности общаться.

2. Моему брату плохо дается математика, потому что у него слабое логическое мышление и небольшой объем оперативной памяти. Зато он – отличный музыкант; у него отличный музыкальный слух и потрясающая работоспособность.

3. Способность к изучению иностранного языка состоит из следующих компонентов: чувство ритма, фонематический слух, большой объем оперативной и долгосрочной памяти, логическое мышление. Однако одни компоненты могут компенсировать другие недостающие, поэтому иностранный язык дается большему количеству людей, чем, например, математика, где количество компонентов способности ограничено.

Listening Activities

Listen to a presentation at <https://www.youtube.com/watch?v=HhKD6ce61eE> about 10 Mind Blowing Child Prodigies. Complete the chart with the information about each child.

Name	Place	Field, achievements
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Speaking Activities

Discuss the following issues with your group-mates.

1. Is it better to be a child-prodigy or an ordinary one? Would you like your children to be genius? Why/why not?
2. What fields are you good at? What are your achievements? Is it the fruit of your inborn capacity or hard work? What does your capability lie in?

Part 3 MUSIC IN OUR LIVES

Reading Activities I

1. Read the following views on music. Write out the words in bold and try to use them while giving your own arguments.

Reasons Why You Should Listen to Music

It relieves stress.

One of the most important reasons why people listen to music is because it **relieves stress**. For instance, most Heavy Metal songs are dark and depressing, so people who are **going through a struggle** in their life are attracted to it, because they feel like the writer of the song understands their pain. At least, that's the main reason. Some just listen to Metal because they like the way it sounds. And for some people, listening to a happy and upbeat song (Beatles, Bruno Mars, Michael Jackson, etc.) will also **make you feel better** after a long day. Either way, you can't deny that listening to music will help **melt your stress away**.

Yeah, it can help in matter of health too.

Music is good for your heart.

I recently read that there were some heart patients in a hospital. Some of the patients listened to **Mozart**. The ones that did had **improved heart rates and lower blood pressure** compared to the ones that did not listen to any music at all. Fascinating, isn't it?

It gives you a chance to be creative.

Have you ever thought to yourself, "I want to be just like my favorite singer/band. How about I write a song?" This thought occurs to almost everyone, but few people actually go out and write a song. I am guilty of this as well. For some

reason, I can write poems and stories easily, but my song will sound like some Justin Bieber single. Anyways, let's get back on topic. In short, writing stories is good for you, right? It lets you **make use of your creativity**. A song is basically like a story, but, for most people, even harder, because you have to include instruments, vocals, most songs rhyme, etc.

Music can help relieve pain.

Many people suffering unbearable pain have listened to classical music (don't often listen to classical myself, but I must agree that Mozart is a genius) and have found that they feel much better. But do not listen to rock, dubstep, or anything of that nature. Listening to **genres** like that has actually shown that you will feel even more pain. Some **lyrics** that has similar sad stories like we had can really relieve some of the pain from our past.

Music can get you friends.

Everyone basically knows this, but if you have trouble making friends, listening to music might help. Just say for instance, you are a Beatles fan. You overhear someone saying about how much they LOVE the Beatles. You go over there, introduce yourself, talk about the Beatles, BOOM! Instant friendship.

Music can motivate you.

Why do you think that people sometimes listen to music at the gym, especially rock or rap? It motivates them! When you listen to angry music, it gets your blood pumping, you get even more motivated to work out, and **you perform better in your workout** than you would without music. It has been proven!

The lyrics and sound can tell you much, bring up new ideas.

It brings people together.

Music plays an important role in our society and the reason why people listen to music vary from one individual to the other. To begin with, I would like to say that most people **do identify themselves through the lyric's of the song's**, hence feel comforted after listen to music tracks , to illustrate this I like to share my own personal experience. There is this song sang by the famous singer Whitney Houston that I heard when I was still fifteen and that has been **a source of inspiration** to me, and had has a great impact on my live.

Strange as it may seem but I don't listen to music very often. I can't actually say I don't like it – but it's like a kind of sweets for me. You can't eat sweets all days long. Neither can I listen to any kind of sounds non-stop. So I am not a sort of person who wears earphones in the street – a constant listening to anything prevents me from thinking, from concentrating, it gets on my nerve in the end. Only when I really feel I need something beautiful I switch on my favourite singers or a group or even go to the concert, but I am very selective about it. I say, it's just like a good vine, like a delicious cake: so I do love music, but...

Speaking Activities

1. *Discuss with your group-mates the role of music in your life. Give your own views on the importance of music.*
2. *What kinds of music are you fond of?*

Reading Activities II

1. *Read the text. Write out the words in bold to make your active vocabulary. Do the task after the text.*

Playing an Instrument

Learning to play an instrument is one of the coolest things you'll ever do. Whether you're just starting out in school, decided you wanted to play in a band, or have decided to learn to play music now that the kids have grown, it's a fun and rewarding thing to do. If you don't already know what you want to play, you're in great shape – that means everything is a possibility! See Step 1 for some helpful advice about picking the right instrument for you.

Many adults, especially those who enjoy instrumental and acoustic music, would like to learn to play a musical instrument, but are intimidated by the prospect – where to start? The good news is that in a lot of ways, it's simpler to pick an instrument as an adult – you know your tastes by now, and you have access to a much wider range of instruments, teachers, and options... it's a far cry from the old junior high decision of picking between **clarinet** and **trombone**! Here are some questions to ask yourself.

Here's How:

1. **What kind of music do you like?** This seems like an obvious point, but think it through: if you really prefer listening to acoustic folk music, **drums** – fun as they seem – might not be the right choice. But really dig deep with this question. **A musical instrument is a big investment of time and money**, so make sure the style of music that you'd be playing **fits the bill**. Some instruments are more versatile than others – once you get basic fiddle fingering and bowing down pat, you can specialize in a genre or continue to dabble in many, for example, whereas the sitar is a bit more limiting.
2. In what sort of situations do you see yourself playing? Does playing in an acoustic stringed instrument jam session sound good? Perhaps the mandolin would be a good choice. If you're less social, the piano always sounds good solo, and makes a gorgeous piece of furniture even when it's not being played.

3. What are the limitations of your budget? Most instruments can be purchased in various price ranges, but some are more drastically cheap or expensive than others. The tin whistle, for example, will run you about twelve bucks for a perfectly good, playable instrument – and at the top of the line, they don't generally run over \$300.

4. What sort of practice space do you have? Live in a thin-walled co-op in the middle of Manhattan? Perhaps the Highland Bagpipes aren't really your best option. Live on a farm in the middle of nowhere? Squeeze freely, my friend.

5. How easy will it be to find a teacher? You shouldn't have too hard of a time finding a cello instructor within a few miles of any small city anywhere you live. If you want to play the Cajun-style diatonic accordion, your options will be slightly more limited.

6. What kind of time do you want to put into the instrument? All instruments will require an enormous time investment if you want to become a really excellent player, but for less time, you can become a pretty good or adequate player, depending on what you're looking for. Unless you're ready to invest serious hours, don't fuss with something like the kora – perhaps choosing something like simple rhythm guitar is best for you. If you really want to make music but have very little time to invest in practicing, a simple rhythm instrument, like demes, is a great choice.

7. What are your physical limitations? If you can't hoist something heavy, don't try to play upright bass. If you don't have great lung capacity, think twice about the saxophone. Trick elbow? trombone may not be so easy. Certainly, if you've got the will to play something that will be physically difficult for you, you can surpass just about anything, but be ready for a bit of adversity.

8. Do you want to play and sing at the same time? If you really want to accompany yourself singing, especially if you want to do it solo, you might consider going with one of the two classics: piano or guitar. Sure, plenty of great musicians have accompanied themselves on other instruments, but piano and guitar can both provide a fullness and range of sound that, solo, accompany a human voice well. It's no accident that they're the most popular accompanying instruments for singers.

9. Do you want to learn to read music? If you want to play Western classical music, you'll need to learn to read music, specifically on whichever clef accompanies your instrument. Jazz players generally need to learn to read music, as well, though it can look a bit different than classical sheet music, and some international music traditions have various styles of written music and charts as well. If you're looking to avoid reading music and play simply by ear, most genres of folk music around the world don't require any written notation.

10. **Do you want to be the leader of the band?** If you're looking to play small-ensemble music, be it classic rock or reggae or any number of other genres, where do you envision yourself fitting in? If you want to be out front, pick the instrument that takes the most solos and plays the melody within your chosen genre. If you'd rather be an unsung hero, go for something in the rhythm section.

11. **Are there folks around to play with?** Certain types of music (and the instruments that they're played on) really are best-suited to social players, and you'll have a hard time keeping it up if you never have a chance to pick a tune with others. Irish music and old-time music, for example, are really best enjoyed session-style, so unless you want to be doomed to a life of solo banjo pickin' or bodhran beatin', consider whether or not you've got some people around to practice with, or if you're willing to seek them out during travels.

2. Complete the sentences according to the text.

1. A musical instrument is a big investment of
2. Make sure the style of music that you'd be playing fits
3. If you're less social, the piano
4. Most instruments can be purchased in
5. Live on a farm in the middle of nowhere
6. Unless you're ready to invest serious hours,
7. If you can't hoist something heavy,
8. If you really want to accompany yourself singing,
9. If you want to play Western classical music, you'll
10. If you're looking to play small-ensemble music,

Vocabulary Practice

1. Make up the list of musical instruments. Use the text above and the dictionaries.

2. Translate the sentence from Russian into English.

1. Мой племянник хочет играть в духовом оркестре, когда вырастет. Поэтому он посещает музыкальную школу, где учится играть на трубе и тромбоне.

2. Я выбрала игру на гитаре по одной причине: это портативный инструмент, он не занимает много места. Найти место для такого роскошного инструмента, как пианино, в однокомнатной квартире очень сложно.

3. Играть на фортепиано легче, чем на скрипке, потому что во время игры можно «видеть» музыку.

4. Раньше мои друзья считали, что играть на дудке, цимбалах, рожке или волынке – это несерьезно. Но после того как они сходили на концерт нашей фольклорной группы, они изменили свое мнение.

5. Моя сестра учится в Академии музыки. Каждый день она дома исполняет музыкальные шедевры на скрипке, альте, виолончели и контрабасе. Соседи шутят, что им не надо ходить на концерты классической музыки.

Speaking Activities

1. Discuss the following issues with your group-mates.

1. Have you ever practiced to perform music? Where did you learn to do it? Was it an easy or a difficult experience?

2. What instrument would you like to learn playing? Why?

3. Do you know any famous performers? What do you know about their career?

2. Role playing. Act out your parts emphasizing all the pluses and minuses of the issues bellow.

Situation 1. You are going to enter a rock group, so you ask your parents for a drum-set for you. Your parent(s) are against as you live in a small flat.

Situation 2. You would like to play the guitar, but your parents want you to play some more classical instrument.

Self-study Activities

1. Find the information on the internet about various styles of native and foreign music. Make up a presentation about 3–4 of them.

2. Make up a presentation about your favourite style of modern music. Supply it with a sound track.

Part 4

GENIUS IN MUSIC

Reading Activities

1. Read the text. Write out the words in bold to make your active vocabulary. Do the task after the text.

The Greatest Composers

Johann Sebastian Bach

He is famous for his matchless combination of masterly musical engineering (as one reader put it) and profound **expressivity**. Bach was surely aware of the new trends. Yet he reacted by digging deeper into his way of doing things. Bach did not invent any new styles or forms of music, but rather **perfected** every single one of them which existed in his day. He remains the **all-time master of the fugue**, a form which is so difficult to write that even Mozart and Beethoven, both of whom wrote fugal **masterpieces**, hated writing them.

Wolfgang Amadeus Mozart

The most gifted musical **genius** in history, the most famous genius of any field in history, and the perfecter of Classical music. He wrote 41 **symphonies**, 27 piano **concerti**, a large amount of chamber music, 23 **operas**, 18 **sonatas** (se`nata) for piano, 36 for violin, for cello, church sonatas, organ pieces, 18 masses, including one Requiem, 4 horn concerti, 20 string **quar`etts**, serenades and many others.

Ludwig van Beethoven

The inventor of Romantic music. Before him, all that could be said in music had been said (by the next two composers). With his 3rd Symphony, nicknamed “Eroica,” and his 4th and 5th Piano Concerti, the world of music entered its Romantic Era, out of which it may not yet have emerged. It was Beethoven’s temperament that created his finest, and most idiosyncratic works, among them his 3rd to 9th symphonies, his last three of five piano concerti, his violin concerto, the finest ever written, two masses, one of which is the Missa Solemnis, the second greatest mass ever written, his chamber music, especially his string quartets, the last 6 of which, the Late Quartets, are universally considered to be among the greatest musical works in history.

Richard Wagner

He only wrote operas, which he termed “music dramas.” But of them, his finest masterpieces are Tannhauser, Lohengrin, Tristan und Isolde, which some

consider his finest achievement, *Die Meistersinger von Nurnberg*, *Parsifal*, and his gargantuan four-opera cycle *Der Ring des Nibelungen*.

Franz Schubert

The greatest songwriter of all time, and the second greatest master of melodic, lyrical composition. Schubert had a natural **mastery** of all the forms of the day, but loved songs the most, and wrote them so quickly that as soon as he was finished with one, he threw it to the floor and grabbed another sheet of paper to start another. He wrote approximately 650 songs in the sixteen years of his career.

Frederic Chopin

The most idiomatic composer for the piano who ever lived. Chopin did not understand **orchestration**, which he freely admitted, and had help from friends, including Liszt, in scoring his two piano concerti. Chopin's melodic genius is superlative in all respects, and he composed primarily short works piano works, of which the most notable are his **ballades, etudes, sonatas, mazurkas, waltzes, nocturnes, preludes**.

Franz Liszt

The greatest pianist of all time. Liszt sightread Grieg's Piano Concerto, playing it perfectly the first time he saw the music. He wrote hundreds of short pieces, songs, preludes, etudes, two piano concerti, symphonic poems, and was an all-around master of every genre in which he composed. Most of his piano works are among the most technically demanding, almost impossible, to play, but of note are his Transcendental Etudes, designed for the piano student to master all forms of piano performance. They are probably the most difficult pieces of music ever written for any instrument, and even veteran professionals refuse to play No. 5, "Feux Follets."

Peter Ilyich Tchaikovsky

One of the finest orchestrators, and one of the supreme melody writers in all of music. Not surprisingly, his favorite composer was Mozart, in honor of whom he wrote "Mozartiana," an elaboration of several of Mozart's melodies. Tchaikovsky is the all-time master of the ballet, and all of his are world-famous: the "Nutcracker," "Swan Lake," "Sleeping Beauty." He wrote two operatic masterpieces, "Eugene Onegin," and "The Queen of Spades." His ballets are well known for their melodic magnificence, but he also wrote 6 symphonies, the last three of which are universally accepted as legendary for the resplendent orchestration and development of their lyrical melodies.

Sergei Rachmaninov

One of the few composers who was equally virtuosic at performance (piano), and conducting an orchestra. He legendary for his second two, of four, piano concerti, the third being probably the most difficult and pianistic concerto every

written, containing one of the finest piano cadenzas. He is known for writing large chords of up to 5 notes per hand, which he could perform easily with his gigantic hands.

(After <http://listverse.com/2009/12/17/top-15-greatest-composers-of-all-time>)

2. Complete the chart according to the text.

Composer	Country	Genre(s)	Works
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Vocabulary Practice

1. Proofread the pronunciation of proper nouns mentioned in the text using online dictionaries. Transcribe them.

2. Translate the sentence from Russian into English.

1. Если бы я хотел играть на музыкальном инструменте, я бы выбрал ударную установку. Исполнять различные прелюдии, сонаты и этюды – это не по мне. Кроме того, у меня нет идеального музыкального слуха.

2. И. С. Бах усовершенствовал многие музыкальные жанры и оставил человечеству великое музыкальное наследие. Он особенно известен как мастер фуги.

3. К сожалению, современная молодежь мало знает о классической музыке, не увлекается оперой и балетом. В интернете на музыкальных сайтах известные сонаты и симфонии, вальсы и концерты часто обозначены как «хорошая музыка» или «приятная музыка».

4. Я иногда хожу в зал камерной музыки, чтобы послушать скрипку, виолончель, флейту и саксофон. Мне очень нравятся произведения Бетховена и Моцарта.

5. С. Рахманинов не только обладал мастерством написания музыки, но и дирижировал оркестром.

6. Давай сходим на концерт Шопена. Там будут исполнять произведения различных жанров: баллады, вальсы, ноктюрны и прелюдии.

7. Мой папа не ходит на концерты классической музыки под предлогом того, что не может отличить фугу от сонаты, а симфонию – от серенады. Однако в детстве он занимался музыкой и играл на бас-гитаре.

Writing and Speaking Activities

Make up an oral presentation about your favourite composer. Present it in class. Supply it with a sound track.

Self-study and Public Speaking Activities

Make up oral presentations supported by multi-media on the following topics. In your presentations, use the vocabulary studied in the previous topics.

Topic 1. Talent and genius in cinematography. Cinema in as a part of the culture.

Topic 2. Cinema masterpieces.

Topic 3. Outstanding performances of the theatre and ballet.

Topic 4. Greatest painters and their works.

CHAPTER V

FAMILY ISSUES

Part 1

FAMILY AS A SOCIAL INSTITUTION.

FAMILY VALUES

Reading Activities I

1. Read the text. Write out the words in bold to make your active vocabulary. Do the task after the text.

What is a Family?

The family is the most basic and ancient of all **institutions**, and it remains the fundamental **social unit** in every **society**. Broadly speaking, the family is a group of people **related by** blood or law, living together or associating with one another for a common purpose.

An “ideal” family **consists of** a husband, a wife, and their dependent children. This particular **family pattern**, however, is far from typical. A more accurate conception of the family must **take account of** the many different family forms that have existed or still exist in different cultures. (*What other family patterns do you know?*)

What characteristics, then, are common to all family forms? First, the family **consists of** a group of people who are in some way **related to** one another. Second, the members live together for long periods. Third, the adults assume responsibility for any **offspring**. We may say, then, that the family is a relatively permanent group of people **related by ancestry**, marriage, who

live together, form an economic unit, and **take care of** their young. If this definition seems a little cumbersome, it is only because it has to include such a great variety of forms.

There are many different **views on** family life. Some people could not do without the support and love of their families. Others say it is the **source of** most of their problems and **anxieties**. Whatever the truth is, the family is definitely a powerful symbol. Turn on the television or open a magazine and you will see advertisements featuring happy, balanced families. Politicians often try to win votes by standing for “**family values**”: respect of parental authority, stability in marriage, chastity and care for the elderly (*What other family values do you find important?*).

There are people who say that traditional family is a thing of the past. (*What is a traditional family in your opinion?*) They see many indications that the family **is in decline**, in such things as the increased number of **one-parent families**, the current high divorce rate and what they see as a **lack of** discipline within the family. What is a strong family then?

People all over the world are trying to learn what makes strong families. Strong happy families share some patterns whether they are rich or poor, black or white. Strong, happy families spend time together, talk about their problems. Members of strong families **show** each other **affection and appreciation** and they are also committed to one another. People all over the world **cherish** the same values about their families.

Today, however, families are changing, but they are not disappearing. Families give us a **sense of belonging** and a **sense of tradition**. Families give us strength and purpose. Our families show us who we are.

The things we need most deeply in our lives – love, communication, respect and good relationships – have their beginnings in the family.

2. Agree or disagree with the following statements.

1. The notion of family implies blood relation only.
2. The features of the family do not depend of a country.
3. Family values are the thing of the past.
4. Giving birth to children is the basic family value.
5. A modern family is in decline.

Vocabulary Practice

1. Explain the meaning of the following words:

affect; confide; cherish; divorce; relate; secure; institution; jealousy.

2. Suggest morphologically related words to the words in the table if possible.

Noun	Verb	Adjective
confidence		
	relate	
society		
		secure
	trust	
	cherish	
affection		

3. Use an appropriate word or phrase from the box to fill in the gaps:

offspring, to show affection and appreciation, social unit, sense of belonging and tradition, family values, lack of

1. The family remains the fundamental ... in every society.
2. Politicians often try to win votes by standing for
3. The adults assume responsibility for any
4. The family is in decline because of ... discipline.
5. Members of strong families ... each other ... and
6. Families give us ... and

4. Make up the chart according to the text.

Basic family values	Family meaning	Features of family decline
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5. Translate into English.

1. В детстве ему часто не хватало родительской заботы и понимания близких людей.
2. Обычно семейные традиции передаются из поколения в поколение.
3. Очень хорошо, когда рядом есть человек, которому ты можешь полностью доверять.
4. Семья – это источник заботы, радости, понимания и поддержки.
5. Когда дети вырастают, они проявляют заботу о своих родителях.

6. Каково ваше семейное положение?
7. Семье было очень сложно повлиять на сына-подростка, поскольку он перестал проявлять должное уважение к авторитету родителей.
8. Несмотря на все ссоры, мои тетя и дядя сохранили семейный союз благодаря верности и стабильности в браке.
9. Детям, воспитываемым в неполных семьях, часто не хватает дисциплины.
10. Супругам следует чаще проявлять свою преданность друг другу и подчеркивать ценность партнера.
11. Несмотря на то что оба супруга поддерживали одни и те же семейные ценности и традиции, они не смогли это передать своим детям.

Speaking Activities

1. Answer the following questions and develop the idea.

1. What are the family values your family cherish? Which of them would you like to preserve in your future family life?
2. Have you got any family traditions? Could you tell about some of them?
3. Do you live in a nuclear or extended family? Do you keep in touch with your distant relatives?
4. Do you see any differences between the children brought up in a full and one parent families? If so, what are they?

2. Work in small groups. Imagine you are members belonging to different generations living in the same family. It is difficult for you to live under the same roof, but still you have to find compromises. Imagine one or several problems you may face and find solutions to them.

Reading Activities II

Arranged Marriage: Advantages and Disadvantages

Read the text about the tradition of an arranged marriage. What is your personal attitude to such a tradition? Is it typical of your country?

Arranged marriages have been around for thousands of years, and were practiced all around the world at some point. They are when parents predetermine

who their child will marry. These two people often have **comparable backgrounds** both socially and culturally. This tradition is still commonly practiced in India, South Asia, and other parts of the world. Recently it has begun to raise controversy. People are beginning to ask questions about the reasoning and motives behind these arranged marriages.

Pros of Arranged Marriages

1. The “One”. People who are placed in an arranged marriage do not have to worry about the dating world, or **waiting for the “one”**. This takes a lot of stress and anxiety out of life.

2. Parental Discretion. Your parents are the ones who choose who you are to marry, so you do not have to worry about them liking your spouse. The same goes for having to worry about your in-laws **approving of** you.

3. Same Values. **Your parents will choose your spouse extremely carefully. They will make sure it is someone who matches your own beliefs and values to ensure compatibility.**

4. Close To Your Roots. **Participating in an arranged marriage can make you feel much closer to your family,** and your culture. Arranged marriages are highly traditional and renowned.

5. Love Grows. While you may not say your I Do’s completely love struck, that doesn’t mean the you are doomed to a loveless marriage. Love takes time, but will (hopefully) bloom.

6. Children. With two parents of the exact same **background**, religion, and culture your children will grow up immersed in theirs. You do not have to worry about **conflicting views on things** like that because they were discussed ahead of time.

Cons of Arranged Marriages

1. Wedding Blues. You may feel like your wedding is not your own. You do not know the person you are marrying nor their family. It is completely done by the families, the bride and groom **have very little say** in their wedding ceremony.

2. Dating Deprived. Dating is taken out of the equation when you have an arranged marriage. You do not get the opportunity **to figure out** what you do and do not like in a partner.

3. Placing Blame. If any marital problems arise between the couple then the parents are often the first to be blamed. Especially if the marriage **results in a divorce**, the family is humiliated because it is perceived as their fault.

4. Family Ties. It is inevitable that your family will be very highly involved in your life. This includes your married life. This can cause problems between the married couple.

5. Waiting For Love. Love takes a long time to develop. When two people are thrown into a marriage that isn't **based on the foundation of love**, it may take quite some time for these feeling to develop. This can lead to depression, misery, and divorce.

6. No Diversity. Arranged marriages focus on keeping tradition and culture alive. This sadly means that they do not stray from their cultural background.

7. Identity Loss. **People** may find themselves changing what they like or who they are in order to fit into their spouses or family's ideals. This can be very damaging.

2. Agree or disagree with the following statements according to the text.

1. Arranged marriages depend on the backgrounds of future spouses.
2. The arranged marriage is the thing of the past.
3. There are more cons than pros in the arranged marriage.
4. Love may grow after the marriage.
5. The arranged marriage keeps family traditions throughout generations.

Vocabulary Practice

1. Translate the sentences from Russian into English using the underlined words in the text.

1. Мои родственники сильно беспокоятся по поводу того, что я еще не замужем. Они нашли мне достойного жениха. Он из такой же семьи, как и наша (одного социального происхождения).

2. Несмотря на то что моей тете уже 40 лет, она до сих пор не замужем и до сих пор ждет «того самого единственного». Раньше многие молодые люди хотели с ней встречаться, но она не одобрила ни одного из них: никто не соответствовал ее взглядам и убеждениям.

3. Несмотря на некоторые расхождения во взглядах на жизнь, мои бабушка с дедушкой прожили долгую и счастливую жизнь вместе, потому что их брак был основан на любви.

4. В семье моих родственников у мужа практически не было права голоса. У него никогда не было возможности сказать определенно, что ему нравится и что не нравится. Неудивительно, что этот брак закончился разводом.

Speaking Activities

Figure out the arguments and counter-arguments about an arranged marriage. Discuss them with your fellow-students.

1. I personally approve of such things (2–3 points).
2. I personally strongly disapprove of such things (2–3 points).
3. I find such things quite acceptable in any kind of marriage.

Reading Activities. Vocabulary Focus

1. Find the meaning and proofread the pronunciation of the following words. Give their definitions:

polygyny; polyandry; the Quran; the Prophet; Muslim; Tunisia; condemned; jurisprudence; the Shari'a; fraternal.

2. Give the English equivalents to the following words and word combinations:

глава семьи; усиление роли женщин; брак между людьми разных вероисповеданий; кровный брат; предки; отделяться от семьи.

1. Read the information about family values and traditions typical of other countries. Do the task after the text.

Traditions Vary

In Islam, polygyny is allowed with certain restrictions; polyandry is not. The Quran directly addresses the matter of polygyny in Chapter 4 Verse 3, "...Marry of the women that you please: two, three, or four. But if you feel that you should not be able to deal justly, then only one or what your right hand possesses. That would be more suitable to prevent you from doing injustice". The Prophet accepts the marriage of multiple wives but only if the husband's duties will not falter as a result. The groom kisses the bride 3 times on the cheek and 1 on the forehead.

Although practices of polygamy have declined in practice and acceptance in most parts of the Muslim world (such as Turkey and Tunisia who have completely

outlawed it), it is still legal in over 150 countries in Africa, Middle East, and most countries in the third world. Since the 20th century and the rise of major feminist movements, polygamous marriages have severely declined. With changing economic conditions, female empowerment, and acceptance of family planning practices, polygamy seems to be severely declining as an acceptable and viable marriage practice within the Muslim world.

Both male and female homosexuality are forbidden in Islamic law, although only male homosexuality is explicitly condemned in the Quran. In regards to interfaith marriages and partners, the rules for Muslim women are much more restrictive than the rules applied to Muslim men wishing to marry a non-Muslim.] The principal schools of Islamic jurisprudence abide to Shari'a regulations that specifically state: "A Muslim man may marry a Christian or Jewish woman but no other unbeliever; a Muslim woman may not marry a non-Muslim under any circumstances".

The family is an important concept in Africa. Generally speaking, each African belongs to a family which is much larger than an individual one. The African family is not only made up of a man, his wife and their children. By birth, the African becomes member of a wider community that non-Africans designate as the extended family.

Many African languages make no distinction between the fraternal brothers and those of the broader family. Sometimes, people of the same village are called brothers. When an African introduces a person as his brother or sister, it is not always a fraternal brother or sister. The terms "father" and "mother" can be used to designate any elderly people in the broader family.

Thus, I have many young people of my broader family who call me dad and who call my wife mum. We have four children but we are parents to more than ten children, including our younger brothers and sisters of whom we take care.

The more the family is extended, the more it gets a feeling of pride and security. Even if as an individual, one does not feel important, they will grasp his full importance as a member of the extended family. In Africa, the individual is defined by his family.

The African family does not consist only of the union between living people. It is indeed extended to the ancestors. They play a big role in the dynamics of the family. In the African imagination, the dead are not dead. The ancestors maintain a relationship with the extended family.

We refer to them when we relate to our traditions, our moral values and our culture. It is to say that death does not break the family tie. We function like the biblical families where the ancestors like Abraham and David kept a certain close link with the family even after their deaths.

Unity of the family is very important. The head of the household must maintain this unity because the more the family is united, the more it exerts an influence on the rest of the society.

The disunion contributes to weaken the influence of the family and its respectability. The family members thus have the obligation to maintain the cohesion of the community and the solidarity between them.

If one dissociates oneself from the family, if one breaks the contact with the family or if one refuses to take part in the projects of the family by contributing to the events (happy or unhappy ones), one takes the risk of isolating oneself and undergoing serious consequences.

2. Make up a chart about a Muslim marriage.

Facts I have known before	Facts I have learned recently
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3. Make up a chart about an African marriage.

Things that mach my views and beliefs	Things I do not like very much
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Speaking Activities

1. Which traditions of other societies do you approve and disapprove of? Which of them are typical of your country and your family in particular? Discuss the issue in pairs or small groups.

2. Give profound answers to the following questions.

1. What is a family? Which of the definitions given in the texts do you find the most proper?

2. Do basic family values differ in various societies? What are they? Are they still up-to-date in your society?

3. Do you agree that family as a social institution is in decline? Prove your point of view with several arguments.

4. Do you agree that family as a social institution is the thing of the past, and the society needs other nuclear patterns? Prove your point of view with several arguments.

5. Why do family traditions differ around the globe? Set examples of such differences.

6. What is your attitude to a Muslim marriage? Do you know any other facts about such a marriage?

7. What do you like and what you do not about an African marriage?

3. Act out the following situations.

You and your friend. A friend of yours has been dating with her boyfriend for a couple of years and expects him to marry her soon, but he has offered only cohabitation. Your friend is very upset. What are your friend's fears? What would you tell her?

You, your cousin and her parents(s). Your cousin, a moderate Christian, is going to marry a Muslim, and her parents are against.

Your friend and you. Your friend's parents are worried about the fact you he is not married and even has no girl-friend. They have an idea to make him acquainted with a good girl, a daughter of their friends, a family of the same background. Your friend is shocked and puzzled with such an idea. What would you tell him in such a situation.

Your friend and you. A friend of yours married about a year ago, he likes everything about his family, life but for his wife's being too close to her numerous relatives. What is he complaining of? What would you respond?

Self-study activities

Find some information about family traditions typical of other countries and not typical of yours on the internet. Share the information in the class-room.

Writing Activities

Write an essay on the topic "Family Traditions and Values in Different Countries". While writing, try to keep to the following points.

1. What is family? What are the basic family values? Do they differ throughout the globe?

2. What is the meaning of the family in society? What is family for you?

3. Do you agree that the family as an institution is in decline? Prove your thoughts.

4. Are the views on the family similar in various society? What types of marriages and family arrangements / traditions differ from those typical in your countries? What do you approve and disapprove of about them?

5. What are your views on your future family life?

Watching Activities

1. Find the record of the film called “My Big Fat Greek Wedding”. Before you watch it, answer the questions.

1. What do you think of cross-cultural marriages?
2. What difficulties do 2 people of different nationalities have to overcome on their way to marriage?
3. What do you know about Greece? It's culture? Who do you think have more cultural similarities – Byelorussians and Greeks or Americans and Greeks? What do we have in common with Greeks?
4. Do you know anything about the life of ethnical minorities in foreign countries? Do they try to assimilate or do they unite into communities to preserve their culture and traditions?

2. Watch an extract of 50 minutes from the beginning. Do the tasks that follow answering the questions.

Episode 1

Toula (short for Betoula), a Greek girl living in Chicago, introduces her family – Granny's arrival.

1. What things has Toula's father has been telling his daughter to be the most important in her life since she was 16?
2. What is their family business?
3. What are Toula's memories about her childhood? What schools did she attend?
4. Why did their house look like a Parthenon?
5. How did Dad feel about his origin?
6. What kind of lectures did Dad use to teach his children every time they were having meals? What were his “linguistic beliefs”?
7. What was Granny's attitude to Turks and what was the reason for that?

Episode 2

In the family restaurant.

1. Who worked in the restaurant?
2. What two “jobs” did Nick, Toula's brother, have?
3. What were the family, especially Dad, worrying about most of all during having breakfast in at the family restaurant?

4. Did Toula's sister marry young? What has she turned into since then?
5. What kinds of voices do her cousins have? How can it characterize them?
6. What is family for them? Whom do they include into it? How can you characterize their family relations?
7. Was Toula happy with her life and her "career"? She says: I wish I were... What kind of advertisement do you think she found in the brochure?
8. What was an "extra push" for Toula to change her life? Describe this sub-episode.

Episode 3

Toula arrives at her parents to suggest introducing a computer system in the work of the restaurant – argument in the bedroom.

1. Do you think Toula wants to go to computer courses because the family really can not cope with numerous orders and calculations of the restaurants? Why?
2. What was Dad's reaction? What kind of person is Dad? What are his family views?
3. Why do you think Mum supported Toula? What did she promise her daughter? Complete her words: "The man is the head, but the woman... And she can... anyway..!"
4. What were formal Dad's fears for letting Toula go downtown? What were Mum's counterarguments? Why, in her opinion, was she smarter than her husband? Who won the argument?

Episode 4

Toula goes to college – travel agency – talking to Dad about travel business.

1. Was going to college a big event for Toula? Why do you think so?
2. In what way was she trying to change her lifestyle? Did she succeed in it? Remark on the changes in her manners, appearance and behaviour.
3. With what offer did she arrive at her aunt's travel agency? Why do you think she did not want to return to the restaurant business?
4. Did her aunt Vula agree to hire her? What was the main obstacle?
5. What did Aunt Vula tell Dad about her business? What was Dad's first reaction to it? How does it characterize him personally and their family traditions?
6. What was Aunt Vula's formal trouble with her business? What were quite logical solutions? Why could neither Nicku, nor his cousin Angelo go to work in the travel agency?
7. What a "great idea" did dad "arrive at"? Do you approve or disapprove of the tricks of the women?

Episode 5

Toula is at work in the travel agency – in a restaurant.

1. Whom did she see from the window? What happened to the two young people?
2. What two classes did Dad divide all people into? Why was Toula irritated by her father more than usual that time?
3. What family did Toula's boyfriend come from? Did he continue his family career? What did Toula think of that?
4. Why did Toula refuse to go to a Greek restaurant with her boyfriend?

Episode 6

Toula and her boyfriend start dating – Cousin Nicky arrives at the agency.

1. How did Toula explain her going out at nights to her father?
2. How many cousins did her boyfriend have? Did he know anything about them?
3. How was Toula going to spend Christmas? How many first cousins had she got? How did she describe her family? Did they know anything about each other's lives? Had any one in her family ever married a non-Greek before?
4. Did her boyfriend envy Toula that she has got such kind of family?
5. What news did Cousin Nicky bring to Toula?

Episode 7

A scandal at home – failure of an arranged marriage.

1. How did the family learn about Toula's dating? What was Dad's reaction? Did he give his consent for them to date?
2. What was Dad's main objection against Toula's boyfriend?
3. What did Dad initiate in order to prevent Toula's marrying to a non-Greek? How did Toula react to it? Did Dad succeed?

Episode 8 (min. 44)

Toula arrives at her boyfriend's house – proposal – baptizing.

1. Did his parents know much about Greeks? About Greece? Did they like Toula?
2. Was Dad happy with Toula's engagement? What were his fears? Where did he want them to have a wedding ceremony?
3. Was Toula afraid that her boyfriend would refuse to have a ceremony in the Orthodox Church? What was his reaction? Did he want to become a part of her big family?
4. Was her Ian going to be baptized in the Orthodox Church? Did he make this step seriously? Who was going to be his godmother?

Speaking Activities

1. Make up a brief review of the film. What are your impressions of it? Share your impressions with your fellow-students.

2. Find the abstract in the episode which you liked most of all. Act it out with your fellow-student (s).

3. Imagine some of the characters in your favourite episode would have acted in another way. What would the outcomes have been? Act out the situation in a different way.

4. Run a role play according to the instructions below.

Family Values

Before you start, recall the following information in your memory.

1. What are the basic family values? Do they differ from time to time and from culture to culture?

2. Has family pattern changed since the previous times? In what ways? Does our society still need a family? Why?

3. What are the most typical problems that a modern family faces? Review 2–3 problems mentioned bellow and suggest your solutions to them.

5. Act out the following situations. Think of the conclusions and solutions together.

1. You are a just married couple (friends, parents etc. Choose any characters you like. One of you was grown in a big family. The other was the only child). Discuss the issues of a big/small family (advantages and disadvantages) and those of being the only child.

Conclusion: what factors make the family decide how many children to have?

2. One of you is a young man/woman (19 y.o.) who is going to get married. The other/others is/are the parent/parents or friend/friends who are against the young marriage. Discuss the issues of a marriage at a young age (pros and cons).

Conclusion: what is the best age to get married? What does the matter depend on?

3. Characters: a young man/woman, parent/parents, grandparent/grandparents. Discuss the issues of personal freedom in the family (subjects of parental authority, freedom of choice for the children: what should be put in the first place – personal interests or those of other family members’?

Solution: are there any way out suggested to live without “generation conflicts”?

4. Characters: a young man/woman and a friend/friends/parents/aunts etc. Choose any parts you like.

When a young person has a kind of personal problems, who is the best person he/she can turn to? Do you trust your parents your problems? Why?

Conclusion: why can/can not parents be your best friends? Who may be the best friend for a young person?

5. You have just married. A baby has just been born. You live with your parents, but one of you wants to rent a flat. Discuss the issue. Why don’t you want to live together with your parents? What are the benefits of living together?

Conclusion: what is the best solution to the problem?

Writing Activities

1. Write a greeting card congratulating the spouses on their wedding.

2. Imagine you are Toula’s distant relative from Greece. You have happened to know that her father is against her marriage with an American. What would you write to the father if you were a) of conservative views; b) of progressive views.

3. Write down your reflection essay on the film emphasizing on a) your feelings and emotions; b) family values; c) family traditions; d) your attitude to living in an extended family.

Part 2

SINGLE PARENTING AS A SOCIAL CHALLENGE

Reading Activities

1. Read the text about the problem of single parenting. What is your personal attitude to it? Is it typical of your country? Write out the words in bold to make up your active vocabulary. Do the task after the text.

Single Parenting

Over the past 20 years single-parent families have become even more common than the so-called “**nuclear family**” consisting of a mother, father and children. Today we see all sorts of single parent families: headed by mothers, headed by fathers, headed by a grandparent raising their grandchildren.

Would it be at all shocking to you, to hear and learn that as many as ONE THIRD of families in the USA today, are headed up by a single parent (both male and female representatives)?

Divorce, being an **unwed mother**, having a **surrogate**, **adoption** by only one person, being **widowed**, **artificial insemination** and **abandonment** are all potential causes of being a single parent. Personal circumstance, divorce, even death, leaves the main **custodial**, remaining parent having to cope with all the care-giving, **nurturing**, **role-modeling**, challenges, rewards, **obstacles** and joys meant for a partnership of TWO!

So life in a single parent **household** – though common – can be quite stressful for the adult and the children. Members may unrealistically expect that the family can function like a two-parent family, and may feel that something is wrong when it can not. The single parent may **feel overwhelmed** by the responsibility of **juggling caring for the children**, maintaining a job and **keeping up with the bills and household chores**. And typically, the family’s finances and resources are drastically reduced following **the parents’ breakup**.

Single parent families deal with many other pressures and potential problem areas that the nuclear family does not have to face.

Here are just some of the major, initial challenges most single parents face:

- Coping with loss (of a partner, lover, friend and fellow-parent);
- **Assuming additional roles and responsibilities (being everything to everyone);**
- Enabling and adjusting to the new role and circumstances;

- Providing continuity and avoiding disruption for the children and family;
- Helping children cope with the situation, loss and circumstance;
- Dealing and coping with own emotions and changed condition;
- **Battling societal prejudice and stigma** of single-parent homes and caregiving;
- Adequate care and fostering the needs of the children;
- **Maintaining self-confidence in the eyes** and judging of others (stereotyping);
- **Feelings of doubt, low self-esteem and inadequacy;**
- **Balancing effective parenting with career** (work/home) life;
- Time and financial **constraints**;
- Dealing with the rest of the family, step family, new romantic interests, dating and support networks.

The Effects of a Single Parent Home on a Child's Behavior

The **effects** of a single-parent home on a child's behavior can be **far-reaching** and **impact** several areas of life, including academic achievement and social behaviors.

Academic Achievement

Most single-parent households are run by mothers, and the absence of a father—coupled with lower household income—can increase the risk of children performing poorly in school. The lack of financial support from a father often results in single mothers working more, which can in turn affect children because they **receive less attention and guidance with their homework**. Researcher Virginia Knox concluded from data from the National Longitudinal Survey of Youth, that for every \$100 of child support mothers receive, their children's standardized **test scores** increase by 1/8 to 7/10 of a point. In addition, Knox found that children with single mothers who have contact and emotional support from their fathers tend to do better in school than children who have no contact with their fathers.

Emotional Effects

Having only one **income earner** in the home **puts single parent households at risk for poverty**, finds research compiled by the University of Washington's West Coast Poverty Center. Living in poverty is stressful and can have many **emotional effects on children**, including **low self-esteem**, **increased anger** and frustration and an increased risk for **violent behavior**. Besides **financial constraints**, other emotional effects of **growing up** in a single parent household may include feelings of abandonment, sadness, loneliness and difficulty with

socializing and connecting with others. Effects vary from child to child, however, and the individual parenting style of the single parent is also a big influence on the child's development.

Positive Effects

Single parenting can have positive effects on children as well, depending on other factors such as personality types and **parenting techniques**. According to a study at Cornell University, positive single parenting did not show any negative impact on the social and educational development of the 12- and 13-year-olds participating in the study. In addition, children in single-parent families may **exhibit strong responsibility skills**, as they **are often called upon to help out more with family chores** and tasks. Children in single-parent families often **form close bonds with their parent**, as they are closely dependent on each other throughout the child's life. Children from single-parent families may also form closer **bonds with extended family members** or family friends, as these people often help **raise** them.

10 Ways to Reduce Single-Parent Stress

Get a handle on finances: Raising a family on one income, or relying on an ex-spouse for child support, can be one of the hardest aspects of parenting alone. That's why it's important to take steps to budget your money, learn about long-term investments, plan for college and retirement, and, if possible, enhance your earning power by going back to school or getting additional job training.

Set up a support system: All single parents need help – whether it's someone to watch the kids while you run out to do errands or simply someone to talk to when you **feel overwhelmed**. While it's tempting to try to handle everything alone, ask friends and family members for help. You could join a single-parent support group, or, if finances allow, hire a trusted sitter to help out with the kids or someone to assist with housework.

Maintain a daily routine: Try to **schedule** meals, chores, bedtimes, and other family functions **at regular hours** so that your child knows exactly what to expect each day. A **consistent routine** will help your child feel more secure and help you feel more organized.

Be consistent with discipline: Children **thrive** when they know which behaviors are expected of them and which rules they need to follow. If you are divorced or separated, work with your spouse to create and observe consistent rules and **methods of discipline** (there's nothing more stressful than having one parent **undermine** the other). If your child has other **caregivers**, talk to them about how you expect your child to be disciplined.

Answer questions honestly: Inevitably, questions will come up about the changes in your family, or about the absence of one parent. Answer your child's questions in an open, honest, and age-appropriate way. Make sure that your child gets the help and support he needs to deal with difficult emotions.

Treat kids like kids: With the absence of a partner, it's sometimes tempting **to rely too heavily on children for comfort, companionship, or sympathy.** But children have neither the emotional capacity nor the life experience to act as substitute adult partners. If you find yourself depending on your kids too much, or expressing your frustrations to them too often, seek out adult friends and family members to talk to. Or seek counseling if necessary.

Abolish "guilt" from your vocabulary: It's always easy for single parents to feel guilty about the time they don't have or the things they can't do or provide for their children. But for your own sense of well-being, it's better to **focus on** all the things you do accomplish on a daily basis and on all the things you do provide – and don't forget about all the love, attention, and comfort you're responsible for! (If you ever question your day-to-day achievements, just make a list.) If you're feeling guilty about a divorce or other disruption in your home life, think about joining a support group for other divorced parents. Focus on helping your child (and yourself) get the help you need.

Take time for your children: Even though the piles of laundry and dirty dishes may beckon, **set aside** time each day to enjoy your kids. (After all, isn't that what parenting **is all about**?) Spend quiet time playing, reading, going for a walk, or simply listening to music together. And most important, focus on the love between you and on your relationship as a family.

Take time for yourself: Likewise, it's important to schedule time for yourself. Even if it's something as simple as reading a book, taking a warm bath, or having a chat with a friend, setting aside a little personal time will give you a chance to refuel.

Stay positive: It's easy to become overwhelmed by all the responsibilities and demands of single parenthood. On top of that, you may be **experiencing** the pain of divorce or the death of a spouse. Despite all of your own feelings, though, it's important to maintain a positive attitude, since your children are affected by your moods. The best way to deal with stress is to exercise regularly, maintain a proper diet, get enough rest, and seek balance in your life. If you're feeling sad, it's okay to share some of your sentiments with your children, but let them know that they are not the cause of the problems – and that good times lie ahead for all of you.

(After <https://childdevelopmentinfo.com>,
<http://www.apa.org>, <http://www.livestrong.com>)

2. Agree or disagree with the following statements according to the text.

1. Single parenting is a rare thing in the USA.
2. Most single parent families are run by mothers.
3. It is impossible to maintain a daily routine in a single parent family.
4. It is better to tell the truth to the children rather than to lie.
5. Children should be treated like adults because they have to grow quicker without a father.
6. The parent should not feel guilty.
7. If you are a single parent, forget about yourself until your children grow up.

Vocabulary Practice

1. Explain the meaning of the following words:

a nuclear family; an extended family; a surrogate; adoption; abandonment; a custodial; household; prejudice; stigma; constraints; a consistent routine; to feel overwhelmed; parenting techniques.

2. Match the words and expressions having similar meanings:

unwed	barrier
obstacle	get on no worse than smb
household	collapse
keep up with smb	a high self-esteem
breakup	never married
responsibilities	liability
income earner	family members living together
self-confidence	bread-winner
effect	duties
constraints	time-table
chores	worried and overloaded
overwhelmed	boundaries

regular hours	ties
bonds	influence
raise	become bigger in height or quantity
to rise	bring up

3. Use an appropriate preposition where necessary.

1. The mother felt overwhelmed ... the responsibility she had to take on after the divorce.
2. Having left a three-year-old child alone ... home, Mother put him ... risk.
3. Though the Smiths had 2 cars for the household, they bought another one just to keep ... with the neighbours.
4. The parents' divorce had such a great effect on the boy that he wouldn't marry till his 40's.
5. Though feeling desperate, Ann pretended being happy to maintain self-confidence ... the eyes of her in-laws.
6. Trying to be everything ... everyone, Brenda has completely forgotten ... her personal interests.
7. Balancing effective parenting ... career, Daniella has managed to set up her own business and give a birth ... 3 children.
8. When my children are called ... to help out ... family chores, they immediately get ... to their school home-work.
9. I am not used ... going to bed... regular hours.

4. Translate into English.

1. В давние времена во главе нуклеарной семьи традиционно стоял отец. Он был главным кормильцем. Однако с тех пор многое изменилось, и во главе современной семьи часто стоит женщина, которой приходится искать баланс между карьерой и материнством.
2. В наше время огромное количество детей появляется на свет при помощи сурrogатного материнства или искусственного оплодотворения, что часто вызывает противоречия в обществе.
3. После того как отец бросил мать и семья распалась, основным опекуном детей стала мать, которой было очень сложно справиться со всеми испытаниями: вести домашнее хозяйство, расплачиваться по счетам, помогать детям с домашними заданиями и брать на себя даже те обязанности, которые традиционно берет на себя отец. Но самым сложным оказалось бороться с общественными предрассудками.

4. Находясь в жестких финансовых и временных рамках, мои родители находили время на всех нас и не чувствовали себя перегруженными обязанностями и ответственностью.

5. Когда я создам семью, я постараюсь упорядочить время приема пищи, выполнения работы по дому и отдыха. Я считаю, что если жизнь семьи упорядочена, то все будут чувствовать себя более уверенно и жизнь будет протекать в более организованном русле.

6. Низкая самооценка личности и повышенная агрессивность часто приводят к насилию в семье. Самому большому риску при этом подвергаются дети, которым родители уделяют мало внимания.

7. Несмотря на то что у нас с детьми очень тесная семейная связь, мы никогда не можем их допроситься помочь по дому.

8. Каждый раз, когда моя мама испытывала повышенную злость и раздражение, она откладывала свои домашние дела, такие как стирка и мытье посуды, и мы шли на каток, в кино или просто на прогулку. Она полагала, что семейная жизнь для того и предназначена, чтобы проводить время вместе.

9. Взгляды и привычки отца оказали сильное влияние на мировоззрение сыновей: в своей семейной жизни они никогда не избегают ответственности и не только берут на себя финансовую сторону жизни, но и выполняют некоторую работу по дому.

Watching and Listening Activities

Video 1

Some people believe that children living in a home with only one parent are more likely to be unhappy. Tara is here to discuss new research showing that a child's happiness has nothing to do with the amount of parents.

1. Watch the video called “Are Two Parents Really Better Than One?” at <https://www.youtube.com/watch?v=rMVKo0MapXE> and complete the following chart.

Number of respondents	
Group 1	
Group 2	
Group 3	
Criteria / questions	

Result statistics	
Things that matter	
Conclusion	

Video 2

Stephanie shares her story of overcoming the odds of growing up in a single parent family.

2. Watch the video called “The real effects of single-parent households | Stephanie Gonzalez | TEDxCarverMilitaryAcademy” at <https://www.youtube.com/watch?v=MpTefcuwbsk> and complete the following chart.

Family situation	Problems	Benefits
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Speaking Activities

1. Act out the following situations.

1. You are a family psychology counselor. Your client is a 30-year-old woman who divorced 5 months ago. What is she complaining of? What counsel would you give her?

2. You are a school psychologist speaking to an unwed mother of 2 teenager sons who do not do well at school and create problems in class with the discipline. The mother has to work hard to keep the family. You think she has to spend more time with her children.

3. You are a successful, very wise person raised in a single-parent family. You are talking to a teenager from a single parent family who sees no perspectives in his life because of his family background.

4. You are a working mother of 2 children, 13 and 16 y.o., and your husband had to go for a long-term business trip to Africa. For some time you have to live as if it were a single parent family. You are going to discuss the changes in your daily routine connected with Father’s absence with your children explaining them the reasons of their necessity. One of the children objects strongly, the other agrees and offers his / her own initiatives.

Writing Activities

Write an essay expressing your views on the problems of single parenting in your country. While writing, try to give answers to the following questions.

1. What are the roots of single parenting in your country? What can you say about the statistics of single parenting?
2. What are the challenges that the custodians in single parent families face? Where can they get any support? From the government? From the extended family members or friends?
3. What are the problems that children in such families face? Do they affect their future? Positively or negatively?
4. What advice do psychologists give to people who turned out to face single parenting?

Part 3

ADOPTION AND FOSTERING

Reading Activities I

1. Read the text about the problem of foster care and adoption. What is your personal attitude to it? Is it typical of your country? Write out the words in bold to make up your active vocabulary. Do the task after the text.

Foster Care and Adoption

Foster care is a system in which a **minor** has been placed into a **foster**, a **ward**, **group home**, or private home of a **state-certified caregiver**, referred to as a **“foster parent”**. The placement of the child is normally arranged through the government or a social service agency. The institution, group home or foster parent is referred to as a **“foster parent”**. The placement of the child is normally arranged through the government or a social service agency. The institution, group home or foster parent **is compensated for expenses**.

Children enter foster care **through no fault of their own**, because they have been **abused**, **neglected**, or **abandoned**. These children are **in the temporary custody of** the state while their **birth parents** are given the opportunity

to complete services that will allow the children to be returned to them if it is in the children's best interest.

An increasing number of states view foster care and adoption as a continuum and are establishing **policies** that encourage parents who are considering adoption to be foster parents first. For example, some states require that families seeking to adopt also **take foster parent training** and get approved to foster.

An important aspect of **fostering**, even while the **foster family** is being considered to adopt the child in their care, is that foster parents must actively support efforts **to reunify children with** their birth parents so long as reunification remains the child's permanency plan, as determined by a court and **public agency** that are responsible for their custody and planning.

When children in out-of-home care cannot be safely reunited with their birth families, adoption is often the most desirable goal. Adoption provides the most stable, **legally binding relationship** for these children and their **adoptive parents**. **Adoption** is a process whereby a person assumes the parenting of another, usually a child, from that person's biological or legal parent or parents, and, in so doing, permanently **transfers all rights and responsibilities** from the **biological parent** or parents. Unlike **guardianship** or other systems designed for the care of the young, adoption is intended to effect **a permanent change in status** and as such requires **societal recognition**, either through legal or religious sanction. Historically, some societies have **enacted specific laws** governing adoption; where others have tried to achieve adoption through less formal means. Foster parents adopt most children who are adopted from foster care; many other children are adopted by relatives. In some cases, child welfare professionals must **recruit** potential adoptive families for specific children who are waiting for adoption.

Financial assistance is available **to cover all or most of the costs** of adopting children from foster care and **to fund their medical and mental health needs**. Respite care – temporary child care that gives parents a needed break and time to meet other obligations – and local and online support groups are other ways that parents access help.

(After <https://www.childwelfare.gov>,
<http://www.adoptuskids.org>, <https://en.wikipedia.org>)

2. Answer the questions according to the text.

1. Why do children sometimes turn out to remain without their biological parents?
2. What is foster care?

3. What is adoption? In what respect does it differ from foster care?
4. How does adoption affect the social status of a child?
5. What kind of financial assistance is provided in cases of adoption and foster care?

Vocabulary Practice

1. Give the definitions to the following words. Provide their translation into Russian:

a minor; a ward; a state-certified caregiver; a foster parent; adoption; adoptive parents; a public agency; birth parents.

2. Match the words and expressions having similar meanings:

duties	guardianship
leave	caregiver
ward	responsibilities
custody	abandon
organisation	position
status	agency

3. Use an appropriate preposition where necessary.

1. The Smiths took custody ... a baby left in a child's care center.
2. Mum, don't tell me off! I've missed that class not ... the fault ... my own!
3. The Browns have adopted a girl from Syria; now they are referred ... as adoptive parents.
4. Fostering is normally arranged ... the government or a social service agency.
5. In foster families children are taken good care

Reading Activities II

1. Read the text about people's experiences in foster care and answer the questions after it.

My Experiences in Foster Care

Growing up in foster care can be challenging. It can also be a good thing, as weird as that sounds. Some children come from terrible situations within their biological families and they will be helped in a home where there is love and support; at times foster care can provide more opportunity and a better quality of life than a traditional family. For me, it was a mixed bag. I had both good and bad experiences during my 12 years in state care.

I went into my first long-term placement when I was 7 years old. I stayed there for about five years, but they weren't the most pleasant years. At first, I was the only girl in the home, with three boys. By the time I was moved, five years later, there were six boys there, and I was still the only girl. Only one of the boys was my biological brother. During my time in that home, I was physically and sexually manipulated. So many things went on there, but only my outbursts were reported to my social worker. I even was put in the home of a different member of that family so that the foster parent would continue getting paid.

I spent the rest of my seven years in state care constantly being moved from home to home. I was put in group homes and in – and quickly out of – “first time” or “trial” foster homes. In at least five of my homes, I lived with foster parents who were newly licensed or ones who had never had foster children, much less a teenager who had been emotionally, physically and sexually abused.

I discovered that so many people get involved in fostering for the money and not to make a lasting impact on a child's life. But I had a few good short-term, or respite, foster parents, and they are the ones who are still in my life today. To me, the foster parents who didn't want to foster full time were better mentors and parents.

The lady I call “Mama” today was one of my short-term foster parents. I was 18 and pregnant when I went into her home. She made me feel so welcome. She gave me my own room, called me “daughter” and cheered me up when I was sad. I was moved from her home after a different parent had finished her training hours to be licensed and wanted to try fostering. “Mama” continued supporting me after they moved me by picking me up to run errands, checking on my son after he was born and taking me shopping. I still spend holidays and special occasions with her, and she is still a positive role model in my life.

Throughout my time in care, I also developed close relationships with some of my social workers. I had one who talked to me as if I were a younger sister and

I found I could trust her. That was a big deal for me, because one of my biggest challenges was learning to trust people.

My advice to anyone going through the foster care system is to utilize the services offered to you. Counseling is beneficial, and although different cultures speak against emotional therapy, it can have a major impact on success after care. For me, I would never talk to anyone and I channeled my anger through defiance and opposition. It is traumatic to be placed into a system where you don't know who you're going to be living with, you're not familiar with their culture or beliefs, and you feel as if no one understands you. Talk to a therapist so that you can be placed with the best available family and possibly be adopted.

I always knew that one day I would be grown and would no longer have to live in strangers' homes. Although I have the privilege of being an adult now, sometimes I wish I could be a kid again. But remember that your current situation won't last a lifetime. One day you will be able to make your decisions for yourself and you will be accountable and responsible for doing so. Don't rush that.

My life could have turned out differently had I not made the best of the better circumstances. Had I not kept in contact with those few good apples, I could have become a victim of the system but instead I remain victorious. Today I am an undergraduate at the University of Alabama, majoring in social work. I hope to earn my Master of Social Work degree, and do some public speaking and coaching for teenagers in foster care. I want to show them that no matter where they came from, they can succeed.

(By Brittany Hines Clark, <http://www.childrensrights.org>)

2. Answer the following questions.

1. How many times was Brittany Hines **placed** in foster care? Was every time a good experience for her? Why?
2. Who are the people she is still keeping in touch with?
3. What advice would she give to children in fostering?
4. Does she regret her years spent in foster families?

Watching and Listening Activities

Watch the video called “Someone to... Experiences of Children in Foster Care, a short film created and narrated by children and young people who have experienced foster care, at <https://www.youtube.com/watch?v=gUa9rEFVoFI>. Make up a brief review of it according to the following plan.

1. What is Vanessa's experience?

2. What is Tom's experience?
3. What kind of people can take children in foster care?

Writing Activities

1. Make up a summary of the text by rendering it from Russian into English using your active vocabulary.

Усыновление или опека?

Усыновление (удочерение) – это принятие в семью ребенка на правах кровного со всеми вытекающими отсюда правами и обязанностями. Является приоритетной формой устройства. Для родителей это высшая степень ответственности за судьбу ребенка и его полноценное развитие.

Плюсы

- Позволяет ребенку чувствовать себя полноценным членом семьи.
- Сохраняются все отношения и права наследования, в том числе при выходе из несовершеннолетнего возраста.
- Возможность присвоить ребенку фамилию усыновителя, поменять имя, отчество и в некоторых случаях – дату рождения.

Минусы

- Оформляется дольше, чем опека, так как усыновление утверждается гражданским судом.
- Государство не оказывает никакой помощи после усыновления, за исключением предоставления послеродового отпуска и выплат в связи с рождением ребенка в том случае, если усыновляется младенец.
- Самые жесткие требования к кандидатам в усыновители, их материальному положению, заработку, жилью по сравнению с другими формами устройства.
- Не каждый ребенок, лишенный родительского попечения, может быть усыновлен.

Опека – принятие в дом ребенка на правах воспитуемого. Опека устанавливается над детьми, не достигшими 14 лет, а попечительство над детьми – от 14 до 18 лет. Опекун имеет практически все права родителя в вопросах воспитания, обучения, содержания и ответственности за ребенка. Однако органы опеки обязаны осуществлять регулярный контроль за условиями содержания, воспитания и образования ребенка. Опека может быть назначена на определенный срок или без срока. Часто используется как промежуточная форма к усыновлению.

Плюсы

- Опека оформляется быстрее, чем усыновление, так как не требуется суда.
- На опекаемого ребенка выплачивается ежемесячное пособие, оказывается финансовое содействие в организации его обучения, отдыха и лечения.
- По исполнению опекаемому 18 лет ему выделяется жилье, если его у него нет.
- Менее жесткие требования к кандидату в опекуны в части дохода, жилищных условий, не требуются справки об отсутствии судимости.

Минусы

- Ребенок имеет статус воспитуемого и в старшем возрасте может ощущать свою неполную принадлежность к семье опекуна.
- Не исключено вмешательство органа опеки или появление претендента на усыновление ребенка.
- Нет тайны передачи ребенка под опеку, и контакты с кровными родственниками ребенка возможны.
- Смена фамилии ребенку затруднена, изменение даты рождения невозможно.

Приемная семья – еще одна форма воспитания ребенка (детей) в семье на дому у «приемного родителя» – воспитателя. Обычно в приемную семью передают детей, которых невозможно передать на усыновление или опеку в связи с отсутствием необходимого для этого у ребенка юридического статуса или не удастся найти ему опекунов или усыновителей. Такая семья заменяет пребывание ребенка в детском доме или приюте на домашнее воспитание и создается на основе договора между приемным родителем (родителями) и органами опеки. Срок помещения ребенка в такую семью определяется договором и может быть разным. В приемных семьях может воспитываться от одного до восьми детей. Приемному родителю платится зарплата и засчитывается трудовой стаж. По отношению к ребенку приемные родители являются ему опекунами. Высокий, хотя и не полный уровень ответственности за судьбу ребенка.

Плюсы и минусы приемной семьи и опеки почти не отличаются.

2. Write an essay expressing your views on adoption and foster care. The following plan may be helpful.

1. Why can children be placed in foster care? Is the problem acute in your country? What are the main roots of the problem?
2. What is foster care? What are its pluses and minuses in your country?

3. What is adoption? What are its pluses and minuses in your country?
4. What kind of experiences can foster or adopted children have?
5. What are the most typical challenges that foster or adoptive parents face?
6. What kind of people should foster or adoptive parents be?

Speaking Activities

1. Act out the following situations in pairs or small groups.

1. You are a family intending to take a child from a group home. One of you is in favour of foster care, the other(s) are for adoption. Give your arguments and counter arguments.

2. You are fellow students. Last summer you happened to stay at youth camps together with some young people who used to be in foster care or adopted. Their experiences were different. Tell each other about both positive and negative ones.

3. You are a couple whose children have already left the family. You are thinking about taking a child from a group home. Discuss your fears and possible solutions.

2. Running a role play.

Adoption or Foster Care: a Round Table

Run a discussion on the topic suggested according to your role types.

A moderator. Read the role tasks below. Make up the order of speaking so that a discussion could be organized. Run the discussion.

A social worker from the USA. You are to share positive experience of foster care in your country. Find additional information in the internet.

A social worker from Belarus. You stand for reunification of foster children with their birth parents. Speak about the efforts made by the government in this policy. Find additional information in the internet.

A public servant from Belarus. You strongly support the government policies directed towards the reduction of child care centres. Speak about the government assistance to foster and adoptive families. Find additional information in the internet.

A foster parent from Belarus. You face a number of challenges connected with official regulations and insufficient government assistance. You live in the country with your husband (wife) and 2 foster children. Describe your situation.

A foster parent from the USA. You are the head of a foster family, with 3 biological and 3 foster children. You have some difficulties and you are not very happy with the situation.

An adoptive parent from Belarus. You have been raising an adoptive daughter for 5 years, now she is 7. You are a very happy mother, but it was not an easy way to get through all the procedures. Speak about your experience.

A 20 year old girl from the USA, used to live in foster care. You have good memories of your childhood. Speak about your relations with your foster family.

A 20 year old young man from Belarus, used to live in foster care. You have bad memories of your childhood. Speak about your relations with your foster family.

A lawyer from Belarus. Explain the distinctions between adoption and foster care emphasizing the key pluses and minuses of the both.

A psychologist. Describe the main fears why people reject taking a child in foster care. Try to explain why it is necessary to break the stereotypes.

Part 4

CHALLENGES OF CONTEMPORARY FAMILY

Reading and Speaking Activities

1. Read the article. Figure out the main contemporary family problems and their roots rendering the information into English. Do you agree or disagree with the author?

Проблемы белорусской семьи

Белорусская семья серьезно больна, и ей требуется безотлагательное лечение. О тяжелом состоянии семьи как института и белорусской семьи в частности на симпозиуме «Не оставляю тебя аж до самой смерти» в минском костеле Св. Сымона и Алены рассуждал в субботу, 14 декабря, глава Римско-католической церкви в Республике Беларусь архиепископ Тадеуш Кондрусевич.

Ссоры, разводы, аборт, гомосексуализм, чайлдфри, алкоголь и наркотики, сексуальная распушенность и свобода нравов – все это достаточно сильно распространено в современном обществе и никак не способствует сохранению семей.

Что такое семья? И зачем она нужна? Мы теряемся, давая определение семье. Что это? Кто это? Опросите десяток своих знакомых – и вы услыши-

те совершенно разные ответы на, казалось бы, очень простой и банальный вопрос. Детям в детских садах бывает проще в этом отношении: их просто просят нарисовать свою семью, и они, выводя ручки и ножки, изображают на листиках бумаги всех, кого видят каждый день у себя дома.

По словам Т. Кондрусевича, понятие семьи начало размываться в обществе с 1995 года, когда в Пекине прошла международная конференция, посвященная женщинам. На ней и изменилось понятие «семья» как таковое: в данное понятие стали включать не только родителей и детей, но также неполные семьи и нетрадиционные сексуальные союзы.

С сожалением приходится констатировать, что семья превратилась в какой-то тип общежития, где люди только живут бок о бок друг с другом. Невооруженным глазом видно, что расплываются и теряются базовые ценности семьи.

Ушел в прошлое патриархальный тип семьи, в которой мужчина играл главную роль, а женщина занималась воспитанием детей и работой по дому.

Слабеют связи между родителями, детьми и близкими родственниками, и нарушается многопоколенная семья. В наше время преобладает двухпоколенный тип семьи – родители и дети – и все меньше становится трехпоколенных, когда вместе с родителями и детьми живут бабушки и дедушки.

Ранее, например, местом встречи семьи, совместного разговора и решения проблем был обеденный стол. А где он теперь? Его практически нет. Чаще всего из-за работы, учебы и разных других дел родители и дети употребляют еду отдельно, и общего стола, который бы объединял семьи, не стало. И даже если он иногда и есть, то после обеда все быстренько разбегаются по своим углам, каждый занят личными делами.

Материальному обеспечению детей сегодня уделяется намного больше внимания, чем их духовному воспитанию. Занятые работой, карьерой и заботой о себе родители, религиозная жизнь которых часто оставляет желать лучшего, все меньше внимания уделяют духовному воспитанию молодого поколения и мало с ним контактируют.

В настоящей гармоничной современной семье должны быть дети. И их должно быть «больше одного». А лучше – «больше двух-трех». Тогда и дети могут вырасти психологически защищенными и лучше адаптированными к внешнему миру, более гибкими и настроенными на взаимодействие с другими людьми при возникновении трудностей. Увы, редкие белорусские семьи могут похвастаться многодетностью. Что уж говорить, если даже наличие двух детей для многих из нас кажется большой проблемой.

Чтобы человеческий род не исчез, а общество не превратилось в дом престарелых, чтобы не было демографического кризиса, необходимо, чтобы в каждой семье было двое-трое детей. На самом же деле в нашей стра-

не на две среднестатистические семьи не приходится даже трое детей. Из-за этого население не только стареет, а просто вымирает.

Растет количество внебрачных детей, многие из которых из роддома отправляются в Дом малютки, растет количество неполных семей, в которых есть мать и ребенок. Каждого четвертого ребенка в Беларуси воспитывает мать-одиночка, что становится очень большой проблемой в обществе, так как для нормального и гармоничного воспитания ребенку нужны и отец, и мать.

Растет количество разводов, когда при живых родителях дети остаются как будто сиротами, и в таких случаях их чаще всего воспитывает улица. В Беларуси количество разводов достигает 50 %, а среди молодых семей эта цифра доходит до 70 %.

(After <https://yadi.sk/i/rg3uneVcpDsJ6>)

2. Express your views on the following issues.

1. Intercultural or inter-faith marriages on the global, European and Belarusian scale.

2. Marriages for love, for convenience, an arranged marriage: finding a compatible partner.

3. Adoption and fostering: fears and stereotypes on the global and, European and Belarusian scale.

4. Decline of a traditional family on the global and, European and Belarusian scale.

5. Single parenting on the global and, European and Belarusian scale.

Self-study Activities

Make up presentations on the topics suggested. Deliver them in class.

1. Early and late marriages as a feature of recent times: “pros” and “cons”.
2. Child-free movement in the countries of the West: reasons and outcomes.
3. Parenting and career balancing.
4. Increase in the number of abandoned children: reasons and outcomes.
5. Public and government assistance to foster parents and foster children.
6. Traditions and values of your family.
7. “Generation gap”.
8. Lonely ageing.

CHAPTER VI

MONEY

Part 1

PERSONAL AND PUBLIC FINANCE

Reading Activities

1. Read the following text and assimilate its meaning. Do the task after it. Write out the words in bold to make up your active vocabulary.

What is Money and How it Works

The idea of money as a universal equivalent is familiar to us since childhood. Capitalism has learned to use money in such a way that it should answer its purpose. It is a belief that has to be shared with other people... Otherwise money's useless: you can't eat it or wear it, buy love with it (though you may broaden your chances), and you don't get to take it with you when you die. Money can be anything you like – gold or silver, peas or paper, tiny shells or massive stones, or nothing at all but **surf on the electronic highway**. But everyone must agree on what it is: we accept money because we believe others in turn will accept it too. It works because it works and it has to work for its master non-stop. Therefore today no one salts money at home, most of us keep our money in the bank so that it should **breed more money** as interest, at least, although this is not the most fortunate way to make a **profit**.

Money is one of the government's profits: it prints money and lends it out. This is done by the **National Bank**. All the leading banks **borrow** money from the Bank at the so-called **prime rate**. The latter is of vital importance of any **finance system**. It is not only a means of **replenishing the state treasury** but also a regulator of a country's **financial well-being**.

The regulation mechanism is simple enough. Supposing the prime rate is five percent. Having borrowed money from the National Bank at a five percent **interest rate**, a local bank **puts into circulation (lends it out)** to its clients) at a seven percent interest rate in order to make a profit. If the prime rate is 10 percent, the bank lends out the money at a 12 percent rate. This means that when the prime rate is small, you can borrow money from the bank on the easiest terms. In other words, money costs less in this case, and can be safely invested in **long-time operations** – involving real estate, for example. When the prime rate is high, however, money should be invested chiefly in quick-paying businesses such as stores selling goods in high **demand**. By announcing another change in a prime rate level, the National Bank stimulates businessman to reassess the profitability of certain deals and thus, in the final analysis, influences the level of business activity in various spheres of the economy. It would have been impossible to **pursue** such a policy without a **remified network** of local banks.

2. Answer the following questions according to the text.

- 1. What is money? Where does the notion come from?
- 2. What is the capitalistic style to manage money?
- 3. What kinds of things can function as money?
- 4. Do you agree that “money should breed more money”?
- 5. What institution is entitled to print money?
- 6. What are the main functions of banks?

Vocabulary Practice

1. Explain the meaning of the following phrases:

interest rate; finance system; remified network; long-term operation; to breed more money; to put money in circulation; to replenish the state treasury; to surf on the electronic highway.

2. Suggest morphologically related words to the ones in the table if possible.

Verb	Adjective	Noun
accept		
	representative	
value		

Verb	Adjective	Noun
		purchase
	measurable	
	scarce	
		store
finance		
		debt
insure		
		account
expend		
	safe	
		dividend
		tax
invest		

3. Fill in the gaps with the words from the box.

terms, reassess, put into circulation, prime rate, lend out, hireling, interest rate, real estate, purpose, vital, broad, deal, influence, replenish, profit, source

1. All leading American banks borrow money from the Bank at the so-called _____.
2. By announcing another change in _____ level, the Federal Reserve Bank businessmen _____ the profitability of certain _____.
3. Having borrowed money from the Federal Reserve Bank at a five percent _____, a local bank _____ (____ it ____ to its client) at a seven percent ____ in order to make profit.
4. This means that when _____ is small, you can borrow money from the bank on the easiest _____.
5. In other words, money costs less in this case, and can be safely invested in long-time operations - involving _____, for example.
6. Americans keep their money in the bank so that it should _____ more money as interest, at least, although this is not the most fortunate way to make _____.
7. The latter is a _____ component of the America's financial well-being.

8. Money is looked upon as a _____ of sorts which has to work for its master non-stop.

9. Money is one of the federal government's _____ of profit.

10. And _____ on the level of business activity in various fields of economy.

11. It is not only a means of _____ the state treasury, but also a regulator of America's financial well-being.

4. Translate the following sentences into English.

1. В наше время никто не «консервирует» деньги дома, так как более выгодно положить их в банк и таким образом получить прибыль посредством процентов.

2. Вы можете забрать свои деньги по требованию и вложить их в долгосрочный бизнес, однако при этом вы потеряете часть процентов.

3. Государство напечатало слишком много денег, и это привело к инфляции. Компаниям пришлось переоценить заключаемые сделки, но тем не менее деловая активность не снизилась.

4. Снижение доходов граждан приводит к падению спроса на дорогие товары и его росту на более дешевые.

5. В 2016 году в Беларуси вошли в обращение новые банкноты, которые Национальный банк Республики Беларусь выпустил еще в 2009 году.

6. Чтобы банк мог снизить ставки по кредитам, предприятиям необходимо увеличить объем экспорта и повысить рентабельность (прибыльность).

Speaking Activities

1. Discuss on what is the most fortunate way to make profit in your country. Give your own idea of making profitable business in this country.

2. Do you use banking services? In what ways?

3. Have you or your relatives ever borrowed money from the bank? Is it a good solution to solve one's financial problems? What is the average interest rate?

Watching Activities

Money, Banking and the Federal Reserve

1. Watch a part of the video (15 min.) https://www.youtube.com/watch?v=YLXL_NVU1bg.

2. Answer the following questions.

1. What is the Federal Reserve System?
2. Why can the Federal Reserve System be thought to have unlimited authority? (Thomas Jefferson and Andrew Jackson treated it as “The Monster”).
3. What ideas is the Institute dedicated to?
4. What has happened to the living standard of Americans for recent 20 years?
5. What’s happened to their incomes? How many incomes does it require to afford a home?
6. What kind of the so called “social stuff” is getting more and more expensive?
7. Are the youth going to live better then their parents? Will a good job provide a decent living?
8. What is said about
 - a good job
 - taxes
 - social security
 - private pensions?
9. What are politicians doing?
10. Where do the roots of this situations come from?
11. How does the Federal Reserve System react? What is happening to money?
12. What does the Professor compare the actions of the Federal Reserve System with?

3. Complete the sentences according to the film.

1. According to the film, money is the source of ... , not of
2. Money is ... of any economic activity.
3. In early times people traded goods and services
4. Wheat and fish were not reliable as indirect exchange means because
5. What kind of goods were efficient in indirect exchange?
6. Money is just another name for
7. What kind of goods used to serve as money in the past in
 - Central America

- East Asia
- North America
- By the first colonists of America?

8. When and where did first coins appear? What were they made of?

9. What qualities were they valued for?

4. Render the following abstract into English.

В конечном итоге наиболее широко признанные в обществе товары приобрели ценность за свое использование в косвенном обмене. Деньги – это всего лишь другое название общепринятых средств обмена. В ходе истории деньгами служили многие товары. Индейцы майя до XV в. в Центральной Америке для обмена использовали перья птицы кетцаль. В Восточной Азии до 1800-х гг. продавались чайные листья, спрессованные в кубики.

Деньгами североамериканских индейцев были раковины, в то время как ранние американские колонисты продавали бобровые шкуры, которые высоко ценились как дома, так и за рубежом. В Греции и Малой Азии в VIII в. до н. э. впервые появились металлические монеты. Золото и серебро ценились за свое качество и использовались при изготовлении ювелирных изделий и предметов декоративно-прикладного искусства. Они были прочными, легко делимыми и ограниченными в количестве. Эти драгоценные металлы также имели высокий коэффициент стоимости по отношению к весу, что облегчало их транспортировку. Можно вспомнить те времена, когда в качестве денег использовали железо, например в Африке. Но представьте, что вы пришли в магазин и попытались приобрести, скажем, газонокосилку за 350 долл. Для этого понадобится тонна железа, в то время как золота – только одна унция. В 1536 году, менее чем через пятьдесят лет после того, как Христофор Колумб ступил на американскую землю, испанский монетный двор в Мехико отчеканил первые монеты, изготовленные в Новом Свете. Эти серебряные монеты в конце концов нашли свое применение в британских колониях. Великобритания, используя меркантилистскую политику, пыталась сохранить драгоценные металлы из Америки, поэтому испанский разменный доллар стал неофициальной валютой.

5. Read the following text to make sure you understood the video correctly. Write out the words in bold as your active vocabulary.

Voiceover: “The Federal Reserve System virtually controls the nation’s **monetary system**, yet it is **accountable to** no one. It has no budget; it is subject to no audit; and no Congressional Committee knows of, or can truly supervise, its operations”.

These are the words of the late professor Murray N. Rothbard, economist and academic advisor of the Ludwig von Mises Institute. The institute is dedicated to the ideals of a free market and sound money. This program is dedicated to the memory of Murray N. Rothbard and his prolific work on money and banking.

For more than twenty years, the **living standards** of middle class Americans have steadily declined; **incomes** have remained **flat** or **falling** and the opportunities and security we once took for granted have begun to fade. For most families, one income no longer **pays the bills**; it requires two or more incomes to afford a home, **pay medical and childcare expenses**, and put children through school. Unless present trends change, **young workers are unlikely to ever live as well as their parents**. Good jobs with a future are harder to come by; **education doesn't count for what it once did**; **taxes continue to rise** while **social security is going bankrupt**. **Private pensions are no longer reliable**; economic volatility and uncertainty are on the rise. Politicians espouse numerous theories about the cause of this country's economic woes; seldom however do these officials **look below the surface**: the roots of our **economic ills** can be traced to central banking and our present monetary system.

The Federal Reserve claims to manage our money; instead **it makes our money worth less** and less every day. It has generated continuous and worsening business cycles and lowered our living standards.

Lew Rockwell: It's really no different from a burglar in your house wanting to steal your money. That's what the Federal Reserve does. It depreciates your savings; it takes away your economic security; and it ought to be treated as an institution that does that, rather than something of alleged benefit.

Voiceover: Money is supposed to serve as a **reliable standard of economic value, not a source of instability**. Until we restore sound money and take away the government's ability to debase it, we have little hope of restoring the freedom and prosperity that made America great.

Lew Rockwell: And we really have a choice of what we want in money. Do you want money that is going to be **losing its value every year**, or do you want money that is going to be gaining in value? If you are happy with your money losing value, then you want the present system. If you want money to increase in value, then you want a gold standard.

Voiceover: What is money? As the good that makes exchange possible, it's **the foundation of every economic activity**. In the earliest times, people **traded goods and services directly**. This form of exchange is known as **"barter"**.

Joseph Salerno: That is, if a fishing tribe desired to have maybe wheat, which they themselves did not produce, they would seek out other individuals that produced wheat, and then they would exchange theirs for fish.

Voiceover: But barter had limitations in the marketplace.

Joseph Salerno: Well, actually people perceived pretty quickly problems with that direct exchange: if you wanted, for example, fish and you had wheat, but the people who had fish didn't desire the wheat, you were stuck. Unless you went out and found some other good, possibly berries, that everyone in that society consumed. Then you would trade the wheat for the berries in full confidence that you could turn around and trade the berries for the fish or anything else you desired.

Voiceover: Eventually, the most widely accepted goods in a society became **valued for their use in indirect exchange**. Money is simply **another name for the most generally accepted medium of exchange**.

Through our history, many goods have served as money. **Feathers** from the Quetzal birds were used for exchange by the Mayan Indians up to the 15th century in Central America. Tealeaves compressed into bricks were traded in East Asia through the 1800s. Wampum shells were money to North American Indians, while early American colonists traded beaver pelts, which had a high value both at home and abroad. Metal coins first emerged in Greece and Asia Minor during the 7th century BC. Gold and silver were valued for their use in beauty and jewelry and the decorative arts. They **were durable, easily divisible, and limited in supply**. These **precious metals** also had a **high value-to-weight ratio**, making them easily transportable.

Joseph Salerno: You might think back, we can think back to a time when iron was used as money, for example in Africa, but imagine going into the Sears-Roebuck and trying to purchase, say, a lawnmower for \$ 350. That would take a ton of iron, whereas it only takes an ounce of gold.

Voiceover: In 1536, less than fifty years after Christopher Columbus **set foot on** the American soil, a Spanish mint in Mexico City struck the first coins made in the New World. These silver coins eventually found their way into the British Colonies. Great Britain's mercantilist policies deliberately tried to keep precious metals out of America, so the Spanish milled dollar became the **unofficial currency**. It was often divided into eight pieces for smaller transactions, hence the term "pieces of eight," with 1/4 of the coin being "two bits".

In 1792, Thomas Jefferson adopted the dollar as this country's official **monetary unit**.

Vocabulary Practice

Translate the sentences into English.

1. Денежная единица Республики Беларусь – белорусский рубль. Однако за последние 20 лет эта валюта много раз обесценивалась, поэтому ее нельзя назвать надежной и твердой.

2. Экономическая ситуация в постсоветских странах за последние годы изменилась: растут налоги, а доходы на семью и общий уровень жизни падают.

3. С каждым днем становится все труднее оплачивать счета; растут расходы на медицину и детей.

4. Становится очевидным, что современной молодежи будет труднее найти хорошую работу, нежели родителям, так как образование уже не ценится так, как раньше.

5. Пенсионеры – самый экономически не защищенный слой населения: на пенсию прожить практически невозможно, а система социальной защиты государства находится на грани банкротства.

6. Твердая и здоровая валюта – основа любой экономической деятельности. Обмен товарами и услугами напрямую, посредством бартера имеет ряд неудобств.

Writing and Speaking Activities

Write an essay or prepare a presentation on the topic “Money and its Origin”. Make use of the plan that follows.

1. What is money? What do we need it for?
2. Is it easy or difficult to earn money in your country? How can you describe economic state of an average household?
3. Can you say that money has the same value as it used to have at the times of your parents or grandparents?
4. What is money? What is its origin? What kinds of goods used to serve as money in the past?
5. Do you believe that the Belorussian ruble will ever become a sound currency? What ways do your family and friends use to save and breed money?

Reading Activities

1. Read the text and give your personal opinion on creating a financial plan. Do the task after the text.

Monitoring and Modifying Your Financial Plan

Once you've started earning money, you have to figure out the best way to save and spend it: what to spend it on and how you're going to spend it, how you're actually going to pay bills and make purchases, including those big ones for which you've saved. We have more options than ever for financial services: different types of accounts and financial institutions and different ways of moving

money around. They all come with their pros and cons, and choosing the right one for you can seem overwhelming.

But a plan isn't meant to be written in stone. It's a living document that should change as things in your life change. You may run into unexpected obstacles or expenses. Your goals may change, or your resources may vary. You may even receive money that you didn't expect. That's just life, and it's totally normal. Therefore, you should review your plan whenever you have significant changes in your life. This includes whenever your finances change, such as getting a promotion and a raise or quitting your job. But it includes life changes as well. For example, you might start dating someone or move to a new city. All of these events can create a need to update your financial plan. Most people agree that you can find the most enjoyment with your money through a combination of spending, saving and sharing. By having a financial plan based on smart goals that relate to your personal values, you can succeed!

Your parents were right: Money doesn't grow on trees. It actually grows on other money, which is where we get the old saying, "It takes money to make money". Money does have an amazing ability to make more money. The good news is you don't need much money to take advantage of this. You already have several powerful tools for reaching your financial goals, including a financial plan to help you map out the route and a spending plan to help you get there. In this unit, you will be introduced to two more powerful tools – saving and investing – which really will put your money to work for you.

Investing means you're setting your money aside for longer-term goals.

You have no guarantee that the money you invest will grow. In fact, having investments rise and fall in value through time is normal. But in the long run, investments can earn a lot more than you usually can make in a savings account.

Why are saving and investing so important to your financial plan?

For one, saving or investing money for your financial goals makes you less tempted to spend it. It's in a totally different account from the one you use to pay your everyday expenses. And it's not just sitting there burning a hole in your pocket. But the best reason for investing is that your money actually is making money for you. Any interest or investment gains you earn get you that much closer to your financial goals.

An Array of Investment Options.

You have many ways to put your money to work for you. We're going to talk about an array of different investment options, all of which work better in certain situations than others. Generally, people choose to invest for one of two reasons: income or growth. Income means they get paid, in cash, for owning the account or investment. Growth means they buy and hold an investment with the hope that it will increase in price through time.

2. Agree or disagree with the following statements.

1. Making a financial plan is a good idea.
2. You plan should not change in any case.
3. In order to keep money it is better to save or invest it.
4. The invested money will bring you a profit.
5. Income and money growth are the same things.

Speaking Activities

1. Answer the questions.

1. What is the main reason for having your own financial plan?
2. Which are the two powerful tools mentioned in the text that make money work for you?
3. Have you ever tried to create something like a financial plan? Has it worked well for you?
4. Imagine you were a financial advisor, what recommendations on money management would you give to other people around you?

2. Create your own financial plan (your savings and spending) and present it in the classroom.

Expenses (specify!)	Amount, BR	Income	Amount, BR
1. Paying bills		1. Support from the parents	
2. Small purchases		2. Scholarship	
3. Big purchases		3. ...	
4. Entertainment			
5. Food			
6. Unexpected expenses			
7. Saving			
8. Sharing			
9. Investing			
10. ...			
Total:		Total:	

Part 2

FINANCIAL SERVICES

Reading Activities I

1. Read the following text and assimilate its meaning. Write out the words in bold as your active vocabulary.

Who's Who in Financial Services

The first step in taking care of your basic financial needs is finding a bank. A **bank** is a for-profit company owned by investors in its stock. These stockholders elect a paid board of directors to manage the bank for them. Anyone can walk up to a bank and open an account. Everyone usually has a **current account**, which is one where you **pay in your salary** and then **withdraw money to pay your everyday bills**. You may also have a **savings account** where you **deposit** any extra money that you have and only **take money out** when you want to spend it on something special. If you spend more than you have in your account you can have an **overdraft**. The bank allows you to spend more and **charges** you **interest**. If your account is **overdrawn** you are **in the red**. Because the government guarantees the safety of these accounts, they're considered to be very low risk. Therefore, they tend to pay low interest rates. But you also can take your money out at any time without penalty, so a savings account is a very liquid asset, meaning it can be converted to cash easily.

Once you make your first deposit, you'll receive **monthly statements** showing your **account balance**. This is simply a total of your deposits, withdrawals and interest earned. And when you're ready to spend money in your savings account, you can fill out a **withdrawal slip** and get cash, fill out a **transfer slip** and move money to your checking account or possibly withdraw your money through an **automated teller machine (ATM)**. Your biggest responsibility with a savings account is to keep your account number and information in a safe place. You also need to review your monthly statement and make sure all of the deposits and withdrawals listed on your statement are correct and that no **unauthorized withdrawals** or errors have occurred. Mistakes do happen, but rarely. Banks are responsible for keeping your money safe and giving it to you, with interest, whenever you ask.

Using a **checking account** provides many benefits:

Convenience – If you use checks, you don't always have to have cash before making a purchase. And you shouldn't send cash through the mail, just checks,

to pay bills. Also, you usually can access your checking account by using your debit card at an ATM.

Safety – You don’t have to carry a big wad of cash when you go shopping. Also, stolen checks can be replaced. Lost or stolen cash cannot; it simply is gone.

Easier budgeting – A checking account also can help you budget your money. When you use your **check register** to record to whom you wrote checks, you’re automatically keeping track of where your money is going, which makes evaluating your spending habits easier.

Proof of payment – Checks provide written proof that you made a payment to someone or a business. Each time you write a check that ultimately clears your account (when the money is taken from your account and added to the payee’s account), several records of it will be created, allowing you to prove that you did, in fact, make a payment, should anyone ever challenge you about it. The catch is you usually pay for these benefits in the form of fees automatically deducted from your account. While you may see ads for “free” checking accounts, you should know that no checking account is completely free. Even if you don’t pay a monthly fee, you *could* end up paying some of the fees. Of course, you’re responsible for making sure your account information and checks are stored in a safe place. And while everyone makes an occasional mistake, you are responsible for keeping track of your balance and making sure you have enough money in your account when you write a check. The consequences of **misusing** a checking account can be far greater than just paying fees. If the bank decides you have an **excessive number of overdrafts**, it may close your checking account. This could be reported to the **credit bureaus**. A history of checking **account abuse** can prevent you from obtaining another checking account and **damage your credit history**. And intentionally writing checks without enough funds to cover them is considered check **fraud** – a serious crime.

Carrying checks definitely is safer than cash but, of course, you still have to be careful. People who find blank checks you’ve lost can try to alter them or forget your signature. So taking a few precautions is smart:

- Always write checks in ink.
- Once you **endorse a check** (sign the back of it), anyone can cash it. So don’t endorse checks you plan on depositing until you get to the bank or credit union.
- Keep unused checks in a safe place.
- Check your statement every month to make sure it doesn’t show any withdrawals you didn’t authorize and that your activity matches what you recorded in your checkbook register.

When you receive a check, the process works in reverse. You take the check to your bank and sign (or endorse) it on the back. Your bank will cash the check or credit your account for that amount, and the funds will be transferred from

the payer's bank to yours. Sometimes, if the check is for a large amount or from an **out-of-state bank**, your deposit may be held a few days before you can have access to your money. In this way, the bank has time to verify that the payer actually has enough money to cover the check.

(Source: [5])

2. Give profound answers to the following questions.

1. Does everyone nowadays have a current account in a bank?
2. What happens if you've spent more money than you have in your account?
3. Under what conditions does the bank allow you to spend more money than you have?
4. What are the benefits of having a checking account?
5. What are the consequences of misusing a checking account?
6. What your actions can damage your credit history?
7. What precautions should be taken dealing with checks?
8. What types of endorsement do you know?

Vocabulary Practice

1. Give the Russian equivalents to the following banking terms according to the definitions given below. Consult special dictionaries to make sure you are right.

Automatic deposit – a bank service that allows employers to deposit employees wages directly into the employees bank accounts.

Checking account – money put in the bank to be taken out periodically for purchases or bills.

Collateral – something of value as a guarantee for a loan.

Check – an instrument issued by banks to its customers that allow them to make purchases instead of using cash.

Mortgage – a loan for a house.

Withdrawal – money taken out of the bank account.

Teller – a bank clerk.

Deposit / withdrawal slips – Forms that are filled out when depositing or withdrawing money.

Bank guarantee card – A bank card that assures payees that a check is good.

Monthly statement – A financial listing of your banking activities (money deposited and withdrawn and interest charged or accrued).

Travelers check – A prepaid check used by tourists issued by a bank that can be cashed in banks or businesses worldwide.

2. Give the definitions of the following words and phrases:

deposit; current account; interests; savings account; overdraft; fraud; credit bureau; withdrawal slip; transfer slip; monthly statement; account balance; account abuse; unauthorized withdrawal; credit history.

3. Which nouns from the text have similar meanings? Match them.

1) goods	a) exchange
2) standard	b) worth
3) value	c) commodity
4) fiat	d) medium
5) means	e) order
6) barter	f) measure

4. Which words from the text have similar meanings? Match them.

1) save (money)	a) deal
2) expend	b) get
3) effect	c) go-between
4) transaction	d) spend
5) intermediary	e) put aside
6) obtain	f) influence

5. Which words or phrases from the text have opposite meanings? Match them.

1) borrow	a) purchase
2) save	b) loss
3) short-term	c) lend
4) sale	d) spend
5) benefit	e) long-term

6. Translate the sentences from Russian into English using the words in bold from the texts above.

1. Какие виды счетов можно открыть в вашем банке, каковы процентные ставки, есть ли возможность вложения денег в какие-либо интересные проекты?

2. Можно обналичить этот чек?
3. Можно у вас открыть текущий депозитный счет?
4. Жизнь дорожает с каждым днем. Практически невозможно отложить деньги.
5. – Джек дал мне займы крупную сумму денег под 6 %.
 - Говорят, он преуспевает.
 - Да, его ежемесячный доход составляет 30 000 \$.
6. – Как вы будете рассчитываться? Наличными / чеком / кредитной карточкой?
 - Кредитной карточкой. Я стараюсь не пользоваться наличными.
7. – Сколько денег у тебя на счету?
 - На счету? Да у меня тяжелое финансовое положение! Подумываю взять кредит, но процентные ставки очень высокие.
8. Если бы он не смог расплатиться в конце прошлого месяца, банк начислил бы проценты.

Reading Activities II

1. Read the following text to learn more about the problem under discussion. Do the task after the text.

The Nature and Classification of Deposits

The keeping of deposits is one of the chief functions of banks at the present time and is directly connected with the currency function. Two classes of deposits, however, must be distinguished.

A. Deposits of securities. The growth of so-called stock companies and the development of the credit system has brought into existence a great variety of securities the safe-keeping of which is a matter of prime importance. It rarely happens that the owners of these securities possess the same facilities for their safe-keeping as do banks whose business by its very nature compels them to provide large, strong, fire-proof safes, night-watchmen, and every other means for protection against robbers, fire, damp, and dust. Where deposits of this sort are large, special safes and strong rooms are provided, equipped with boxes for each depositor. Sometimes each individual has a key and ready access to his own strong box, and sometimes he secures his valuables only through the mediation of the bank's officials. In every case the securities deposited are kept by themselves, and are returned to the depositor upon demand, the bank merely acting as his agent and in no case acquiring the right of ownership in the paper itself.

B. Deposits of money. The most important form of deposits is that of money. People of all classes deposit with banks the greater part of the money which comes into their hands. Ordinarily one keeps on hand no more than is necessary to make small purchases or to transact current business. Merchants usually make a deposit every day of the cash received, keeping in their tills only a relatively small sum for the purpose of making change, while people with salaries and wage-earners deposit their funds monthly or weekly as they are received, unless they need to pay them out immediately in the making of purchases or in the settlement of accounts, in which cases the money is simply transferred to other people, who deposit it in the banks to their own accounts. It may be said, therefore, without exaggeration that the greater part of the money of a country sooner or later is deposited in the banks, and used as the basis of banking operations.

The universality of this practice is partly explained by the fact that money is safer in banks than elsewhere. If each one were obliged to keep his own funds, robbery would become a profitable business, and the problem of police protection in every large city would be much more complicated than at the present time. It is also an economical practice. If deposits are allowed to remain a considerable time, a small rate of interest is usually paid, and besides a heavy bill for expense of safes, watchmen, private detectives, and criminal prosecutions is thus saved. The item of safety alone was formerly considered so important that depositors were willing to pay to the banks a considerable fee for the service of keeping their funds, and probably many people would still find it profitable to do so.

According as the depositor acquires the right to demand legal-tender money from the bank whenever he may desire, or only after the lapse of a specified period of time, deposits are usually classified as **current accounts** and time deposits. This distinction is chiefly important on account of the fact that the use to which the bank is able to put the funds left with it is apt to be different according as they belong to the one class of deposits or the other. Current accounts consist of the capital of the community which is "turned over" frequently, as, for example, the funds used in the purchases of the goods of retailers, those required for the periodical payments of wages and salaries, the purchases of materials used in manufacturing, the payment of current household expenses, etc., etc. Time deposits consist chiefly of savings on their way to more or less permanent investments. Most people accumulate their savings little by little, leaving with the banks their surplus earnings or receipts until the amount accumulated is sufficient to purchase some sort of security or securities which will yield them a higher rate of interest than the banks pay or enable them to share in the earnings of some branch of industry.

(Source: [3])

2. Group the types of deposits due to their major characteristics.

Type	Characteristics	Pros and cons
1.		
2.		
3.		

Speaking Activities

1. Students should work together in pairs and read the following dialogue, one student reading one part, the other student reading the other. Note the expressions used in the dialogue and the progression of the conversation.

Situation 1

Teller: Next please. How may I help you?

Customer: Yes, I'd like to make a withdrawal from my saving account and cash a check.

Teller: Certainly sir. Please complete this withdrawal slip, with your name, account number and amount of withdrawal.

Customer: There you go.

Teller: Thank you. How would you like that?

Customer: Could I have two hundreds, two fifties, and the rest in twenties.

Teller: Here you are. I need you to endorse the back of the check you want to cash and I'll need to see an ID.

Customer: No problem.

Teller: Here you are. Will that be all today?

Customer: Yes, that will do it. Thanks.

Teller: Thank you. Have a pleasant day.

Situation 2

A: Good morning, can I help you?

B: Yes, I'd like to open a deposit account.

A: Certainly Sir. Would you like a Silver or a Gold account?

B: What's the difference?

A: You can open a Silver account with just \$5. The account comes with a cash card so you can withdraw your money at any time. The Silver account currently pays 5 % interest. For the Gold account you need a minimum of \$ 500, and you have to give 14 days notice to withdraw money. The interest rate is 6.5 %.

- B:** I'll go for the Silver account.
A: How much would you like to deposit?
B: \$ 500
A: And we'll need two proofs of ID; telephone bill, driver's license, credit card statement etc.
B: I'm sorry, I don't have any of those on me. I'll come back tomorrow.

Situation 3

- C:** Good morning, I'm the manager, how can I help you?
D: We'd like to apply for a mortgage.
C: Have you found a property you're interested in?
D: Yes we have.
C: How much would you like to borrow?
D: Well, the property is \$ 75,000, but we have a deposit of \$25,000
C: So you need a \$ 50,000 loan. Do you have an account with this bank?
D: Yes, we both have accounts here. I've had my account for over fifteen years.
C: How much do you both earn?
D: I earn \$15,000 a year and my wife earns \$12,500.
C: That's fine. Now Would you like to complete this form ...

Situation 4

- Susan:** How do I use the ATM?
Alan: First of all, put your card in this slot and enter your PIN.
Susan: OK. Then I choose withdrawal?
Alan: Yes, choose withdrawal, not account information.
Susan: What's next?
Alan: The ATM calls up your checking or savings account.
Susan: And then?
Alan: Enter the amount you want to take out of your account.
Susan: How much can I take out?
Alan: Most accounts have a limit of \$400.
Susan: What happens after I enter the withdrawal amount?
Alan: The ATM gives you bills, usually \$20 bills. Take the money and receipt from the slots.

(After <http://english-the-international-language.com/edbnk.php>,
<http://yadayadaenglish.com/bank.htm>,
http://esl.about.com/od/businessreading/a/d_atm.htm).

2. Use the dialogues as models to have similar conversations.

3. Pair work-role play (one of the parties is Russian-speaking).

The situation: At a bank making the transactions below

Working with a partner, role-play the situation, using the information below

The roles: A bank teller, a customer, a translator

A. Deposit money into a savings account.

Teller should fill in the deposit slip

Customer should supply the following information:

• **name** • **account number** • **amount to deposit.**

B. Cash a personal check.

Teller should ask for an ID card and a bank guarantee card

Customer should tell the clerk how he wants the money

(in \$5's, \$10's, \$20's etc.).

C. Withdraw money from a savings account.

Teller should fill in the withdrawal slip

Customer should supply the following information:

• **name** • **account number** • **amount to withdraw.**

D. Open a savings account.

Teller should inform the **customer** of the minimum amount for an initial deposit, complete the paperwork and ask the customer for the following information:

• **name** • **address** • **place of employment** • **an ID** • **amount of initial deposit.**

Customer should supply the requested information.

Part 3

MONEY MAKES THE WORLD GO ROUND

Reading Activities I

1. Before you read answer the questions below.

1. Do you agree with the statement "Money makes the world go round"?
2. What is the role of money in our lives?
3. Have you ever wished you were rich?
4. What attitude do you have to money?

2. Read the text “Money makes the world go round” by George Robinson. Focus on the vocabulary: pay attention to words, expressions etc. in bold.

Money makes the world go round

It's most important to people who don't have any and to people who have a lot of the stuff. Most of us are in between. Money interests us, but we don't **devote our whole lives to its acquisition**, and if we did most of us wouldn't be successful at it.

Only a few **have the knack of getting rich with seemingly little effort**. Just what differentiates them from most of the rest of us is difficult to pin down.

All kinds of books have been written on how **to make a fortune**, but most of us can read those volumes all our poor lives and still find it difficult to pay the mortgage or the rent. The really surefire way, the old-fashioned way to earn money is to **inherit** it, although lately some unlikely young folks have been winding up in Forbes magazine's list of top billionaires due to their own efforts.

As novelist F. Scott Fitzgerald once wrote, **“The rich are different from you and me”**. His fellow novelist Ernest Hemingway replied, “Yes, they have more money”. But it is more than that for really rich folks. As economist John Kenneth Galbraith once wrote, “Men possessed of money, like men earlier favored by noble birth and great title, have infallibly imagined that the awe and admiration that money inspires were really owing to their own wisdom or personality”.

Losing the money, and sometimes they do if they've invested in Enron or some such other sad company, can **cure people of their delusions of grandeur** – and get them answering embarrassing questions before congressional committees. But, still, being rich must have its fun moment. I myself have sometimes felt like the milk peddler “Teyve” in the musical Fiddler On The Roof when he sang asking God, “would it spoil some vast eternal plan if I were a rich man?”

And years ago “comedienne Fannie Brice put it all in perspective when she said”, “I've been rich and I've been poor. Believe me, rich is better”.

Nowadays we sometimes see a person **getting wealthy via some sort of lottery program**, although the odds are pretty slim. When these **newly rich folks** are asked what they are going to do with their newfound wealth, the answers are pretty **vague**, mostly uninspired.

I've not spent a whole lot of time planning what to do if I became a wealthy man, but I do have a few ideas. When there were kids around the house,

I dreamed of hiring a nanny or two, maybe like the Kennedys. The nanny could bring the kids into the parlor after supper for a few minutes and then I'd tell the nanny to take the youngsters away and maybe bring them back the next day.

Then there is boat owning, which I'm sure I would enjoy. I don't mean one of those little jobs that you have to scrub and maintain yourself, but a real yacht, complete with captain and crew who would **be at your beck and call** anytime you wanted to escape a boring life.

There is one thing rich men do that I cannot understand, and that is build mausoleums to themselves, huge houses in which nobody could live comfortably, like those **mammoth "cottages"** they used to build in Newport, R. I.

Somewhat the same thing, if on a lesser scale has been happening along the waterfront in our own New Castle. Why anyone with money would want to live so close to other people, rich though they may be, is beyond me.

I am reminded of those two playwrights who collaborated so well, George S. Kaufman and Moss Hart. Hart invited Kaufman down to Bucks County, Pa., **to show off the tremendous estate** he, Hart, had built, complete with a huge mansion, rolling hills and dales and other live-it-up amenities. Kaufman looked around with something less than awe, and said, "Moss, this shows what God could do if He had money".

Vocabulary Practice

1. Find English equivalents to the following Russian words and word combinations in the text:

- деньги правят миром
- посвятить жизнь зарабатыванию денег
- заработать деньги
- богатеи/богатенькие
- разбогатеть благодаря лотерейной программе
- выводить людей из заблуждения о собственном великолепии
- хвастаться огромным поместьем
- современные удобства

2. Explain the meaning of the following expressions in your own words. Use your dictionary as a help if necessary.

- To have the knack of
- To be at s.o.'s beck and call
- To buy in bulk
- To beat inflation

- To refund
- To look for bargains

Speaking Activities

1. Having read the text answer the questions below. Use examples from the text to prove your answer. Share your views with your fellow students.

1. Do you agree with F. Scott Fitzgerald's words that "The rich are different from you and me"?
2. Is it possible to make a fortune with little effort?
3. What is the surefire way and the old-fashioned one to earn money?
4. Do newly rich folks know what to do with their newfound wealth?
5. What would the author do if he became a wealthy man?

2. Prepare a small talk on the topic of money in our life. Discuss how money (or the lack of it) affects your life.

3. Interview your friends to find out.

Would they be happy or miserable if they:

- fell on hard times?
- lived on a shoestring?
- lived in the lap of luxury?
- were living rough?
- couldn't make ends meet?
- were rolling in money?
- had to penny-pinch?
- had to tighten her / his belt?
- had a business that was doing a roaring trade?
- lost a quid and find a fiver?

4. In small groups discuss the following questions. Swap your opinions around the class.

1. What are the cash secrets in your opinion?
2. How to get lots of money fast?
3. What would you do if you only were rich for a day?
4. Would you begin entertaining yourself to death if you won money?
5. Is a multimillion-dollar lottery jackpot a dream for you?

6. What is your million-dollar wish list?
7. How can a large amount of money affect our work / family / friend etc.?
8. How can be money frittered away?

5. What is the right step to take when you've received a windfall? Which of the following are good suggestions / bad suggestions? Justify your answer. If necessary add more steps.

- Make a dream-list of things you'd like to buy.
- Retain sensible lawyers and financial advisors to help you.
- Fend off predatory friends and family.
- Change your phone number.
- Give money to everyone who asks you.

6. There are a number of ways of saving money and making money below. Note down which you think are sensible which you would not recommend. Discuss your notes:

- 1) **buying in bulk** to beat inflation;
- 2) looking out for genuine **reductions** and real **bargains** in the sales;
- 3) buying supermarket **brands** rather than brand-name products;
- 4) buying **economy-size** packets and tins of things;
- 5) looking out for special **HP (hire-purchase) deals** at **good rates of interest**;
- 6) delaying **payment of bills** until **final demand**;
- 7) taking your holiday **out of season** at **cheap rates**;
- 8) buying **second-hand** clothes in **jumble sales** or **charity shops**;
- 9) using the telephone at **off-peak, cheap-rate time**;
- 10) shopping only at places where money can be **refunded** rather than goods **exchanged**;
- 11) changing your **foreign currency** when the **rates of exchange** are favorable;
- 12) looking after **receipts** and **guarantees**.

Reading Activities II

Read the text. Isn't it an unusual to get rich? Would you do anything like this?

It was back in 1995, when my husband Eric was working as a rubbish collector for the local town council, that I first got the idea of recycling clothes. He would frequently find bags of perfectly good clothes just thrown into the rubbish. I wondered if I would be able to do something with them which

would make money for me and perhaps even help the community at the same time. I decided to give it a try.

The first thing I did was to place an advertisement in the newspaper inviting people in the neighbourhood to bring me their second-hand clothing, shoes and bedding instead of throwing them away. Within a week, our garage was bursting with black plastic bags. The content had to be washed, ironed, sorted. This kept me busy for weeks

At the same time, I was also looking for a shop to rent where I could sell these items. You might think this would be a relatively easy task. But it wasn't until I contacted AdVenture, an organisation which helps people to set up their own businesses, that I finally got the assistance I needed. They helped me find the right shop and gave me advice about getting a business loan to get me started. That's how **Second Best** was born.

For my idea to work, I was going to need a steady supply of clothes. The town council already had recycling bins for paper, glass and the like. Eric and I managed to persuade them to provide ones for clothes, too. I was able to make arrangements to have the clothes collected and brought to my shop, where I had installed laundry facilities to cope with all the washloads I needed to do!

It wasn't only making money in the shop that interested me, though. I was still eager for the community to benefit from my idea, too, so I started to find ways that the large quantities of very old or damaged clothing that I couldn't sell in the shop could be put to use. It turned out that there were plenty! Some of the old clothing is now turned into bandages for hospitals, for example, while one school in the area asks for old jeans to make into lunch bags.

AdVenture believes in encouraging people by giving an annual Special Merit Award to the most successful new business they have helped. In 2000, my turn came around. Not only had I helped so many others, they said, but I had also had to overcome a major difficulty. In 2000, my shop had been destroyed by fire and I had had to start the business all over again from scratch.

Getting back on track wasn't easy. Not only did I have to search for another shop to rent, but I also had to spend time building up new stocks of clothes, as nearly all of the original stock had been destroyed. Once again, though, AdVenture came to my aid, providing me with financial support through this difficult time. Otherwise, I would have been forced to call it a day.

Today, twelve years after I first started up, **Second Best** is a very successful small business.

Self-study Activities

1. Find the information on the internet how possible it is to put aside more money. Share the ideas with your fellow students.

2. Find out in what countries the financial situation is the most favourable for: a) young people; b) the middle class; c) the retired.

Reading Activities III

1. Read the article below and compare what the stars spend on with what you thought was reasonable. How do you feel about it? Choose from the options below.

- a. I think it's disgusting and wasteful that they spend so much money.
- b. They've earned their money. If I was a movie star, I'd do the same.
- c. Sometimes it's wasteful, but sometimes they're just doing what they have to keep in the business.

Do you have a different reaction? If so, what?

The price of everything, the value of nothing!

Variety magazine, the American film industry "bible", recently published the astonishing "fact" that an American movie star needs £136.65 m to maintain a movie-star lifestyle. Figures quoted include £1.5 m a year on entertaining; £720,000 a year on hair, make-up and grooming; and £286,000 on holidays.

Celebrity in Britain comes a little cheaper but will still leave most of us gasping. Take celebrity grooming: a visit to a top stylist will cost £125; a personal trainer £695 for 12 sessions (you can't just join the gym at £1.750 a year!). And what about that weekly pedicure and manicure, the legwax, and a Swedish massage every week? It all adds up to about £30,000 a year.

Homes and home life is always the biggest expense. Guy Ritchie and Madonna spent over £5 m on their London home; the Beckhams a modest £2.5 m for a seven-bedroom mansion in Hertfordshire. Mrs Beckham describes it as "very cosy". The Beckhams then spent £3 m on refurbishment including £20,000 on fibre optic lights to recreate the night sky in Brooklyn's bedroom; while Madonna had a £200,000 glass kitchen installed. £8 m a year to run a house, Cars: well, allow anything up to £150,000 – a Ferrari for Mr Beckham, please.

Weddings: Madonna spent £1.5 m on hers, whereas the Beckhams* was cheap at only £500,000. Children: don't ask. Hospital fees at the time of the birth at £1–2,000 a night, nannies at £1,000 a week (including the solicitor to make sure they don't sell your story to the papers), and as for children's clothes! A Gucci baby leather jacket is £900.

Then there's clothes, stiff, holidays, PR people – all at prices you and I probably wouldn't believe. British movie stars still aren't in the same league as their US counterparts but at £15 m a year to keep it all going, they're not doing too badly!

2. Are the following sentences true (T) or false (F) according to the passage above?

1. On average British movie stars spend more on grooming than American movie stars.
2. The Beckhams spent more on redecorating their home than the house itself cost.
3. Gucci baby clothes are not very expensive.
4. On average, American movie stars spend more money maintaining their lifestyle than British movie stars.

3. What would you normally spend on:

a new shirt	a hi-fi system	a pair of shoes
food for a week	a one-week holiday	a party for your friends

4. What do you think is a reasonable amount of money to spend on:

a haircut	a wedding	decorating a bedroom
a flat	a car	a nanny / childminder for a week
a coat for a child	a night out	a year's membership of a gym

Writing Activities

Write an essay in 200–250 words on the topic “Money makes the world go round”.

Part 4

POVERTY AND HUNGER

Reading Activities

1. Before you read find additional information / statistics about poverty and hunger in the world on the Internet. Share this information with your group mates and discuss the main causes of hunger and poverty in the world and how the situation can be changed.

2. Read the text “Poverty and Hunger” noting some of the key words concerned with poverty and hunger.

Poverty and Hunger

What does it mean to be poor? How is **poverty** measured? **The Third World countries** are often described as “**developing**” while **the First World, industrialized nations** are often “**developed**”. What does it mean to describe a nation as “developing”? A lack of material wealth does not necessarily mean that one is deprived. A **strong economy** in a developed nation doesn’t mean much when a significant percentage (even a majority) of the population is struggling to survive.

Successful development can **imply** many things, such as (though not limited to):

- An improvement in **living standards** and access to all **basic needs** such that a person has enough food, water, shelter, clothing, health, education, etc.;
- A **stable political, social and economic environment**, with associated political, social and economic freedoms, such as (though not limited to) equitable ownership of land and property;
- The ability to make free and informed choices that are not coerced;
- Be able to participate in a democratic environment with the ability to have a say in one’s own future;
- To have the full potential for what the United Nations calls Human Development.

Half the world – nearly three billion people – live on less than two dollars a day.

The **GDP (Gross Domestic Product)** of the poorest 48 nations (i. e. a quarter of the world’s countries) is less than the wealth of the world’s three richest people combined.

Nearly a billion people entered the 21st century unable to read a book or sign their names.

Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.

More facts

1. One billion children live in poverty (1 in 2 children in the world). 640 million live without **adequate shelter**, 400 million have no access to safe water, 270 million have no access to health services. 10.6 million died in 2003 before they reached the age of 5.

Poverty is the state for the majority of the world's people and nations. Why is this? Is it enough to blame poor people for their own **predicament**? Have they been lazy, made poor decisions, and been solely responsible for their plight? What about their government? Have they pursued policies that actually harm successful development? Such causes of poverty and **inequality** are no doubt real. But often less discussed are deeper and more global causes of poverty.

Behind the increasing **interconnectedness** promised by **globalization**, are global decisions, policies, and practices. These are typically influenced, driven, or formulated by the rich and powerful. These can be leaders of rich countries or other global actors such as **multinational corporations**, institutions, and influential people.

In the face of such enormous external influence, the governments of poor nations and their people are often powerless. As a result, in the global context, a few get wealthy while the majority struggle.

2. Inequality is increasing around the world while the world appears to globalize. Even the wealthiest nation has the largest gap between rich and poor compared to other developed nations. In many cases, international politics and various interests have led to a diversion of available resources from **domestic needs to western markets**. Historically, politics and power play by the **elite leaders** and rulers have increased poverty and **dependency**. These have often manifested themselves in wars, hot and cold, which have often been trade and resource-related. **Mercantilist practices**, while presented as **free trade**, still happen today. Poverty is therefore not just an economic issue, it is also an issue of political economics.

3. People are hungry not because of lack of availability of food, or "over" population, but because they are too poor to afford the food. Politics and economic conditions have led to poverty and dependency around the world. Addressing world hunger therefore implies addressing world poverty as well.

If food production is further increased and provided to more people while the underlying causes of poverty are not addressed, hunger will still continue because people will not be able to purchase food.

4. We often hear leaders from rich countries telling poor countries that **aid** and loans will only be given when they show they are stamping out **corruption**. While that definitely needs to happen, the rich countries themselves are often active in the largest forms of corruption in those poor countries, and many economic policies they prescribe have exacerbated the problem. Corruption in developing countries definitely must be high on the **priority list**, but so too must it be on the priority list of rich countries.

We often hear about people's desire to solve world hunger, or to be able to feed the world and help alleviate the suffering associated with it.

However, meaningful long-term **alleviation** to hunger is rooted in the alleviation of poverty, as poverty leads to hunger. World hunger is a terrible symptom of world poverty. If efforts are only directed at providing food, or improving food production or distribution, then the structural root causes that create hunger, poverty and dependency would still remain. And so while continuous effort, resources and energies are deployed to relieve hunger through these technical measures, the political causes require political solutions as well.

3. Answer the question to the text in depth.

1. What is the difference between the “developed” countries and the “developing” ones. What are the other words to describe these countries.
2. What is a strong economy?
3. How much do nearly 3 billion people spend a day on their living?
4. How many children live in poverty? How many of them died in 2003 before reaching the age of 5? Why?
5. Why poverty is the state for the majority of the world's people and nations?
6. How does globalization affect poverty?
7. Why is inequality rising today?
8. If food production increased would it eradicate hunger?

4. Characterize the mentioned two types of countries.

Type	Characteristics	Pros and cons
1. Developed ones		
2. Developing ones		

Vocabulary Practice

1. *Study carefully all the expressions in bold in the texts above.*
2. *Give detailed written definitions to the following words and phrases:*

poverty; Third World countries; First World countries; basic needs; alleviation; priority list; corruption; aid; mercantilist practices; free trade; domestic needs; western markets; strong economy; dependency; multinational corporations; globalization; predicament; inequality; interconnectedness; adequate shelter; GDP (Gross Domestic Product); living standards; stable political; social and economic environment.

3. *Prepare for a definition dictation on the vocabulary above.*

Writing activities

Summarize your knowledge on the topic “Poverty and hunger” and write an essay(250–300 words).

Speaking Activities

1. *Role Play. Act out the situation according to the instructions below.*

Can Money Buy Happiness?

Group 1

1. A businessman/woman. You’ve made all your money by yourself. You are in your 30-s, married, with 2 children. Business takes all your spare time.
2. A young person, a child of the owner of a large producing company, never been poor, having no idea what is lack of money. Work for your father, but having started with a position of a simple clerk. **You think you have money problems at the moment.**
3. A person of 35, have just won a large sum of money and inherited a huge sum of it from your uncle abroad. Feel very happy, buy the most expensive things. Financial windfall has changed your outlook.
4. A person of 40, the owner of the net of hotels, very educated, fond of charity work.

Group 2

1. A doctor, very fond of the job, a wife of a school director. You think that money is not the source of problems as long as you have it.

2. An economist, having problems with the husband and blaming him for not being able to earn much. **You have money problems at the moment.**

3. A teacher married to a specialist in a technical field, 2 children, a very friendly family.

4. A gardener used to be very rich with your own business but you have given all it up. You are convinced that big money – big problems, little money – small problems.

Group 3

1. Your parents have never had enough money, neither your grandparents. Neither have you. But you do not worry about it as you think that big money is not for you and one can do without it.

2. Your business has broken down, you are in debts and feel the unhappiest in the world.

3. You are at the age of 35, you are constantly looking for a job but never stay at it more than 2 months. In most of cases you blame the employer for being unjust to you and not understanding your rained nature and personality. You are not married yet. **You have money problems at the moment.**

4. You and your parents have never been rich, but just on the contrary. You are dreaming of marrying a rich young man from morning till night. All you need is much money.

Preliminary tasks

Make up a story about yourself according to your part.

What is your attitude to money?

What is your attitude to people who have much and little money? Why do you think people have or do not have money? Can every one earn money if he wants?

What are you doing or thinking about at the moment? Can money help you to solve your current problems?

Situation 1

Group 1 is on holiday in Grossetto. After having got acquainted playing golf you are having dinner at a restaurant. You discuss your holiday and the subject money.

Situation 2

Group 2 are at some birthday party. You see each other for the first time. One of the guests (none of you) has presented a very expensive gift. After the formal part of the event you are involved in the discussion of the topic of money.

Situation 3

You are sitting on the bench in the yard near an old block of flats. Suddenly a very expensive car has arrived, and it is the reason to discuss money problems.

Situation 4

Person 1.2, 2.2 and 3.3 have money problems at the moment. You have happened to have a talk in a queue waiting for an appointment with the head of the council.

Part 5

SHOPPING AND SHOPPING THERAPY

Reading Activities

1. Read the texts and answer the questions after it. Write out the words in bold as your active vocabulary.

**Modern Malls are like small communities,
aren't they?**

American **shopping malls**, with their combination of entertainment and shopping, have proven to be **irresistible to** European **consumers**, who are as eager to spend their cash in them as the Americans are. With malls now springing up in various parts of south-east Asia and in other areas of the world as well, it is hard to imagine that anything can stop them from spreading to all parts of the globe before long.

From the moment **shoppers** step out of their cars or off the bus that has brought them to the mall, they are encouraged to feel relaxed. Soft music is everywhere. Security cameras monitor every inch of the mall. Many malls employ a small army of **security staff** to guarantee their **customers' safety**. And everything seems clean, including the air which is continuously renewed by tireless air-conditioning systems.

One of the basic reasons for the popularity of malls is the **enormous variety** of shops that are all to be found under one vast roof. There are sure to be several major **department stores**, not to mention supermarkets, small shops and **boutiques** whose inviting **displays** make **window-shopping** a pleasure. Go inside, and you can browse through books, listen to CDs, **purchase hand-made ornaments**, expensive **china**, **designer clothes**, **casual wear**. The list goes on and on.

Non-stop shopping can be tiring, but there are a lot of other things to do in malls as well. Many people come to eat and drink as much as to shop. Malls offer a choice of places for people to sit, drink, and chat with their fellow shoppers, such as coffee bars, wine bars and, in the UK, traditional English pubs. There is always a good choice of places to eat, too, from American-style fast food places and steak bars to Indonesian or Thai restaurants.

Some of the larger malls even have hotels in them. Mall fanatics book in to give themselves enough time to have the complete mall experience. It is not only the restaurants and bars that are there to make an evening enjoyable, but there are cinema complexes and even nightclubs in some malls, all within easy **walking distance** of each other.

Of course, these synthetic paradises exist for one basic reason: to part the consumer from his or her hard-earned money, so it's not surprising that all malls contain banks. Shoppers may need some extra cash for a few items that they had come to the mall with no intention of buying, or they might run out of small change for the entertainment on offer. Some malls have post offices. There are **first-aid stations** as well in many of them, just to complete the feeling of being in a completely safe environment where no one can come to any harm. The mall is a wonderful fantasy land for adults and children. It is a place created for the **self-indulgent consumer** (потакующий своим желаниям), to serve his or her every need.

Is it a disorder or therapy?

For a lot of people, shopping is a **chore**, something boring, yet necessary – like housework. For others, shopping is fun and relaxing, a release from the world of work. For a minority, however, shopping can be as dangerous as consuming too much alcohol or abusing drugs. For these “**shopaholics**”, a trip to a department store can become a way of **fuelling an addiction**.

How does this happen and why? Psychologists believe that the “shopaholic” views spending money as a form of **escapism** and a means of achieving happiness. The real problem starts, however, when the constant need to buy new things starts interfering with a person's life. People who become addicted to the excitement of shopping believe that buying something new will make their lives happier and more fulfilling. Their addiction is often a sign of chronic depression. People fill their lives with things because they can't face their own unhappiness. Shopping then becomes a form of therapy.

Buying your way out of an **emotional crisis** is not a healthy option, though. Spending can get out of control. People get caught in a **vicious circle** in which the “high” of spending money is soon replaced by disappointment, and finally

depression, as the **debts pile up**. New things quickly lose their attraction and then the desire to shop and spend starts all over again.

The widespread use of credit cards has led to a marked increase in the number of shopaholics. According to experts, the banks have made credit cards too easy to obtain, with the result that more and more people are using them. Using a credit card gives one the illusion that no money is being spent. People can go on for years, spending **vast sums** every month on credit without realising it.

Unfortunately, many shopaholics don't realise that they have a problem until it is too late. They end up either with huge debts to the bank or in court. Unlike a **dependency** on alcohol or drugs, an addiction to shopping and spending money is less easy to detect but, as with other forms of addiction, the "shopaholic" is also in need of professional help. Unfortunately, there are no laws to prevent banks from giving out credit cards. Few governments will interfere with them as long as they are profitable.

It seems, then, that the solution to the problem lies with the therapists who specialise in this **disorder**, and with the patients themselves. Getting to the root of the shopaholic's depression and helping the shopaholic to face up to and cope with the real problems that stimulate their shopping mania is the only practical approach. Buying yet another new dress is not the answer.

2. Agree or disagree with the statements according to the text.

1. Modern malls are like small communities.
2. One of the basic reasons for the popularity of malls is the enormous variety of shops that are all to be found under one vast roof.
3. Non-stop shopping is always a pleasant experience.
4. In some shopping malls there are facilities to stay for the night.
5. It is a good idea to go to a shopping mall in the time of emotional crisis or depression.
6. Going shopping can easily grow into addiction.
7. If you are a shop addict, it is a diagnosis for life.

Vocabulary Practice

1. Study carefully all the expressions in bold in the texts above.

2. Give detailed written definitions to the following words and phrases:

shopping malls; shoppers; enormous variety; department stores; boutiques; displays; window-shopping; purchase; hand-made ornaments; china; designer

clothes; casual wear; security staff; consumer; customers' safety; walking distance; vast sums; first-aid stations; self-indulgent consumer; chore; shopaholics; fuelling an addiction; escapism; vicious circle; emotional crisis; dependency; to pile up debts; disorder.

3. Write 15 your own sentences using the vocabulary from the exercise above.

Speaking Activities

1. Give detailed answers to the following questions.

1. What is shopping for you?
2. Does it really help people escape from emotional crisis and achieve happiness?
3. Why are modern shopping malls so attractive for customers?
4. What do they use to encourage people feel relaxed and spend money?
5. What is the basic reason for the popularity of malls?
6. Is it a lot of fun for you to go window-shopping? Why?
7. Is it a good idea to have a hotel in a shopping mall? Why do some of them do it?
8. What other facilities can you find in shopping malls?
9. Are there many "shopaholics" in our society? Why is it so?
10. Can shopping turn out to be a serious disorder needing a professional help?
11. Is it easy to detect this disorder?
12. Can shopping and alcohol addictions be compared?
13. How should government react to prevent this problem?
14. Is anything being done about it today?

2. Express your views on the following issues.

1. In every town there dozens of shops, and going shopping is one of the most important of the housewife's duties. An Englishwoman, as a rule, deals with only one grocer, one butcher, one milkman and one baker. She may as well phone the butcher and the grocer early in the morning and order what she wants. Then she doesn't go to the shops herself. She does not pay each day but receives a bill each week. At the end of week, on Saturday, there are several bills to pay.

Sometimes a person sees something advertised in a newspaper or on television that he would like. He may write for it and ask to send it C.O.D.

(cash on delivery). When the article arrives, he pays the postman. If the person has a banking account he generally pays by cheque.

Going shopping is a pleasant experience for those who are well-off and can buy whatever they want. It is not so pleasant for a poorer person, who may have to leave the shop without many of the things he would like to buy. In big shops the customer does not pay the salesman or saleswoman (shop assistant), but takes the bill to the cash-desk and pays the cashier. In some shops there is special department where they wrap up the purchases and hand them over to customers. Some big shops have a home-delivery service.

3. Make up small talks in pairs or small groups.

1. Your friend persuades you to go to a shopping mall at the week-end. You are strongly against the idea. Provide the arguments and counter-arguments using the information from the texts above.

2. One of you is a psychologist, the other(s) has/have shopping addiction. Describe your state, your troubles and give advice.

3. You are a family. At the end of the summer you all need to renovate your clothes and footwear and buy some school stuff. Some of you are for going to a big shopping mall, the others are for internet purchasing. Provide the arguments and counter-arguments using the information from the texts above.

Part 6 CONSUMERISM

Self-study Activities

1. Find out the information on the internet or in the media about how much do average people consume in different countries. What are the reasons of over-/under- consumption?

2. How does over-consumption affect a) the environment; b) a person's mind? Are you a reasonable consumer? Deliver your views to your fellow students.

Reading Activities

1. Read the following texts and summarize the information. Do the task after the text.

Advertising

Advertising is now such a daily part of our lives that we take it for granted and we only really notice an advert when it is new or makes us laugh. Research has shown, though, that the most efficient form of advertising is on television, and a successful advertisement on TV can increase the company's sales of the product by as much as 100 %. But how does an advertisement become popular with the public? For one company music chosen to go with the advert played **a crucial role**. Some advertising companies use also humor to great effect. For instance, soap powder ads were considered traditionally boring and not entertaining to watch. One particular soap powder ad showed dogs watching a washing machine, with washing in it going round and round. The dogs were under the impression that they were watching TV and not a washing machine. In fact, animals in nearly any advert have been found **to boost sales** for practically any product. Another advertising company came up with the idea to promote a particular brand of coffee on TV as a "mini-series". The progress of a young couple's relationship was the focus of the advert. This attracted a lot of media attention and the whole country was waiting for the next advertisement in the series to find out what would happen.

If you saw the latest James Bond film, you must have seen his new sports car in several key scenes. This is not only because the car is important for the plot. It is the result of the agreement between the car's manufacturers and the film studio aimed at promoting the **posh model** on the screen. And it worked! As a result of the film, sales of the car in the USA went up significantly! This is an example of what is called "product placement". In other words the products and logos that you see in films are there because of advertising deals.

Advertising Expert Everywhere

Like everyone else in this country, you are an advertising expert. Why not? You have been brought up with advertising. The first words you ever read were probably written on a billboard or the front of a box of cereal. The first sounds you ever heard were probably from a radio or a television set. Before you knew who daddy was, you knew that Wheaties was the breakfast of champions. Before

you could tell a Republican from a Democrat, you could tell a Bufferin from a plain aspirin. Naturally, you're an advertising expert, and as such you know two things for sure.

First, you know what you like and what you don't like. You know which commercials make you laugh, which ones make you giggle, which ones raise a lump in your throat, and which ones bore you to tears. In short, you react emotionally to each one of them and are able instantly to identify these emotions. Indeed, advertising is the art form of the common man, making just about all of us react just about in the same way, just about all the time. Preplanned? You bet it is. We know what will make you feel happy or sad, calm or mad. And we elicit those emotions from you through the highly skilled use of this art form called advertising. Yet, they are your emotions, your reactions, and you do know how you feel. And that makes you an expert.

The second thing you think you know for sure is the conscious decisions you make concerning products you see advertised. The chances are that you have never made a deliberate decision to buy a product based on an ad you have seen. As a matter of fact, I have heard only quotes to the contrary, ranging from "I would never buy a product that I have seen advertised" to the more basic "Come on, who do they think they're kidding?" Well, we're not kidding anyone. It's you who are kidding yourself. Because every day, in hundreds of ways, we are selling you products on a logical, intellectual, factual basis. And you are being persuaded.

2. Agree or disagree with the following statements according to the text.

1. Advertising increases sales.
2. Advertising manipulates human behavior.
3. Advertising can be hidden.
4. It is easy to resist to advertisements.
5. Most people are inclined to believing in what advertisements say.

Speaking Activities

1. Work in pairs or small groups. One of you has watched a product in a commercial and is going to buy it immediately. The other(s) are trying to talk him/her out criticizing the affect of advertising.

2. One of you is fond of bags (or other things of the kind) and he/she is going to buy another one. The other(s) is talking him/her out from overconsumption.

3. Prepare for a role play. Read the situation and the roles, and follow the procedure.

Introducing a New Product

The situation

A company which produces cosmetics is to promote a new line (creams, shampoos, lotions, after-shaves etc.) but it has not been clinically tested.

The roles

1. **Moderator (Production Manager).** You run the flow of the meeting by setting the problem and giving the floor to the participants and organising a discussion. You may express your personal opinion as well.

2. **The Boss.** You are encouraging the management to hide the true information from the customers ensuring them that the product is not going to do any harm to people's health. Think of the arguments proving your point of view.

3. **Marketing Manager.** The only risks you worry about are profit risks. You have already made up a plan of promotion campaign. Deliver it to the audience.

4. **Managing Director.** You are quite loyal to your boss, but at the same time you do not want to tell lies to the consumers. You find it more honest to warn the consumer that the product has not been clinically tested.

5. **Chief Technologist.** You are scientifically literal, but you have little experimental experience. The new product is one of your first inventions. In theory, you suggest that the product is not going to do any harm. Prove why you think so.

6. **Consultant, Doctor of Medicine.** You are totally against letting the new product enter the market without clinical testing. Say what consequences may it cause to people's health (if not immediately, then in the future) and appeal to social responsibility of the company.

7. **Chief Engineer.** You explain to the audience that the process of manufacturing the new product is less energy consuming, the new package is made of ecologically recyclable materials etc (think of other advantages), so in the end it is going to do more good than harm.

8. **Expert in Chemistry.** You say that while interacting with sun light, air and water the new product quickly and easily turns into absolutely safe chemical components, but in this connection you doubt in its cosmetic effectiveness.

9. **Secretary.** You have been using the new cosmetics for a week and you are very satisfied. You are sure it is safe and effective (prove it).

10. **Currier.** You have washed your dog with the new shampoo, and now it seems to be loosing its hair. Besides, it has changed the colouring. So you are not sure that the product is safe.

11. **Shareholders (the rest of the audience).** Listen to the speakers, put question to them and express your own opinion.

The procedure

1. The moderator opens the meeting.
2. The participants in turn take the floor and make their reports, saying their opinion of what should be done with the new product.
3. The moderator organizes the exchange of views and opinions.
4. The moderator organizes the voting to decide which decision to make.
5. The moderator closes the meeting.

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