О.В. Серкина, С.Н. Степаненко

LET'S SPEAK AND WRITE ENGLISH: WHAT DO YOU THINK ABOUT IT?

Учебное пособие

Рекомендовано к изданию редакционно-издательским советом педагогического института НИУ «БелГУ» (протокол № 8 от 13.04.2023)

Рецензенты:

Т.В. Парникова, кандидат филологических наук, доцент,
заведующий кафедрой иностранных языков
Белгородского государственного аграрного университета им. В.Я. Горина;

Т.А. Перелыгина, кандидат филологических наук, доцент кафедры английского языка
и методики преподавания педагогического института НИУ «БелГУ»

Серкина О.В.
С 32　　Let's Speak and Write English: What Do You Think About It?: учеб. пособие / О.В. Серкина, С.Н. Степаненко. – Белгород: ИД «БелГУ» НИУ «БелГУ», 2023. – 116 с.

Пособие для развития коммуникативных навыков высказывания на английском языке для студентов четвертого курса факультета иностранных языков выстроено в соответствии с логикой традиционного «Практического курса английского языка» (п/р В.Д. Аракина), но скорректировано с учетом современных реалий. В основе пособия – аутентичные тексты, взятые с официальных сайтов международных организаций, а также средств массовой информации, на основе которых разработаны коммуникативные задания, в том числе и на основе аудиотекстов.

Данное пособие может использоваться на занятиях по устной речи, а также для обучения основным навыкам письма в языковых вузах. Также пособие будет интересно широкому кругу лиц, изучающим английский язык, для совершенствования навыков устной речи по заявленным темам.

СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ

Данное учебное пособие подготовлено на кафедре английского языка и методики преподавания факультета иностранных языков Педагогического института Белгородского государственного национального исследовательского университета. Оно является продолжением серии пособий по развитию навыков устной речи и письма *«Let's Talk and Write English»* и ориентировано преимущественно на студентов четвертого курса факультета иностранных языков, а также обучающихся других направлений, изучающих английский по расширенной сетке часов.

Цель данного пособия – способствовать формированию у студентов коммуникативных навыков иноязычного общения на основе аутентичного языкового и речевого материала в области широкой социальной тематики.

В основном пособие продолжает логику традиционного построения «Практического курса английского языка» 4 курс (п/р В.Д.Аракина), который использовался при обучении студентов английскому языку на языковых факультетах отечественных вузов на протяжении нескольких десятилетий. При этом, сохраняя основные разделы пособия – Modern higher education, Modern judicial challenges, Books and reading in modern life, Man and music, Difficult children, Television and computer, Customs and traditions и Family life – пособие, во-первых, рассматривает все упомянутые вопросы в современных реалиях на основе аутентичных текстов с использованием аудиоматериалов, а во-вторых, предлагает неожиданные ракурсы рассмотрения привычных вопросов.

Каждый их разделов включает в себя задания по развитию лексических навыков, навыков чтения, устного общения и навыков письма, что позволит успешно использовать пособие как непосредственно на занятиях по английскому языку, так и при организации самостоятельной работы студентов. Пособие будет также полезным для широкого круга лиц, изучающих английский язык.

Unit 1. MODERN HIGHER EDUCATION

THINK FIRST!
Do you think the modern society needs a formal system of higher education in the first place? Why?

Task 1
a) Read the information from the UN official site on higher education and use the correct forms of the verbs in brackets:

Higher Education

Historically, higher education _____ *(to be)* often been inaccessible to groups such as women, ethnic and racial minorities, the disabled and the poor. The International Covenant on Economic, Social, and Cultural Rights calls for accessible higher education, stating that it is necessary for the "full development of the human personality and the sense of its dignity." The spirit of the covenant _____ *(to underlie)* the Sustainable Development Goals (SDGs), which recognize that access to higher education is vital to lifelong learning. SDG 4 _____*(to include)* access to higher education in its 3rd target: "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university". This target emphasizes that higher education must be globally accessible to all and of high quality. Increased access to higher education _____ *(to enable)* people to maximize their potential and further universal sustainable development. As the providers of higher education, universities can directly contribute to the realization of SGD 4 and its targets.

Higher education enables individuals to expand their knowledge and skills, clearly express their thoughts both orally and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community. It _____ *(to show)* also to improve an individual's quality of life; studies show that compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more stable employment and greater job satisfaction, less dependency on government assistance, greater understanding of government, increased community service and leadership, more self-confidence, and less criminal activity and incarceration. In addition, college graduates _____ *(to have)* higher rates of access to the internet, more time to devote to leisure and artistic activities, and higher voting rates.

(https://www.un.org/en/academic-impact/higher-education)

b) Answer the following questions:

1) What groups of people are mentioned in the text as historically deprived of access to higher education? How is this situation to be changed in the future?

2) How does The International Covenant on Economic, Social, and Cultural Rights adopted in 1966 relate to the UN Sustainable Development Goals adopted in 2015 in terms of higher education?

3) What is the target of SDG 4? Do you think it is achievable within the designated time period? Why?

4) The text mentions "technical, vocational and tertiary education" – what do you think each term stands for?

5) How can higher education improve each individual's life in cognitive and material terms?

6) How can higher education influence political life? Do you believe that higher education can remain apolitical?

c) Study the vocabulary units relating to higher education and be ready to explain them in English and use them to make up your own sentences:

inaccessible (to)
racial minority
the disabled
The International Covenant on Economic, Social, and Cultural Rights (ICESCR)
Sustainable Development Goals
lifelong learning
providers of higher education
quality of life
life span
technical education
vocational education
tertiary education

Task 2

a) *Study the academic terms below used in the U.S. higher education system;*

b) *Compare the academic terms with their corresponding Russian terms and explain the difference:*

Accreditation is the uniquely American process by which colleges and universities (as well as other groups of educational and service institutions) voluntarily establish and enforce criteria for the assessment of the quality of institutions, degree programs, and professional certificate programs within certain regions of the country and in certain academic and professional fields. Being "accredited" signifies that the institution or program meets minimum quality standards established by the group. The accreditation process is entirely non-governmental, but it is recognized by the government in several ways.

Alumnus, Alumnae, Alumni are the Latin words which refer to graduates of a college or university. A lot of American graduates retain strong bonds of loyalty to their college. They donate money to the institution and continue to participate in it activities. Almost all institutions, therefore, strive to maintain active alumni

organizations. Institutions that enroll large numbers of internationals scholars maintain worldwide networks of alumni.

Bachelor's, Master's, and Doctoral Degrees are the academic degrees awarded to graduates upon completion of certain programs. The bachelor's degree is the most common undergraduate degree, awarded generally after four years of study. Community colleges award the "associate degree" after two years of study. The master's degree is the first graduate degree; it is given after one or two years of study. The doctorate requires an additional three to five years of study beyond master's. Many doctoral programs incorporate the master's degree; that is students enter the doctoral program directly after receiving their bachelor's degree.

Certificate: a certificate is a general qualification that is distinguished from a degree. A degree entitles the holder to apply to enter the next level of academic study, whereas a certificate does not. Certificates are often issued to recognize various academic, professional, or vocational specialties.

Campus is made up of an institution's buildings, facilities, and grounds. The term is best applied to institutions that are set off to some degree from their environment.

College, University, "School": In the USA, a college is a post-secondary institution offering a general or "liberal arts" education. Most colleges concentrate on undergraduate education. In addition, the term is used loosely to designate either a tw0- or four-year institution. A college may also be a part of a university (e.g. the College of Liberal Arts). Universities offer instructions in more fields than do colleges, including professions, such as medicine and law; they also confer a greater variety of graduate degrees. Sometimes, Americans use the words "college" and "university" interchangeably (e.g. *She goes to college* when you mean "university"). Both are popularly referred to as "schools". You are not being insulted if someone asks you, "Where do you go to school?" even if you are a graduate student.

Courses, Classes, and Credit: Americans frequently use the word "class" to mean "course". If you are asked what classes you are taking this semester, you should respond with a list of your courses. "Registering for classes" means choosing the courses you intend to take each semester. For each course you complete you will receive a number of credits (generally three to four). A typical four-year undergraduate degree requires 120 credits. Many universities offer noncredit courses for alumni and other interested members of the general public.

Faculty: In the USA, the faculty are the teaching staff of the university (professors, associate and assistant professors, lecturers, and instructors). The word is not used to designate parts of the university, as it is in many other countries, including Russia. The faculty are divided into "departments" according to academic specialty (e.g. the Department of History).

Grade Poim Average, or GRA: The most common method of measuring academic performance is by grade point average, or GPA. At the end of each term, your

letter grades (A, B, C, D, and E or F) are converted into numerals (with A equal to 4) and their cum is averaged to determine your GPA for that term.

Postdoctoral Study: a "postdoc" designates a temporary research appointment following award of the doctoral degree. Postdocs may or may not be invited to join the faculty of the university after their postdoctoral research period.

Postsecondary Education begins after 12 years of primary and secondary education at school. It is synonym of "tertiary education".

Semester, Trimester, Quarter, Term: Colleges and universities divide the academic year in different ways. The most common division is two semesters (fall and spring). Institutions using the trimester system add a winter term. Under the quarter system, a summer term is added. Most universities on the semester and trimester system also have a "summer session" offering credit and noncredit courses.

Transfer: Many American students begin their post-secondary education at one institution and finish it at another. They transfer from one institution to another.

Transcript: A transcript is an authenticated copy of a student's official academic record detailing the courses the students has taken and the grade received in each.

Tuition and Fees: Tuition is a payment or charge for instruction. Fees are charged for services and for the use of equipment and facilities.

Vocational and Technical Schools offer certificates rather than academic degrees. They prepare students for immediate placements in specific jobs. Graduates of vocational and technical schools generally do not move on to higher levels of post-secondary education.

(from "JFDP Orientation Guide")

Task 3

a) Read the text about the U.S. higher education system and insert the following words in the gaps below:

respect	*major*	*facilities*	*intramural*	*recreational*	*depend*
social	*appear*	*available*	*supervision*	*purpose*	*strict*
apply	*present*	*count*	*curriculum*	*attend*	*space*
indicator					

US Higher Education System

The Higher education in the USA mostly comprises colleges and universities. The major difference between colleges and universities is that colleges are four-year institutions, and universities offer longer courses of study. The (1)_____ in colleges usually emphasizes arts and sciences or liberal arts, a combination of natural and social sciences and the humanities. Academic work at a college leads to a four-year bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Some colleges also have graduate programs.

Universities are usually composed of several undergraduate colleges and offer graduate (master of arts or M.A., master of science or M.S.) and post-graduate degrees (Doctor of Philosophy or Ph.D., Doctor of Education or, Ed.D.). Size or geographical location is not always an (2)_____ of academic quality.

According to the U.S. Department of Education, there are more that 1,400 private and over 500 public institutions that offer either four years or two years of undergraduate education. Private institutions are those which (3)_____ on non-government funding sources and student fees for financial support. Public institutions depend primarily on state funds for their support. Most of the large universities in the U.S. are state-supported.

Many institutions of higher education require students to take courses in several general areas, such as English, Mathematics, and Social Sciences. The (4)_____ of these general education requirements is to give students a more balanced education.

Students are often required to take the majority of their courses in their declared (5)_____, which is the primary area of concentration (e.g. English literature, Biology, Political Science, etc.).

Academic instruction at U.S. universities is usually organized in form of lecturers and seminars. Lectures are the primary form of undergraduate instruction in U.S. institutions. Lecture courses may enroll as many as 500 students or as few as 20 or 30 students. Although attendance may not be recorded, students are nevertheless expected to (6)_____. A discussion section (also called a recitation, review, labs, or quiz section) is a class in which material presented in a lecture is reviewed and discussed in a smaller forum and group. Discussion is considered an important element of American education. "Class participation" may even (7)_____ for a certain percentage of one's grade. Most courses require at least two hours of work outside the classroom for every hour spent in class.

Seminars are often associated with undergraduate honors courses or graduate study. Seminar courses usually enroll fewer than 20 students. They often cover specialized topics and involve discussions and presentations by the students under the (8)_____ of the professor.

Internships are practical work or training experiences that allow students to (9)_____ in a work situation what they have learned in class.

The typical undergraduate course involved three hours of lectures each week, an additional lab or discussion section, reading assignments, quizzes and texts, a mid-term examination, and a final examination, as well we one or more research papers or projects.

As for attendance, a student must be present for the first day of classes. Professors usually discuss students' attendance policies and other expectations in the first meeting of each course. Some instructors are (10)_____ about attendance, especially teachers of foreign languages. Some professors may eliminate students from their courses if the students miss even a small number of classes.

American professors want students to (11)_____their knowledge and opinions, but they generally prefer discussion and debate to respectful silence. Although most faculty members encourage critical thinking from students, the manner in which criticisms expressed is important. One may show respect by acknowledging the professor's point of view and then offering one's own for consideration. Class participation is important. Professors keep office hours for the purpose of assisting students. The "(12)_____ distance" between students and their professors is much less in the USA than in other countries.

For each course, students receive a syllabus, which outlines the course's objectives and the material to be covered and lists due dates for assignments, examination dates, texts to be used, as well as the professor's name, office location, and office hours.

Some undergraduate students may seem very uninterested in their education or (13)_____ to do very little studying. They may be very casual about attending class or keeping up with their studies. Often, students who do not perform as expected are asked to leave the institution.

Students are supposed to have university identification (I.D.) cards showing their affiliation. I.D. cards vary from one institution to another. Most of them include identifying information such as name, age, photograph and signature and may indicate the date through which you are registered as a member of the institution. Because of their many uses, cards are generally issued at the beginning of the academic program. Depending on the institution, it may be necessary to (14)_____ the university I.D. card to take books out from the library and to sue facilities such as the school's shuttle, gym or computer center, or for admission to special school-sponsored events such as athletic competitions, guest lectures, and movies.

In any university or college, there is usually a Students union or a University center. Student unions or university centers are centrally located buildings that provide general (15)_____ for student activities. Student unions generally have campus information booths that provide information regarding campus activities as well as community events. Many clubs and organizations have meeting or office (16)_____ in student unions. There are often rooms that can be used for films or theatre productions. There may also be snack shops and bookstores in the student union. Most universities have one or more rooms set aside for faculty activities.

Often large campuses have computer laboratories open to students and faculty with valid I.D. cards. Usually at least one computer lab on the campus is open 24 hours a day.

Most colleges and universities maintain gyms with exercise space and equipment, weights, and a pool. These facilities are usually (17)_____ for use by students and faculty with a valid university I.D. card. Use of some facilities though might require an extra charge.

Individuals with an interest in participating in sports are given the opportunity to do so through (18)_____ sports. Sports clubs are also available. Clubs
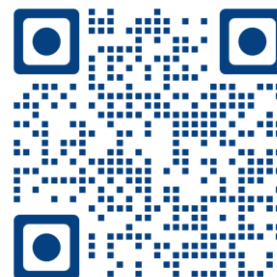
range from competitive team clubs such as soccer and rugby, to (19)_____ clubs such as sailing or table tennis.

b) Compare the information about the major characteristics of the higher education system in the USA with those in Russia. Discuss them in class.

Task 4

a) Listen to the text using the qr code on the right and mark the statements as T (true) or F (false):

1) _____ Employers highly appreciate the competencies of recent college graduates.
2) _____ Employers and students have the same views on the major skills of college graduates.
3) _____ The beliefs of employers are more unrealistic than those of students.
4) _____ Most graduates accuse their schools of their problems with job-hunting and employment.
5) _____ Students would like to have more internships.
6) _____ The values at work are completely different these days from what they were in the past.
7) _____ In many companies, people don't have to be formal at work today.
8) _____ Millennials don't have much to offer their employers.

b) Listen to the text again and fill in gaps:

College students might be surprised to learn they can take a class that only teaches about (1)_____ trees.

That class is taught at Cornell University in the American state of New York. But it is not the most unusual subject taught by a college or university in the United States.

The Massachusetts Institute of Technology, for example, offers a class on what it calls the mathematics of (2)_____. And Santa Clara University in California has a program called "The Joy of Garbage."

However, classes like these might be one reason many employers feel recent college graduates are not ready for the working world.

Offering non-traditional classes might also be why some (3)_____ feel their college years failed to prepare them for a professional career.

The Association of American Colleges and Universities (AACU) reports on ways to improve higher education.

The group surveyed about 400 employers and (4)_____ college students about how ready those students were to enter the professional world in 2015. The survey found large differences between the thinking of the students and the employers.

Many of the (5)_____ were related to skills both students and employers believe are necessary. For example, 65 percent of the students felt their writing skills were strong enough for the professional world. But only (6)_____ percent of employers said college students were well-prepared with that skill.

Another example is the students' ability to work with persons with whom they have little in common. The study showed 55 percent of students felt they were well prepared in this area. But only (7)_____ percent of employers felt the same.

Debra Humphreys is the senior vice president for academic planning and public engagement at the Association of American Colleges and Universities. She says there are several reasons why these differences in opinion (8)_____.

For one thing, she says, the beliefs of both employers and students are unrealistic. Employers are not valuing the skills students offer as much as they should, she says. Also, students may feel they are more prepared than they (9)_____ are.

Another reason is that the American economy has changed and employers are asking more of their employees than ever before, she says. Technology helps workers do more with less. The current generation of college students is highly skilled with (10)_____. But there is a limit to what employers can expect from a young person with little professional experience, Humphreys says.

She adds that some college professors or other faculty have not given enough thought to how the classes they will teach will help students find jobs or be good employees.

"We have to do a much better job of talking to students much earlier about what employers are expecting, so that students (11)_____ know earlier in their college careers that these are things they need to work on more than once and over time they need to **hone these skills**. And then I also think we don't do a very good job in higher education of really intentionally helping students prepare for and make that transition from college to career".

Many college students share Humphrey's opinion.

The Adecco Group is the largest professional (12)_____ company in the world. In May, it released the results of a survey of about 1,000 college students and recent graduates. All of those questioned were between 18 and 24 years of age.

The results showed (13)_____ percent of those young people felt their schools failed to fully prepare them for the professional world.

Amy Glaser is a senior vice president with Adecco. She says it is true that students struggle with critical thinking, communication and other interpersonal skills. They use technology well, but overuse can cause their verbal or written communication skills to (14)_____. Also, they are not often given chances to develop their professional skills, she says.

Students in the survey listed the schools' inability to teach them applicable skills as one of the main ways schools failed to help them. And (15)_____ percent of students said there are not enough internship opportunities.

Internships provide on-the-job training. Employers accept people to work for them for usually a short period of time. Often interns work for the employers for no pay. Instead, the employers offer training in a specific field, or professional experience.

Some employers will offer interns a (16)_____ job at some point. But Glaser says the most important thing is that internships help create connections between young people and employers.

"It gives the student the opportunity to get a glimpse into what the real world looks like. It also benefits the employer because they get the added (17)_____ of that new lens coming from the recent college student that may help provide some additional thought and frame of reference that their existing workforce may not have."

However, internships are often limited and schools can only do so much to help students find them. Also, students are often unable to find time for a paying job if they are already studying and working an (18)_____ internship. This often affects lower-income students the most.

So, to help all their students be more prepared for the modern workforce some schools are creating classes with important skills in mind.

Dedra Faine works at George Mason University in Arlington, Virginia. She teaches a class called Civility and Professionalism. George Mason offers the class as part of its degree program in (19)_____. But any student can take the course.

Faine says she uses the class to provide students with the skills employers want, such as problem-solving. But she also tries to teach the importance of professional (20)_____ – like being on time and taking responsibility for mistakes.

She adds that many ideas about the workplace have changed. But most employers still value traditional social skills and work ethics.

"The formality of the workplace has been taken away. But then they expect even if you come in your (21)_____ and your jeans that you can sit at your computer and you can do great work".

The Elliott School of International Affairs at George Washington University requires students in its master's degree program to take similar courses.

Lisa Stephenson is the associate dean of academic (22)_____ and student services at the Washington, DC-based school. She says George Washington started requiring professional-skills classes in 1998. The reason: because students were highly knowledgeable about their subject matter but struggled with skills like writing or public speaking.

However, Stephenson adds the current generation of college students – often called (23)_____ – do have a lot to offer employers.

"Every generation has something to learn from the other generation. And we all need to keep an open mind. The Millennials aren't going anywhere. They're here.

They're in our work environment. So how do we work (24)_____ to make sure our organizations are successful?"

c) Answer the questions and discuss them with peers:
1) How does technology influence graduates' employment?
2) Why are internships so important for professional training?
3) Why are professional etiquette and ethics still important in today's employment?
4) What do you think is the major secret of successful employment in modern times?

Task 5
Render the text in English and discuss with peers whatever surprised you in the experience of the author:
Высшие учебные заведения в Америке тоже очень разные. Есть элитные университеты. Образование там очень хорошее, но система обучения крайне жесткая, потогонная и с сильной конкуренцией. Поэтому учиться в хорошем заведении чрезвычайно сложно.

Совмещать учебу с работой еще сложнее, хотя часто приходится это делать. Как правило, во время длинных летних каникул (три полных месяца) все американские студенты (даже из состоятельных семей) работают: образование очень дорогое, и платят за него родители, но при этом считается, что сам студент должен внести свой посильный вклад и почувствовать цену заработанной копейки. К примеру, труд официанта считается типичной студенческой работой: нестандартные часы и гибкий график идеально подходят к университетской жизни.

[…] американская система обучения по природе своей конкурентная, особенно в хороших университетах, так что у студентов здесь гораздо меньше шансов бездельничать весь семестр и садиться за учебники только перед сессией. Во-первых, экзамены есть и между сессиями. Во-вторых, к каждому занятию приходится готовиться. Если вы этого не делаете, то очень скоро это станет заметно. В-третьих, за образование вы платите деньги, а за свои деньги всегда стараешься получить тот максимум, который только возможно.

Однако стандартной системы высшего образования, как такового в Америке нет. Все университеты отличаются друг от друга, и подавляющее большинство из них – частные […].

Как правило, каждый студент сам составляет программу своего обучения, что для сознательного и целеустремленного человека может быть очень хорошо. Но большинство зачастую не в состоянии понять, что и нужно для всестороннего и более насыщенного образования. Факультетов в университетах нет. Студенты поступают просто в университет и могут

записаться на курсы, предлагаемые любым отделением или любой кафедрой (исключение составляют лишь, пожалуй, медицинские и юридические школы, где бо́льшая часть изучаемых предметов – обязательная). Система такова, что за годы обучения вам нужно набрать определенное количество «кре́дитов», то есть баллов. Чаще всего это число составляет 120 или 140 баллов. Каждый курс оценивается отдельно, в зависимости от сложности, и напротив каждого курса всегда указано соответствующе число баллов. В большинстве университетов баллы необходимо набрать в разных областях знаний: столько-то в точных науках, столько-то в естественных, в социальных, в языках – и так далее. В каждой области есть свой список курсов, на которые можно записаться – это уже по выбору. Главное – набрать установленное число кре́дитов в каждом разделе.

В целом же университетское образование рассчитано на четыре года. Можно учиться и дольше, можно и быстрее, но это уже сложно – работать приходится очень много. Обычно первые два года считают базовым образованием: получая его, студент может принимать решение о своей будущей специальности – кре́диты набираются в различных сферах знаний. К моменту окончания второго курса необходимо определиться, какой предмет будет главным, а какой – побочным. По главному предмету нужно набрать, скажем, сорок кре́дитов и еще двадцать по побочному. Этим студент и занимается оставшиеся два года. на первый взгляд, все вполне приемлемо. Но хороший результат бывает не всегда. Например, я знал студента, который из разных областей знаний выбрал себе вышивание, народные танцы, рисование, «науку о человеке» и так далее, то есть в каждой области набирал что-нибудь попроще. Чему он в итоге научился за это время?

(А.Дворкин «Моя Америка»)

Task 6
a) Read the following citations about university and education and comment on each. Which one do you agree with most? Why?

1) The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education *(Martin Luther King Jr., American Baptist minister and leader in the civil rights movement)*.

2) The medieval university looked backwards; it professed to be a storehouse of old knowledge … The modern university looks forward, as it is a factory of know knowledge *(Thomas Henry Huxley, English biologist)*.

3) Education is the most powerful weapon which you can use to change the world *(Nelson Mandela, South African anti-apartheid activist and politician who served as the first president of South Africa)*.

4) Education is the best provision for life's journey *(Aristotle, Ancient Greek philosopher and polymath)*.

5) An investment in knowledge always pays the best interest *(Benjamin Franklin, American polymath, scientist, statesman)*.

6) The things taught in schools and colleges are not an education, but the means to an education *(Ralph Waldo Emerson, American philosopher, poet)*.

7) Education is what remains after one has forgotten what one has learned in school *(Albert Einstein, American scientist)*.

8) The greatest enemy of knowledge is not ignorance. It is the illusion of knowledge *(Stephen Hawking, English physicist)*.

9) Воспитание и образование нераздельны. Нельзя воспитывать, не передавая знания, всякое же знание действует воспитательно *(Лев Николаевич Толстой, русский писатель)*.

10) Педагог – это тот человек, который должен передать новому поколению все ценные накопления веков и не передать предрассудков, пороков и болезней *(Анатолий Васильевич Луначарский, советский государственный деятель, писатель, первый нарком просвещения РСФСР)*.

b) Choose one citation and write a 250-word essay on it.

c) Watch the video https://youtu.be/60c42YSnNdI and comment on the suggestions given by German Gref on the future of the Russian education.

Task 7
Search the Internet for an article in Russian (or your native language) on some current issues relating to some recent changes in higher education systems round the world. Render it in English, inform your peers of its content and be ready to discuss it with peers.

Unit 2. MODERN JUDICIAL CHALLENGES

THINK FIRST!
What do you think is the general attitude of people to the national judiciary? Why?

Task 1
a) Read the article about modern judicial challenges and use the correct forms of the verbs in brackets:

The new global imperative to modernize justice systems

Governments _____ *(to work)* long to transform justice systems by implementing procedural reforms, integrating technology and realigning financing models – with the goal of improving efficiency, quality and independence. The COVID-19 pandemic _____ *(to accelerate)* these plans while also underscoring the need for greater progress, especially to meet the requirements of marginalized segments of society. Now, in the next wave of reform, justice systems need to become more citizen-centric, ensuring access for all in a quickly evolving world of pervasive inequality and declining trust in institutions. Leaders must apply the lessons learned during the pandemic to set a new baseline expectation and build momentum. Reverting to traditional ways of working is not an option.

The impetus for reform _____ *(to become)* even more urgent given the public's low levels of trust in government. Preliminary results of the 2021 Trust in Government survey, produced by the Organization for Economic Cooperation and Development (OECD), show that only half of respondents say they trust their national government, and just 57% trust their judiciary systems. That's lower than trust in other government institutions such as education (68%), healthcare (71%) and police (78%). Justice leaders have a pressing obligation to maintain and strengthen trust by _____ *(to institute)* systemic reforms to make their organizations and processes more transparent, accountable, ethical, fair, accessible, affordable and equitable to all, regardless of a participant's geography, socioeconomic status or language. Bringing justice services closer to the public, particularly those most _____ *(to impact)*, in more innovative and responsive ways is a critical priority. As a UK lawyer and chairman of a justice think tank puts it, 'Our perception of justice shapes our view of society' – a view that highlights why citizen-centricity is crucial to successful transformation of the justice sector.

Over the past year, professionals in **PwC's Public Safety, Justice and Security** practices around the world _____ *(to interview)* leaders working in prosecution, courts, legal aid and justice-related organizations across six countries. Based on that research, […] the imperative for change towards a more citizen-centric, modern justice system _____ *(to rest)* rests upon three key

enablers: collaborative leadership, prudent use of technology and modernized funding models.

(https://www.pwc.com/gx/en/industries/government-public-services/public-sector-research-centre/global-imperative-modernise-justice-systems.html)

b) Answer the following questions:

1) What is the global transformation of justice systems aimed at?

2) What made this transformation more urgent?

3) What is the general attitude of the public to their national judiciary systems according to the PwC's survey in 2021? Is the situation different in Russia?

4) What is the major concept of the judiciary transformation? What do you think about it?

5) What are the major mechanisms to transform national judiciaries proposed in the text? Do you think they will be welcomed all around the world, especially considering the fact that the survey was conducted in only six countries?

c) Study the vocabulary units relating to the justice system, be ready to explain them in English and use them to make up your own sentences:
procedural reforms
marginalized segments of society
citizen-centric
transparent
accountable
accessible
affordable
equitable
impartiality
prosecution
legal aid
justice-related organizations
enabler
rule of law
judicial integrity
judiciary
the Supreme Court
Chief Justice
accountability
case backlogs
to adjudicate
to detain

Task 2

a) Read the text about the types of legal systems, paying attention to the words in bold, and insert the following words in the gaps below:

prosecutor	*mediator*	*marriage*	*inquisitorial*	*deviant*	*legal*
compendium	*discretion*	*codified*	*contemporary*	*innocent*	*judge*

There are several contemporary legal systems that currently operate throughout the world. A (1)_____ system interprets laws and enforces them. Legal systems can be:

- **adversarial** in which a (2)_____ and a defense attorney present their competing versions of cases, with the judge acting as a (3)_____ and a jury deciding which side appears more factual, or

- **inquisitorial**, which seeks to avoid prosecuting someone who may be (4)_____ relying heavily on pre-trial investigations to find the truth.

The major types of legal systems are the following:

- **Common-law legal systems**, which rely on **precedence** (meaning already settled law from previous cases) when making decisions. Judges have (5)_____ in interpreting statutes or laws passed by legislatures/parliaments when applied to individual cases. Common-law legal systems can be found in Canada, the majority of states in the United States, and Australia.

Common-law legal systems developed out of **Norman law** and are more likely to be adversarial than (6)_____. Norman law was imposed on England after the Norman invasion of 1066 which raised William the Conqueror to the throne of England. It evolved from **case law**, laws that were decided one case at a time by judges, not parliaments or legislatures.

- **Civil-law legal systems**, which rarely use juries, relying instead on a (7)_____ or panel of judges to make decisions. This legal system tends to be inquisitorial and mainly relies on **statutory law**, which are codified laws made by legislatures (as opposed to case law).

Civil-law legal systems **developed out of** the **Justinian Code**, a (8)_____ of **Roman laws** collected and codified by Byzantine Emperor Justinian I circa 6th century AD. Civil-law legal systems are prevalent in South American countries and some European countries, such as Germany.

- **Customary law legal systems** are not usually (9)_____ and are maintained through oral traditions using mediation as opposed to a **trial**. This legal system is found in smaller communities, such as villages and places where more formal legal systems are not as prevalent, so they may vary from village to village, town to town, and county to county.

Customary law legal systems developed out of local cultural norms and values that decide illegal, criminal, and (10)_____ behaviors. You may also find

customary law legal systems in places where there is a conflict or the place is recovering from wars and other major disruptions of governmental functions.

- Religious law legal systems focus mainly on religious rules and customs related to such things as (11)_____ and divorce. Thus these systems **originate in** religious texts and **dogma**. Religious law legal systems are Islamic Law (Quran and Sunna), Talmudic Law (Jewish Talmud), and Canon Law (Roman Catholic dogma). Islamic law is found mostly in the Middle East and a handful of African countries, while Talmudic, Canon, and Islamic law can all be found in hybrid legal systems.

- Hybrid law legal systems are a combination of legal systems, e.g. Islamic law, coexisting alongside customary law legal systems and civil law legal systems. This is the case in the Philippines and India.

Legal systems face many (12)_____ challenges as the world becomes more connected, technology advances, and societal norms evolve. These challenges can be found locally all the way up to international judicial systems.

(based on https://study.com/academy/lesson/contemporary-legal-systems-development-challenges.html)

b) What legal system does the Russian judiciary belong to? Have any other legal systems been ever used in Russia?

Task 3

   a) *Read the text about juvenile delinquency and answer the following questions*:

   1) What is a juvenile delinquent? What does its definition depend on across the globe?
   2) What is the usual age of criminal majority in the world?
   3) What offences are usually defined as juvenile delinquencies?
   4) What are status offences?
   5) What three factors are mainly considered when sentencing a person who has committed a crime?
   6) What is the history of special consideration for juveniles within the criminal justice system?
   7) What are the major models applied around the world to handle juvenile delinquency issues? Which do you think is better and why? How can the Russian approach to juvenile delinquency be defined?
   8) Where can juvenile delinquents be deprived of liberty?
   9) How has the situation with juvenile delinquency changed recently?

Recent years have seen sustained public and academic interest in criminality and mental health, with attention often focused on **antisocial behavior** by children and adolescents. The scale of the problem of juvenile delinquency has provoked mixed

responses from governments and the media across the world, with calls for improved **rehabilitation** and support for juvenile offenders competing with voices advocating more **punitive approaches**.

Juvenile delinquency is a term referring to a young person who has committed a criminal offence, although its precise definition can vary according to the local jurisdiction.

A 'juvenile' in this context refers to an individual who is legally able to commit a criminal offence owing to being over **the minimum age of criminal responsibility,** but who is **under the age of criminal majority**, when a person is legally considered an adult. The minimum age of criminal responsibility varies internationally between 6 and 18 years, but the age of criminal majority is usually 18 years.

A 'delinquent' is an individual who has committed a criminal offence. Delinquency therefore encompasses an enormous range of behaviors which are subject to legislation differing from one jurisdiction to another, and are subject to changes in law over time. Whereas acts of theft and serious interpersonal violence are commonly considered to constitute criminal offences, other acts including **alcohol consumption** and sexual behavior in young people are tolerated to very differing degrees across the world. Some offences may be shared between jurisdictions but be enforced to differing standards – for instance, '**unlawful assembly**', often used to prevent riots, is applied in Singapore to young people meeting in public in groups of five or more as part of police efforts to tackle youth gangs. Furthermore, '**status offences**' – acts that would be permissible in adults but criminalized in children, such as consumption of alcohol or truancy – not only vary between jurisdictions, but contribute to discontinuity when comparing juvenile delinquency with adult populations in the same jurisdiction.

Not all **incarcerated** juveniles are 'delinquent', since some may be **detained pre-trial** and may not **be convicted** of an offence.
The sentencing of an individual convicted of a criminal offence is largely driven by three key considerations: **retribution** (punishment), **deterrence** and rehabilitation. In the case of juvenile offenders the principle of rehabilitation is often assigned the greatest weight.

Special consideration for juveniles within the criminal justice system is not a new concept. In Roman law, the principle of *doli incapax* protected young children from prosecution owing to the **presumption of a lack of capacity** and understanding required to be guilty of a criminal offence. Most countries have some provision for special treatment of children who **come into conflict with the law**, however, the degree to which this is provided varies across the world. In some countries a 'welfare' model prevails, which focuses on the needs of the child, diagnosis, treatment and more informal procedures, whereas other countries favor

a 'justice' model, which emphasizes accountability, punishment and procedural formality.

Belgium is frequently cited as an example of a country with a strong welfare process, supported by a high minimum age of criminal responsibility of 18 years. Similarly, France built a strong welfare reputation by placing education and rehabilitation at the centre of youth justice reforms in the 1940s. New Zealand in 1989 established the widely praised system of Family Group Conferencing as an integral part of youth justice, with a focus on restoration of relationships and reduction of incarceration that would be considered part of a welfare approach. In contrast, the UK and the USA have traditionally been associated with a justice model and low age of criminal responsibility – 10 years in England and Wales, and as low as 6 years in several US states.

Within welfare or justice models, a young person may at some point be 'deprived **of liberty**' – defined as any form of detention under official authorities in a public or private location which the child is not permitted to leave. Locations in which children may be deprived of liberty include police stations, **detention centers**, juvenile or adult prisons, **secure remand homes**, work or **boot camps**, **penitentiary colonies**, **locked specialized schools**, educational or rehabilitation establishments, military camps and prisons, **immigration detention centers**, **secure youth hostels** and hospitals.

The USA witnessed a dramatic increase in arrest rates of young people for **homicide** and other **violent crimes** in the 1980s and 1990s, sometimes referred to as the 'violence epidemic'. In common with the USA and several other high-income countries, the UK also experienced a rise in juvenile offending in the 1980s and 1990s, but figures from the Youth Justice Board for England and Wales appear to indicate a general improvement in recent years.

(based on https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5288089/)

b) Mark each sentence as T (true) or F (false) according to the information in the text:
1) _____ The responses from national governments around the world to the problem of juvenile delinquency are pretty much universal.
2) _____ Juvenile delinquency is a precise term referring to a young person who has committed a criminal offence.
3) _____ The minimum age of criminal responsibility is usually 18 years.
4) _____ Some antisocial behaviors, such as theft and serious interpersonal violence, are tolerated to very differing degrees across the world.
5) _____ The scope of 'status offences' is wider.
6) _____ In the case of juvenile offenders the major principle is the principle of retribution.
7) _____ Special rules for under-age offenders are quite new for the judiciary.

8) ____ The welfare approach to juvenile delinquency is accepted in a number of high-income countries, e.g. France or New Zealand.

9) ____ The recent times have witnessed the violence epidemic in the USA.

c) What do you think of the major approaches adopted in the world towards handling juvenile delinquency? How would you assess the situation with juvenile delinquency in Russia or your native country?

Task 4

a) Listen to the text using qr code on the right and fill in gaps:

Robot Justice: The Rise of China's 'Internet Courts'

China says millions of legal cases are now being decided by "internet courts" that do not require citizens to appear in court. The "smart court" includes non-human (1)_____ powered by artificial intelligence, or AI.

People seeking legal action can register their case on the internet. They can then take part in a digital court hearing. The system gives users the chance to communicate and receive court decisions by text or through major messaging (2)_____.

China's first internet court was established in the eastern city of Hangzhou in 2017. Hangzhou is a center for major Chinese technology companies. Last week, the country's Supreme People's Court released a report on the court's activities.

Users completed more than (3)_____ million legal activities through the court system from March to October of this year, China's official Xinhua news agency reported. More than 1 million citizens were registered with the system, along with about 73,000 lawyers, the report said.

Judicial officials recently invited (4)_____ to the Hangzhou Internet Court to see how it operates. In one demonstration, citizens used video messaging to communicate with virtual, AI-powered judges, the French press agency AFP reported.

"Does the defendant have any objection to the nature of the judicial blockchain evidence submitted by the (5)_____?" a virtual judge asked during a pre-trial meeting. The non-human judge was represented in the system by an image of a man wearing a black robe. "No objection," the human plaintiff answered.

A Hangzhou court official told China's state-run CGTN television the internet court system operates 24 hours a day, seven days a week.

It is designed to ease the workload of humans and (6)_____ the speed and effectiveness of the legal process. Court officials say that even though virtual judges are used, human judges observe the process and can make major (7)_____.

The internet court in Hangzhou only deals with cases involving legal disputes over digital matters. These include internet trade issues, (8)_____ cases and disputes over online product sales.

Digital court cases in China have seen a sharp increase in recent years, as the number of mobile payments and internet-based businesses has grown. The growth is tied to China's huge number of internet users -- about (9)_____ million.

Blockchain is one of the digital technologies used in the court system. Blockchain is the name for an official list of (10)_____ carried out between users belonging to the same group of computers. The technology permits transaction records to be checked and stored safely.

Ni Defeng is vice president of the Hangzhou Internet Court. He told reporters the use of blockchain was particularly useful in helping to reduce (11)_____ and create clearer records of the legal process. Ni noted that he thinks the system's ability to provide quick results helps give citizens more quality justice. "Because justice delayed is justice denied", he said.

After establishing the court in Hangzhou, China (12)_____ similar operations in the cities of Beijing and Guangzhou. Courts nationwide are also experimenting with several digital tools, said Zhou Qiang, chief justice and president of the Supreme People's Court. He told reporters last week that as of October, more than 90 percent of Chinese courts were using some form of online tools to help deal with cases.

(https://learningenglish.voanews.com/a/robot-justice-the-rise-of-china-s-internet-courts-/5201677.html)

b) Discuss the following questions with your peers:
1) How can legal professionals and citizens work together to decide which cases should be adjudicated in person, virtually or by a combination of the two? Are there any cases that should never be adjudicated by AI? Why?
2) How can you identify and harness existing and emerging technologies as part of justice modernization programs, particularly regarding case backlogs?
3) How can governments improve access to technological devices and digital literacy for all citizens?
4) How can policy-makers, courts and law enforcement build the public's trust that technological advances will protect their individual rights and improve access to justice?
5) Would you personally have your case adjudicated in person or virtually? Why?

Task 5
a) Study the text of the Constitution of the Russian Federation (http://duma.gov.ru/news/48953/) as amended in 2020. What articles do you think are the most important for the citizens of the Russian Federation?

b) What do you think about amending the constitution? Is it necessary or should the constitution remain unchanged throughout history? Why?

c) Should the amendments be incorporated into the main text of the document or be added as a separate list of amendments. Study the Constitution of the USA and the amendments to it at https://constitutioncenter.org/the-constitution.

d)What articles do you think should or could be amended or even added to the constitution of the Russian Federation in the future?

Task 6

a) Study The Top Ten Laws You Would Create If You Ruled the World below and comment on the importance and applicability of such laws globally:

1) Allow freedom of religion worldwide
2) Ban violence in any form, punishable by death
3) Allow North Koreans to have basic rights
4) Eliminate nukes and chemical weapons
5) Require the same education everywhere in the world
6) A group of people check all music to make sure it's actually good
7) Ban sex/gender-based discrimination
8) Ban religious law
9) Legalize marriage equality
10) No bullying

b) Study the comments on the laws above as well as some other laws proposed at https://www.thetoptens.com/world/laws-you-would-create-if-you-ruled-world/ and comment on where people may really need them and whether the proposed laws are quite lawful:
- Taxes on the rich to pay for universal healthcare
- Death penalty for intentional homicide
- Ban on some flags (e.g. the Nazi flag)
- End discrimination against young people
- Ban racism
- Make Europe give back the wealth they took from Africa during imperialism
- Ban stupid taxes
- Tax religious organizations
- Outlaw guns
- Tax carbon and ban fossil fuel vehicles
- Remove the need for passports
- Make education optional
- Free speech does not protect symbols of hate
- Imprison everyone who's a psychopath
- Ban meat consumption

c) Think of a new law that you could propose and that would benefit all people around the world. Discuss your choices with peers. Do your proposed laws deal

with any modern problems, such as poverty, diseases (covid-19, Ebola, tuberculosis, HIV, etc.), wars, terrorism, or racism?

Task 7
a) *Render the text in English and discuss the issue with peers – how relevant it is in modern Russia:*

Кто внуку родители родителей?

Надо ли в законе прописывать право бабушки жить вместе с внуками? Соответствующая инициатива внесена в Госдуму и вызвала большой резонанс.

Увы, как подтверждают эксперты, юридически права бабушки нянчить внуков сегодня ничем не защищены. […]

«Исходя из действующего законодательства временное нахождение ребенка с бабушкой, дедушкой или другими близкими родственниками ничем не отличается ситуации, при которой ребенок находится с чужими для него людьми», заметили инициаторы законопроекта. […]

«Бабушки и дедушки в правовом плане сильно отделены от ребенка, не могут представлять и защищать его интересы в качестве законных представителей, как это могут родители, – заметила член Ассоциации юристов России Мария Спиридонова. – Таким образом, порой бабушки и дедушки не могут подписать даже согласие на медицинское обслуживание для своих внуков».

В свою очередь инициаторы проекта подчеркивают, что сегодня в случае кратковременного отсутствия родителей оставление детей с бабушкой и дедушкой находится вне правового поля.

«В случае болезни родителей, длительного отсутствия родителей, а также в «других случаях отсутствия родительского попечения» защита прав и интересов детей возлагается на органы опеки и попечительства, – говорится в пояснительной записке. – На практике эта ситуация породила оформление нотариальных доверенностей, содержание которых сводится к тому, что родители позволяют бабушке или дедушке находиться с внуком (внучкой) и защищать его интересы».

Юридически временное пребывание с бабушками, дедушками, другими близкими родственниками, в том числе в случае совместных поездок бабушек и дедушек со своими внуками по территории страны, квалифицируется как отсутствие родительского попечения, что формально переводит данные отношения в сферу компетенции органов опеки и попечительства. Иными словами, формально опека должна заинтересоваться тем, что внук долго загостился у бабушки в деревне.

Поэтому предлагается дополнить Семейный кодекс положением, что дети с согласия родителей вправе пребывать у дедушек, бабушек, совершеннолетних братьев, сестер и других родственников. Если предложение пройдет, многие вопросы решать бабушкам станет легче.

«В России бабушки, дедушки и иные близкие родственники нередко фактически выполняют функции родителей. Происходить это может по ряду причин – болезнь родителей, длительные командировки, многие бабушки,

например, заменяют детям детский сад и нянь», – говорит адвокат Виктория Данильченко.

По ее словам, иногда ребенка могут не отдать бабушке из детского сада или не пустить дедушку в больницу к внуку.

«Безусловно, упрощенная процедура передачи прав бабушками и дедушками на воспитание и проживание с детьми при отсутствии родителей без бумажной волокиты будет полезным законодательным внедрением, – говорит она. – В любом случае передача таких прав происходит только с согласия родителей. Поэтому здесь остается только надеяться на диалог между родственниками, а также на их добросовестность».

(based on: "Rossiiskaya Gazeta", 14 October 2020 № 232 (8286))

b) Do some research to see how the situation described above has changed in Russia. What do you think can be done in this case in future?

Task 8
a) Read the following citations about laws and legal issues and comment on each. Which one do you agree with most? Why?

1) [Law is] a form of order, and good law must necessarily mean good order *(Aristotle, Ancient Greek philosopher and polymath)*.
2) [Law is] reason free from passion *(Aristotle, Ancient Greek philosopher and polymath)*.
3) Not made for a righteous man, but for the lawless and disobedient, for the ungodly and for sinners *(Bible: Timothy, 1, 9)*.
4) The welfare of the people is the chief law *(Cicero, Roman statesman, lawyer, scholar, and philosopher)*.
5) The laws place the safety of all before the safety of individuals *(Cicero, Roman statesman, lawyer, scholar, and philosopher)*.
6) The law, in all its majestic equality, forbids all men to sleep under the bridges, to beg in the streets, and to steal bread – the rich as well as the poor *(Anatole France, French poet, journalist, and novelist)*.
7) [Law is] the net to catch a fly and let the hawk go free *(Spanish proverb)*.
8) В ком совесть есть и есть закон, Тот не украдет, не обманет, В какой бы нужде ни был он, А вору дай хоть миллион – Он воровать не перестанет *(Иван Андреевич Крылов, русский публицист, баснописец, поэт, издатель сатирико-просветительских журналов)*.
9) Когда и какой бюрократ не был убежден, что Россия есть пирог, к которому можно свободно подходить и закусывать? – Никакой и никогда *(Михаил Евграфович Салтыков-Щедрин, русский писатель, журналист, Рязанский и Тверской вице-губернатор)*.
10) Нет ничего ошибочнее, чем мысль, что казнями можно регулировать цены или отучить от взяточничества *(Владимир Галактионович Короленко, русский писатель, журналист, прозаик и редактор, общественный деятель)*.
b) Choose one citation and write a 250-word essay on it.

Unit 3. BOOKS AND READING IN MODERN LIFE

THINK FIRST!
Do you think a book can be called "the best gift" now as it used to be called in the Soviet Union? Why?

Task 1
a) Read the text and use the correct forms of the verbs in brackets:

Importance of Reading Books in the Modern Digital Age

Many of us think that we live in a fast-paced world, but the actual thing is that we live in a distracted and disruptive world where everything is fast but messy.

Two to three decades back, we _____ *(not to imagine)* even that we could get into this position where everything can be so smart and simple and messy at the same time.

Here, we are going to discuss the importance of books and their position in the digital world. Well, we cannot avoid the fact that this digital world _____ *(to get)* popular and loved by everyone. We love this world because we can do better and faster with it.

The most significant change is the innovation of technology and the appearance of the digital world to us. There is no doubt that we _____ *(to read)* fewer books these days. But what are the books?

We know that in general books are the combination of information and imagination in the form of words in a combined paper. But that is not all and today we have various forms of books with the most astonishing e-books. Ebooks _____ *(not to make)* of paper pages, but they are also books.

We do not read books like the past people, but we still stay in books. Regardless of all the form it takes, books still have the value they had in the past days. With technology, some interesting entertainment aspects like voice, visualization, or side effects to a story are common these days, but these are also a form of modern books.

If you want to know the modern value of books, even in this digital age, you _____ *(to need)* to go through a few points. These significant points will give you the glimpse that you needed so far to ensure that books are still at the edge of wisdom and knowledge.

1. Provides the Value of Information

The value of information can never be obtained better than in books. Whether it is the digital form of modern books or the old form of paper books, the main motto of people is to get insight and knowledge. So you need a source of knowledge and books are prominent sources of knowledge for even modern developers.

2. Crystallize and Formulate Your Thoughts

A thoughtful process _____ *(to appreciate)* always. When you have the chance to nurture your thoughts you will need to make sure that you are crystallizing your thoughts. This is a competitive world, and you will need to make sure that you are taking steps depending on your own thoughts. Books are the source to make you thoughtful and let you _____ *(to formulate)* your thoughts in an appropriate way in real life.

3. Defines the Characters of Great Leaders

Whether it is the corporate world or the creative world, everyone wants a great leader. There is a lack of proper leaders in every sector, and when some leaders come to such terms, they will need to be more attentive to their characteristics made of thoughts, values, and deep insights, which can be valuable in this contemporary competitive world.

4. Helps the Creative Writing Process

In this digital world, we can get more opportunities in every sector with competition at the same plate. So the area of writing is also getting compromised with competition, and thus, the efficiency _____ *(to get)* worse. The efficiency of a writer depends on their creativity and thoughtfulness, and insights as well. And good writing skills depend greatly on well-developed reading skills.

5. The Best Innovative Thinkers are Readers

We all admire the innovative thinkers or the pioneers of great things in our life. We appreciate thinkers but we need to know the actual source of their thinking process. These thinkers know what they want and what our world needs in particular. They have got the insights from books and they _____ *(to manage)* also to apply those in the real world. Books might lead you to the imaginative world but those are the real chain of creativity, and thus the thinkers are readers.

However, there is a problem of aliteracy in the modern world. This problem is not the lack of books, but the lack of the urge of readers. Due to distractions, we tend to show very little interest in reading books, and this lack of urgency is very dangerous. But, no matter what, books are still alive and _____ *(to be)* there for a thousand more years, maybe in a different form. All we need to do is to continue reading and gaining knowledge.

(based on: https://globalgurus.org/importance-of-reading-books-in-the-modern-digital-age/)

b) Answer the following questions:

1) What makes our world unique, according to the author?

2) What is the biggest change in the modern world as the author states? Do you agree? Why?

3) Do you agree with the definition of the book given in the article? What is your definition of the book?

4) What features can modern books have? Do they help the reading process?

5) Do you agree that "The value of information can never be obtained better than in books"? Give examples.

6) What else, besides books, can make you thoughtful?

7) How are writing and reading interrelated?

8) Do you believe that the best innovative thinkers are readers? Why?

9) What is aliteracy? What threats can it bring to modern society? How can its level be reduced, if at all?

c) Study the vocabulary units relating to books and reading and be ready to explain them in English and use them to make up your own sentences:

literacy
aliteracy
leisure reading
computer-based reading program
reading log
screen time
vocabulary deficit
linear/ slow/ deep reading
non-linear/ scattered reading.
e-reader
digital native
to pass an evening with a book
to create a fictional world
to grasp abstract concepts
to develop logical thinking skills
to encourage a love of reading

Task 2
b)Read the text about the importance of reading in children's life based on a recent study in the USA, paying attention to the words in bold, and insert the following words in the gaps below:

decision-making	findings	fun	important	single
parents	deficit	literate	recognize shocking	
at large	passing	visualize	costing	

Research Shows Reading is More Important For Our Kids Than You Ever Imagined

Today, a (1)_____ 54% of U.S. adults read below a 6th-grade level. According to the National Literacy Trust, only 25.7% of children and young people surveyed said they read every day, a study conducted by Scholastic found that only 51% of children enjoy reading for (2)_____. Leisure reading among adults is also at

an all-time low. What happened? And, more importantly, what can we as teachers do when kids aren't reading?

There's no (3)_____ explanation for these troubling statistics. Several factors are likely to blame, including computer-based reading programs and reading logs. In addition, extra-curricular activities, enrichment programs, and **screen time** keep many families so busy and preoccupied that many kids (and adults) never get the chance to discover the simple joy of (4)_____ a quiet evening with a good book.

As teachers, encouraging a love of reading should be a top priority, because not only does leisure reading increase literacy, but it sets students up for a lifetime of success and pleasure. The benefits of reading are numerous and extend from infancy into adulthood and even to society (5)_____.

Why kids should be reading

1. **Reading increases a child's vocabulary**.

According to a 2019 survey, children who are not read to in their first five years have a vocabulary (6)_____ of up to a million words. While teachers might be powerless to control what happens at home, reading to and with children is an important step in bridging the word gap. Not only that, but by promoting a love of reading among middle and high school students and educating them about the value of literature, we are encouraging the next generation of (7)_____ to read to their kids.

2. Reading develops the imagination

Unlike television, movies, and video games, which do the work of creating a fictional world for us, reading enables us to use our imaginations to (8)_____ characters and settings.

3. Reading increases logical thinking skills

It helps children and teens grasp abstract concepts. Reading helps young people understand things like cause and effect, which leads to better (9)_____. It also improves overall academic success – even in maths.

4. Reading opens the lines of communication between teenagers and the adults who care for them.

With more than 1 in 20 children and teens suffering from anxiety and depression (and that was before the pandemic!), anything teachers can do to help kids express their feelings is (10)_____.

5. Reading is directly linked to a student's future financial and physical health.

In 2020, the Barbara Bush Foundation conducted a study examining the impact of adult literacy on the economy. British A. Robinson director and CEO of the foundation said of their (11)_____, "[literacy] lies at the core of multigenerational cycles of poverty, poor health, and low educational

attainment…" In other words, (12)_____ adults are more likely to earn a higher salary and be healthy – regardless of their socioeconomic background.

6. **Reading improves the economy**.

According to the same study by the Barbara Bush Foundation, low adult literacy rates could be (13)_____ the U.S. economy up to 2.2 trillion dollars a year (10% of the GDP).

7. **Reading fiction helps children and teens develop a higher EQ.**

EQ takes into account things like empathy and the ability to (14)_____ other people's perspectives. These types of skills make kids better students, better future employees, and better people

(based on: https://www.boredteachers.com/post/reading-is-more-important-than-you-ever-imagined)

c)   Read some facts about the situation with reading proficiency in modern Britain. Do some research to find out what the situation is like in Russia. Discuss your findings with peers.

Children

- Statistics from 2014 show that one in five children in England cannot read well by the age of 11.

- Further research, conducted in 2015, found that similar percentages of 15-year-olds across the UK do not have a minimum level of literacy proficiency: 18% in England and Scotland, 15% in Northern Ireland and 21% in Wales.

- Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.

- Only 35% of 10-year-olds in England report that they like reading 'very much'. This lags behind countries like Russia (46%), Ireland (46%), New Zealand (44%), and Australia (43%).

- By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes.

- Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers.

- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Adults

- In England, 31% of adults do not read in their free time, rising to 46% of young people (aged 16 to 24).

- Around 5.8 million people (16% of adults) in England and Northern Ireland score at the lowest level of proficiency in literacy (at or below Level 1).

- Low levels of literacy cost the UK an estimated £81 billion a year in lost earnings and increased welfare spending, impacting 'the success of the economy as a whole'.

- Adults with lower levels of literacy are more likely to believe that they have little impact on political processes, and are less likely to participate in volunteer activities.

(https://readingagency.org.uk/about/impact/002-reading-facts-1/)

d) ***What do you think we all, society as a whole and professionals in particular, should do to encourage children to read more at present? Do you think we can bring the book back into our lives?***

Task 3

a) ***Read the text about the types of reading and answer the following questions***:
   1) What are the two types of reading?
   2) What are the disadvantages of reading on screen? Do you agree with this view?
   3) What are advantages of reading from paper? Do you agree with this view?
   4) What do digital natives need to improve their learning skills?

Reading Online vs Offline: What's Best for Learning?

There are two main kinds of reading: linear and non-linear reading.

- **Linear reading:** the reader reads the text from the left to the right start to finish. Also known as slow reading or deep reading.

- **Non-linear reading:** the reader skims material jumping to different sections. Also known as scattered reading.

Reading on Screens

When it comes to choosing to read online vs offline, online reading may seem like the easy choice. However, online reading can be very distracting. While it is easy to get information from online sources, the brain processes digital reading differently than it does when reading offline from paper.

   1. **Shallower processing**. Online means constant exposure to fast-paced, and rapidly changing information. Digital media trains the brain to process information more rapidly and less thoroughly leading to what is known as the shallowing hypothesis. Shallow processing retains fewer details.

   2. **Hard on the eyes**. Constantly looking at the blue light from screens can be hard on the eyes over time. While it is not often perceptible, most screens flicker at a high rate, which can cause visual and sensory fatigue. Some e-

readers use different light forms than computers in order to reduce eye strain.

3. **Less structured**. For both school and for pleasure, online time is often **run on autopilot**. It is simple to just click the next link and keep scrolling without having to use too much brainpower. Even when going online with the intention to learn, because the internet is also used for pleasure, it's to get distracted.

4. **Drains mental resources**. Processing the constantly flickering screens and filtering out pop-up ads, and other distractions when reading online can easily drain mental resources, making the online reading experience less effective.

Reading on Paper

Though it may be old fashioned, research continues to show that when it comes to reading for learning, paper reading has many more benefits than online reading does.

1. **Deep reading.** When holding a book, we receive reminders of how many pages we have read and how many remain. We can **flip pages** to reread text as needed. The text itself provides a "landscape" as we read that helps the memory centre become more active.

2. **Multiple senses**. There is research that shows that information is processed more effectively when multiple senses are used. Touching, seeing, feeling, even smelling the book lead to more sense in use when reading a book.

3. **Intention**. It is easy to be distracted and fall into the habit of mindless scrolling online. This is less likely to happen when reading a book, as the act of opening a book, finding the place where you left and choosing to start reading is an intentional choice that can make reading more effective.

4. **Increases retention and comprehension**. When we read, our brains construct a map of the text, like recalling that a piece of information appeared near the top, left-hand page of a book. This map can boost understanding of the material as well as how long we remember it.

Today's children are digital natives, which means that computers have always been part of their daily lives and screentime part of their education and recreation. To ensure that digital natives have deep reading skills, it is important that paper reading be part of every students' daily routine.

(https://www.oxfordlearning.com/reading-online-vs-offline-whats-best-for-learning/)

b) Mark each sentence as T (true) or F (false) according to the information in the text above:

1) _____ Scattered reading is when you read the text from the left to the right, from the beginning to the end.

2) _____ The brain processes reading on screen in the same way as reading from paper.

3) _____ Shallowing hypothesis means that the brain processes information obtained online more rapidly, but less thoroughly.

4) _____ Flickering of screens helps our eyes relax.

5) _____ Reading online is usually less effective than reading from paper.

6) _____ Reading from paper is the best for learning.

7) _____ We perceive and process information better if more senses are involved in the process.

8) _____ Reading from paper is more difficult for digital natives.

Task 4

a)   Read about the recent research on paper vs screen reading, paying attention to the words in bold:

Study: Paper Reading More Effective Than Screen Reading

If you want to make sure that you understand this story as fully as possible, you might consider printing the article and reading it on paper. That is one of the findings of a recent study of research done on the differences between paper and screen reading.

Virginia Clinton carried out the research examination. She is a professor of Education, Health and Behavior at the University of North Dakota. She found what she called a "small but significant" difference in reading text from screen versus paper.

Researchers have been investigating for years the ways in which screens affect the quality of a person's reading. The magazine Scientific American reported that at least 100 studies have been published on the issue since the 1980s. Until the early 1990s, most studies found that people read more slowly and with less **accuracy** on screens than on paper.

However, later studies show more mixed results. Some continued to report findings similar to those earlier studies. Others suggested technological improvements over the years had improved reading quality on screens.

Clinton's aim was to bring together some of the most recent findings on reading performance, reading speed and a skill known as **metacognition**.

Clinton looked at 33 past studies that examined paper versus screen reading. All of the studies were done between 2008 and 2018. The studies collectively had 2,799 study subjects, including both children and adults. All were native English speakers and had usual reading skills for their age.

Clinton's examination found that reading from paper generally led to better understanding and improved a person's performance on tests connected to the reading material. And she found no major differences in **reading speed** between the two. In other words, paper reading was found to be more efficient.

Such differences were notable only when the reading materials were **expository** texts – or explanatory and based on fact. Clinton said she found no major difference when it came to narrative, fictional texts.

Clinton also found that paper readers usually have a higher recognition of how well they have understood a text than screen readers. This skill is called metacognition. The word "cognition" means the mental action of increasing knowledge and understanding. "Metacognition" simply means thinking about one's own thinking.

Clinton and other researchers have found screen readers often believe they understand a text better than they really do. And they are more likely than paper readers to **overestimate** how well they would do on a test of the materials they have read.

Clinton said this is common among all readers. She said, "We think that we're reading the story or the book better than we actually are. We think we understand what we are reading better than how we are actually reading".

Yet, this inflated sense of understanding, or **overconfidence**, is especially common among screen readers.

Clinton said there are many possible reasons for such findings. Overconfidence of screen readers, for example, could be the result of a distracted**,** less focused mind.

Reader preference is also important, she said. Research shows the majority of people – of all ages – prefer reading from paper. But, if someone prefers screen reading to paper reading, that person's understanding of the material is not likely to suffer. Clinton said, "If you are enjoying the reading process, you're going to be more involved. You're going to be paying better attention. Preferences are a key issue here."

Several studies have found that people often think of paper materials as more important and serious. "If you are reading from paper, your mind thinks, 'This is something important. I need to pay attention to it'," Clinton said.

Readers might connect computer screens with fun, less serious activities – such as **checking social media** or watching Netflix. That, Clinton said, could explain why most studies find no major difference in screen and paper among narrative, fictional reading materials. Clinton described this kind of reading as "**enjoyment reading**".

Although her findings may support paper reading over screen reading, Clinton says she does not believe screen reading should be avoided.

Instead, she points to new and developing tools that can be used to improve a screen reader's understanding and focus.

"For example, when you're reading off of a screen, it can be programmed that you have to answer questions and get them right before you can continue. Paper can't make you do that." Other tools in development will offer students reading at a

lower level more simple texts while providing their other classmates more complex versions of the same text.

Clinton said, "I think the answer, or appropriate response, to seeing findings like mine...is to think of 'Okay, what can screen do that paper can't do?'"

(https://learningenglish.voanews.com/a/study-paper-reading-more-effective-than-screen-reading/4876473.html)

b) Answer the following questions:

1) What is the history of studying the differences between paper and screen reading?
2) What was Clinton's study based on? What were the major characteristics of the subjects involved in the studies she analyzed?
3) What was the major finding of Clinton's study? What do you think about it?
4) Was there any difference detected in reading speed between the two reading types? What factors influenced reading speed most?
5) What is metacognition? How applicable is this term?
6) Who tends to overestimate their reading understanding results – screen or paper readers? How does this overconfidence show? What can cause overconfidence?
7) Which do we usually attach more importance to – screen- or paper-based materials? Do you agree with this finding?
8) What is "enjoyment reading"?
9) What development tools can help develop reading skills?
10) What is your preference – screen or paper reading? Why?

Task 5

a) *How often do you visit the library? Which books do you usually check out? Could anything change your present attitude to libraries?*
b) *Listen to the text using qr code on the right and pick up the main ideas of how libraries in the USA are trying to bring in more visitors at present.*
c) *Listen to the text again and fill in gaps:*
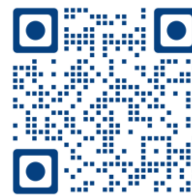
Public Libraries Aim to Bring in More Visitors

A public library in Boston has a place for serving alcoholic, book-themed drinks. A library in Maryland has a basketball (1)_____ steps away. Another in Delaware has a room for teenagers to play video games.

Public libraries around the United States are (2)_____ what it means to be a library. Instead of just being places for books, they have become community centers.

"The days of basically being a book (3)_____ are over. They are long gone," said Lea Rosell. She is director of the Lewes Public Library in the state of Delaware. "We have one quiet room (4)_____ in this library. I think that goes to show that things are changing".

Lewes opened its new library in 2016. Rosell said the newer and larger building has been able to attract new visitors and has (5)_____ the library to hold more events. This month, the library held events like discussions about books and current events, movie showings, poetry writing workshops, and Spanish-language discussions. Rosell said one of the most popular events for children this year was when a nature center brought in several (6)_____.

The Lewes library also has a special room for teenagers, with books aimed at teens and young adults. In the Teen Tech Suite, they can use things like 3-D printers and virtual reality (7)_____.

Delaware Libraries also has a program to mail a free book to families with young children each month. The goal is provide children with a large book collection in their home (8)_____ having to pay for it themselves.

In some communities, libraries are where people **access** social services. Rossell said that the library in Lewes and other libraries across the state can "fill the (9)_____" in community services. She said that because Delaware is a low-tax state, it does not have many community centers.

Maria McCauley is the president of the Public Library Association and the (10)_____ of public libraries in Cambridge, Massachusetts.

"There's so much to the library experience that public libraries are offering now," she said. "It is often about (11)_____ people's lives in a variety of ways. And it might be about learning a particular skill. It might be about just learning about an idea or an issue that's happening, or it might be about enjoying a performance".

Wheaton, Maryland's, new public library opened in 2019 and is attached to a community recreation center. Library director Anita Vasallo said the combined building has gotten new visitors. For example, she said (12)_____ who use the recreation center's basketball court will "step into the library to see what's going on". There are also special spaces in the library for children to do their (13)_____.

McCauley said many libraries across the country have been built next to other services. In Cambridge, she said on one city (14)_____ there is a library, a school, a community center, and an athletics center.

Wheaton is in Montgomery County, Maryland, one of the most (15)_____ counties in the United States. The county's school system has students from more than 164 countries speaking 184 languages. The diversity of the community drives much of the library's programming.

For English learners, the library holds weekly conversation clubs, where people can talk in English in an informal setting. The library also holds job fairs and partners with local organizations to help families get health (16)_____. People who cannot afford to buy their own laptop computers can borrow one from the library.

The American Library Association found that across the country, 76 percent of libraries help visitors use government programs and services. About 73 percent help people apply for jobs.

"We really want libraries to be community (17)_____," Vasallo said. "That's what they're meant to be".

The Wheaton and Lewes libraries have book stores where visitors can buy new and used books, often from the library's collection. The money raised goes back to supporting the libraries.

Wheaton's library also has a café. Boston's historic Public Library has a tea room and bar with drinks like "Tequila (18)_____" and "Of Milk and Men."

"The idea of a library as a kind of a silent place where you come and do your research and think deep thoughts — it's not really what we do," Vasallo said. "Libraries can be very (19)_____ places that can be noisy. They should be full of life".

(https://learningenglish.voanews.com/a/public-libraries-aim-to-bring-in-more-visitors/6764139.html)

d) Discuss the following questions with your peers:

1) What are the reasons of dropping numbers of library visitors in most countries at the moment?
2) What do you think about the ways of attracting visitors to libraries as described in the text? What services do libraries in the USA provide now?
3) Should modern libraries become "community hubs"? Why?
4) What do you think about the ongoing project aimed at updating libraries in Russia? Can you think of any examples of recent library transformations in Russia?
5) What do you think about the National Electronic Library (https://rusneb.ru/)? Have you ever visited it?
6) How do you vision the future of libraries? Will there remain any offline libraries or will they all move online?

Task 6

a) Study the following statistics concerning reading and books:

1. Biggest home (private) libraries (average number of books people keep at home), October 2019

Estonia	218 books
Norway	212 books
Sweden	210 books
Check Republic	204 books
Denmark	192 books
New Zealand	166 books
Finland	162 books
Russia*	**154 books**
German	151 books

Israel	153 books
Australia	148 books
Great Britain	143 books
France	117 books
USA	114 books
Japan	102 books
Belgium	95 books
Chile	52 books
Turkey	27 books

(based on the study by the Australian National University, Australia, and The University of Nevada, USA)

*21% of the Russian respondents have over 350 books (which is the number you need for a good academic career), but 7% of the respondents have fewer than 5 books at home

The average number of books people keep at home is **115** books.

2. How much time Europeans spend reading (average number of minutes spent on reading), May 2022

Estonia	13 min
Finland	12 min
Poland	12 min
Hungary	10 min
Russia	**9 min**
Greece	9 min
Germany	7 min
Luxemburg	7 min
Spain	6 min
Netherlands	6 min
Great Britain	6 min
Austria	5 min
Italy	5 min
Romania	5 min
France	2 min

(Source: "Rossiiskaya Gazeta", May 18, 2022)

3. Number of bookstores per 100,000 people

Melbourne, Australia	33.9
Buenos Aires, Argentina	22.6
Madrid, Spain	15.7
Shanghai, China	15.7
Rome, Italy	15.2
Toronto, Canada	12.4
Tokyo, Japan	12.2
Paris, France	10.2
Oslo, Norway	9.8
New-York, USA	9.4
Amsterdam, Netherlands	5.7
Los-Angeles, USA	4.7
Moscow, Russia	**4.5**

London, UK		4.3	
Capetown, South Africa		1.1	
Istanbul, Turkey		0.9	
Lagos, Nigeria		0.3	

(Source: World Cities Culture Forum)

4. Most published authors in Russia

Author	Nationality	Number of published book titles	Total print, thousand copies
Stephen King	USA	166	961.5
George Orwell	Great Britain	62	613.1
Fyodor Dostoevsky	Russia	142	612.51
Erich Maria Remarque	Germany	67	457.5
Michail Bulgakov	Russia	57	455.4
Daria Dontsova	Russia	70	454.5
Leigh Bardugo	USA	13	379
Tatyana Ustinova	Russian	69	377.5
Agatha Christie	Great Britain	83	361.5
Boris Akunin	Russia	61	325.5
Jack London	Great Britain	64	322.7
Jo Nesbø	Norway	40	321
Tatyana Polyakova	Russia	54	298.5
Aleksandra Marinina	Russia	36	285.5
Oscar Wilde	Great Britain	28	271.5
Jane Austen	Great Britain	42	270.69
Victor Pelevin	Russia	45	266
Michael Omer	Israel	11	259
Arkady Strugatsky	USSR-Russia	53	254.2
Leo Tolstoy	Russia	48	254.13

(Source: "Rossiiskaya Gazeta", May 18, 2022)

b) Discuss the statistics in groups and then in class. Are you an avid reader? What are you reading now? What is your favorite author? Why?

Task 7
a) *Render the text in English and discuss the issue with peers – how relevant the situation described is for modern Russia:*

В Советском Союзе моего детства было особе отношение к книге: было принято читать, и предполагалось, что любой человек, считающий себя интеллигентом, имеет дома хорошую библиотеку и всегда в курсе всех новинок. В Америке отношение к книге совсем другое, и надо сказать, что наши эмигранты тоже постепенно от привезенных из отечества устоев.

Эмиграция – это своего рода момент истины. Человек сталкивается со сложным испытанием: разваливается семья, расстраивается жизнь… Все буквально начинается заново. Человек с высшим образованием приезжает в Америку, но ему приходится работать на простой, низкооплачиваемой работе. Постепенно он выучивает язык, обрастает связями, приспосабливается к новой жизни и наконец получает должность инженера.

И тут он вдруг обнаруживает, что в среде инженеров никто особенно книг не читает и совсем не страдает от этого. Каждый занимается тем, что ему больше по душе: садоводство, рыбалка и так далее. У каждого свое хобби. Но это именно хобби, наравне со всеми остальными занятиями, и ничего более. И тут человек говорит себе: а зачем, собственно, читать? Зачем мучиться? В компанию и без этого принимают, ущербным тоже никто не назовет… В России – другое дело: круг обязывает, положение обязывает. В Америке никто не обязывает, там читают только те, кто действительно хочет читать. В некотором смысле, наверное, это хорошо: по крайней мере, человек чувствует себя свободным и не лицемерит, занимаясь тем, к чему у него совершенно не лежит душа.

На книжной полке у читающего американца, скорее всего, вы найдете стандартный набор мировой литературы. Это, конечно, и его любимые книги, но Достоевский там будет непременно. А вообще серьезные книги в Америке издаются сравнительно небольшим тиражом – для тех, кто действительно купит, чтобы прочесть, а не просто поставить на полку. Правда, есть и те, кто украшает книгами свой интерьер. Но такие приобретают толстые тома в кожаных переплетах, особо не вникая в содержание этих книг. Я даже видел в богатых домах потертые кожаные тома «под старину», на самом деле пустые внутри, которые используются для хранения бутылок с любимыми (иногда тоже старинными) напитками.

Книжные магазины в Америке бывают и большими и не слишком, но всегда очень интересными. Есть такие, которые выглядят, как целый город, необъятный, где можно ходить-бродить, отыскивать самые разные, самые интересные книги. В больших магазинах, как правило, можно даже найти те книги, что были изданы очень маленьким тиражом. Вообще, Америку можно назвать книжным раем, потому что здесь можно купить даже весьма редкую книгу, причем в ближайшем к вам магазине. […] А ведь есть еще букинистические магазины, секонд хэнд, где всегда можно найти что-то интересное по бросовым ценам. Часто это книги отличного издания, в хороших переплетах, красивые: они просто залежались на полах и потому уценены. Если часто ходить в магазины, то в течение года можно в конце концов найти любую книгу. […] То есть достать любое издание – это не проблема, вопрос только в цене и во времени. Чем быстрее вы хотите получить книгу, тем дороже это будет стоить.

В хороших магазинах продавцы, как правило, сведущие, начитанные – интеллектуалы, с которыми можно подробно поговорить о достоинствах того или иного издания. И эти роскошные книжные магазины – неотъемлемая часть любого большого американского города, но особенно Нью-Йорка.

(А.Дворкин «Моя Америка»)

b) Do some research to see how the situation has changed in Russia. Do you agree that even now in Russia "social circle imposes obligation and rank imposes obligations"? Do you still have to read in Russia even if you don't feel like doing it? Has this helped Russian people become better?

Task 8
a) Read the following citations about books and reading and comment on each. Which one do you agree with most? Why?

1) The man who reads nothing at all is better educated than the man who reads nothing but newspapers *(Thomas Jefferson, American statesman, philosopher, 3rd president of the United States).*

2) People stop thinking when they stop reading *(Denis Diderot, French philosopher, art critic, and writer).*

3) The man who does not read has no advantage over the man who cannot read *(Mark Twain, American writer, humorist, entrepreneur, publisher, and lecturer).*

4) Reading the authors who write well, you get used to speaking well *(Voltaire, French Enlightenment writer, historian, and philosopher).*

5) The rich people read books, the poor watch TV. The rich have large libraries at home, the poor have large TV sets. So those who read books will always control those who watch TV and read newspapers *(Anonymous).*

6) Reading is to the mind what exercise is to the body (*Joseph Addison, English essayist, poet, playwright and politician*).

7) There are worse crimes than burning books. One of them is not reading them *(Ray Bradbury, American author and screenwriter).*

8) Something like religion – neglected, but always there *(Anonymous).*
9) Among books, as among people, it is possible to get into a good and bad society *(Claude Adrian Helvetius, French philosopher and writer).*
10) Читать всего совсем не нужно; нужно читать то, что отвечают на возникающие в душе вопросы *(Лев Николаевич Толстой, русский писатель и мыслитель).*
11) Беда иной литературы заключается в том, что мыслящие люди не пишут, а пишущие не мыслят *(Петр Андреевич Вяземский, русский поэт, критик, историк, переводчик и государственный деятель).*

b) Choose one citation and write a 250-word essay on it.

Unit 4. MAN AND MUSIC

THINK FIRST!
Edvard Grieg, a 19ᵗʰ-century Norwegian composer and pianist once said: "Words sometimes need music, but music needs nothing". What do you think about it?

Task 1
a) Read the text and use the correct forms of the verbs in brackets:
Humans' love for music explained
The question of why humans invented music – and continue to be enthralled by it – _____ *(to puzzle)* long scholars. While some, including Charles Darwin, have guessed it _____ *(to grow)* out of a courtship ritual, recent research has focused on its ability to strengthen bonds within a community. Think military marches, or fight songs at a football game.

A newly published paper presents intriguing evidence supporting that hypothesis. Chris Loersch of the University of Colorado and Nathan Arbuckle of the University of Ontario argue that music _____ *(to develop)* "as a form of social communication, a tool to pass information about the group's shared mental state to a number of individuals at once".

"As it became increasingly adaptive for humans to live in social groups, various biological and psychological mechanisms _____ *(to evolve)* in order to maintain a group structure," they write in *The Journal of Personality and Social Psychology*. "We hypothesize that human musicality is one of those mechanisms".

Such a theory is not actually **provable**, of course, but one can find clues. The researchers describe seven studies in which they demonstrate a connection between the need _____ *(to belong)* and the tendency to experience a deep emotional reaction to music.

In one study, 112 adults _____ *(to recruit)* online filled out a series of surveys. One measured their "need to belong," asking them to agree or disagree with such statements as "If other people _____ *(not to seem)* to accept me, I don't let it bother me." A second measured their emotional reactivity by assessing their agreement with such statements as "I get upset easily".

A third survey measured their emotional and physical reactions to music. They revealed the extent to which they agreed with such statements as "When I _____ *(to listen)* to music, I can feel it affect my mood" and "When I hear music, my foot starts _____ *(to tap)* along with the beat".

The researchers found their response to music has a "unique predictor" of the need to belong, above and beyond their general emotionality. In short, those who reported a greater need to belong also tended to have more intense involvement with music.

In another experiment, the researchers "threatened, or affirmed, participants' sense of belonging in an important group". Participants were 98 University of Missouri students who _____ *(to manipulate)* to believe that, compared with their peers, they were either a **lackluster** or an enthusiastic member of the university community.

After receiving their scores, they took a separate test _____ *(to design)* to measure their response to music. The results: "When participants' sense of belonging was threatened and they became motivated to reestablish social ties, they became more affected by the music they heard". The same pattern was found in a follow-up study featuring 138 adults recruited online.

The researchers concede that this is hardly definitive evidence. But it does dovetail nicely with some other recent research, which has found singing together appears to inspire spontaneous cooperative and helpful behavior among four-year-olds, and playing music in a group helps older kids develop empathy.

Think about it: Until the invention of the Walkman, music was, **by definition**, a social experience. Even today, people _____ *(to sing)* hymns to affirm their commitment to their church, and sing national anthems to demonstrate their love of country. Outcasts find their own communities through outsider genres such as Goth.

In all of those cases, music doesn't simply entertain or uplift. It binds us together. As Loersch and Arbuckle put it: "The powerful psychological pull of music in modern life may derive from its innate ability to connect us to others".

(By Tom Jacobs, https://www.salon.com/2013/08/06/the_social_psychology_of_music_why_we_love_it_partner/)

b) Answer the following questions:

1) How do scientists generally explain humans inventing music?
2) What is the hypothesis of the study conducted by C.Loersche and N.Arbuckle?
3) What experiments did the study above involve? Speak on their specifics.
4) Do you agree that we adopted music and song as a means of cementing social bonds? Why?

c) Study the vocabulary units relating to music and songs and be ready to explain them in English and use them to make up your own sentences:

lyrics
catchy tune
live concert/music
band
choir
gig
frontman/ lead singer
concert
performance

passive listening
responsive listening
active listening
music performance
harmony
music-making
classical music
modern music
lullaby
musical intelligence
impaired hearing
audience
conductor
concert hall
stage
venue
to take up (a musical instrument)
to read music
to play by ear
to improvise
to be out of tune/ to be in tune
to be tone deaf
to sing to sleep
to have a huge following/ to have a lot of fans

Task 2
  a) Read the texts, paying attention to the words in bold, and insert the following words in the gaps below:

1. musicians   bow   string   conductor   instruments
score   keys   audience   baton   concert hall   bows

While the (1)_____ was filling up and the (2)_____ were taking their seats, the (3)_____ were tuning their (4)_____. The famous (5)_____ entered. He gave the audience a low (6)_____, picked up his (7)_____, looked briefly at the (8)_____ which lay open in front of him, and raised his hands. The pianist placed her fingers ready over the (9)_____ of the piano. The (10)_____ section of the orchestra (violinists, cellists, etc.) brought their (11)_____ up, ready to play. The concert was about to begin.

(Thomas B.J. "Intermediate Vocabulary")

2. group   vocalist   live   stage   number one   fans
concert   lyrics   top ten   recording studio
After the Beatles, The Rolling Stones have probably been the most successful (1)_____ in Great Britain. Most of their records have gone into the (2)_____ and they've had many at (3)_____. But their records have usually been

46

made in a (4)_____ and I always wanted to hear them (5)_____ at a (6)_____. I wanted to see them performs on (7)_____ in front of thousands of excited (8)_____. And I did, at Earls Court in 1990. It was great. And Mick Jagger, the (9)_____, sang all the old favorites. I couldn't hear (10)_____ very well because of the noise, but somehow it didn't matter.

b) ***Have you ever been to a concert of your favorite singer or band? Share your experience with classmates.***

Task 3

a) ***Read the text about music hard-wired in the human brain and answer the following questions***:

1) What can prove that music is hard-wired in the human brain? Is music innate in humans?
2) What proves that every culture has its own music?
3) What are the ten commonalities of musical behavior, according to A.Merriam? Comment on them.
4) What is the difference between hearing and listening to music?
5) What are the three types of listening?
6) What are the benefits of playing musical instruments?

Music is a human universal. In order to determine if a certain human trait is part of the brain's hardwiring, scientists submit it to a set of criteria. Some of the questions concerning the biological evidence of music's hardwiring include 1) whether or not it is present in all cultures; 2) if the ability to process music appears early in life (in infants); 3) if examples of music are found in the animal world; and 4) if there are specialized areas of the brain dedicated to it. Music fulfills all of these criteria, and is definitely **hard-wired** in the human brain.

For thousands of years people have sung, performed, and enjoyed music. World travelers and social scientists have consistently observed that all of the people in the world have some type of music, and all people recognize music when they hear it, even if they have different names and categories for what they hear. While the music of other cultures will sound different and have different meanings and emotions associated with it, every culture makes it.

Researchers in different fields have summarized conclusions about the nature of music and culture after many years of observing human behavior and music. Alan Merriam, an anthropologist and one of the founders of **ethnomusicology**, created a list of ten commonalities of musical behavior after travelling extensively among many different people. His list, known as the "Ten Functions of Music", is included in his landmark study *The Anthropology of Music* (1964).

    1. Emotional expression
    2. Aesthetic enjoyment

3. Entertainment
4. Communication
5. Symbolic representation
6. Physical response
7. Enforcing conformity to social norms
8. Validating social institutions and religious rituals
9. Providing continuity and stability of culture
10. Facilitating social integration

In terms of listening to music, there is a difference between the intensity and focus required to simply hear music (or hearing anything for that matter) and *listening* to music. Hearing is the act of perceiving sounds by the ear. In other words, if you are not hearing impaired, your ear will pick up and receive sounds. Good and active *listening*, on the other hand, is something that is done consciously, and requires some type of focus or engagement on behalf of the individual. Most of us are well aware of the fact that we can hear something without really listening to it or understanding it.

It is also true that all listening is not the same. In terms of our daily interactions with sound, we are constantly bombarded with all types of sounds, both chosen and unchosen. […] Understanding the full range of listening possibilities begins with what Peterson (2006) identifies as three types of listening: passive listening, responsive listening, and active listening.

- **Passive listening** means that music is in the background, and usually the person is doing something else while the music is playing. There is very little in the way of interaction or engagement with the music.

- **Responsive listening** means that music creates an atmosphere. The listener responds with heightened emotion.

- **Active listening** means that music is the main focus. The listener interacts with the music in a cognitive, emotional, and meaningful way.

These three types of listening are not ranked in any way, nor are these categories concrete. There are specific times when one type will fulfill the goal of an activity more effectively than another, and […] all music listening can't be active listening.

While music listening is wonderful for our brains, it turns out that music performance is really where the fireworks happen.

- *Performing music involves all regions of the brain* such as the visual, auditory, motor, sensory, and prefrontal cortices; corpus callosum; hippocampus; and cerebellum. It speeds up communication between the hemispheres and affects language and higher-order brain functioning.

- *Music increases brain plasticity*, changing neural pathways. Musicians tend to have greater word memory and more complex neural brain patterning, as well as greater organizational and higher-order executive functioning.

- *Playing an instrument influences generalized parts of the brain used for other functions.* People who receive music training demonstrated increased efficiency in many other skills, including linguistic processing ability, and increased motor, auditory, and visual-spatial brain regions (Gaser and Schlaug, 2003).

In short, scientists say that nothing we do as humans uses more parts of our brain and is more complex than playing an instrument.

(based on https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-7/)

b) Mark each sentence as T (true) or F (false) according to the information in the text above:

1) _____ People from one culture can never recognize music created by people from another culture.
2) _____ Hearing music is different from listening to music.
3) _____ Active listening requires some type of focus or engagement on behalf of the individual.
4) _____ Listening to music is more beneficial that music performance.
5) _____ Playing musical instruments can help people learn foreign languages.
6) _____ Music performance involves most parts of the human brain.

Task 4

b) Read about musical intelligence and the theory of multiple intelligences, paying attention to the words in bold:

Musical intelligence refers to one's ability to appreciate and produce musical skills like sounds, rhythms, lyrics, and patterns. Traditional methodologies used to assess human intelligence measure cognitive abilities. Musical intelligence broadens the appreciation for one's knowledge and capabilities. People who exemplify musical intelligence are often at the top of their field. For example, the composer Bach or the artist Michael Jackson are considered to have high musical intelligence.

The definition of musical intelligence, also known as **musical-rhythmic intelligence**, focuses on the ability to detect and create rhythmic patterns formed through instruments, voice, and the environment. It is important to critically understand and analyze this because rhythm is the foundation of composition in any form of music.

Howard Gardner is a developmental psychologist who studies how and why people change. His best-known contribution to the field is his theory of **multiple intelligences** (MI). His studies suggest that human intelligence is not based on a single ability as different categories make up intelligence. This theory challenges the traditional, longstanding belief that one's intelligence is based on cognition. It also provides a framework for understanding growth and potential; MI theory

intelligence can be affected by genetics and environment and can be learned and practiced over time.

In his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, Gardner explains that every person is born with multiple intelligences. He then advises that society has to foster this intelligence for individual and societal development. He explains intelligence as "the ability to create an effective product or offer a service, a set of skills that make it possible to solve a problem and the potential for finding or creating solutions for a problem". He furthers this by defining musical intelligence as "abilities to produce and appreciate rhythm, pitch, and timbre".

In addition to musical intelligence, Gardner explores other abilities that one possesses, signifying the different processes of intelligence:

1. Logical-mathematical: Includes the ability to quantify, detect patterns, and discern multi-step reasoning.

2. Linguistic: Includes the ability to understand and use words and sounds meaningful.

3. Musical: Includes the ability to recognize and produce musical expression through sounds, rhythm, and tone.

4. Spatial: Includes the ability to accurately visualize the visual-spatial world.

5. Bodily-kinesthetic: Includes the ability to control one's body skillfully.

6. Interpersonal: Includes the ability to understand and respond to others' moods, feelings, and motivations.

7. Intrapersonal: Includes the ability understand to one's moods, feelings, and motivations and identify one's strengths, weaknesses, and abilities.

8. Naturalist: Although added later, this includes one's ability to understand and utilize the natural world.

Each of these is significant for developing human potential, and everyone will display different levels of each one. Intelligence is based on one's ability to recognize and perform characteristics portrayed in each skill.

Traditional teaching methods focus on formal assessments of cognition. […] By incorporating MI into the curriculum, educators can better meet the needs of complex learning styles. The implementation of different learning styles has led to success among students with learning disabilities such as dyslexia. [But] Gardner has pointed out the dangers of labeling students with a specific intelligence as it can limit them. He recommends:

- Differentiation of curriculum

- Individualized instruction

- Teaching for multiple types of intelligence

- Treating multiple intelligences as separate from learning styles

(https://study.com/learn/lesson/musical-intelligence-overview-examples-what-is-musical-intelligence.html)

b) Answer the following questions:

1) What does musical intelligence involve and what does it focus on?

2) What is the theory of multiple intelligences about?

3) What are the types of multiple intelligences that H. Gardner identified? Have you observed any of them in the classroom?

4) How can the theory of multiple intelligences be used in the classroom? How practical do you think this idea is?

5) Can you identify your type(s) of intelligence? Does it help you better organize your learning process?

Task 5

a) How often do you listen to music? What devices do you usually use in this case? What are their advantages or disadvantages?

b) Listen to the text using qr code on the right and pick up the main facts about a new device for listening to music.

c) Listen to the text again and fill in gaps:

New Device Puts Music in Your Head

Imagine a world where you move around in front of a personal computer in your own (1)_____ space. You listen to your favorite songs, play loud computer games or watch a movie – all without other people hearing the sound.

That is the possibility presented by "sound (2)_____," a new technology from Noveto Systems, an Israeli company.

On Friday, the company debuted **a** desktop device that sends sound directly to a listener without the need for (3)_____ or a special receiver.

Noveto Systems gave The Associated Press (AP) a chance to test its SoundBeamer 1.0 before its (4)_____. The AP's Louise Dixon writes that listening to the device is like something from a science (5)_____ movie. The sound seems so close it feels like it is inside your ears while also in front, above and behind them.

Noveto expects the device will have many uses. Office workers could listen to music or (6)_____ calls without others hearing. People could play a game, a movie or music without waking up others in the same room. Because the device does not use headphones, it is possible to hear other sounds in the room (7)_____.

The device uses a 3D technology that finds and follows the ear position of the listener. It sends (8)_____ waves to create sound pockets by the user's ears.

Sound can be heard in stereo or 3D. The 3D method creates sound on all sides of the listener, the company said. The demo version of the device included nature videos of birds on a lake, bees (9)_____ and a quiet waterway.

51

SoundBeamer Product Manager Ayana Wallwater enjoys watching the reactions of people trying the (10)_____ for the first time. "Most people just say, 'Wow, I really don't believe it,'" she said.

"You don't believe it because it sounds like a speaker, but no one else can hear it…it's (11)_____ you and you're in the middle of everything. It's happening around you".

By changing a setting, the sound can follow a listener around when they move their (12)_____. It also is possible to move out of the sound beam's path and hear nothing at all.

"You don't need to tell the device where you are. It's not (13)_____ to one exact place," Wallwater said.

While the idea of sound beaming is not new, Noveto was the first to launch the technology. Its chief executive officer Christophe Ramstein said a "smaller" version of the device will be ready for release to (14)_____ next year.

(https://learningenglish.voanews.com/a/new-device-puts-music-in-your-head-/5659759.html)

d) Discuss the following questions with your peers:

1) What are the main features of the new device that makes it different from anything that is already present on the market?
2) Can you think of any negative impact of the device on the human body?
3) Would you like to have such a device? Why?

Task 6

a) What musical instruments do you know? What is your favourite musical instrument? Is it traditional or electronic?

b) Read about the electronic instrument invented in 1919-1920 by a Soviet physicist Leo Theremin:

The theremin (also known as Theremin-vox) is one of the most distinctive of all electronic instruments, which was invented in 1919 by Russian physicist and musician Lev Sergeyevich Termen, known to the West as Leon Theremin.

Having received an invitation from a prominent Soviet physicist Abram Fedorovich Ioffe, Lev Thermen started working at the Physical Technical Institute in Petrograd, where he worked at developing measuring methods for high frequency electrical oscillations.

He worked in diverse fields: applying the Laue effect to the new field of X-ray analysis of crystals; using hypnosis to improve measurement-reading accuracy; working with Ivan Pavlov's laboratory; and using gas-filled lamps as measuring devices. He built a high frequency oscillator to measure the dielectric constant of gases with high precision; Ioffe then urged him to look for other applications using

this method, and L.Thermen soon made the first motion detector for use as a "radio watchman".

While adapting the dielectric device by adding circuitry to generate an audio tone, Theremin noticed the pitch changed when his hand moved around. In October 1920, he first demonstrated this to Ioffe who called in other professors and students to hear. Theremin recalled trying to find the notes for tunes he remembered from when he played the cello, such as the Swan by Saint-Saëns. By November 1920, Theremin had given his first public concert with the instrument, now modified with a horizontal volume antenna replacing the earlier foot-operated volume control. He named it the "etherphone", to be known as the Termenvox in the Soviet Union, as the Thereminvox in Germany, and later as the "theremin" in the United States.

The theremin has a unique sound, and a unique design. It's also one of the very few instruments you play without touching. Instead of a keyboard, or strings, it has antennas which sense the movements of your hands in the surrounding space. Those antennas provide a control of pitch and loudness. The pitch antenna is a vertical rod situated in front of the player and slightly to the right. The loudness antenna is placed to the left and fashioned into a horizontal loop so as to be under the horizontal palm of the player's left hand. Movement of the right hand toward the pitch antenna controls pitch, while movement of the left hand toward the volume antenna controls loudness or volume. Pitch is changed by capacitance of your hand, or whatever goes close to the antenna.
Jean Michel Jarre, a French composer, performer and record producer, has been using the thermenvox in his numerous albums, and he is reported to have said that "Thermenvox is the stradivari among electronic instruments".

(based on https://asmir.info/theremin_classic.htm and https://termen2013.wordpress.com/thermenvox-1920/)

c) Discuss the following issues with peers:

1) How important is it for a modern music-making process to use a variety of musical instruments? Or is it enough to use music-making software? How does it affect the quality of music?

2) What is classical music? Do you like listening to it? Why? How has classical music happened to survive throughout the human history? Why does classical music survive whereas modern music gets usually forgotten within a couple of generations? Can modern music turn into classical music?

Task 7
a) *Render the text in English and discuss with peers how relevant the situation described is for modern Russia:*
Интернет обесценил музыку
Мы – поколение, живущее в мире высокоскоростного интернета. Мы можем скачать что угодно, прикоснуться к любым знаниям и развиваться

бесконечно. В наших смартфонах памяти больше, чем в некоторых современных ноутбуках. Казалось бы – вот он, безграничный простор для музыкального образования, доступ к миллионной фонотеке всего мира в кармане, на расстоянии одного прикосновения пальцем к экрану.

Но, увы. Для нас доступность контента сыграла злую шутку. Мы не воспринимаем информацию всерьез, пропускаем её сквозь себя. В том числе и музыку.

В наше время песни играют из каждого утюга. Однако, вместе с этой легкодоступностью происходит обесценивание музыки. Она превращается в практически не воспринимаемый шум. Мы просто отвыкаем слушать музыку всерьез.

Нынешняя эпоха требует музыки для всех, а не для немногих избранных. На наших глазах складывается принципиально новая музыкальная культура, понимание которой невозможно с позиций, выработанных на материале и в социальных условиях прошлых музыкальных этапов.

Музыке, которая в прошлом веке звучала для нескольких сот человек, собравшихся в концертном зале, а то и нескольких десятков, заполнивших салон, в нашем веке представилась возможность объединять человечество. Но если в салон или концертный зал приходили люди, подготовленные к встрече с музыкой своим образом жизни, уровнем знаний и общей культуры, то сейчас величайшие произведения музыки в наилучшем исполнении звучат перед сотнями миллионов не всегда готовых к ее восприятию людей.

Есть только один способ исправить сложившуюся ситуацию. Нужно внимательно фильтровать потребляемый аудио контент. Читать тематические форумы. Находить и слушать подборки качественной музыки. На самообразование нужно тратить время.

Окружающие будут смеяться и не понимать, зачем вы этим заморачиваетесь. Все, кто ступит на этот тернистый путь, обречены на дискомфорт в окружающей реальности, из-за повсеместного распространения русского шансона и русского рока. Это тяжелый труд, почти подвиг. Но тем, кто не сдается и продолжает самосовершенствоваться в музыкальном плане – я салютую вам. Нас мало, но в будущем мы передадим свой опыт и свой вкус нашим детям. Мы не пустим эту важную часть образования на самотек.

Наши дети будут расти в окружении правильной музыки, чтобы стать лучше, самореализоваться в духовном плане и занять достойное место в этом мире.

(https://otr-online.ru/programmy/prav-da/sovremennaya-muzyka-evolyuciya-ili-degradaciya-48919.html)

b) What do you think about the paradox when now almost everyone has got access to music 24-7, but the general musical culture of the population has dramatically decreased? Do you agree with some experts who claim that melody has left music? Why? Discuss this with peers.

Task 8

a) Read the following citations about music and comment on each. Which one do you agree with most? Why?

1) Where words fail, music speaks *(Hans Christian Andersen, Danish writer).*

2) Music is the universal language of mankind *(Henry Wadsworth Longfellow, American poet and educator).*

3) The music is not in the notes, but in the silence between *(Wolfgang Amadeus Mozart, Austrian composer and musician).*

4) Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything *(Plato, ancient Greek philosopher).*

5) Music is an agreeable harmony for the honor of God and the permissible delights of the soul *(Johann Sebastian Bach, German composer and musician).*

6) Music can change the world *(Ludwig van Beethoven, German composer and pianist).*

7) Я верю, что музыка — это голос особого духа, задача которого собирать мечты мира, и который, проходя через сознание людей, способен уладить, пусть даже на короткое время, их раздоры или потрясти души, разрушая социальные неудобства *(Адриано Челентано, итальянский музыкант, киноактёр, эстрадный певец, кинорежиссёр, композитор, общественный деятель и телеведущий).*

8) Музыка – это стенограмма чувств *(Лев Николаевич Толстой, русский писатель).*

9) Все приходящее, музыка – вечна! *(к/ф «В бой идут одни старики»).*

10) Для меня словосочетание «человек и музыка» звучит как «человек и воздух». Если воздуха не хватает, человек задыхается *(Михаил Аркадьевич Светлов, русский советский поэт, драматург и журналист, военный корреспондент).*

11) Изгнание мелодии — это отказ от правдивого выражения больших чувств, отказ от содержания, от реализма *(Тихон Николаевич Хренников, советский и русский композитор, пианист, педагог, музыкально-общественный деятель).*

12) Музыка – могучий источник мысли. Без музыкального воспитания невозможно полноценное умственное развитие *(Василий Александрович Сухомлинский, советский педагог-новатор, детский писатель, создатель собственной педагогической системы).*

13) Любителями и знатоками музыки не рождаются, а становятся. Чтобы полюбить музыку, надо, прежде всего, ее слушать *(Дмитрий Дмитриевич Шостакович, советский композитор, пианист, педагог, музыкально-общественный деятель).*

b) Choose one citation and write a 250-word essay on it.

Unit 5. DIFFICULT CHILDREN

THINK FIRST!
Who do you think we can call a difficult child? Do difficult children always live in difficult situations? Can we call parents difficult? Why?

Task 1
a) Read the definition of "difficult children" and use the correct forms of the verbs in brackets:

The group of children whose behavior _____ *(to deviate)* from the norm and who therefore stand out from the general mass of children with respect to education, – that is, problem children **in the broad sense** of the word – must _____ *(to divide)* into two basic types: (a) the type of child whose behavior deviates from the norm as a result of some organic defect (physically handicapped children including blind, deaf, blind-deaf, and crippled children along with mentally retarded or feebleminded children who suffer from some organic defect); and (b) the type of child whose behavior deviates from the norm as a result of some functional disorder (difficult children in the narrow and strict sense of the word, such as delinquents, children with character disorders, and psychopaths). A third group of children who _____ *(to stand out)* with respect to education consists of exceptionally "gifted" children. Their selection from the general mass of children poses a serious problem which was but recently recognized. Between the so-called normal, average child and the difficult child, we find marginal cases with combined or borderline forms of unmanageability and learning problems.

Selection of difficult and mentally retarded children should, as a rule, _____ *(to make)* in the very process of education. We must not confine our selection to absolutely blatant examples of severe physical handicaps (blindness, idiocy, extreme forms of imbecility and so forth) which _____ *(to keep)* children from attending the general public school. During the course of the pedagogical process, we must also weed out from the general student population those individuals in need of special instruction. It is possible, even necessary, to use traditional, systematic techniques (the scales of Binet-Simon* and others) as orientational means, yet it would be dangerous to make pedagogical diagnoses on the basis of such investigations alone. These techniques merely select children for special instruction.

Assessment of children _____ *(to weed out)* from the general mass must occur on the basis of the distinction between organic and functional forms. Given the present state of advancement in respect to this problem we may correctly differentiate among three categories of mental retardation: debility [learning disorders or feeblemindedness], imbecility and idiocy [by degree of severity]. The principle for differentiating the selected children must _____ *(to establish)* in accordance with their type of development and behavior as well as in accordance

with the overall integral signs of each child's personality – not in accordance with isolated symptoms and defects.

(Rieber R.W., Carton, A.S. (1993). The Study of the Development of the Difficult Child. In: Rieber, R.W., Carton, A.S. (eds) The Collected Works of L.S. Vygotsky. Cognition and Language. Springer, Boston, MA. https://doi.org/10.1007/978-1-4615-2806-7_13)

__Binet-Simon scale__ [ˈbinei ˈsaimǝn] – the first standardized intelligence test, constructed in 1905 by the French psychologists Alfred Binet (1857–1911) and Théodore Simon (1873–1961). It included items designed to measure ability to follow instructions, to exercise judgment, and to solve a wide variety of problems. The final version contained 54 items arranged in order of difficulty, from following the movement of a lighted match with the eyes, through pointing to named parts of the body and counting backwards from 20, to working out what time a clock face would show if the hour and minute hands swapped places.

b) Answer the following questions:

1) What are difficult children? How different is it from our general understanding of difficult children?
2) What are the two basic types of problem children?
3) What is the third group of children that pose problems for education?
4) Why is it not so easy to identify difficult children?
5) What means can help identify problem children?
6) What is Binet-Simon scale?
7) What are the three categories of mental retardation?

c) Study the vocabulary units relating to the problem of difficult children and be ready to explain them in English and use them to make up your own sentences:
problem/hard/difficult/troublesome children
socially disadvantaged children
adolescents/ tenagers in conflict with law
juvenile delinquent
(mentally) retarded child
gifted child
physically handicapped children/ crippled children
feebleminded children
psychopath
idiocy
imbecility
debility
children with character disorders
trauma
learning disorders
by degree of severity

severe physical handicap
psychological complication
child welfare
rights of the child
unmanageability
fussiness
tantrums
to play truant from school
to run away from home

Task 2
a)   Read the opinion about difficult children, paying attention to the words in bold, and comment on parental narcissism as the main reason why there appear difficult children:

What Is A Difficult Child?
Let's talk about parental narcissism instead!

Whenever I hear people talk about "a difficult child," I immediately wonder what is going on in that family. Kids react to their world and feelings with behavior without understanding the big picture. This is why we need parents to explain, teach, guide and help them understand. Well, of course, you say. Everyone knows that. But, I believe there is a piece of parenting that some don't understand and that is the power of empathy.

The cornerstone of narcissistic parenting is lack of empathy and the inability to give **unconditional love**. Narcissists do not tune into the emotional world of their child and therefore are not in touch with the day-to-day feelings of their kids. Narcissists worry more about what the child does rather than who the child is. They see their kid's behavior as a reflection of them.

Narcissists also are not in touch with their own feelings and therefore project those feelings onto the child. This leaves the child in a state of wonderment and confusion. "What did I do?" "Is it my fault that my parent is unhappy?" "Why can't my parent love me?"

While broken bones, belt spankings and other **physical abusive acts** may be easier to detect; we must discuss and **give credence** to the damage caused by emotional and psychological abuse of children as well as neglect. Having worked with hundreds of adult children of narcissistic parents, the most haunting effect described from childhood is a constant feeling of being "not good enough" and "**unlovable**." Where does this come from? It comes from trying to please the parent or make the parent love them but **to no avail**. It's about running to the well and finding it void and empty over and over. Narcissistic parents cannot give what they don't have. It's like they have a shiny red bike and it looks really cool on the outside but they have no clue how to ride it. It confuses the poor kid watching and hoping in anticipation.

I want to declare and shout that parenting is not about food, clothes, and a roof over your head. You can get that at an orphanage. Parenting is tuning into the **emotional welfare** of your children and caring about what they are thinking and feeling. It is noticing who they really are and encouraging them to be their special **authentic selves**. It is the life-long job of guiding, nurturing, and treasuring them every step of the way. I call it "permanent parenthood!" Adult children of narcissistic parents consistently say to me, "I just wanted to be seen and heard!"

I'm not so sure we have "difficult children." Every "difficult looking" child I've seen, has had a horrendous story to tell about their life. We've all seen and heard recent and horrendous stories of violent children and their tragic acts in the headlines. If we want to make a difference, it is important to continue to educate about parental narcissism. If kids are exposed to **domestic violence**, play violent video games, watch violent movies, and even see news stations condoning crazy parent behavior like shooting a kid's laptop to make a point…and at the same time these kids do not have parents tuning into their emotional worlds…what is the outcome?

The anti-thesis to narcissism is **empathy**. Parent with empathy, tune into the emotional welfare of children and make a difference.

(https://www.psychologytoday.com/intl/blog/the-legacy-distorted-love/201211/what-is-difficult-child)

b) Look at some typical situations connected with difficult children and difficult parents in the USA. Discuss with peers whether these situations are considered "difficult-children issues" in the present-day Russia. You can expand or reduce the lists below:

1. The Top Problems with "Difficult Children"
- Children who whine with a high-pitched voice that hurts your ears
- Children who do not listen
- Children who act wildly
- Children who climb on furniture
- Children who run in the classroom
- Children who talk back
- Children who have meltdowns
- Children who hurt others by biting, hitting, and pushing
- Children who create morning hassles, mealtime mischief, and naptime blues

2. The Top Problems with "Difficult Parents"
- Parents who act like "know-it-alls"
- Parents who **helicopter**
- Parents who don't seem to care
- Parents who want you to **potty train** their child when their child isn't ready
- Parents who say their child does no wrong
- Parents who gossip and backstab
- Parents who over indulge their children

- Parents who are angry and negative
  (https://www.atiseminars.org/store/products/how-to-deal-with-difficult-children-parents-and-situations-online)

Task 3

a)   Read the text about freedom that should be given to children **and** *insert the following words in the gaps in the sentences below:*

possessive	*upbringing*	*permissive*	*rebelliousness*
suppress	*formative*	*adolescence*	*run wild*
inhibited	*authoritarian*	*juvenile delinquency*	

It is said that we live in a (1)_____ age, one in which people are allowed to do almost anything they like. **Is it good for children?** They are going through their (2)_____, which is a very (3)_____stage of their development since their final adult characters are beginning to take shape. Some parents think it is good for children to be allowed to (4)_____, without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible by the mistakes they make. However, this might lead to (5)_____, with the children ending up in the courts, or it might simply make children self-centered, without any consideration for others. Other parents believe in being strict, but taken to extremes this can produce a too (6)_____ atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very (7)_____ and try to keep their children dependent on them. These last two attitudes can encourage (8)_____ (against parents, school, authority) in a child, or, conversely, (9)_____ a child's natural sense of adventure and curiosity. A strict (10)_____ by over-caring parents can make a child so timid and (11)_____ that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, well-adjusted human beings requires great wisdom, and perhaps a bit of luck.

(B.J.Thomas. Advanced Vocabulary and Idiom)

b) Answer the underlined question in the text. What do you think about the role of freedom in the child upbringing? How much freedom should a child be given? Can freedom spoil a child?

Task 4

a)Read the correspondence below, paying attention to the words in bold:
Why Are Some Kids So Difficult?

Dear Tzippora,

Why are some kids so hard to love, and some just so easy? I wish I could say that as a mother I love all of my kids equally, but no matter how much I lecture myself, or try to pretend, the truth is that with some of them I can relax, and some of them

just seem to push all my buttons and **put me on edge**. With those kids, I breathe a sigh of relief when they are not home.

<div align="right">Unbalanced Mom</div>

Dear Unbalanced Mom,

I believe many mothers are now nodding their heads in agreement as they read your question. You have courageously brought up a very real issue, an issue that strikes at the heart of what our role and responsibility is as parents.

That fact is that we don't choose our kids, and all kids are not created equal. In reality, some kids truly are more high-maintenance than other children and, consequently, parenting them is more exhausting. **High-maintenance children** require us to grow and expand our capacity for giving in order **to fulfill their needs**. Giving to them is not an automatic process, as it may sometimes seem to be with their siblings.

Yet it is important not to equate the conveyance of effortless parenting with our actual ability to love our children. In fact, our capacity to love matures as a direct result of our heightened capacity for giving. In other words, we grow to love our children through the act of giving to them. When we give more, we grow to love them more.

However, it is not always possible to recognize this deep principle in our day to day interactions with our children. Sometimes our **innate love for our children** becomes submerged in the power struggles and angry storms that characterize our interactions.

<div align="right">Tzippora</div>

<div align="right">*(https://www.chabad.org/library/article_cdo/aid/939400/jewish/Difficult-Children.htm)*</div>

b) Mark each sentence as T (true) or F (false) according to the information above:

1) _____ Unbalanced mom has more than two children.
2) _____ Unbalanced mom has got the same attitude to all her children.
3) _____ The problem described by Unbalanced mom is quite universal.
4) _____ All children are created equal.
5) _____ All parenting is the same.
6) _____ High-maintenance children require more energy from their parents.
7) _____ The conveyance of effortless parenting means our actual ability to love our children.
8) _____ Our love for our children grows through the act of giving to them.

c) Do you agree that "When we give more, we grow to love […] more"? Why?
d) In 2018, Henning Koehler, a foster carer of eight children and a father of five birth children, wrote a book about his experience "Difficult Children: There Is No Such Thing: An Appeal for the Transformation of Educational Thinking". Do you agree that there is no such a thing as "difficult children"? Do you believe that difficult children are not difficult, but different?

Task 5

a) Psychologists often say that all problems of adulthood stem from childhood traumas. What do you think about this statement?

b) Listen to the text using qr code on the right and pick up the main facts about the influence of childhood traumas on later life:

c) Listen to the text again and fill in gaps:

Childhood Trauma May Lead to Adult Illness

Can abuse, violence and (1)_____ during childhood affect a person's physical and mental health later in life? United States health officials say the answer to that question is "yes."

Researchers with the U.S. Centers for Disease Control and Prevention (CDC) found that childhood (2)_____ can lead to many conditions and illnesses in adulthood. Traumatic experiences can also lead to a lower quality of life.

Researchers found that such events can lead to fewer educational and (3)_____ opportunities in the future. The director of the CDC is Robert Redfield. In a statement, he writes "we now know that adverse childhood experiences" greatly affect "an individual's future health."

CDC researchers have been involved in other studies on this subject. However, this new report is the agency's first on the effects of this problem nationally.

For the new study, researchers looked at (4)_____ people from 25 states. They asked these men and women about their health problems and lifestyle choices. The subjects also were asked about childhood memories and if they had experienced or witnessed (5)_____ events.

The CDC defines childhood traumas as harmful events that someone experiences from birth to age (6)_____. Such events can include:

• experiencing physical, verbal and/or sexual abuse

• experiencing severe neglect

• witnessing (7)_____ in the home

• having an unstable home life because of drug abuse, mental illness or having family members in prison

The CDC statement describes the major (8)_____ of the study. It found that adults with the highest levels of childhood trauma had an increased chance of:

• suffering long-term health problems such as heart disease, some forms of cancer, depression and diabetes

• smoking and heavy drinking

• being overweight or (9)_____

• having problems getting a good education and employment opportunities.

Researchers say it is unclear if some traumatic experiences are more (10)_____ to a person's future than others. Also, health officials admit that the study does not prove that childhood trauma directly leads to future health disorders.

However, many researchers say there is a well-established link between childhood trauma and health problems later in life. And they are working to (11)_____ ways to reduce the effects of traumatic childhood events.

Doctor Dayna Long is with the University of California, San Francisco's Benioff Children's Hospital. She calls trauma "a public health (12)_____ that everybody needs to start addressing."

When asked about the CDC's new report on childhood trauma, she calls it "(13)_____." The report, she says, gives important information about the usefulness of preventive measures.

Leading the CDC's violence prevention program is Jim Mercy. He says this has become clear: The more harmful incidents a child suffers, the more likely their health (14)_____ later. He adds that "there's a lot of evidence connecting" childhood trauma and illness in adults.

CDC researchers are working to better understand and (15)_____ childhood trauma. They also say they are studying ways to lessen its negative effects. CDC officials say all parts of society can help.

Government, church and other community leaders can create effective social and economic programs for at-risk families. Schools can help to (16)_____ the effects of childhood trauma and prevent trauma. Doctors, nurses and other healthcare providers can recognize at-risk children as well as signs of childhood trauma in adult patients. Employers can support family-friendly policies, such as paid days off for family (17)_____.

Prevention is one part of the fix. Another part is intervention.

A positive role model in a child's life can have a great (18)_____ effect. Role models might be family members, friends, neighbors, teachers, religious leaders or others in the community.

Showing care and concern for a (19)_____ child can possibly put that child on the road to a healthier future.

(https://learningenglish.voanews.com/a/childhood-trauma-may-lead-to-adult-illness/5158588.html)

b) Discuss the following questions with your peers:
1) What is a traumatic childhood event?
2) What are the major findings of the study described in the text? What do you think about them?
3) How can the negative effects of childhood traumas be lessened? Can you think of any other measures?

4) Have you or any people you know ever experienced an emotional trauma in your/ their childhood which has impacted your/ their adult life?

Task 6

a) *Render the text in English and discuss with peers the issue of difficult children as it was solved by A.S. Makarenko: what do you think about the major tools used for this purpose and how applicable they are in modern Russia?*

Макаренко – один из лучших педагогов мира

В 1988 году Антон Семёнович Макаренко был признан ЮНЕСКО одним из четырёх лучших педагогов мира. Но сегодня он самый невостребованный педагог в России. Его нигде не цитируют, на него не ссылаются, его книги не пользуются спросом. Хотя за границей его система – эталон воспитания. Например, в Японии работы А.С. Макаренко переиздают массовыми тиражами, и их считают обязательной литературой для руководителей предприятий. Практически все фирмы строятся по лекалам трудовых колоний Макаренко. Затем наши специалисты ездят в Японию, получают там знания и привозят в Россию методики «мозгового штурма», «тимбилдинга», «повышения мотивации сотрудника». И все удивляются нововведениям, организовываются курсы и семинары, кто-то зарабатывает на этом миллионы рублей, даже не подозревая, что привезли обратно наши родные советские наработки.

Антон Семёнович Макаренко разработал собственную систему воспитания детей. Ему удалось перевоспитать сложных подростков так, что они находились на самоуправлении, зарабатывали деньги своим трудом и даже отдавали часть полученных средств государству. Это было послевоенное время, когда появилось большое количество беспризорников и малолетних преступников, которые уже не могли сами приспособиться к нормальной жизни в обществе. Таких детей отправляли в колонии поселения. Колония А.С. Макаренко насчитывала порядка 600 учеников. Но при этом ему удалось так наладить дисциплину, что ребята справлялись со всеми делами самостоятельно и не нуждались в большом количестве учителей.

Антон Семёнович Макаренко положил в основу своей системы воспитания шесть методов:

1. Коллектив

«Воспитание личности в коллективе и через коллектив — главная задача воспитательной работы», – утверждал Макаренко. Ученики находились в социуме и работали в команде, поддерживали и помогали друг другу. Макаренко считал, что организационное строение коллектива должно напоминать отношения в семье, поэтому в коллектив входили разновозрастные воспитанники. Происходила непрерывная передача опыта от старших к младшим, а младшие усваивали привычки поведения, приучались уважать старших товарищей. При таком подходе у старших

возникает забота о младших и ответственность за них, развиваются качества будущего семьянина.

2. Трудовое воспитание

У воспитанников коммуны было реальное дело: обустроено натуральное хозяйство, организован быт, воспитанники получали за свою работу зарплату, на которую содержали себя, помогали младшим членам коммуны, выплачивали стипендии бывшим коммунарам, которые обучались в ВУЗах, содержали театр, оркестр, организовывали культурные мероприятия и походы. В коммуне был построен завод, где воспитанниками производились электродрели и фотоаппараты «Лейка». Таким образом, в 16-20 лет воспитанники уже становились высококвалифицированными мастерами своего дела.

3. Самоуправление

При наличии здорового коллектива А.С. Макаренко считал возможным доверить воспитанникам самоуправление. Дети учились самостоятельности и ответственности. Главным органом самоуправления являлось общее собрание, на котором среди воспитанников избирались другие органы самоуправления: совет коллектива (совет командиров), решающий текущие вопросы, санкомиссия, хозкомиссия и так далее. Педагоги не могли отменить решения общего собрания. Именно голосование детей определяло жизнь, досуг и труд коллектива.

Согласно системе Макаренко, старший группы выбирался лишь на полгода и мог занимать пост единожды, соответственно каждый ребенок имел шанс попробовать себя в качестве руководителя. Там, где отсутствовала эта система, считал Макаренко, часто вырастают безвольные и не приспособленные к жизни люди.

4. Перспективы

Одним из важнейших объектов работы воспитателей являлось определение вместе с детьми перспектив жизни – того, что будет результатом их деятельности. Перспективы могли быть близкими, средними и дальними. Близкая перспектива особенно нужна для детей младшего возраста: кино, концерты, прогулки и экскурсии. Средняя перспектива — это радостное коллективное событие, отодвинутое во времени: праздники, летний отдых, окончание и начало учебного года. Далекая перспектива — это будущее всего учреждения. Если ребята любят его, такая далекая перспектива увлекает их на серьезную и трудную работу.

У воспитанников Макаренко были далекие перспективы – личные (усердно учиться, чтобы потом попасть на рабфак) и общие (иметь процветающее хозяйство, чтобы лучше питаться и одеваться). А.С. Макаренко умел ставить для своих воспитанников амбициозные цели, чтобы всегда идти вперед, и чтобы не было внутри коллектива застоя.

5. Традиции

В коллективе обязательно должны складываться традиции, которые закрепляют все ценное в его опыте и определяют самобытность. Традиций в детском коллективе Макаренко было много, «просто сотни», и даже он не

знал их все, зато их знали ребята и передавали от старших к младшим. Например, одной из таких традиций было избрание на должность дежурного члена санитарной комиссии самой педантичной девочки-чистюли, так как именно такой человек мог лучше всех следить за чистотой воспитанников и помещений.

6. Эстетика

«Детский коллектив должен жить красиво». Что здесь имеет в виду Макаренко? Во-первых, красоту внешнюю: эстетику костюма, комнаты, рабочего места, а, во-вторых, красоту поведения. Не только воспитанникам, но и учителям важно следить за своим внешним видом: прической, костюмом, чистотой рук, соблюдением норм этикета. Макаренко вспоминал, что даже тогда, когда его коллектив был бедным на раннем этапе, первым делом была построена оранжерея и выращивались розы и хризантемы – так решили сами воспитанники. Макаренко не допускал к уроку неряшливо одетого педагога, поэтому учителя шли на работу в своих лучших костюмах.

Если подытожить все вышеперечисленное, то главный рецепт педагогики А.С. Макаренко – живите с детьми одной жизнью, одним коллективом. Работайте вместе, принимайте решения вместе, ставьте цели вместе.

Сейчас слишком часто родители пытаются делегировать воспитание: няням, тренеру, руководителю кружков. Не удивляйтесь в этом случае, что вы с ребенком – чужие друг другу люди, и «воспитывать» его у вас совершенно не получается. Или есть другая крайность, когда родители создают «культ» ребенка. В этом случае растет потребитель. Для него родители становятся не примером, а чем-то средним между обслуживающим персоналом и тюремным надзирателем. Или вспомним современные детские дома, где главная задача сейчас – накормить, а «эксплуатация детского труда» осуждается. В результате ребенок завален подарками и перекормлен, но он не умеет жить один, управлять своей жизнью и хоть как-то организовывать ее сам, без «указания свыше». Поэтому, вырвавшись на свободу, он пускается во все тяжкие.

Главный лозунг колонии имени Горького – «Не пищать!» – расшифровывается примерно так: «Ты взрослый человек, не ной, а неси ответственность за свои поступки». К сожалению, современные дети именно «пищащие дети»: ноющие, торгующиеся за домашние задания или оценку.

Помните, что главное, что есть у вашего ребенка, – это его душа, которая должна раскрыться в этой жизни подобно цветку. Заиграть красками неповторимого индивидуального разнообразия своей личности. Постарайтесь создать все условия для ее роста, цветения и плодоношения. А для этого пусть вашей настольной книгой станет «Педагогическая поэма» Антона Семёновича Макаренко. Поверьте, она читается на одном дыхании и в ней кладезь бесценных знаний!

b) Watch "The Republic of ShKID" («Республика ШКИД»), a 1966 Soviet comedy-drama directed by Gennadi Poloka, which became a box-office leader –

it was seen by 32.6 million viewers. Discuss the main methods used by the faculty of the school-commune towards juvenile offenders. Did any of the methods used remind you of Makarenko's methods? Were there any new methods which turned out to be effective? Can any of them be used in modern Russia?

Task 7
a) Read the following citations about difficult children and comment on each. Which one do you agree with most? Why?

1) [A juvenile delinquent] is a child who starts acting like his parents *(Anonymous).*

2) Don't let yourself become so concerned with raising a good kid that you forget you already have one *(Glennon Doyle Melton, American author and activist).*

3) A child whose behavior pushes you away is a child who needs connection before anything else *(Kelly Bartlett, parent educator and writer).*

4) The difficult child is the child who is unhappy. He is at war with himself; and in consequence, he is at war with the world *(Alexander Sutherland Neill, Scottish educator and author known for his school, Summerhill, and its philosophy of freedom from adult coercion and community self-governance).*

5) Whoever spares the rod hates his son, but he who loves him is diligent to discipline him *(Bible, Proverbs 13:24).*

6) Бывают не только трудные дети, но и трудные родители *(к/ф "Будни уголовного розыска").*

7) Игра доставляет ребенку радость. Это будет или радость творчества, или радость победы, или радость эстетическая – радость качества. Такую же радость приносит и хорошая работа *(Антон Семёнович Макаренко, советский педагог и писатель).*

8) Когда родители трудятся, а дети наслаждаются жизнью, внуки будут просить милостыню *(Японская пословица).*

9) Не делайте из ребенка кумира: когда он вырастет – потребует жертв *(Пьер-Клод-Виктор Буаст, французский лексикограф).*

10) Воспитывать – значит организовывать жизнь; в правильной жизни правильно растут дети *(Лев Семенович Выготский, советский психолог).*

11) Нравственное уродство и преступность являются результатом недостатка воспитания и испорченности, идущей с раннего возраста *(Владимир Михайлович Бехтерев, русский и советский психиатр, невролог, физиолог, психолог, основоположник рефлексологии и патопсихологического направления в России, академик, генерал-лейтенант медицинской службы Русской императорской армии).*

12) Порицания достойны родители, не желающие воспитывать своих детей в строгих правилах *(Петроний, древнеримский автор).*

b) Choose one citation and write a 250-word essay on it.

Unit 6. TELEVISION AND COMPUTER

THINK FIRST!
What is your average screen time a day and how do you distribute it? Do you think there is a healthy screen time limit?

Task 1
a) Read the article about a 2011 study of British youngsters spending a lot of time looking at TV or computer screens and use the correct forms of the verbs in brackets:

Children in Britain sit in front of a TV or computer screen for four-and-a-half hours a day, _____ *(to alarm)* research reveals.

Youngsters now _____ *(to spend)* an average of one hour and 50 minutes online and two hours 40 minutes in front of the television every day.

A report _____ *(to release)* by research firm ChildWise suggests that screens _____ increasingly *(to turn)* into electronic babysitters and young people in the UK _____ *(to spend)* more time plugged in than ever. It found that children spend more time in front of a screen in one day than they spend exercising in the entire week.

The worrying research found that 97 per cent of 11 to 16-year-olds own a mobile phone – eight per cent more than the percentage of adults who own one.

The study came as an academic _____ *(to warn)* that youngsters are using mobile phones to learn about each others' bodies and access X-rated porn rather than learning about such matters **'behind the bike sheds'**.

Dr Emma Bond, an expert in childhood and youth studies, said adults 'need to take our heads out of the sand' about what _____ *(to happen)* to young, impressionable children.

'The research shows how children are using mobile phones in _____ *(to obtain)* sexual material, developing their sexual identities and in their intimate relationships with each other,' she added.

The Monitor Report 2010-11 found that children spent only two hours a week exercising in school, and taking part in physical activity out of school.

Two in three children aged between five and 16, and 77 per cent of children aged 11 to 16, have their own television or personal computer and, despite fears about online safety, almost half have internet access in their own room.

The study _____ *(to question)* almost 2,500 five to 16-year-olds about their computer, TV and reading habits. The findings show most go online daily and spend much of their time on social networks and video sharing sites such as YouTube.

But despite the popularity of the internet, the next generation is still likely to be one of telly addicts.

Around 63 per cent of children have a television set in their room but as the popularity of laptops increases and programs are increasingly available online this is likely _____ *(to drop)*.

A spokesman for ChildWise said: 'The number of children with a laptop or PC now _____ *(to match)* those with a television but TV continues to play an important role. The way they are watching _____ continually *(to change)*. Children are seeking out programming that they want, when they want it.

'Children's online activity _____ *(to move)* towards personal access for all, so that, in the not too distant future the disadvantaged child will be the one without a laptop of their own.'

Despite Facebook supposedly _____ *(to restrict)* to over-13s, more than two million children under that age now have a profile on the social networking site. It is named as their favorite website. The research found a third of all seven to ten-year-olds _____*(to visit)* Facebook in the last week, along with 71 per cent of 11 and 12-year-olds and 85 per cent of 13-16-year-olds.

Even with the wide choice from digital and satellite channels and dedicated youth stations such as ITV2 and E4, BBC1 _____ *(to remain)* the most popular TV channel.

EastEnders and The Simpsons are among their favorite programs, along with the crude Channel 4 comedy about school life The Inbetweeners.

Margaret Morrissey of lobby group Parents Outloud, said children could not _____ *(to blame)* for spending time on the computer or in front of the TV.

On many housing estates, gardens had been reduced to the size of a pocket handkerchief, she said. 'We cannot complain as the generation in charge when they (children) use the things we have provided and don't have space to do recreational things outdoors,' she said.

(https://www.dailymail.co.uk/sciencetech/article-1352361/Children-spend-time-computers-TV-exercising-week.html)

b) Answer the following questions:

1) What is the average screen time for British youngsters? How is it different from that for Russian children?
2) What do you think can be done to change the situation when "children spend more time in front of a screen in one day than they spend exercising in the entire week"?
3) Why do you think the author calls the fact that 97 per cent of 11 to 16-year-olds own a mobile phone "worrying"? Do you agree? Why?
4) Why do adults, according to Dr. Emma Bond, "need to take our heads out of sand"? Do you share her concerns?
5) What are potential risks of youngsters having internet access in their rooms? How can these risks be reduced?
6) How do British children distribute their time between internet and TV? How different/similar is it from/to the situation in Russia?

7) Do you agree that "the next generation is still likely to be one of telly addicts"? When do you think this situation can dramatically change or do you think it has already changed?

8) What makes internet so attractive to children, according to the research? What can you say about Russian youngsters in this respect?

9) How can the idea of "the disadvantaged child" change in the future?

10) Have you ever seen the favorite programs of British youngsters? What are the favorite programs of Russian children and teenagers?

11) How does Margaret Morrissey explain the reason why children spend more time on the computer or in front of the TV? Do you agree with her?

c) Study the vocabulary units relating to spending time on the computer or in front of TV and be ready to explain them in English and use them to make up your own sentences:

X-rated programs
online safety
sedentary leisure time
video sharing sites
telly addicts
coach potato
nomophobia
laptop
desensitisation to violence
over-13s
digital/ satellite channels
dedicated youth stations
to do recreational things outdoors
to spend time on the computer/ in front of TV
to be plugged in
to have internet access
to go online
to spend time on social networks
media violence

Task 2
a) Read the text about television and insert the following words in the gaps in the sentences below:

| viewers | subjective | mass media | quiz shows | indoctrinate |
| channels | objective | soap operas | commercials | switch |

(1)_____ is a phrase used to describe ways of giving information and entertainment to very large numbers of people. It includes newspapers, advertising and radio and, of course, television. In most countries, people can (2)_____ to any of numerous different (3)_____. Do television programs influence our

minds? Do they (4)_____ us? Is the news completely (5)_____ (=neutral) or is it (6)_____ (=considered from one particular point of view)? Don't the (7)_____ for alcohol, food and other goods condition out minds? Even the (8)_____ going on week after week telling the story of one family or group of people sometimes make us want to copy the life-style we see on the screen. Also (9)_____ which give people big prizes for answering simple questions can make us greedy. Some programs are watched by tens of millions of (10)_____.

(B.J.Thomas. Advanced Vocabulary and Idiom)

b) Answer the questions raised in the text. Do you share the author's concerns about the risks TV can pose?

Task 3

a) Read the text about the influence of the technology on our life and answer the following questions:

1) How have computers and TV changed our human communication patterns, according to the article? Can you see this change in your life?

2) Do you agree that there is a link between our behavior and TV, and between our emotions and computer games? Can you feel this link?

3) What is a smartphone for you: your invisible 'best friend', inseparable 'commodity' or 'worst enemy'? Why? Do you suffer from nomophobia?

4) What makes saying "I love you" different from texting "I love you", according to the authors? Do you agree?

5) What does quality time involve for you when spending time with relatives and friends?

6) Can you compare interaction with the Net, TV and computers and our interaction with nature? Which would you personally prefer on a daily basis?

7) Do you think that the advice provided in the article can really help our minds stay inspired and enthusiastic, and keep our relationships healthy? Could you think of any other useful pieces of advice?

Inspired or lost in the technology matrix?

We live surrounded by an increasingly complex matrix of impulses (transmitted via TV, media and the internet) that allow strangers of all sorts to interfere in our mental, emotional and spiritual development. Understanding this intricate network and how the human brain interacts with it is becoming our door to happiness and health.

The self or the personality is a bundle of socially-influenced traits that emerges and is formed gradually. We are shaped by our parents and neighbors, by our religion, the media, by various marketing agendas of major corporations, by our state's politics, by the way we behave or misbehave towards our own body, our mind, the environment, animals and plants, and our planet Earth. […]

A great deal is known about the links between our behavior and TV, and between our emotions and computer games, because there have been thousands of studies on these subjects. Researchers have all asked the same question – whether there is a link between exposure to violence (on TV or in a game) and violent behavior.

Most of the studies found that there is a link. According to the American Academy of Pediatrics, "extensive research evidence indicates that media violence can contribute to aggressive behavior, desensitisation to violence, nightmares, and fear of being harmed". An average American child will see 200,000 violent acts and 16,000 murders on TV by age 18.

No one wants to see our children or loved ones depressed, obese, in front of computers or TV screens at all times, having behavioral problems, being sick, or experiencing attention deficit hyperactivity disorder. However, the rhythm of our lives and our day-to-day habits might have an adverse effect on our mental health.

The human brain does some very sophisticated ordering of its incoming nerve impulses. Any information we are exposed to becomes knowledge when it is translated and related to the personal experience, to feelings or desires.

In the world of technology, numbers, letters and adverts, the human brain has to constantly perform little miracles of decoding, detachment, de-stressing, and detoxing to keep us sane.

As we grow older and stronger in our wish to stay healthy and happy, our need for creativity grows but we constantly lack time to be physically active, to read and reflect, to play, and above all, we lack quality time with our friends and family.

Our interaction with the Net, with TV and with computers has replaced our interaction with nature which in its magical way nurtures our cognitive, emotional, physical and psychological well-being.

A group of friends socializing will keep their mobiles on the table or within easy reach to check Facebook updates, text messages and e-mails, to show off photos or to answer calls. This invisible 'best friend' and inseparable 'commodity' could prove to be our 'worst enemy'.

A recent study by Andrew Przybylski and Netta Weinstein of the University of Essex, UK, observed pairs of strangers discussing a meaningful topic for 10 minutes with or without a mobile phone nearby. The pairs who tried to 'connect' in the presence of a phone repeatedly reported lower relationship quality and less closeness with the assigned 'chatting' partner.

The studies suggest that because of the many 'entertainment' options phones give us they distort our ability to connect with the people right next to us. "The presence of a mobile phone may orient individuals to thinking of other people and events outside their immediate social context. In doing so, they divert attention away from a presently occurring interpersonal experience to focus on a multitude of other concerns and interests," said lead researcher Przybylski.

A study for the Journal of Behavioral Addictions in the US analyzed data from 191 business students from two universities which revealed that they send on average 110 text messages a day, or approximately 3,200 messages a month, and check their phones 60 times in a typical day. Nomophobia is the term for people who experience anxiety when they have no access to their mobiles.

Electronic 'connections' interfere with our human relationships. Saying 'I love you' or texting 'I love you' could have completely different connotations based on body language. Discounting the value of non-verbal cues leads to an amazing amount of misunderstandings.

Text messages are being used in our romantic and sexual correspondence instead of wonderful, romantic love letters. Texting is quick, easy, and convenient, and notwithstanding its 160-character limitation, some people use it to exchange important information with their romantic partner.

Messages are often misinterpreted, edited, forwarded, or written by somebody else. The stress caused by the response expectation is unique for this type of communication. A lack of response to a text message from a potential romantic partner is often deciphered as a form of rejection.

So how can we help our minds stay inspired and enthusiastic, and keep our relationships healthy?

• Limit your time with TV, mobiles and computers;

• If you are spending time with people you really care about, you might want to reconsider the habit of reaching for your phone to reply to a text message or checking your e-mail;

• Spend quality time with your loved ones, reinvent your time together: sing, dance, do art together, or explore learning a new language;

• Experiment, challenge the existent, and stay curious;

• Stay in constant contact with nature.

(https://timesofmalta.com/articles/view/inspired-or-lost-in-the-technology-matrix.460358)

b) Mark each sentence as T (true) or F (false):
1) _____ At present, our body and mind are only influenced by the technology.
2) _____ The human brain is greatly assisted by the technology in terms of decoding, detachment, de-stressing, and detoxing all the information we perceive.

3) _____ When socializing, friends will keep their mobiles on the table or within easy reach.

4) _____ Nomophobia is the fear of using mobiles.

5) _____ When texting "I love you", you can send more clues to your beloved than when simply uttering this phrase.

6) _____ When there is no reply to a text message from a potential romantic partner, the other partner can interpret it as rejection.

7) _____ Staying in contact with nature can help us keep sane in this hectic technological age.

c) Comment on the statistics in the article. Search for similar statistics relating to Russian people. Discuss the findings in class.

Task 4

a) ***Read the text to get the main idea and report in to class:***

Too Much Screen Time Could Raise Your Odds for Stroke

You've heard the warnings about kids who are forever glued to their screens, but all that screen time can have devastating health effects for grown-ups.

If you're under 60, too much time using a computer, watching TV or reading could boost your risk for a stroke, Canadian researchers warn.

"Be aware that very high sedentary time with little time spent on physical activity can have adverse effects on health, including increased risk of stroke," said study author Dr. Raed Joundi, a stroke fellow at the University of Calgary, in Alberta.

For the study, (1)_____ Joundi's team looked at 143,000 Canadian adults who had no history of stroke, heart disease or cancer.

Over about nine years, these adults averaged 4.08 hours a day of sedentary leisure time (hours on a computer, reading and watching TV). (2)___

Adults 60 and under who were inactive and reported eight or more hours a day of sedentary leisure time had more than four times the risk of stroke compared to those whose inactive leisure was under four hours a day.

Those in the least active group – (3)___ – were seven times more likely to have a stroke compared to those who were more active and spent less than four sedentary hours a day, the study found.

"Physical activity has a very important role in that it reduces the actual time spent sedentary, and it also seems to diminish the negative impact of excess sedentary time," Joundi said in a journal news release.

Doctors' recommendations and public health policies should emphasize the importance of being active in young adulthood (4)__

U.S. adults spend an average 10.5 hours a day using media such as smartphones, computers or TV, and 50- to 64-year-olds spend more time doing so than any other age group, according to the American Heart Association.

The researchers did not ask participants about work-related sedentary time. (5)___

Previous studies suggest that nearly nine in ten strokes can be attributed to modifiable risk factors, such as inactivity.

(https://johnshopkinshealthcare.staywellsolutionsonline.com/RelatedItems/6,1654682542)

b)   Read the text again and complete the gaps 1-5 with fragments a-e:

(a) as well as other healthy habits that lower stroke risk, the study authors suggested.

(b) As a result, they said, that may mean it was **underreported** among folks with **desk jobs**.

(c) Those 60 and younger devoted 3.9 hours a day to such activities; 60- to 79-year-olds – 4.4 hours; and those 80 and older – 4.3 hours a day.

(d) eight or more hours of sedentary time and low physical activity

(e) which was published Aug. 19, 2021, in the journal *Stroke*

c) Discuss the problems described in the text with peers. Have you ever thought about such adverse affects of staying glued to the screen?

Task 5

a) Listen to the text using qr code on the right and fill in gaps:

Schools, Parents Disagree over Bans on Student Mobile Phones

Growing numbers of schools in the United States are limiting how much students can use their mobile phones. Educators say phones are (1)_____ and keep children from learning. But some parents disagree and are pushing back against the policy.

Bans on the devices were increasing before the COVID-19 pandemic. Since schools (2)_____, struggles with student behavior and mental health have given some schools even more reason to restrict use.

During the time of online learning, parents had constant access to their children. Some have not wanted to give that access up. Others say they fear losing contact with their children if there were a school (3)_____.

With more debate on how subjects like race are taught in schools, some parents also view phone restrictions as a way of keeping them out of their kids' education.

Shannon Moser has students in eighth and ninth grades in Rochester, New York. She said she felt parents were being pushed away when the local school system (4)_____ away student phones. She noted that many parents on either side of the political divide feel the same way.

"Everything is just so politicized, so **divisive**. And I think parents just have a general fear of what's happening with their kids during the day," Moser told *The Associated Press*. There is a form of (5)_____, she said, when students are able to record what goes on around them.

The National Center for Education Statistics found that about 65 percent of public schools banned mobile phones in 2015. By the 2019-2020 school year, restrictions were in place at (6)_____ percent of schools. And the states of California and Tennessee recently passed laws permitting schools to ban phones.

Now, educators see a need to keep students from being distracted. During the pandemic, many students experienced learning loss.

Liz Keren-Kolb is a professor of education technologies at the University of Michigan. She said school officials may feel like they could (7)_____ mobile devices due to parents' concern about high amounts of screen time during the pandemic. But she said there is a wide range of parental opinions on the subject.

"You still have the parents that want to have that direct line of communication," she said. "But I do think that there's more of an (8)_____ and an understanding toward their child being able to put away their devices so they can really focus on the learning in the classroom."

In western Pennsylvania, the Washington School District started a ban on mobile phones this year as educators found them to be a (9)_____.

Students were on their phones in the hallways and at lunch tables. Some would call home or answer calls in the middle of a class, high school teacher Treg Campbell said.

School system leader, George Lammay, said the ban was the right choice. He said the ban was to keep students (10)_____ on school, "not try to limit their contact with families."

In some cases, pushback from parents has led to changes in policy.

At the Brush School District in Colorado, mobile phones were banned after teachers had concerns over online (11)_____. When parents pushed back, the school system held a community meeting, with most arguing against the ban. Parents said they wanted their children to have access to their phones.

The policy was changed to permit phones on school grounds. But they must be turned off and put away. The school also said it would (12)_____ some students use their phones for special reasons.

"There's not an intention to say cell phones are evil," Wilson said. Instead, it is "'How do we manage this in a way that makes sense for everybody?'"

Kolb said there is no perfect answer for phones in schools. "It really comes down to making sure that we're educating students and parents about healthy habits with their digital devices," she said.

(https://learningenglish.voanews.com/a/schools-parents-disagree-over-bans-on-student-mobile-phones/6828658.html)

b) Discuss the following questions with your peers:
1) Was the parents' reaction to the ban of mobile phones at schools unanimous? How did some parents explain their negative reaction to the ban? Do you think that the ban was a political decision in any way?

2) What were the major concerns why school administrations introduced the ban of mobile phones in the first place?
3) What do you think about students using their phones to record what goes on around them at school?
4) What do you think "learning loss" is? Have you ever experienced it? What was the reason?
5) Why do educators think the mobile phone to be a distraction? Do you agree with them?
6) Do you believe that the mobile phone ban can reduce online bulling?
7) How would you define "healthy habits" with digital devices and TV for children and adults?

Task 6

a) Scan the text about the problem with an increased screen time in Australia to pick up the ideas that can be implemented to reduce the phone use time:

Is it time for a digital detox?

Have you just spent hours of your festive break scrolling, scrolling, scrolling? It's a fact that spending too much time staring at the small screen can create stress, anxiety and health issues. Isn't it time we all aimed to disconnect more from our phones and reconnect more with life, health and happiness? […]

While there's no question this has changed our lives by making communication and day-to-day tasks a whole lot easier, this constant connection can also come at a cost. Increased mobile phone use has been linked to increases in stress anxiety, depression and body image issues. So it's hardly surprising that Deloitte's Digital Consumer Trends 2020 report reveals that 44 per cent of Australians think their phone use is a problem, and want to reduce the time they spend on them.

Obviously, the answer to spending too much time on digital devices is to spend less time. That's easier said than done. More than 90 per cent of Australians have a smartphone and most of us don't want to disconnect completely. They've become essential to our daily life. The internet and digital devices have made so many things so much easier and more convenient, with benefits that we'd rather not do without. But **cutting back on** our use is a good thing.

Logging off for a few hours can have a real and positive effect on our lives and taking an even bigger step back and doing a digital detox can do wonders for your well-being.

Whether it's for an hour during the day, a whole day, or maybe even a week, there's no doubt that regularly switching off your devices and leaving your social media unchecked is good for you.

The ping of a new message, WhatsApp comment or Insta DM. Some likes on Instagram or Facebook to check. Or emails from work that come in 24 hours a day, seven days a week. […]

There are a few ways you can reduce the distractions:

- Turn off notifications, use Do Not Disturb or aeroplane mode.

- Set rules like no phones at the dinner table, phones on silent when you're with friends, no texting after 10pm and leaving your phone in another room when you're watching the TV so you don't end up using both screens at once.

- Do not have your phone next to your bed at night.

- And the simplest, just turn it off for a while.

For a lot of people, looking at their phone is the last thing they do at night and the first thing they do when they wake up. Just a quick check of your messages or socials before you turn off the light can quickly turn into a descent down the rabbit hole of TikTok cat videos. On top of keeping you up later and reducing your sleep, the screen's light stimulates your brain and can prevent it from producing melatonin, which helps you fall asleep and regulates your body's natural sleep cycles. You'll find it harder to both get to sleep and stay asleep. Not getting enough sleep not only makes you tired, it reduces your resilience which can lead to higher stress and anxiety.

The best thing to do is to leave your phone recharging overnight in another room (or at least not within reach of your bed if you use it as an alarm clock) and read a good book (or a boring one if you want to get to sleep faster) instead.

Fear Of Missing Out (FOMO) is actually a serious issue and a very negative effect of social media. FOMO is a social anxiety that comes from a fear that you're **missing out on** something good or interesting that's happening out there in the real or online world.

We feel we need to stay connected so that we don't miss out. And even though we realise people only post the best bits of their lives, it can still make us feel bad that we aren't doing something as exciting or interesting. It's time to take less notice of what's happening on your phone and look more at what's around you, and you will NMO – Never Miss Out.

The days of leaving work behind at the end of the day have long gone. Now you have every email in your pocket every hour of the day. It can be challenging to resist the temptation to look at your work emails. But the need **to disengage from work**, be completely engaged with home life, and be able to relax is critical in maintaining a healthy balance and a good frame of mind. And in the long run, feeling better physically and mentally will make you much more effective at work anyway.

So turn off the notifications and set yourself rules on the last time of day you'll check work emails. Try setting up an auto-reply to tell people when you'll be next checking your emails, and they'll understand why you don't reply instantly to their message.

(https://www.smartmove.com.au/is-it-time-for-a-digital-detox/)

b) Discuss the following issues with peers:

1) Does the description of a usual pattern of daily use of devices by Australians remind you of your own pattern? How similar or different are they? How many Russians do you think will never refuse from using their phones in daily life?

2) Do you agree that phones have made communication and day-to-day tasks "a whole lot easier"? What "cost" do you think the author of the article means in this case? Do you agree that "the phone use is a problem"? Do you want to reduce time you spend on your phone? Why?

3) What is a detox? Do you agree that the modern person needs a digital detox and what are the signs of that need? What are the four major ways of how to cut back on the use of digital devices the article presents? Do you think they can really help people reduce their screen time? Can you think of some other methods, maybe, those that you personally use?

4) Have you got FOMO? How do you know? How do you usually try to reduce this fear, or do you just accept it? How does it influence your life?

5) What metaphor does the author use to describe an uncontrollable time you end up spending on the phone when you originally intend only to get a quick check of your messages? How often do you find yourselves following that way? How do you usually stop that "descent", if at all?

Task 7
a) Render the text in English and discuss the issue with peers – how relevant the gadget addiction is for Russian people:
Чем опасна зависимость от смартфона и как навсегда от неё избавиться

Смартфон стал занимать слишком большую часть вашей жизни? Пора избавиться от самой вредной привычки XXI века – не выпускать телефон из рук — и начать жить в реальном мире. Смартфон – это волшебство в чистом виде. Устройство, настолько маленькое, что может поместиться в вашем кармане, позволяет мгновенно связаться с кем угодно в любой точке планеты, сделать захватывающие дух фотографии и получить доступ к знаниям всего человечества. Невероятно!

Но, как и на любом волшебном артефакте, на смартфоне можно настолько помешаться, что всё, что вам захочется делать, – это смотреть в его светящийся маленький экран. Помните Голлума (Gollum) из «Властелина колец», который не мог оторваться от своей «прелести»?

Неудивительно, что люди оказались в растерянности: они не выпускают телефоны из рук, но в то же время чувствуют себя несчастными, осознавая, сколько времени и внимания тратят на них. У многих людей появилась привычка (больше напоминающая зависимость) постоянно держать в руках телефон. Конечно, можно воспринимать это как безвредный способ избавиться от скуки. Но исследования показывают, что интенсивное использование смартфона оказывает пагубное воздействие на некоторые аспекты нашей жизни.

1. Потеря способности к сопереживанию и связи с другими

Профессор Массачусетского технологического института Шерри Таркл (Sherry Turkle) утверждает, что из-за общения через телефон мы становимся менее чуткими. Когда мы знаем, что есть возможность отвлечься, мы не видим смысла в общении с кем-то на более глубоком уровне. На Западе уже давно существует проблема одиночества большого количества людей, и развитие смартфонов сыграло в этом не последнюю роль.

2. Бессонница

Согласно социологическим опросам, 44% людей в возрасте от 18 до 24 лет засыпают со смартфоном в руке. А четверть опрошенных согласилась с утверждением «Я не сплю так же хорошо, как раньше, потому что всё время пользуюсь гаджетами». Кстати, 4 человека из 10 обязательно проверят ночью телефон после получения уведомления.

3. Рассеянность внимания, утрата способности полностью отдаться делу

Хотя смартфоны часто рекламируют как инструмент, который позволит вам работать даже на ходу, по иронии они чаще всего становятся главными помехами для нашей продуктивности.

Смартфоны, наряду с другими цифровыми устройствами, приучают наш мозг постоянно отвлекаться. Звонки и сигналы уведомлений приводят к тому, что наше внимание рассеивается. Мы не можем по-настоящему погрузиться в работу, потому что всегда есть вероятность, что мы заскучаем по своему телефону. Привычка разделять внимание слишком глубоко укоренилась в мозгах. Другими словами, из-за смартфонов атрофируется наша способность к вдумчивости и полному погружению в работу.

4. Потеря способности полностью присутствовать в реальной жизни

Всё больше и больше людей начинают свой день с того, что тянутся за телефоном. В среднем мы проводим за ноутбуками, смартфонами и компьютерами около 8 часов в день. У 81% пользователей телефон включён 24 часа в сутки. Более половины миллениалов говорят, что пользуются телефоном постоянно.

Как избавиться от зависимости

Шаг 1. Проанализируйте, как вы используете телефон

Первый шаг для избавления от зависимости — определить, сколько времени вы тратите на свой телефон за день. Осознание того, как вы используете телефон, поможет вам более рационально подходить к обращению с ним.

Шаг 2. Откажитесь от умного телефона и купите «глупый»

В последние годы появилась тенденция сознательно отказываться от культуры постоянной связи и возвращаться в 2001 год. Ведь если на телефон нельзя установить приложения, то не будет и соблазна постоянно их проверять.

По иронии больше всего любителей «глупых» телефонов – среди разработчиков в Кремниевой долине. Эти люди в основном занимаются производством вызывающих привыкание приложений, но с обычным телефоном способны лучше сосредоточиться на своей работе. В отличие от вас. Они призывают есть нездоровую пищу, хотя сами сидят на диете.

Помимо экономии внимания, у «глупых» телефонов есть ещё несколько серьёзных преимуществ. Во-первых, они намного дешевле своих современных аналогов. Во-вторых, имея на руках самый простой телефон, вы избавитесь от соблазна постоянно менять свой гаджет на самую последнюю модель. «Глупые» телефоны к тому же безопаснее в плане хранения конфиденциальных данных. Подумайте об информации, которую вы храните на своём смартфоне: сведения о банковской карте, электронная почта, пароли и так далее. Что произойдёт, если она попадёт в руки недоброжелателя?

Шаг 3. Сделайте свой смартфон глупее

Что делать, если, взвесив все за и против, вы решили, что обычный телефон не для вас? Тогда главная проблема: как воспользоваться всеми преимуществами вашего смартфона и не превратиться в его раба? Нужно всего лишь сделать смартфон немного глупее. И вот простые способы это провернуть.

Тактика № 1. Измените настройки телефона

1. Отключите уведомления

2. Отключайте Wi-Fi и входящие звонки

Тактика № 2. Удалите бесполезные приложения

Другой способ сделать свой смартфон глупее, сохранив в то же время все его преимущества, – удалить приложения, которые не приводят к существенному улучшению вашей жизни или заставляют вас отвлекаться.

Шаг 4. Боритесь с технологиями с помощью технологий

Итак, вы сократили список своих приложений до самых необходимых. Но, несмотря на проделанную работу, вы всё равно испытываете соблазн проверять рабочие или просто важные для вас приложения снова и снова? поэтому можно, например, использовать приложения для управления другими приложениями**.**

Будьте хозяином техники, а не её рабом!

(https://lifehacker.ru/smartphone-habit/)

b) Do the questionnaire below, then check the description of your degree of nomophobia, and discuss the results with peers:
Rate the following statements from 1 (disagree) to 7 (agree), then check your scores below…
1. I would feel uncomfortable without constant access to information through my smartphone.

2. I would be annoyed if I could not look information up on my smartphone when I wanted to do so.

3. Being unable to get the news (e.g., happenings, weather, etc.) on my smartphone would make me nervous.

4. I would be annoyed if I could not use my smartphone and/or its capabilities when I wanted to do so.

5. Running out of battery in my smartphone would scare me.

6. If I were to run out of credits or hit my monthly data limit, I would panic.

7. If I did not have a data signal or could not connect to Wi-Fi, then I would constantly check to see if I had a signal or could find a Wi-Fi network.

8. If I could not use my smartphone, I would be afraid of getting stranded somewhere.

9. If I could not check my smartphone for a while, I would feel a desire to check it.

And these...

If I did not have my smartphone with me:

1. I would feel anxious because I could not instantly communicate with my family and/or friends.

2. I would be worried because my family and/or friends could not reach me.

3. I would feel nervous because I would not be able to receive text messages and calls.

4. I would be anxious because I could not keep in touch with my family and/or friends.

5. I would be nervous because I could not know if someone had tried to get hold of me.

6. I would feel anxious because my constant connection to my family and friends would be broken.

7. I would be nervous because I would be disconnected from my online identity.

8. I would be uncomfortable because I could not stay up-to-date with social media and online networks.

9. I would feel awkward because I could not check my notifications for updates from my connections and online networks.

10. I would feel anxious because I could not check my email messages.

11. I would feel weird because I would not know what to do.

Now calculate your score:

20 or less = not at all nomophobic.

You have a very healthy relationship with your device and have no problem being separated from it.

21-60 = Mild nomophobia.

You get a little twitchy when you leave your phone at home or get stuck somewhere without WiFi.

61-100 = Moderate nomophobia.

You're fairly attached to your device. You often check for updates while you're walking down the street or talking to a friend.

101-120 = Severe nomophobia.

You can barely go for a minute without checking your phone. It's the first thing you check in the morning and the last at night, and dominates most of your activities in-between.

Task 8.

a) Read the following citations about television, computers and smartphones and comment on each. Which one do you agree with most? Why?

1) It is okay to own a technology, what is not okay is to be owned by technology *(Abhijit Naskar, Mucize Insan: When the World is Family).*

2) You know you are a human when a beautiful image appearing on television/computer/smartphone/tab screen appears more alive than a living being. Basically, we are stupid *(Saurabh Sharma, President of American Moment and co-host of Moment of Truth).*

3) Smartphone is definitely smarter than us to be able to keep us addicted to it *(Munia Khan, poet, writer and editor).*

4) Some devices are smart, unlike their owners *(Mokokoma Mokhonoana, South African philosopher, social critic, satirist, aphorist, essayist, cartoonist, graphic designer, and an iconoclast).*

5) The blind man aspires to appreciate the beauty of the world he cannot see, while the sighted man stares at his phone *(Rajesh, Indian actor).*

6) [Television is] chewing gum for the eyes *(John Mason Brown, American drama critic and author).*

7) [Television is] is a vast cultural wasteland *(Anonymous).*

8) What a computer is to me is the most remarkable tool that we have ever come up with. It's the equivalent of a bicycle for our minds *(Steve Jobs, American business magnate, industrial designer, media proprietor, and investor).*

9) There's a temptation in our networked age to think that ideas can be developed by email and iChat. That's crazy. Creativity comes from spontaneous meetings, from random discussions. You run into someone, you ask what they're doing, you say 'wow,' and soon you're cooking up all sorts of ideas *(Steve Jobs, American business magnate, industrial designer, media proprietor, and investor).*

10) Телевизор – пульт дистанционного управления телезрителем *(Виктор Пелевин, русский советский и российский писатель, эссеист).*

11) Если по телевизору не покажут, никто ничего не узнает; если покажут, все забудут через два дня *(Александр Привалов, российский журналист и публицист, телеведущий).*

b) Choose one citation and write a 250-word essay on it.

Unit 7. CUSTOMS AND TADITIONS

THINK FIRST!
What is the most beautiful or shocking tradition/ custom you have ever heard about? Do you think modern people need traditions?

Task 1
a) What is the difference between the custom and the tradition?

b) Read the information about the difference between the custom and the tradition and use the correct forms of the verbs in brackets:

Every society, community and family have traditions and customs that are common to them. Though these two words – traditions and customs – are _____*(to use)* often interchangeably, there is a slight difference between the custom and the tradition. The main difference between custom and tradition _____*(to lie)* in the length of time associated with them.

What is a Custom
A custom is a usage or practice common to many or a particular place or group of people. It is the commonly accepted way of _____*(to behave)* or _____*(to do)* something in a particular society, place or time. Each culture, society and religion have their customs. For example, in some countries _____*(to bow)* is a way of _____*(to show)* respect and gratitude. Just like traditions, a custom can start in a family; a certain gesture, behavior or act becomes a custom when it is constantly practiced. When a custom _____*(to follow)* for many years and _____*(to pass)* down to younger generations, it becomes a tradition.

What is a Tradition
A tradition is a way of behaving, thinking or doing something that _____*(to follow)* by people in a particular community, society, family, etc. for a long time. A tradition can be an idea, belief that _____*(to pass)* down from one generation to another. It can be common to a certain religion, culture or even a family. For example, members of a certain family can have a party on a certain day of the year. After some years, this practice can turn to a family tradition.
While following traditions is not obligatory, many people follow traditions as it is the way of life that they _____*(to teach)* from childhood. However, it is always better to follow a tradition after knowing the origins and the reason behind that tradition. Since traditions are not strict rules and regulations, it is always possible to change certain aspects of a tradition. In fact, most of the traditions we follow today are variations of an original tradition; over the time, people have added and omitted certain aspects of a tradition. For example, if we look at the history of the Christmas traditions, Christmas trees _____*(to decorate)* traditionally with edibles like apples and nuts; it was in the 18th century that it _____*(to begin)* to be illuminated by candles. Today Christmas trees are decorated with electric lights and various ornaments.

Difference Between Custom and Tradition

Definition

Custom is a usage or practice common to many or a particular place or group of people.

Tradition is the transmission of customs or beliefs from generation to generation or the fact of being passed on in this way.

Length of time

Custom can be a new practice.

Tradition is always a custom that has been passed down for years.

Connection

Custom, if passed down for generations, can become a tradition.

Tradition is a custom that have been transmitted through generations.

Culture is the collective term to identify certain ideas, customs, and social behaviors. It represents a group of people or a society, combining their knowledge, beliefs, morals, and laws.

For the most part, culture _____*(to look)* at the big picture. It is a general term that represents the whole. It includes everything from the food you eat to the TV shows you watch, as well as art, language, fashion, dance, and more.

Culture is what brings an entire group of people together. It not only represents what you do but also what you believe. It is deep-rooted into your personality and behavior, often resulting in shared morals and values. It is a shared sense of community identity.

The main difference between culture and tradition is that traditions describe a group's beliefs and behaviors that are passed down from one generation to another. Culture describes the shared characteristics of the entire group, which _____*(to amass)* throughout its history. It is a way of life that you learn through immersion as you experience it each and every day.

Culture acts as the underlying thread that connects you to everyone else, with traditions acting as the events and customs to honor these.

(https://pediaa.com/difference-between-custom-and-tradition/
https://preemptivelove.org/blog/difference-between-culture-and-tradition/)

b) Answer the following questions:

1) What is the custom?
2) What is the tradition?
3) What are the main parameters that make the tradition different from the custom?
4) What is culture and how does it relate to the tradition?

c) Think of some examples of customs and traditions from your family or culture and share them with peers.

d) Study the vocabulary units relating to customs and traditions and be ready to explain them in English and use them to make up your own sentences:

custom

tradition
ritual
culture clash
sense of belonging
outsider
family lineage
cultural appropriation
culturally diverse
indigenous people
aborigine
to amass
to follow a tradition
to pass down from generation to generation
to connect with the roots
to share
to set goals
to pay homage

Task 2
a) Read the text about the importance of understanding culture and traditions and insert the following words in the gaps below:

externally-facing	*honor*	*fuels*	*empathize*	*widens*
long-lasting	*firsthand*	*sacred*	*impacts*	*empowers*
pay homage	*cultural appropriation*			

As we become more connected as a species, we get glimpses into how other people live. You can open your phone right now and learn about a culture you've never experienced (1)_____. Maybe you feel guilty about certain aspects of history, or simply come across a culture you love and one you wish to honor. The traditions of these cultures give you an opportunity to do just that. But without understanding the bigger picture, your appreciation can turn into (2)_____.

You're part of a culture yourself, although you may take many aspects of it for granted. Much of it exists beneath the surface, but you can be sure that it plays a large role in the person you are. It (3)_____ your beliefs and values. It affects your personality and character. A person's culture is (4)_____.

We share an incredible ability to learn about different cultures these days. It's a gift. It's easy, for instance, to (5)_____ to Mexico's culture by celebrating the Day of The Dead. But are you honoring the culture or simply partaking in a tradition you know little about?

This is why it's important to know the difference between culture and tradition. Traditions are often the most (6)_____ parts of a culture. They show the personality, color, and heritage of a culture. They help you know what to do and when (and what not to do). They give you a glimpse into a person's culture, but to

truly understand a culture, you need to spend time listening and learning. And one of the first lessons is understanding the difference between culture and tradition.

Once you know this you can go beneath the surface and understand the bigger picture. This leads to empathy, respect, appreciation, and the ability to properly (7)_____ a person and their culture. True understanding (8)_____ real change.

We only know what we know, which (9)_____ the gap of ignorance and indifference. But when you start to understand what you might not know, to try to understand the perspective and experiences of others, and to (10)_____ with them, you lay the foundation for change.

Ignorance (11)_____ so much hate, conflict, and war. Long before bombs and bullets, violence starts in our heads and our hearts, in the words we use, in the beliefs we hold about other cultures and traditions. Understanding the difference between culture and tradition allows us to better understand one another, to empathize, build relationship, and create (12)_____ change.

(https://preemptivelove.org/blog/difference-between-culture-and-tradition/)

b) What do you think about cultural appropriation? Can you think of some examples of this phenomenon?

Task 3

a) Read the text about the importance of tradition on mental health and answer the following questions:

1) What is the origin of the word "tradition"?
2) Why are rituals important in our daily life? Do you agree with it?
3) What is the beneficial role of traditions in our life? Can you feel it?
4) What are the "Four B's" that traditions help us fulfill?
5) Can you say from your personal experience that "celebrations make people happier and healthier"? Do we need traditions in our modern life? Why?

Why Traditions Matter to Mental Health

Traditions are important to our mental health because they provide a sense of stability and help us connect with our roots.

The word tradition comes from the Latin word "tradiare", which means "to hand over, to transmit". It is a practice or ritual that is passed down from generation to generation. Traditions give us a sense of stability and help us connect with our roots.

(1) Rituals are a powerful tool for creating meaning in our daily lives. They have the power to shape our experiences and regulate our emotions. The idea of rituals can seem foreign to many people in the Western world. However, in other cultures rituals are a fundamental part of what it means to be a person.

Rituals can serve as a substitute for religion or spirituality in secular societies, for example holiday traditions that are used to celebrate Christian holidays.

They can also help us cope with death and loss through practices like grieving rituals, which allow us to express grief and prepare ourselves before proceeding with life.

Lastly, they may provide relief from existential anxiety because they offer a sense of continuity and predictability in an often unpredictable world.

(2) One of the most important aspects of life is tradition. You form traditions based on those around you, and they can differ based on one's childhood. However, there are many universal traditions that people share no matter what. For example, for many people, New Year's Eve is a time for reflection on all that has happened during the year. It is also a time to set goals for the new year ahead. These traditions can provide structure to our lives and allow us to feel safe when we are going through hard times.

(3) The practice of tradition is very popular and key to our sense of belonging. Tradition helps us to feel like we belong in this world when we have come from somewhere else. It also helps us to fit in when we have always been in the same place. Besides it provides a sense of belonging for those who may feel like an outsider. Traditions have been an important component of human societies **since the dawn of time**. They fulfill four key criteria for achieving the "Four B's", our senses of Being, Belonging, Believing and Benevolence. Traditions are a source of enjoyment and meaning. They help you feel like you belong to your community or to the broader society. They also make you believe in something larger than yourselves; they give life meaning.

(4) Traditions are about more than just following a set of steps. They are about creating unity and gathering people together. Traditions provide us with a sense of comfort and coziness, bringing families and friends together during the holidays.

Some traditions may seem like silly superstition but traditions can be used to connect people to their history and family lineage. These provide us with experiences of shared values and mutual comfort. They also offer us time for reflection and relaxation, and relief from the pressures of our daily lives.

(5) People all over the world celebrate in their own way, but what is most common are celebrations that are traditional to their culture. Traditional celebrations are some of the most significant parts of human history and they have been shown to reduce stress, increase mental well-being, and increase physical health. Traditional celebrations help people feel more connected to their community. They can even help them find ways of coping with difficult situations by providing an outlet for people during tough times!

(https://oregoncounseling.com/article/why-traditions-matter-to-mental-health/)

b) Match the subtitles (a-e) with the corresponding parts of the text (1-5):
(a) Traditions Provide Structure and Comfort
(b) Traditions Connect People with Each Other

(c) Traditions Foster a Sense of Being
(d) Traditional Celebrations Make People Happier and Healthier
(e) The Importance of Rituals in Our Daily Lives

***c) Mark each sentence as T* (true) or *F* (false):**
1) ____ People in the West recognize the importance of traditions.
2) ____ Rituals can act as scaffolding for us in difficult situations.
3) ____ Celebrating a New Year is a universally shared tradition.
4) ____ Traditions give us a sense of belonging when we have come back from somewhere else, but also when we have always stayed in the same place.
5) ____ Most traditions we have now have appeared only recently.
6) ____ Traditional celebrations usually have a negative impact on human health.

Task 4

a) Scan the text to pick up the main facts about the major aspects of American culture and report them to class:

American Culture: Traditions and Customs of the United States

American culture encompasses the customs and traditions of the United States. "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things", said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

The United States is the third largest country in the world with a population of more than 332 million, according to the U.S. Census Bureau. A child is born every 9 seconds, and a person dies every 11 seconds. (1)___

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Indigenous Americans, Latin Americans, Africans and Asians.

The United States is sometimes described as a "melting pot", in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

(2)___ "For example, in the United States, Catholic Spanish-speaking communities might keep their language and other cultural family traditions, but are integrated in the urban community and have embraced the American way of life in many other ways". The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs.

Language

According to the US Government, there is no official language of the United States. While almost every language in the world is spoken in the United States, the most frequently spoken non-English languages are Spanish, Chinese, French

and German. Ninety percent of the U.S. population speaks and understands at least some English, and most official business is conducted in English. Some states have official or preferred languages. For example, English and Hawaiian are the official languages in Hawaii.

The Census Bureau estimates that more than 350 languages are spoken in the United States. The bureau divides those languages into four categories: Spanish; other Indo-European languages, which includes German, Yiddish, Swedish, French, Italian, Russian, Polish, Hindi, Punjabi, Greek and several others. Asian and Pacific Island languages, including Chinese, Korean, Japanese, Thai, Tamil and more are also included. (3)___

Religion

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 70% of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23% had no religious affiliation at all and around 6% of the population is made up of non-Christian religions.

The number of people who identify with no religion seems to be decreasing. According to the Pew Research Center, this category is expected to drop from 16% in 2015 to 13% in 2060.

American Style

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans, though there have been a variety of other styles throughout the decades. American fashion is widely influenced by celebrities and the media.

(4)___ According to the Census Bureau, U.S. retail e-commerce sales for the third quarter of 2021 totaled $214.6 billion.

American Food

American cuisine was influenced by Europeans and Native Americans in its early history. Today, there are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf.

(5)___ Southern-style cooking is often called "American comfort food" and includes dishes such as fried chicken, collard greens, black-eyed peas and cornbread. Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos, and relies heavily on shredded cheese and beans.

The Arts

The United States is widely known around the world as a leader in mass media production, including television and movies. The United States comprises one-third of the worldwide media and entertainment industry and is worth $717 billion. The television broadcasting industry took hold in the United States in the early 1950s, and American television programs are now shown around the world. The United States also has a vibrant movie industry, centered in Hollywood, California,

and American movies are popular worldwide. The U.S. film industry earned a record $100 Billion in 2019, according to Forbes, before dropping in 2020 due to the COVID pandemic.

The United States' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history. (6)___ American music is very diverse with many, many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock'n'roll and hip hop.

Sports

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports. Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades.

American Holidays

Many holidays are celebrated only in the United States. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honors those who have died in military service. Labor Day, observed on the first Monday in September, celebrates the country's workforce. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest.

Presidents' Day, marking the birthdays of George Washington and Abraham Lincoln, is a federal holiday that occurs on the third Monday in February. The contributions of veterans are honored on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader Martin Luther King Jr. are remembered on the third Monday in January.

(https://www.livescience.com/28945-american-culture.html)

c) *Read the text again and complete the gaps 1-6 with fragments a-f:*

(a) There is also a category for "all other languages", which is for languages that didn't fit into the first three categories, such as Hungarian, Arabic, Hebrew, languages of Africa and languages of native people of North, Central and South America.

(b) There are also styles of cooking and types of foods that are specific to a region.

(c) American folk art is an artistic style and is identified with quilts and other hand-crafted items.

(d) In addition to indigenous Americans who were already living on the continent, the population of the United States was built on immigration from other countries. A new immigrant moves to the United States every 666 seconds, according to the Census Bureau.

(e) The way people "melt" in the United States differs. "Different groups of immigrants integrate in different ways", De Rossi told Live Science.

(f) More and more Americans are buying fashion, electronics and more online.

c) Look at the figures from the text above and comment on each:

332   9   666   11   99   350   70   23

6   16   1/3   4   1950s

d) Prepare a profile with the aspects of your national culture (Russian, Uzbek, Belorussian, etc.) according to the structure of the text above. Report your results to class. Discuss the most interesting points.

Task 5

a) Listen to the text using qr code on the right and fill in gaps:
Films Explore Native Peoples, Culture Conflict

The city of Los Angeles, California is famous as the home of America's movie industry. A recent film festival there presented a number of movies about (1)_____ peoples and cultures. The Garifuna International Film Festival takes place every year in May. This marked the event's fourth year.

The films focus on peoples like the Garifuna – Central Americans of combined African, Carib and Arawak ancestry. (2)_____ and actor Ruben Reyes is Garifuna. He co-produced the movie "Garifuna in Peril".

"We come to the United States and other countries, then our children want to be American. But when we teach them the importance of being Garifuna, then they start to show interest in the language".

A film called "The Holy Man: The USA vs Douglas White" looks at a (3)_____ leader accused of a crime and imprisoned. The story comes from the Pine Ridge reservation of Lakota people. The filmmakers found problems in the case against Douglas White and had it reopened. The story examines (4)_____ and poverty, and a rich culture.

Husband and wife team Simon Joseph and Jennifer Jessum made the film. Actor Martin Sheen narrates the story. Here is Martin Sheen with Jennifer Jessum from a video clip seen on YouTube:

"Pine Ridge Indian reservation is home to the Lakota people, also known as the great Sioux nation".

"It is kind of a small story that takes on some bigger (5)_____".

Dancer Olu Yemisi documents her dance troupe in the film "Rhythm and Body Language". The group performs to music with roots in Latin, Caribbean and American jazz. "This film actually follows some years of us performing in different venues".

A Cantonese-language film, "Red Passage", looks at a different kind of culture (6)_____ in Hong Kong. Forty years ago, a few liberal schools in the British colony supported ideas then current in mainland China during the Cultural
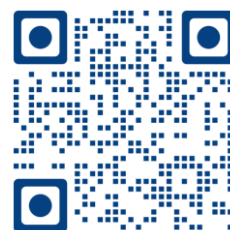
Revolution. The story is based on the childhood of filmmaker Ho Yi. "When this boy got into this kind of school, he suffers and feels lonely and feels (7)_____".

Freda Sideroff is the founder and organizer of the Garifuna International Film Festival. She is Garifuna. She says some films this year examined cultural conflict and others loss of language. "The aborigines, the Hawaiians with their language, and we have the Welsh". She says they are languages and cultures worth protecting.

(https://learningenglish.voanews.com/a/films-explore-native-peoples-culture-conflict/2794282.html)

b) Discuss the following questions with your peers:
1) What does the word Garifuna mean in the name of the festival – The Garifuna International Film Festival? Have you heard about any other festivals aimed at protecting indigenous cultures?
2) What are the main aspects that the films mentioned in the article focus on? Do you think these are the most important cultural issues that need protecting?
3) At the end of the story, Freda Sideroff, founder and organizer of the Garifuna International Film Festival, says about some cultures that "they are languages and cultures worth protecting". Does it mean that there are cultures not worth protecting?

Task 6

a)   Read some information about strange traditions from around the world and comment on them. Why do you think people formed this kind of traditions? Can you think of any strange traditions from your culture? Discuss them in class.

Carrying the wife over burning coals, China
Some tribes in China follow a strange tradition where the husband carries his wife and walks over burning coals. These tribes believe that this practice would help the wife have painless labor. And some believe that walking over burning coals prevents natural disasters. Some choose to do this as the husband and wife take their first step into their new home and some choose to do it when they know that the wife is pregnant. The husband usually does this barefoot with his wife on his back.

The baby jumping festival, Spain
In a yearly festival locally called El Colacho in the Spanish village of Castrillo de Murcia, men dressed as yellow devils run and jump over babies.
During this festival babies born in the previous year are placed in arranged rows of pillows spaced out down a public street. Then men dressed in bright yellow costumes, and weird masks begin to run down the street jumping over the rows of children like Olympic hurdlers.
This tradition started in the early 1600s; the villagers believe that it keeps the devil away from these children. The babies are sprinkled with rose petals after the run.

Breaking porcelain for good luck, Germany

The German custom is called Polterabend. It is an informal party where the family and friends of soon to be wed couples gather to break porcelain items such as dinner wares and flower vases. The couples should then clear up the broken things. This tradition is believed to bring good luck to the new marriage. Or at least to show the couple the significance of hard work and unity, which are an integral part of any marriage.

Bullet ant initiation, Brazil

According to the Satere-Mawe Tribe from the Amazon rain forest, Brazil, a boy does not become a man unless he can withstand being stung by a swarm of Bullet Ants. This ant has the most painful sting among all insects; some even say the sting is just as excruciating as being shot by a bullet.

The initiation ritual includes the boys sticking their hands in a glove full of bullet ants while they dance. Moreover, this tradition is not a one-time thing; the boy must go through this routine as many times as it takes for him not to cry during the process. The day he can endure this torture without shedding a single tear is the day he becomes a real man.

Lotus foot or golden foot

Foot folding was a popular custom in the tenth century in China, which was at that time a condition for female marriage, as the small foot was a symbol of beauty at the time, and mothers used to tie their daughters' feet with bandages from the ages of four and five, forcing them to endure pain for several years.

Handshake by kissing the nose

There are many ways to shake hands when meeting people. But one of the strangest ways to shake hands in Saudi Arabia is to shake hands by kissing the nose. Kissing takes place in more than one way, usually in the form of striking each other's noses with one, two or three blows. Or when two people meet, they may shake hands and then start touching the tip of the other's nose.

It is also possible for the first person to place his right hand on the left shoulder of the other person, and the second person does the same, touching each other's nose once, twice, or three times in succession, quickly, and without speaking, after which the peace and greetings begin and the question about conditions. This handshake occurs as a result of their belief that the nose is a symbol of pride and elevation among the Arabs.

(https://www.ootlah.com/en/blog/different-cultures-strange-traditions-around-the-world.html)

b) The tradition of "Lotus foot" described above involves physical mutilation. Have you heard about any other mutilation traditions?

c) Read some excerpts from the presentation by Mikateko Joyce Maluleke. Advocate of the High Court; Director in the Gender Directorate; Department of Justice and Constitutional Development (Republic of South Africa) at the

Conference of the South African Chapter of the International Association of Women Judges on 12-13 August 2011 at Potchefstroom, South Africa and pick up some facts about harmful traditions practiced in some regions of Africa to this day:

African culture has experienced rapid change since the colonial invasion. Contemporary African culture is a mixture of traditional elements and alien features. Local African culture was oppressed for many years by white South Africans, who find their cultural roots in western countries. Western cultures tend to be more individualistic and focused on individual achievements and personal interests, whereas African cultures are collectivistic, group-oriented, and concerned with the welfare of their community.

Although there is the view that colonialists 'invented' customary law as a way to govern natives while under the auspices of paying tribute to their culture and heritage, some other writers have argued that customary law was not so much 'invented' by them, but 'manipulated' so as to conform the actual practices of the natives to their westernized ideals as part of their 'civilizing mission'.

However, due to the living nature of customary law, there is one African principle that colonialism and imperialism could not manipulate, i.e. *Ubuntu.* All Africans, particularly indigenous Africans, will tell you that our parents always taught us about *Ubuntu.* (It is not clear whether current parents are passing on the baton or not). *Ubuntu* means, "I am what I am because of who we all are". *Ubuntu* underscores the importance of agreement or consensus. The overall concept of *Ubuntu* values people as a community, rather than as individuals/

Traditional cultural practices reflect the values and beliefs held by members of a community for periods often spanning generations. Every social grouping in the world has specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others have become harmful to a specific group, such as women. These harmful traditional practices include early and forced marriages, virginity testing, widow's rituals, *'u ku ngena'* (levirate and sororate unions), female genital mutilation (FGM), breast sweeping/ironing, the primogeniture rule, practices such as 'cleansing' after male circumcision, and witch-hunting.

Despite their harmful nature and their violation of national and international human rights laws, such practices persist because they are not questioned or challenged and therefore take on an aura of morality in the eyes of those practising them.

The danger of these harmful traditional practices is that children and adolescents whose rights to personal safety and wellbeing are violated are at increased risk of long-life developmental challenges, HIV infections, and other physical, emotional and social problems. These outcomes compromise national and international development goals, [including] the goals on reducing child mortality and improving maternal health.

The revival of tradition, culture and customs is part of the new national and international identity; however, this revival must be rooted in a way of life based on human rights, democracy and equality for all, and understood from a point of view of *Ubuntu*. Thus, culture, tradition and customs have to be balanced within the social and legal context of the constitution and provisions of the Bill of Rights.

d) Discuss the following issues with peers:

1) Why do you think such traditions persist in some cultures, though their harm to certain groups of people has been long recognized?

2) Do you think that such harmful traditions can be eliminated from local cultures? Why? Is it enough just to change the national laws to make them illegal?

3) Who do you think should be the main driving force in the process of eradicating such harmful practices: local (national) or international institutions? Why?

4) Can the principle of *Ubuntu* generally recognized throughout the whole Africa help in eradicating such harmful traditions?

Task 7
a) Render the texts in English and pick up their main idea:
1) Мир постоянно находится в динамике. На смену одним правилам приходят другие. Однако всё чаще люди говорят о том, что нужно культивировать чувство патриотизма, сохранять традиции и чаще чтить предков. Другие стараются абстрагироваться от «корней» и создают свои устои, которые в большей степени соответствуют рамкам современности.

Если не сохранять традиции, то народ может утратить свои национальные черты. […] Если в рамках страны не будет своей культуры, то люди станут активно перенимать устои, которые сформировались в других государствах. В этом случае легко будет потерять самобытность народа. К чему отвергать собственные традиции, а затем инициировать их поиск, если можно воспользоваться теми, что сформировались на протяжении многих лет.

Понятно, что нормы со временем трансформируются, приобретают новые черты, но должна присутствовать некоторая база. Очень важно, чтобы дети росли и чтили свою семью, а также предков, благодаря которым они и появились на свет. Если уйти от традиций и понимания единства, то люди встанут на самую низкую ступень нравственного развития. Родители в обязательном порядке должны рассказывать детям о «корнях». Только человек, который чувствует связь с предками, сможет твёрдо стоять на ногах и ощущать уверенность в собственных силах.

Несомненно, стоит уделять внимание достижениям прогресса и новым веяниям, но при этом, не забывая об истории родины и национальной принадлежности. Для этого достаточно просто посещать больше

исторических музеев, знакомить подрастающее поколение с народным творчеством, показать им важность и значимость работ мастеров, которые несут традиционность в массы.

Человек должен гордиться своим родом и происхождением. Только в таком случае у него сформируется правильная гражданская позиция по значимым вопросам.

Традиции – это не обязательно повтор алгоритма действий, а самое важное и ценное, что осталось от ранее существовавших народов.

(https://www.business-gazeta.ru/article/402378)

2) Современный мир все больше напоминает систему, которая имеет не линейную, как в прошлом, а сетевую структуру, представляя собой совокупность множества различных традиций и культур, сосуществующих в рамках глобального общества, которое развивается и функционирует по общим правилам. Множественность культур глобального общества – иллюзия, используемая, как правило, в идеологических и политических целях: ведь большинство проживающих в развитых государствах Запада граждан, так или иначе, руководствуется примерно схожими ценностными установками и нормами поведения, является носителем общей глобальной культуры потребления. Различия между отдельными народами в образе жизни сегодня в любом случае существенно меньше, чем столетие назад, и именно это размывание границ, существующих между национальными общностями, является непосредственным результатом глобализации.

Одним из наиболее опасных факторов выступают процессы, влекущие за собой исчезновение традиционных связей, что представляет собой угрозу системе воспроизводства и развития какой-либо социальной общности. Как свидетельствует историческая практика, физическое выживание и стабильное развитие современного общества невозможно без сохранения необходимой связи между новым и старым путем сохранения социальной преемственности. Сущность преемственности состоит в сохранении тех или иных традиций при переходе к новому этапу развития социума. Традиции связывают прошлое с настоящим, благодаря этому общественные системы могут эффективно функционировать и воспроизводиться. Традицию образует совокупность взглядов и ценностей, существующих длительное время и выполняющих, в том числе стабилизирующую функцию. Традиция является необходимым элементом социальной системы, одним из основных условий существования в ней устойчивой связи между прошлым, настоящим и будущим. Без традиции невозможны прогрессивные изменения сложноорганизованных социальных систем.

Разрушительный характер глобализации для национальной идентичности можно свести к минимуму, если стремиться не к заимствованию «общемировых» ценностей и ориентиров, а к совмещению накопленного опыта, как в процессе глобализации, так и в процессе исторического развития. Необходимо удерживать баланс между процессами глобализации и процессами сохранения национальных традиций, что выражается в определенной трансформации системы ценностных установок и ориентиров.

(https://science-education.ru/ru/article/view?id=20759)

3) Каждое государство и нация имеют свои исторические, хозяйственные и культурные традиции. Их нельзя считать «старомодными» или «отсталыми», понимать как «консервативность» или «реакционность», если они отличаются от некоего эталона, принятого когда-то и кем-то за идеал государственно-хозяйственного устройства.

Попытки же насильственного единовременного уничтожения хозяйственных традиций приводят к развалу всей национальной экономической системы. При глобальных сдвигах в экономической, социальной, политической жизни общества законодательно утвержденные попытки слома традиций чаще всего приводят к тяжелым последствиям, надлому в работе всей системы.

Воздействие на культуру служит изменению национального менталитета, без чего невозможно прийти к цели глобализации – установлению единого мирового порядка. Цель глобализации – создание единой социально-экономической системы, управляемой из единого центра, которая обусловливает установление единого мирового порядка, единой мировой религии, отвержение национального своеобразия в экономике, культуре, политике и, следовательно, уничтожение необходимости существования национальных государств. И в то же время это навязывание единого американского стандарта – образа мышления, типа поведения на основе экономической выгоды и пользы – во всех областях жизни мирового сообщества. Для реализации этой цели необходимо изменить традиционную систему ценностей: «осуществить космополизацию и деиндивидуализацию человечества, разрушить национальную и культурную самобытность, ослабить роль национальных языков, уничтожить базовые ценности».

Таким образом, одной из внешних угроз национальным традициям является процесс глобализации – «вестернизация». В то же время глобализация, как сближение и усиление взаимосвязей и взаимовлияния народов и государств, – процесс неизбежный и в некоторой степени полезный. Однако руководствоваться нужно тем, что в реальном мире должна действовать национальная экономическая политика, основанная на принципе принятия критически важных решений на основе того, что является более перспективным для государства.

Попытки разрушения старого традиционализма как извне, так и изнутри имели место в нашей истории не единожды. Однако до конца XX в. российский народ, несмотря ни на что, сумел сохранять национальный менталитет, национальные традиции. В XXI в. все процессы идут с ускорением. Сейчас для России первостепенной задачей является сохранение и закрепление достойного места в системе мирового хозяйства. Решить эту задачу можно будет только в случае:

● сохранения национальной самобытности и развития по собственному, соответствующему традициям, пути;

● осознания цивилизационных особенностей России;

● использования заложенного всем ходом исторического развития в русской экономической культуре потенциала;

● преемственности традиций собственной хозяйственной культуры;

• заимствования и усвоения иностранной культуры в условиях отбора и ассимиляции;

• обновления экономики и введения новаций в соответствие с поступательным ходом общественного развития;

• перехода к собственной национальной модели модернизации, которая диктуется национальными интересами.

Беря пример с японцев, стоит следовать заповеди: «Национальный дух, новационная технология» и принципу: «Думай глобально, действуй локально».

(http://www.m-economy.ru/art.php?nArtId=2979)

b) Discuss the following issues with peers:

1) What is the role of traditions in the development of a country? Should we try to abandon all "old-time" traditions?

2) What lies at the core of globalization and what threats does this process pose to national cultures and sovereignty?

3) How should we balance traditions and innovation? What do you think about the slogan "Think globally, act locally"?

4) Comment on the solutions Russia should apply when trying to balance its traditions and innovation (See text in Task 3 above).

Task 8.
a) Read the following citations about traditions and customs and comment on each. Which one do you agree with most? Why?

1) [Tradition is] a living social process, constantly changing, constantly in need of criticism, but constant also as the continuing memory, value system and habit structure of a society *(Helmut R. Niebuhr, American Christian theological ethicists).*

2) [Custom is] the standing hindrance to human advancement *(John Stuart Mill, English philosopher, political economist, Member of Parliament (MP) and civil servant).*

3) Every tradition grows ever more venerable – the more remote its origin, the more confused that origin is. The reverence due to it increases from generation to generation. The tradition finally becomes holy and inspires awe *(Friedrich Nietzsche, German philosopher, prose poet, cultural critic, philologist, and composer).*

4) Tradition means giving votes to the most obscure of all classes, our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about *(Gilbert Keith Chesterton, English writer and philosopher).*

5) Traditions are important, but there's always that balance between traditions and newness and change. Change is hard, but this will be the start of new traditions and experiences *(Jeff Wardle, Principal at Buffalo Grove High School).*

6) Tradition is a great resistant force and the inertia of history. Yet because it is only negative, it must be destroyed *(Friedrich Engels, German philosopher, critic of political economy, historian, political theorist and revolutionary socialist).*

7) A love of tradition has never weakened a nation, indeed it has strengthened nations in their hour of peril; but the new view must come, the world must roll forward *(Winston Churchill, British statesman, soldier, and writer who served as Prime Minister of Great Britain).*

8) Обычай — единственная сила, способная объединить людей, тогда как всё, что подвластно рассудку, их разъединяет *(Анатоль Франс, французский писатель и литературный критик).*

9) То, что забыли сыновья, стараются вспомнить внуки *(Эйлис Росси, американская феминистка и социолог).*

10) Новаторство – это традиция ломать традиции *(Сергей Аверинцев, советский и российский филолог, культуролог, философ, литературовед, библеист, переводчик и поэт).*

b) Choose one citation and write a 250-word essay on it.

Unit 8. FAMILY LIFE

THINK FIRST!
What does a family mean for you? Do you think the family is important in life of modern people?

Task 1
a) Read the text about the evolution of the American family and use the correct forms of the verbs in brackets:

Emerging Trends and Enduring Patterns in American Family Life

American family life _____*(to change)* profoundly over the past half century. The marriage rate _____*(to fall)*, women _____*(to have)* fewer children, and many Americans, young adults in particular, _____*(to rethink)* what it means to be a family. But despite these changes, few Americans say the institution of marriage is outdated, and it _____*(to remain)* a goal for most single Americans, who express interest in getting married one day.

The institution of marriage _____*(to evolve)* in important ways. Religion, which at one time _____*(to be)* at the center of much of American family and married life, _____*(to become)* less prominent. Not only are interfaith unions increasingly common, so are marriages among people who have no religion. For couples married before 1972, roughly eight in 10 (81 percent) share the same faith as their partner, and just 3 percent are in secular marriages. In contrast, just over half (52 percent) of couples married in the past decade are in same-faith marriages, while 16 percent are in secular unions.

Americans still report high levels of satisfaction in their relationship with their spouse, and the social benefits of marriage _____*(to remain)* considerable. The overwhelming number of married Americans have a positive view about their relationship with their spouse. Compared to Americans who are unmarried, married Americans are more likely to report that they have a satisfying social life and a larger group of close friends. They also say they are more satisfied with their personal health than their single peers _____*(to do)*. Yet men appear to accrue these advantages at somewhat greater rates than women do. There is also a massive perception gap between men and women in the division of household labor. Women are far more likely than men to say they take on the lion's share of domestic tasks, and mothers in particular say they do this when _____*(to make)* decisions regarding their children.

The contours of American family life _____*(to change)* considerably in recent years, but some of their most important formative influences remain the same. Most Americans report growing up with a sibling, and few experiences have a more unique or enduring impact than sibling relationships. Most Americans with siblings say they had a reasonably close relationship with their brothers and sisters growing up, and middle children notably report the closest relationships. Parental

favoritism _____*(to appear)* to exert a crucial role in how Americans relate to their siblings and broader feelings of social connection and kinship. Overall, 40 percent of Americans who grew up with siblings report that their parents had a favorite child. Americans who perceived their parents picked favorites feel less close to their siblings and their parents and were more likely to report feeling lonely while growing up than those who said their parents had no favorites report.

(https://www.americansurveycenter.org/research/emerging-trends-and-enduring-patterns-in-american-family-life/)

b) Answer the following questions:

1) What are the general changes that the American family has experienced of late?
2) How has the religious issue in relation to the American family changed over time? What do you think about the influence of religion in family life?
3) How different is satisfaction with their family life when reported by men and by women? Can you explain this?
4) What is parental favoritism and how does it influence the relations between siblings?
5) Discuss with peers the similar family issues regarding the Russian family.

c) Study the vocabulary units relating to family life and be ready to explain them in English and use them to make up your own sentences:

interfaith unions
same-faith marriages
secular marriage
institution of marriage
single
single peers
perception gap
division of household labor
middle children
kinship
nuclear family
extended family
multi-generational household
single-parent family
two-parent household (family)
blended family
marriage rate
divorce rate
remarriage rate
marriage bureau
custodial grandparenting
to stay at home
to do household chores
to run a family

Task 2
a) Read the text about the modern Japanese family life and insert the following words in the gaps below:

equal rights   maiden   mutual   shrinking   count   birthrate
child-rearing   delaying   fertility   paradise   stemming

Modern Japanese Family Life

The striking change in the Japanese family structure did not come until the U.S. occupation after World War II. The first thing we notice is a huge change, (1)_____ largely from the postwar constitution. That constitution was heavily influenced by U.S. progressive politics. The constitution, for example, has language for (2)_____. Women are fully equal to men before the law, and family law must be based on, "individual dignity and the essential equality of the sexes." The constitution also stipulates that marriage should be "maintained through (3)_____ cooperation with the equal rights of husband and wife as a basis".

In constitutional law, Japan is a (4)_____ of gender equality, except that some aspects of Japanese civil law still reflect the old *ie* system. For example, in Japan, everyone is registered in a *koseki*, a household register. Since everyone in a household should have the same family name, the *koseki* system makes it difficult for women to keep their (5)_____ name after marriage. While this is technically just an administrative matter, it tends to collide with the constitutional idea that everyone is equal and an individual before the law.

Perhaps the biggest challenge for families in modern Japan is the low (6)_____ and low rate of family formation. In the 1920s, a Japanese woman had, on average, more than five children; it then dropped to around two in the 1950s and today it's around 1.4. Japan's low birthrate is not remarkable for an economically developed country – roughly the same as Italy and Germany, and it's higher than South Korea's.

In Japan, women are (7)_____ marriage and limiting fertility because they can earn money independently and they can travel and enjoy themselves. But at the same time, (8)_____ is extremely demanding and government support is limited.

When it comes to finding a man to marry, until the 1980s, a Japanese man with a white-collar job in a major corporation could (9)_____ on steady employment for the rest of his life, and that made him an attractive marriage partner. But Japan's long recession has undermined that career path, and in Japan, as almost everywhere in the world, men with low incomes and unstable jobs are much less attractive as marriage partners.

For years the Japanese government has been in a state of mild panic over low Japanese (10)_____. Because Japan has the highest life expectancy in the world, demographers see a tidal wave of gray in Japan's future: A huge population of elderly men and women and a shrinking working-age population, therefore leads to a (11)_____ tax base.

If that sounds familiar, it's because many of the challenges facing Japanese families are similar to those facing families around the developed world.

(https://www.wondriumdaily.com/japanese-family-life-a-historical-perspective/)

b) How has the Japanese family changed over the years? Has this change been unique?

Task 3

a) Read the text below and answer the following questions:

1) What does the quote 'Wife and husband are like two wheels of a cart' mean? Can you think of any equivalent in your native language?
2) What are the major foundation stones of the family? Do you agree with this opinion?
3) What major changes can be observed in the modern family when compared to that of the past?

Role of Wife and Husband in Modern Family

The popular quote 'Wife and husband are like two wheels of a cart' is indeed true in a complete sense. The coordinated efforts from each of them and support in all the circumstances whether it is good or bad help in running a happy family. They are more than a support system for maintaining a good family and successful relationships. That is a reason why most people are approaching the marriage bureau to find the right husband or wife who keeps a family unitedly and happily forever.

The main responsibilities of a good husband and wife revolve around four terms – love, protect, share, and serve:

1. The journey of togetherness in a modern family brings many ups and downs. The couple's duty towards family is to share all the responsibilities and face the challenges together without any conflicts or arguments no matter how complicated the situation is.

2. A wife's life is no longer restricted to staying at home and doing household chores. The husband must understand the need to help her in with the household tasks. Both husband and wife contribute equally or do their best to meet the financial and other requirements of home and family members.

3. Protect your life partner, kids, and other family members in all manners – physical, psychological, mental, or emotional. Your family should feel completely safe in your presence.

4. The husband has always been the family's leader but things got changed in the modern era. Today, both husband and wife take charge of their responsibilities without being too bossy. Sit together and have a proper discussion with each other to be on the same page about running your family successfully and properly.

5. If you have kids, engage them to help you based on their age. Assign and tell them their responsibilities to manage things together and make them responsible.

6. Trust and love are the foundation of a happy family. Love every family member unconditionally not just in terms of words but express that in everyday actions. Children always learn by imitating. So, behave and live the way you want your

children to be. Try to be a role model, teacher, and best buddy to your kid to make them share everything with you.

b) Mark each sentence as T (true) or F (false):
1) ____ The spouses have to face all the family problems together.
2) ____ The major wife's responsibility is doing household chores.
3) ____ Every member of the family should contribute to the issue of safety.
4) ____ The role of the family's leader has changed.
5) ____ Everyone in the family should have their responsibilities depending on their age.
6) ____ The true basis of a happy family is unconditional love.

Task 4

a)   Scan the text to pick up its idea and discuss it with peers:

The Modern Family… Are We Doing Okay?

We often tend to think of the "traditional American family" as being two married parents with 1.5 children, and the whole white picket fence thing. But actually we see that two-parent families have been declining over the last few years. We are seeing changes in the size of modern families as well as the family structure. Actually, we are at a point where there really is not a definitive "normal" family structure anymore!

For some people, learning this fact puts them in a panic. They may have a genuine concern about non-traditional families being broken or concern that the children are going to be negatively impacted. However, research says that family structure is not as important as family processes. That is basically just "research-speak" to say that what your family looks like is not as important as what your family does. Sure, there are certain family structures that may be considered "at-risk", but that does not mean that if kids fall into one of those categories that they are doomed. In fact, any kind of family structure can be at-risk for certain negative outcomes (and any kind of family structure can have great outcomes).

So if you're a parent out there, just know that whether you have a "traditional" family or a blended family or have recently gone through a separation with your co-parent or have an "untraditional" family structure – you aren't damaging your kids (I mean you knew that all along, but now you can say research backs it up!). What matters is that you spend time together, show your kids you love them, set appropriate limits for them, and encourage family togetherness. These kinds of things matter a lot more than what your family "looks like".

b) Look at the general problems modern families encounter and rate them from 1 to 12 (with 1 being the most important). Discuss your rating in class:

Family Problems

Family life can be a place of refuge and security but for some it is a source of pain and disappointment. Our families absorb many of the stresses and strains from the outside world – and the pressures can boil over. Sometimes a personal problem, particularly in a young person, can overwhelm a family and there seems to be no clear way forward. At other times changes within the family leave other members confused and angry or hurt.

When a crisis or disappointment happens for one member the family absorbs the impact, sometimes helping and sometimes hindering.

All families are different, and the ups and downs of family life have a huge effect on children and young people. The love and support children feel from parents and relatives will give them the strength to grow and develop. But all families go through difficult times and some children and young people can find it hard to get on with parents or siblings.

This can be for a variety of reasons including:
- Different personalities clashing and disagreements over ways of doing things
- Jealousy or fighting between siblings
- Parents arguing
- Divorce or separation
- New step-parents or step-brothers and sisters
- A parent or relative having mental health problems, disabilities or illness
- A parent or relative having alcohol or drug problems
- Stresses due to unemployment, money or housing problems.
- Domestic violence
- Cultural or generational differences
- The effects of bereavement
- Abuse or neglect

Children and young people often think family problems are their fault, even if nobody has told them this. Changes in the family can unsettle and upset and make children feel insecure and bad about themselves. They may feel angry, anxious or depressed. These feelings can affect other areas of their lives, such as school and friendships.

(https://www.youthlineuk.com/what-is-counselling/family-problems/)

c) Discuss the following issues with peers:
1) Are the family problems mentioned in the text time-specific or eternal? If some of them are eternal, should modern families try to solve them or should rather try to adapt to them?
2) Can you add to the list above any other problems a modern family can face? How should this problem be handled?
3) Why do you think children often blame themselves for family problems? Did you feel such blame in your childhood? How did you overcome it?

Task 5

a)   Listen to the text using qr code on the right and fill in gaps:

Spanking Children Causes Long-term Harm

For some parents, spanking a child who misbehaves is a common punishment. In fact, they may think that a physical type of (1)_____ is good for children and will teach them to behave in the future.

However, a leading group of child health specialists suggests that the opposite is true. These experts say that (2)_____ is not only ineffective, it may even cause long-term harm to the child.

The American Academy of Pediatrics recently (3)_____ its policy on physical punishment for a child. Released in October, the academy warns that spanking a child can have long-term effects. These effects include "aggression, brain changes, (4)_____ abuse and suicidal behavior in adulthood."

The report admits that not every child who is spanked will have these problems later in life. It makes this observation: "Although many children who were spanked become happy, healthy adults, (5)_____ evidence suggests that spanking is not necessary and may result in long-term harm".

In recent years, many American experts have been advising parents against the use of physical punishment. Many other countries have already (6)_____ corporal punishment**.** Sweden was the first nation to do so in 1966.

Earlier studies have shown that corporal punishment can also affect a child's ability to think and learn. In (7)_____, a Canadian study found that spanking children can cause long-term developmental damage and may even lower a child's intelligence test scores.

Joan Durrant of the University of Manitoba is an expert in child development and how (8)_____ affects children. She was one of the authors of this report. Her co-author was Ron Ensom, with the Children's Hospital of Eastern Ontario in Ottawa.

Durrant and Ensom studied 20 years of published research on the long-term effects of physical punishment. They found that such punishment makes children more aggressive and (9)_____. They wrote that violence affects development in the brain and its ability to work properly. They also found that it can lead to depression and drug abuse.

A report on this study and its findings were published in *The Canadian Medical Association Journal*.

The American Academy of Pediatrics also warns against using strong (10)_____ abuse or shame to discipline a child. These types of punishment can also cause long-term problems for a child. Instead, they suggest other types of punishment that are appropriate for the age of the child.

For younger children, punishment could be taking away a favorite toy. For older children, a parent can limit the time the child spends watching television or playing with computers or electronic games.

b) Discuss the following questions with your peers:

1) What do you think is the general attitude to spanking in modern Russian society? How has this attitude changed over years?

2) What are the findings of Canadian and other studies on spanking? What do you think about the findings?

3) How can children be punished without spanking?

4) The Bible says: "Whoever spares the rod hates their children, but the one who loves their children is careful to discipline them." – Proverbs 13:24. What do you think about this statement? Do you think it can be applied in our modern families? Why?

Task 6

a) Read some information about the role of grandparents in modern families. Do you agree that their role is really indispensable?

Why Grandparents Are Becoming Indispensable to Modern family Life Across the World

Of the world's 7.6 billion people, a record-breaking 1.4 billion, or 18%, are grandparents. Today's grandparents play vital and increasingly indispensable roles in modern family life, contributing to the well-being of generations succeeding them. Grandparents have always been an integral part of family life. During the past half a century, however, their roles have evolved as result of demographic, economic, social and technological changes taking place worldwide.

The proportion of grandparents in a population varies across countries, depending on fertility rates and life expectancy, ranging from lows of around 15% in countries such as Ethiopia, Kenya, Nigeria and Pakistan to highs in excess of 25% in Costa Rica, Japan, Russia and Ukraine. National statistics on grandparents, increasingly relevant for the development of family policies and programs, are unfortunately limited to a handful of developed countries.

The proportion of women and men in a given population remaining childless reduces the potential future pool of grandmothers and grandfathers. In many developing countries, such as India, Indonesia, Pakistan, South Africa and Turkey, the proportion of childless women in their late 40s is relatively low, typically below 5%. By contrast, in most developed countries, the proportion of childless women in their late 40s is above 10%. In Austria, Canada, Finland, Spain, the United Kingdom and the United States, close to 20% of women reaching age 50 are childless.

A key familial role of grandparents in today's modern world is providing childcare assistance to working couples and single parent families. Although many relatives

do not want to look after young grandchildren for health, financial or personal reasons, grandparents are the most common providers of informal childcare.

Largely due to the costs, unavailability and quality of formal childcare, absences and separations of parents, and normative attitudes and traditions concerning childcare, parents frequently rely on grandparents to care for grandchildren.

The financial savings can be considerable. In the UK, for example, grandparents save parents more than $70 billion annually in childcare costs. In Australia, grandparents save working parents more than $2 billion annually in childcare costs. Such care is particularly critical for mothers with young children, especially single mothers, enabling them to enter and remain in the formal labor market. Without such support, many mothers could not participate in the labor market or pursue career goals.

Beyond providing childcare assistance, increasing numbers of grandparents are responsible for raising grandchildren on a full-time basis. For many reasons, including parents' substance abuse and addiction, mental illness, incarceration, family breakdown, child neglect, migration and death, custodial grandparenting is a global phenomenon. In the US, for example, about 2% of children are raised by grandparents with no parent living in the home. In many developing countries including China, Mexico, Moldova, Nigeria, the Philippines and Vietnam, parents who migrate for employment or resettlement to urban areas or abroad often leave children with grandparents and send remittances back home to support them.

More recently, the Great Recession and housing crises brought many generations together. In the US, for example, the number of grandparents living with their grandchildren is up sharply, having increased by about a third over the past generation After a long post-war decline in households with multiple generations of family members living together, the proportion of multi-generational households in wealthy nations is once again increasing. This increase has been attributed to the economic conditions and growing numbers of foreign-born groups accustomed to living with extended families.

In addition to assisting children and grandchildren, many grandparents need care as they age. Most elderly prefer to live independently in their own homes as long as possible and not to become a burden for family members. However, growing numbers of aging grandparents, especially those with special needs, move near or in with children or to a facility providing assistance. Nearly 30% of those 85 years and older have dementia, with Alzheimer's disease being the most common form. Providing care to the elderly can be difficult and costly, taking a toll on the caregiver's time and quality of life. Grandparents, adult children and grandchildren can anticipate and prepare for care-giving and end-of-life challenges.

Countries widely recognize grandparents' essential roles in modern family life by officially celebrating Grandparents Day in Australia, Canada, Estonia, France, Germany, Italy, Mexico, Pakistan, Poland, Singapore, Spain, the UK, the United States and elsewhere. In addition to their unconditional love, grandparents offer guidance, emotional support and financial assistance to families, helping relieve economic, social and personal stress. Beyond their noteworthy contributions,

grandparents receive considerable satisfaction from their roles, enjoying and benefiting being with family members.

Joseph Chamie is an independent consulting demographer and a former director of the United Nations Population Division (https://scroll.in/article/893207/why-grandparents-are-becoming-indispensable-to-modern-family-life-across-the-world)

b) Is there the Grandparents Day in Russia or in your native country? Are there any traditions associated with its celebration?

c) Discuss the following issues with peers:

1) What does the indispensable role of grandparents in the modern family involve? Why?
2) What does the share of grandparents depend on in various countries in the first place?
3) How do childless people influence the potential pool of future grandparents?
4) Why are grandparents sometimes involved in raising their grandchildren?
5) What do you think about an increasing share of multi-generational households in rich countries? Can you explain the reasons of this phenomenon?
6) What does the family's responsibility towards grandparents involve?
7) How do some nations recognize the importance of grandparents for modern people? Can you think of other ways to recognize their role?

Task 7
b) *Render the interview with Tatiana Ustinova, a famous Russian writer, speaking about the family issues:*

Когда брак на горе свистнет

- Татьяна, государство сегодня всерьез озаботилось проблемой сохранения семей. И есть с чего – растет и количество разводов, и процент тех молодых людей, кто не спешить связывать себя узами брака. Звучат предложения ввести в школьную программу семьеведение, семейную психологию и домоводство. Чтобы к 20 годам ребята были готовы к созданию семей и рождению детей. Здравая мера?

Правильная, грамотная инициатива. Прививать детям понимание того, что такое семья, родители, дети, важно. Потому что пока всем в телевизоре, в интернете, в блогах с утра до ночи объясняют, что очень важно быть богатым и самодостаточным. С моей точки зрения, это все вранье. Да еще и очень вредное. Потому что точки опоры более крепкой, чем семья, нет. Это только по молодости, по глупости, по теориям, которые никогда не срабатывают, кажется, что человек – это мустанг, который может вечно скакать в степи, размахивая гривой и стуча копытами. Но это неправда! Никакие феминистические теории, никакие истории о самодостаточности того или другого пола абсолютно никуда не годятся. Убеждена, что в начале была семья. Многолетняя жизненная практика показывает: когда мы не нужны социуму – а мы ему не нужны, когда больны или когда нам не слишком хорошо, – единственные люди, кто подставит плечо и позаботится о тебе, – это супруг, дети, родители.

- Как думаете, нынешней школе такая задача по плечу – объяснить все это детям на уроках семьеведения?

На мой взгляд, нет, не по плечу. Сейчас нет таких авторитетов среди учителей, которые бы все это могли объяснять детям, не вызывая у них сарказма. Но этим нужно заниматься, пытаться претворять в жизнь. Еще раз: новомодные теории – как бы они ни были привлекательны – о том, что не нужны семьи, не нужны дети, – это всё ерунда.

- И всё же – как в современных расслабленных молодых людях пробудить желание обзаводиться семьей, рожать детей?

Никак. Пробуждать это желание не нужно. У кого они есть, те победят, а у кого его нет, те проиграют, их род не продолжится. Значит, воспроизводство именно этой особи и именно этой линии ни для чего не нужно. Точка. Это тупиковая ветвь развития.

- Раньше в школах были уроки труда, мы шили юбки и супы пытались варить, мальчишки табуретки строгали. Сейчас на эти дисциплины в школьных программах, как правило, не хватает часов. От них стараются избавиться в пользу иностранного языка или программирования. А они вообще нужны детям, которые с мобильным телефоном уже в первый год жизни могут обращаться?

Очень нужны. […] В 2000-е гг. была очень модной мысль: ваши кран, дверь, торшер должны починять специально обученные люди. Эта идея такая же тупиковая, как идея ненужности семьи. Каждый мужчина должен понимать, почему у него в люстре не горит лампочка и как сделать так, чтобы она горела. А каждая женщина должна знать, как сварить суп из любого подручного материала, включая сосиски, – можно ведь и из сосисок вкусный суп сварить. А если человек рассчитывает только на «специально обученных людей», он пропал. У него все время чего-то будет не хватать – то воды, то света, то газа, то горчицы, то пельменей, то кипятка. И он все время будет сражаться за свое существование.

Но такой человек неконкурентоспособен, он совершенно не сможет управлять не то что глобальным процессом или хотя бы фирмой – он не сможет управлять существованием даже в собственной квартире.

- Часто звучат рассуждения: мол, семья нужна для того, чтобы тебе в старости кто-то подал стакан воды, но больно уж безрадостная картинка получается! А где тут что-то про полноту жизни?

Стакан воды пресловутый тут ни при чем! Вы можете в свои 26 лет одновременно потерять работу, маму, деньги, которые были вложены в не слишком стабильный банк. И очень важно, чтобы в этот момент рядом был человек, который всё это с вами разделит. Который скажет: что на его зарплату в три копейки можно доехать до парка Горького на метро, а там погулять и купить мороженого. Это очень важно – каждый из нас должен надеяться в конце концов получить некую медальку за то, что трудится, старается, бьется. Подожди, дорогая, подожди, дорогой, всё будет хорошо …Я не воцерковлённый человек, но Господь придумал Вселенную на двоих. Если человек один, у него монохромное зрение. Он никогда не сможет

увидеть всю палитру цвета. И только в паре с человеком, который абсолютно по-другому устроен, который по-другому мыслит, чувствует, мы можем видеть мир в его ярких красках. И если найдётся кто-то умный, кто сможет это всё детям объяснить, он будет большой молодец.

<div align="right">

(based on: "Arguments and Facts" («АиФ»), №14, 2023.)

</div>

b) Discuss the following issues with peers:

1) Do you agree that we need to introduce Family Studies to the school program if we want to prepare young people for family life? What aspects do you think this subject should include?

2) Why do you think it may be difficult to talk to young people about family life at schools now?

3) Do you agree that both modern men and women should have some basic skills of doing some manual work around the house? Why do you think it may be important?

4) How does Tatiana Ustinova explain the importance of the two spouses of different genders for enjoying the abundant life? What do you think about this explanation?

Task 8

a) Read the following citations about family life and comment on each. Which one do you agree with most? Why?

1) [Family is] the first and essential cell of human society *(Pope John XXIII).*

2) If well ordered … [families] are the springs from which go forth the stream of national greatness and prosperity – of civil order and public happiness *(William Thayer, American educator).*

3) [A husband is] one who lays down the law to his wife, and then accepts all her amendments *(Anonymous).*

4) [Wives are] your men's mistresses; companions for middle age; and old men's nurses *(Francis Bacon, English philosopher and statesman).*

5) [A wife is] a crown to her husband *(Bible: Proverbs, XII, I).*

6) In family life, love is the oil that eases friction, the cement that binds closer together, and the music that brings harmony *(Friedrich Nietzsche, German philosopher, prose poet, cultural critic, philologist, and composer).*

7) In time of test, family is best *(Burmese proverb).*

8) Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails *(Bible: 1 Corinthians 13:4-8).*

9) Все счастливые семьи похожи друг на друга, каждая несчастливая семья несчастлива по своему *(Лев Николаевич Толстой, русский писатель)*.

10) Главный смысл и цель семейной жизни – воспитание детей. Главная школа воспитания детей – это взаимоотношения мужа и жены, отца и матери *(Василий Александрович Сухомлинский, советский педагог-новатор, детский писатель, создатель собственной педагогической системы)*.

11) Растите детей ваших в добродетели: только она одна и может дать счастье *(Людвиг ван Бетховен, немецкий композитор, пианист и дирижёр)*.

12) Жены, повинуйтесь своим мужьям, как Господу, потому что муж есть глава жены, как и Христос глава Церкви, и Он же Спаситель тела. Но как Церковь повинуется Христу, так и жены своим мужьям во всем. Мужья, любите своих жен, как и Христос возлюбил Церковь и предал Себя за нее… Так должны мужья любить своих жен, как свои тела: любящий свою жену любит самого себя. Ибо никто никогда не имел ненависти к своей плоти, но питает и греет ее, как и Господь Церковь, потому что мы члены тела Его, от плоти Его и от костей Его. Посему оставит человек отца своего и мать и прилепится к жене своей, и будут двое одна плоть. Тайна сия велика; я говорю по отношению ко Христу и к Церкви. Так каждый из вас да любит свою жену, как самого себя; а жена да боится своего мужа *(Библия: Еф. 5, 22–25, 28–33)*.

b) Choose one citation and write a 250-word essay on it.

RESOURCES USED

1. https://www.un.org/en/academic-impact/higher-education
2. JFDP Orientation Guide"
3. https://learningenglish.voanews.com/a/american-college-students-need-more-professionalism/3530496.html
4. Дворкин АЛ (2013) Моя Америка. – Нижний Новгород: Изд-во «Христианская библиотека». – 791 с.
5. https://youtu.be/60c42YSnNdI
6. https://www.pwc.com/gx/en/industries/government-public-services/public-sector-research-centre/global-imperative-modernise-justice-systems.html
7. https://study.com/academy/lesson/contemporary-legal-systems-development-challenges.html
8. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5288089/
9. https://learningenglish.voanews.com/a/robot-justice-the-rise-of-china-s-internet-courts-/5201677.html
10. http://duma.gov.ru/news/48953/
11. https://constitutioncenter.org/the-constitution
12. https://www.thetoptens.com/world/laws-you-would-create-if-you-ruled-world/
13. Кто внуку родители родителей? «Российская газета» 14 октября 2020 № 232 (8286))
14. https://globalgurus.org/importance-of-reading-books-in-the-modern-digital-age/
15. https://www.boredteachers.com/post/reading-is-more-important-than-you-ever-imagined
16. https://readingagency.org.uk/about/impact/002-reading-facts-1/
17. https://www.oxfordlearning.com/reading-online-vs-offline-whats-best-for-learning/
18. https://learningenglish.voanews.com/a/study-paper-reading-more-effective-than-screen-reading/4876473.html
19. https://learningenglish.voanews.com/a/public-libraries-aim-to-bring-in-more-visitors/6764139.html
20. «Российская газета», May 18, 2022
21. World Cities Culture Forum
22. https://www.salon.com/2013/08/06/the_social_psychology_of_music_why_we_love_it_partner/
23. https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-7/
24. Thomas BJ (1986) Intermediate Vocabulary. – Longman. – 119 p.
25. https://study.com/learn/lesson/musical-intelligence-overview-examples-what-is-musical-intelligence.html
26. https://learningenglish.voanews.com/a/new-device-puts-music-in-your-head-/5659759.html
27. https://asmir.info/theremin_classic.htm
28. https://termen2013.wordpress.com/thermenvox-1920/
29. https://otr-online.ru/programmy/prav-da/sovremennaya-muzyka-evolyuciya-ili-degradaciya-48919.html
30. Rieber RW, Carton AS (1993) The Study of the Development of the Difficult Child. In: Rieber RW, Carton AS (eds) The Collected Works of L.S. Vygotsky. Cognition and Language. Springer, Boston, MA. https://doi.org/10.1007/978-1-4615-2806-7_13

31.	https://www.psychologytoday.com/intl/blog/the-legacy-distorted-love/201211/what-is-difficult-child

32.	https://www.atiseminars.org/store/products/how-to-deal-with-difficult-children-parents-and-situations-online

33. Thomas BJ (1989) Advanced Vocabulary and Idiom. – Longman. – 123 p.

34. https://www.chabad.org/library/article_cdo/aid/939400/jewish/Difficult-Children.htm

35.	https://learningenglish.voanews.com/a/childhood-trauma-may-lead-to-adult-illness/5158588.html

36. https://skoroshkola.ru/blog/makarenko/

37.	https://www.dailymail.co.uk/sciencetech/article-1352361/Children-spend-time-computers-TV-exercising-week.html

38.	https://timesofmalta.com/articles/view/inspired-or-lost-in-the-technology-matrix.460358

39.	https://johnshopkinshealthcare.staywellsolutionsonline.com/RelatedItems/6,1654682542

40.	https://learningenglish.voanews.com/a/schools-parents-disagree-over-bans-on-student-mobile-phones/6828658.html

41. https://www.smartmove.com.au/is-it-time-for-a-digital-detox/

42. https://lifehacker.ru/smartphone-habit/

43. https://pediaa.com/difference-between-custom-and-tradition/

44. https://preemptivelove.org/blog/difference-between-culture-and-tradition/

45. https://preemptivelove.org/blog/difference-between-culture-and-tradition/

46. https://oregoncounseling.com/article/why-traditions-matter-to-mental-health/

47. https://www.livescience.com/28945-american-culture.html

48.	https://learningenglish.voanews.com/a/films-explore-native-peoples-culture-conflict/2794282.html

49.	https://www.ootlah.com/en/blog/different-cultures-strange-traditions-around-the-world.html

50.	http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S1727-37812012000100001

51. https://www.business-gazeta.ru/article/402378

52. https://science-education.ru/ru/article/view?id=20759

53. http://www.m-economy.ru/art.php?nArtId=2979

54.	https://www.americansurveycenter.org/research/emerging-trends-and-enduring-patterns-in-american-family-life/

55. https://www.wondriumdaily.com/japanese-family-life-a-historical-perspective/

56. https://www.wedgatematrimony.com/role-of-wife-and-husband-in-modern-family/

57. https://blogs.extension.iastate.edu/scienceofparenting/2017/11/15/the-modern-family-are-we-doing-okay/

58. https://www.youthlineuk.com/what-is-counselling/family-problems/

59.	https://learningenglish.voanews.com/a/spanking-children-causes-long-term-harm/4651745

60.	https://scroll.in/article/893207/why-grandparents-are-becoming-indispensable-to-modern-family-life-across-the-world

61. АиФ, №14, 2023 г.