

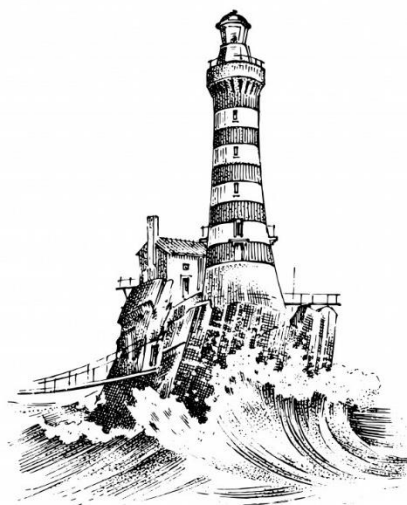
**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**Державний заклад**  
**«Південноукраїнський державний педагогічний університет**  
**імені К. Д. Ушинського»**

**Г. В. Мельниченко, І. О. Лук'янченко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**  
**ДЛЯ АУДИТОРНОЇ ТА САМОСТІЙНОЇ РОБОТИ**  
**З ДИСЦИПЛІНИ**  
**«ПРАКТИКА УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ**  
**(ОСНОВНА ІНОЗЕМНА МОВА)»**

**для здобувачів першого (бакалаврського) рівня вищої освіти**  
**4го року навчання**

**спеціальність 014 Середня освіта. Мова і література (англійська)**



**Одеса – 2021**

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**Г. В. Мельниченко, І. О. Лук'янченко**

Методичні рекомендації для аудиторної та самостійної роботи з дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» для здобувачів першого (бакалаврського) рівня вищої освіти 4го року навчання за спец. 014 Середня освіта. Мова і література (англійська). Одеса. Університет Ушинського, 2021. 112 с.

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Методичні рекомендації укладено з метою забезпечення здобувачів вищої освіти додатковим аутентичним матеріалом для удосконалення як іншомовної, так й інформаційно-комунікаційної компетентності майбутнього спеціаліста, здатного до саморозвитку. Рекомендації призначено для аудиторної або самостійної роботи з дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» здобувачів освіти 4го року навчання спеціальності 014 Середня освіта (Мова і література (англійська))».

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## PREFACE

The educational course “Practice of oral and written speech (English)” intended for the senior students integrates previously acquired knowledge and skills; improves cultural, professional and special competences, prepares students for the use of foreign language in solving educational and professional tasks.

The aim of the course is further development of the English language communicative competence of students and their preparation for independent improvement of language and speech skills in their future studies and professional activity.

The special objectives of the manual are as follows:

- to develop students’ linguocultural competence in the process of dealing with newspaper and film discourse;

- to enlarge their vocabulary on the programme topics (education, USA legal system, children’s upbringing, music, books and reading, customs and holidays, family relations, mass media);

- to develop their reading and writing skills; to help them correctly comprehend the idea, implicit and explicit information of a text, point out principal and subsidiary information, etc.;

- to get them acquainted with tests of international standards and teach them to cope with them;

- to teach them to write essays due to the content, compositional, logical, and linguistic requirements;

- to develop their listening skills in the process of viewing videos and integrated language skills working with the material presented in it.

This will fully provide further development of four basic types of speech activity, will be instrumental in enhancing lexical, grammar, orthographic, semantic, orthoepic and pragmatic competences. The students will continue developing skills in accurate formulation of ideas avoiding ambiguities, freely

using a wide lexical repertoire, including idiomatic expressions, coherently expressing their opinions.

The manual encompasses eight modules on the topics mentioned above. Each module comprises a resource block linking the students to the original texts and authentic materials; additional vocabulary block; two newspaper articles (one – in the English language that is aimed at suggesting authentic material to enlarge students’ foreign language communicative competence; and the second – in the native one, which focuses on students’ ability to render own opinions in the English language accurately and coherently). The reading and writing blocks are built on the materials suggested by special organisations for preparation for IELTS, which aims students at reaching international standards in dealing with the foreign language. The listening block implies watching original videos on the above-mentioned topics and integrates students’ competences adding up to their professional competence.



## Module 1

### HIGHER EDUCATION

#### RESOURCES:

1. Голос України. URL : <http://www.golos.com.ua/article/304088> ]
2. Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p.
3. Online IELTS preparation. URL : <https://www.ieltsbuddy.com/ielts-writing-example.html>
4. BBC News. URL : <https://www.bbc.com/news/topics/cmwj4z64323t/higher-education>
5. ESL University Vocabulary. URL : <https://www.excellentesl4u.com/esl-university-vocabulary.html>
6. Education vocabulary : word list and vocabulary. URL : <https://ieltsliz.com/education-vocabulary-and-pronunciation/>
7. IELTS education vocabulary. URL : <https://www.ieltsspeaking.co.uk/ielts-education-vocabulary/> ]
8. *Legally Blonde (2001)* Directed by Robert Luketic. USA : Marc Platt Production, Metro-Goldwin-Mayer [Viewed 19 October 2020]. Available from <http://lelang.ru/english/films/blondinka-v-zakone-na-anglijskom-yazyke-s-subtitrami/>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **A for effort:** a good mark, which is given someone for trying hard rather than for a success
- **aptitude:** inherent ability
- **assignment:** a homework given to university students.
- **audit:** to attend a course without getting a grade for the course

- **college of further education:** a higher education institution or part of a university that provides vocational or specialized education
- **community college:** a college that offers two-year programs for students from the local community (American English)
- **commencement:** a ceremony at which students formally receive their academic degrees (American English)
- **dean:** a high-rank official in a university who is in charge of a department or group of departments.
- **distance learning:** a way of studying where tuition is carried out over the Internet or by post
- **dropouts:** students who left school before completing basic education.
- **eager beaver:** an enthusiastic and hard-working person
- **educationalist:** a person who has a special knowledge of the principles and methods of teaching
- **face-to-face classes:** as opposed to distance learning the traditional way of studying in a classroom with colleagues and a teacher
- **to fall behind with your studies:** to progress less quickly than others
- **field trip:** a group excursion for firsthand examination
- **formal education:** education that students receive in an educational institution using a programme. This type of education leads to certification (diploma /certificate /degree)
- **to give feedback:** to offer guidance on a student's work
- **a graduation ceremony:** an event where a successful student receives his or her academic degree
- **to goof around:** spend time doing nothing important
- **hit the books:** begin studying hard
- **homecoming:** a celebration for former students, held annually by a university or college (American English).
- **informal education:** learning that takes place outside the educational institution in the context of daily life and work. It is a lifelong process

whereby people acquire knowledge, skills, and values from daily experience, family, the Internet, mass media, etc

- **to keep up with your studies:** to not fall behind
- **matriculate:** to officially begin studying at a university; to attend the academic standard required for a course
- **to meet a deadline:** to finish a job or task in the time allowed or agreed
- **non-formal education:** education that usually results from a programme but it is not usually evaluated and learners don't get a certificate. Specifically, the term non-formal education refers to adult literacy. This type of education is voluntary.
- **not the sharpest tool in the shed:** a polite way of saying that someone isn't very smart
- **to pass with flying colours:** to pass easily and with excellent result
- **placement:** contact established between applicants and prospective employees
- **to play truant:** to stay away from classes without permission
- **prerequisite:** a class that must be taken before another class
- **sandwich course:** a course which includes periods of study with periods of work between them to provide students with practical experience
- **schoolboy error:** a very basic and stupid mistake
- **self-directed learning:** a type of learning in which a learner plans, implements and evaluates what he/she is learning without the help of anyone
- **to sit an exam:** to take an exam
- **subject specialist:** a teacher who has a great deal of knowledge about the subject they teach
- **syllabus:** a list of topics or books that are planned to be studied in a particular subject
- **to take a year out:** to spend a year working or travelling before starting university
- **tuition fees:** the money paid for a course of study




- **to work your way through university:** to have a paid job whilst studying to support yourself financially

[retrieved from

- ESL University Vocabulary. URL : <https://www.excellentesl4u.com/esl-university-vocabulary.html>
- Education vocabulary : word list and vocabulary. URL : <https://ieltsliz.com/education-vocabulary-and-pronunciation/>
- IELTS education vocabulary. URL <sup>^</sup> <https://www.ieltsspeaking.co.uk/ielts-education-vocabulary/> ]

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**



**Student finance: Boost for part-time study in Wales**  
By Bethan Lewis  
BBC Wales education correspondent Published 31 May 2019



**Homeless and unable to work, Heledd Campbell says seeing an advert about extra financial support for part-time students helped get her life on track.**

It was the incentive she needed to move back to Wales from London where she had been struggling with her mental health.

Heledd, 22, from Brynamman, Carmarthenshire has been studying

for a psychology degree with the Open University since last autumn.

"I studied after I left school but I ended up dropping out because I had severe depression and anxiety, and I couldn't manage to study and manage my mental health. I ended

up just kind of coasting along in minimum wage jobs... paying rent in London which was expensive. Then my mental health really did take a turn for the worse, and I was signed off work by my doctor because of my depression for a couple of months, before I eventually had to stop working," she said.

"I ended up homeless. I only ended up rough sleeping for I think three nights total out of six months being homeless. Otherwise I just spent it couch-surfing. I had very good friends who let me stay with them so we just organised it that way. But otherwise it was a complete nightmare... it was an awful time. Instead of me working minimum wage jobs and going on to sickness pay and all that sort of stuff it means that I can work now while studying."

Heledd got in touch with her parents saying she wanted to come home and they helped her with the move back to Wales in summer 2018.

At the same time she applied to study for a degree with the Open University.

"It meant that I could study and work part-time and I could look after my mental health at the same time, so it means that later on in my life I probably will be able to work full time and do something for myself."

She now works part-time as a support worker for young adults with learning disabilities and says the flexibility of her course suits her.

"I can have a bad day and then pick myself up afterwards so the studying is really great for someone like me."

Heledd says she'd like to take her studies further and end up doing a job supporting young people who've had similar problems with their mental health.

"Instead of me working minimum wage jobs and going on to sickness pay and all that sort of stuff it means that I can work now while studying and later I'll be contributing much more," she said.

Final figures on part-time student numbers will not be known for some time but the Welsh Government says the Student Loans Company data is a "vote of confidence" in its student support package.

It showed that 6,100 part-time applicants had received grants and loans so far in 2018/19, compared to 4,500 students at the same point in the 2017/18 academic year.

This year part-time students have been able to claim comparable support to those studying full-time as part of major reforms to student finance.

It includes a means-tested maintenance grant to pay for living costs such as food, books and rent.

The maximum total of grant and loan available is £4,987.50, as well as a loan for course fees.

"Our student support package is the most generous in the UK and the first of its kind in Europe," Education Minister Kirsty Williams said.

"We have always said that high living costs are the main

barrier for students when thinking about university.

"Our package of support is specifically designed to address these concerns, making it easier for people to study part-time, especially if they have work or family commitments," she said.

The Open University said it had seen a 40% hike in the number of new undergraduates in Wales in 2018/19.

Ceri Wilcock, assistant director in Wales, said: "We've now got students who are able to access support for maintenance costs and living costs in a way they haven't been able to before and what students are telling us is that's making a real difference to their ability to access education."

But any increase in part-time study follows several years of decline in the numbers of part-time students at Welsh universities.

Numbers studying all types of part-time courses, not just degrees, have fallen 45% in 10 years.

Former university vice-chancellor Prof Sir Deian Hopkin said the increased financial support

had "certainly helped to increase numbers" but a move away from

full-time three-year degrees could also be a factor.

[Retrieved from : BBC News. URL : <https://www.bbc.com/news/topics/cmwj4z64323t/higher-education> ]

## **Article 2.**

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> paragraph. It claims that technical education contributes a major share to the overall education system and plays an important role in development of a nation. How true is that? How is technical education important for a country development?
3. Read the 2<sup>nd</sup> paragraph. What is the prime cause of higher education problems, according to the reporter? What is the outcome of it? Do you agree with that?
4. Read the 3<sup>rd</sup> paragraph. What tendencies concerning natural and mathematical sciences are currently traced in secondary and higher education? Think of some possible results of them in the future of our country. What is suggested as a possible solution? How effective can it be?
5. Read the article up to the end. How urgent is the problem discussed for the country's wellbeing? What is to be done on the state level to solve it?
6. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.

Анна ЛУКАНСЬКА 13 червня 2018



*Про це йшлося на засіданні профільного парламентського комітету, де розглядали питання «Про законодавче забезпечення розвитку вищої технічної освіти в Україні». Дискусія відбулася в приміщенні Національного університету «Київський політехнічний інститут імені Ігоря Сікорського».*

Вища освіта є головним чинником формування людського капіталу як стратегічного ресурсу та основного фактору економічного зростання країни, зазначив голова профільного комітету Олександр Співаковський. А вища технічна освіта значною мірою визначає довгостроковий економічний розвиток держави, забезпечує науково-технологічний рівень усіх галузей економіки. На жаль, в умовах часткової деіндустріалізації економіки в Україні відбулося істотне

скорочення підготовки фахівців для високотехнологічного сектору і надмірне збільшення підготовки кадрів для невиробничої, обслуговуючої сфери. Нині технічні університети країни лише частково забезпечують запити базових галузей промисловості на інженерні кадри. При цьому високого конкурсу на технічні спеціальності серед вступників не спостерігається.

Першопричина багатьох проблем у вищій освіті — деградація шкільної (в частині викладання природничо-

математичних дисциплін). «У 1990-ті роки замість гуманізації провели гуманітаризацію освіти, — констатував Олександр Співаковський. — Колись після 6 класу діти складали іспити з математики, фізики. Потім це скасували». Викладати «складні» дисципліни непрестижно. «Нас ще рятують кадри, підготовлені в 1970—1980-ті роки. Та мине 15 років, і можемо втратити вчительську базу», — прогнозує він. Тим часом у країні зменшилася кількість випускників, здатних на пристойному рівні скласти математику. За даними Українського центру оцінювання якості освіти, 2017 року поріг склав/не склав не подолав 21 відсоток тих, хто писав ЗНО з цієї дисципліни. Тестування з фізики завалив 31% абітурієнтів, з хімії — 29%. За словами ректора КПІ, голови Асоціації ректорів вищих технічних навчальних закладів Михайла Згуровського, обсяг прийому до ВНЗ за напрямками STEM-освіти за останні 10 років

зменшився на чверть. Падіння обсягу прийому за головними кластерами економіки — так само 25%.

Простежується тенденція до зменшення студентів-технарів, охочих вступити до магістратури: молодь вважає за краще продовжити навчання за кордоном або обмежитися бакалаврським дипломом і знайти роботу. Ректор Харківського політеху Євген Сокол запропонував заборонити при визначенні умов вступу до вишів на технічні спеціальності замінювати предмети природничо-математичного циклу на гуманітарні, наприклад, на іноземну мову. Керівник Дніпровської політехніки Геннадій Півняк вважає за необхідне передбачити фіксований обсяг держзамовлення на пріоритетні технічні спеціальності. Учасники дискусії закликали добре подумати, перш ніж запроваджувати інтегрований курс природничих дисциплін у

школі, бо для майбутнього інженера важливо вивчати фізику як окрему дисципліну.

Народний депутат Тарас Кремень вважає, що розвиток вищої технічної освіти є питанням безпекового характеру, і йдеться не тільки про збереження і розвиток інтелектуального потенціалу країни. Інженерно-технічні спеціальності у вишах здобувають люди, від яких залежатиме розвиток нашого ВПК.

На думку його колеги Володимира Литвина, українській владі бракує стратегічного бачення розвитку країни, аналізу наявних у суспільстві проблем. Немає чітко визначених пріоритетів розвитку економіки, а відповідно, наукового та освітнього забезпечення просування на цьому шляху.

За підсумками засідання комітет вирішив рекомендувати

уряду при підготовці проекту державного кошторису на 2019 рік запровадити нову бюджетну програму «Оновлення та модернізація навчально-лабораторного обладнання закладів вищої технічної освіти», а при формуванні бюджетної програми «Підготовка кадрів ВНЗ 3-4 рівнів акредитації» передбачити кошти на утримання нерухомого майна, проведення досліджень та створення розробок, а також на технологічний розвиток вишів у визначених обсягах. Кабміну рекомендовано вдосконалити методику визначення потреби держави у фахівцях з вищою технічною освітою та обсягів держзамовлення. Є гарна новина для вчителів математики, фізики, хімії та біології: для них пропонують передбачити 20-відсоткові доплати.

[retrieved from Голос України. URL : <http://www.golos.com.ua/article/304088> ]

### 3. WORK WITH TESTS. Read the text and do the tasks below.

## Children Tested to Destruction?

### English primary school pupils subjected to more tests than in any other country

English primary school pupils have to deal with unprecedented levels of pressure as they face tests more frequently, at a younger age, and in more subjects than children from any other country, according to one of the biggest international education inquiries in decades. The damning indictment of England's primary education system revealed that the country's children are now the most tested in the world. From their very earliest days at school they must navigate a set-up whose trademark is 'high stakes' testing, according to a recent report.

Parents are encouraged to choose schools for their children based on league tables of test scores. But this puts children under extreme pressure which could damage their motivation and self-esteem, as well as encouraging schools to 'teach to the test' at the expense of pupils' wider learning, the study found. The findings are part of a two-year inquiry – led by Cambridge University – into English primary schools. Other parts of the UK and countries such as France, Norway and Japan used testing but it was, 'less intrusive, less comprehensive, and considerably less frequent', Cambridge's Primary Review concluded.

England was unique in using testing to control what is taught in schools, to monitor teaching standards and to encourage parents to choose schools based on the results of the tests, according to Kathy Hall, from the National University of Ireland in Cork, and Kamil Ozerk, from the University of Oslo, who conducted the research. 'Assessment in England, compared to our other reviewed countries, is pervasive, highly consequential, and taken by officialdom and the public more generally to portray objectively the actual quality of primary education in schools,' their report concluded. Teachers' leaders said the testing regime was 'past its sell-by date' and called for a fundamental review of assessment.

Steve Sinnott, General Secretary of the National Union of Teachers, said England's testing system was having a 'devastating' impact on schools. 'Uniquely, England is a country where testing is used to police schools and control what is taught,' he said. 'When it comes to testing in England, the tail wags the dog. It is patently absurd that even the structure and content of education is shaped by the demands of the tests. I call on the Government to initiate a full and independent review of the impact of the current testing system on schools and on children's learning and to be prepared to dismantle a system which is long past its sell-by date.'

John Dunford, General Secretary of the Association of School and College Leaders, warned that the tests were having a damaging effect on pupils. 'The whole testing regime is governed by the need to produce league tables,' he said. 'It has more to do with holding schools to account than helping pupils to progress.'



The fear that many children were suffering intolerable stress because of the tests was voiced by Mick Brookes, General Secretary of the National Association of Head Teachers. 'There are schools that start rehearsing for key stage two SATs [Standard Assessment Tests] from the moment the children arrive in September. That's just utterly ridiculous,' he said. 'There are other schools that rehearse SATs during Christmas week. These are young children we are talking about. They should be having the time of their lives at school not just worrying about tests. It is the breadth and richness of the curriculum that suffers. The consequences for schools not reaching their targets are dire – heads can lose their jobs and schools can be closed down. With this at stake it's not surprising that schools let the tests take over.'

David Laws, the Liberal Democrat schools spokesman, said: 'The uniquely high stakes placed on national tests mean that many primary schools have become too exam focused.' However, the Government rejected the criticism. 'The idea that children are over-tested is not a view that the Government accepts,' a spokesman said. 'The reality is that children spend a very small percentage of their time in school being tested. Seeing that children leave school up to the right standard in the basics is the highest priority of the Government.'

In another child-centred initiative, both major political parties in the UK – Labour and the Conservatives – have announced plans to make Britain more child-friendly following a report by UNICEF which ranked the UK the worst place to be a child out of 21 rich nations.

Parents were warned that they risked creating a generation of 'battery-farmed children' by always keeping them indoors to ensure their safety. The family's minister, Kevin Brennan, called for an end to the 'cotton wool' culture and warned that children would not learn to cope with risks if they were never allowed to play outdoors.

**Complete the sentences. Choose no more than two words from the passage for each answer.**

1. According to the inquiry, the amount of testing puts a lot of \_\_\_\_\_ on young children.
2. The education report describes testing in England as \_\_\_\_\_ testing.
3. Parents often select their children's schools after studying test results in \_\_\_\_\_.
4. Kathy Hall and Kamil Ozerk believe testing in England is also used to evaluate \_\_\_\_\_ in school.

5. The major political parties have promised to make Britain\_\_\_\_\_ in view of the UNIDEF report.

**Read the statements and write True, False, Not Given next to them:**

6. Steve Sinnott says what is taught at school should be more tightly controlled. \_\_\_\_\_

7. According to John Dunford, children would make more progress with much shorter and easier tests. \_\_\_\_\_

8. Mick Brookes wants to see earlier student preparation for SATs. \_\_\_\_\_

9. David Laws agrees with the options of Mick Brookes. \_\_\_\_\_

Choose the correct letter, A, B, C or D.

10. What does the government argue?

- A There is not enough testing at present.
- B Tests at primary school are too easy.
- C Tests are not given too frequently.
- D Teachers should take more tests.

11. The government spokesman

- A is extremely critical of the way exams are written.
- B accepts many of the points made by the teachers' leaders.
- C thinks education is what government is most interested in.
- D argues it is the teachers' fault that students are tested too much.

12. According to UNICEF, children in the UK

- A often spend too much time in the worst kind of places.
- B are not so well behaved as in other countries.
- C are not as rich as children in 21 other countries.
- D could be having much more fulfilling childhood.

13. What is the point Kevin Brennan makes?

- A Children use too many electrical devices.
- B Children would learn by being outside more.
- C It's too risky for children to be outside on their own.

D The most important thing is children's safety.

[retrieved from : Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p. – P. 66-68.]

#### **4. WRITE AN ESSAY:**

Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.

Discuss both views and give your opinion.

retrieved from : Online IELTS preparation. URL : <https://www.ieltsbuddy.com/ielts-writing-example.html>

#### **5. WORK WITH A VIDEO:**

Watch and summarize the video available from <https://www.youtube.com/watch?v=5JKgUoY9pTg>. On the basis of this video make a list of positive aspects of online learning, enlarge it by suggesting your own arguments. Make a list of negative aspects of online learning. Write an essay of about 250 words “Online education vs offline education”.



## Module 2

### COURTS AND TRIALS

#### RESOURCES:

1. Голос України. URL: <http://www.golos.com.ua/article/208132>
2. BBC News. URL : <https://www.bbc.com/news/uk-40981235>
3. Crime and Punishment: Vocabulary and pronunciation. URL : <https://ieltsliz.com/crime-and-punishment-vocabulary/>
4. Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p.
5. Vocabulary: Crime and punishment. URL : <https://www.engvid.com/english-resource/vocabulary-crime-criminals/>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **abduction**: taking someone away by force, demanding money for their safe return
- **acquit**: to decide that someone is not guilty of a crime
- **assassination**: killing a famous person or a public figure
- **barrister**: a lawyer who is trained to defend or prosecute in a court
- **child abuse**: treating a child badly in a physical, emotional or sexual way
- **community service**: working some hours in the community instead of a prison sentence)
- **in custody**: when the police keep someone in prison before the person goes to court
- **cybercrime**: doing something illegal over the Internet or a computer system
- **diminished responsibility**: when someone cannot be held responsible for a crime, because they are mentally ill
- **domestic violence**: behaving violently inside the home

- **drunk driving:** driving with too much alcohol in your blood
- **espionage:** spying to obtain political or military information
- **euthanasia:** killing someone for their benefit
- **forfeiture:** property is taken away (confiscated)
- **genocide:** killing on purpose a large number of people, especially from a particular group or area
- **grounding:** being unable to go outside home as punishment
- **hearsay:** rumour /unsubstantiated information
- **hit and run:** not stopping to help a person hurt in an accident caused by you
- **house arrest:** imprisonment in one's own house rather than in prison
- **human trafficking:** illegally transporting people, usually for slave labour or commercial sexual exploitation
- **identity theft:** using someone else's personal information for one's own gain
- **jay walking:** crossing the road at an undesignated spot
- **libel:** damaging someone's reputation by writing lies about them
- **looting:** taking things illegally and by force, during a riot, war, etc.
- **lynching:** killing someone without legal process
- **mimicking violent behavior:** copy aggressive actions
- **non-custodial sentence:** a sentence which is not done in prison
- **Old Bailey:** famous law courts in London, where serious crimes are tried
- **patricide:** killing own father
- **peer pressure:** pressure from colleagues or friends
- **pilfering:** stealing small quantities of goods over time
- **poaching:** hunting illegally
- **riot:** causing a noisy, violent public disturbance
- **running a red light:** going through traffic lights when they are red
- **smuggling:** taking things secretly in or out of a place, country, jail, etc.

- **suspend a license:** withhold a person's right to use their driving license for a period of time
- **suspended sentence:** delaying a sentence
- **tagging:** fitting an electronic device to a criminal's body so that the police always know where he is
- **traffic offences:** breaking the rules of the road and driving
- **trafficking:** trading something illegal like drugs, people, etc.\
- **treason:** betraying one's country by helping its enemies
- **trespassing:** entering another person's area; hurting people/damaging property through force
- **unsafe conviction:** when someone has been found guilty because the evidence was wrong or the witnesses didn't tell the truth
- **white collar crime:** financially motivated non-violent crime committed by a worker

[retrieved from

- Crime and Punishment: Vocabulary and pronunciation. URL : <https://ieltsliz.com/crime-and-punishment-vocabulary/>

- Vocabulary: Crime and punishment. URL : <https://www.engvid.com/english-resource/vocabulary-crime-criminals/>]

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**



**Hate crimes: Online abuse 'as serious as face-to-face'** Published 21 August 2017

**Online hate crimes should be treated as seriously as abuse committed face-to-face, prosecutors in England and Wales have been told.**

Revising its guidance for prosecutors, the Crown Prosecution Service said the impact of tweeting abuse can be as "equally devastating" as shouting it.

Director of Public Prosecutions Alison Saunders said online abuse can fuel "dangerous hostility". A hate crime is an offence motivated by a "hostility or prejudice", including racism, sexism or homophobia.

"Whether shouted in their face on the street, daubed on their wall or tweeted into their living room, the impact of hateful abuse on a victim can be equally devastating," she said.

She said the internet and social media in particular have provided "new platforms" for abuse.

In December 2014, Scotland's Crown Office issued similar prosecution guidance, saying "if it would be illegal to say it on the street, it is illegal to say it online".

Ms Akiworo told BBC Radio London: "They're not just words. They actually echo the behaviour we don't tolerate in society so we shouldn't start thinking it's OK to say on any platform, on social media and the internet.

"There needs to be a big campaign about proper conduct online...[and] about what you can do as a witness.

"You wouldn't be a bystander to a crime in society. If we saw someone being mugged, or being abused we wouldn't stand back we would try and intervene in some way."

The new legal guidance and accompanying CPS public statements guide prosecutors deciding whether to charge suspects of offences motivated by hostility towards people of different races, religions, sexuality, gender and disability.

Cases should be pursued with the same "robust and proactive approach used with offline offending".

It says exceptions to prosecution should be made in the case of children who may not appreciate the potential harm they have caused by publishing something online that amounts to a hate crime.

Nik Noone, chief executive of Galop, said its own research suggested many victims

did not have confidence in the police to report online hate attacks.

"The threshold for prosecuting online hate crime is very high, and

[retrieved from : BBC News. URL : <https://www.bbc.com/news/uk-40981235>]

the investigative process is often too slow and cumbersome to respond to the fast-moving online world," she said.

## Article 2.

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> paragraph. How many offenders took part in the crime? How does the quantity of participants influence the offence
3. Read the 2<sup>nd</sup> paragraph. What is the key word here? Why?
4. Read the 3<sup>rd</sup> paragraph. What details emerged on detaining the delinquents? How common is such offence today? Why?
5. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.



**НЕПОВНОЛІТНІ ЗЛОВМИСНИКИ  
ЗНІМАЛИ НА ВІДЕО СВОЇ  
ЗНУЩАННЯ З РОВЕСНИКІВ, А  
МАТИ ОДНОГО З НИХ НІЧОГО  
ПОГАНОВОГО В ЦЬОМУ НЕ  
БАЧИЛА... Ліна Куш, 12 квітня 2007**

Затримано двох неповнолітніх, які збиткувалися з 15-річного школяра, вимагаючи, щоб той віддав дорогий мобільний телефон. Свідками процесу вимагання стали ще двоє однокласників – хлопцям було цікаво, чим

завершиться розмова. Присутність аудиторії додала куражу лобурякам, і ті почали знущатися зі школяра: погрожуючи фізичною розправою, змушували віддавати честь, марширувати і говорити на свою адресу образи. Поки один із



мучителів «дресирував» жертву, інший знімав процес на мобільний телефон. Потім хлопці мінялися ролями. Врешті-решт 17-річний зловмисник скочив на спину потерпілого, вимагав покатати його, а потім почав відпрацьовувати на хлопцеві удари.

Рік тому підлітка прооперували (травма ноги). Від жахливого болю терпець потерпілому урвався, і на принизливі образи він грубо відповів. Тут же отримав удар у лице. Хлопець намагався дати здачі, однак сили були нерівні. Коли зрозумів, що під час бійки хулігани намагаються витягти з його кишені мобільний телефон, затиснув обома руками батьковий подарунок. У цей момент однокласники потерпілого, які досі спостерігали за «виставою», зрозуміли, що жарт затягнувся, і кинулися відтягати нападників. Побитий підліток насилу піднявся з землі, витер кров і попрямував до школи, дістаючи на ходу мобільний — зателефонувати

татові. Побачивши це, хулігани кинулися за ним, змушуючи скасувати виклик. На щастя, в цей час із будівлі школи вийшла вчителька, і жертву залишили в спокої.

Після дзвінка до школи приїхав батько потерпілого і відвіз сина до лікарні. Медики діагностували у дитини закриту черепно-мозкову травму і струс мозку. Міліція затримала зловмисників буквально наступного дня. Як розповів начальник сектору кримінальної міліції у справах неповнолітніх Калінінського райвідділу міліції обласного центру Євген Касторнов, затримані підлітки, цигани за національністю, поводитися дуже агресивно, намагалися вирватись і ображали міліціонерів. У молодшого з правопорушників вилучили викидний ніж. Натомість старший постійно рвався до свого мобільного телефона, намагаючись щось у ньому знищити. Як з'ясувалося згодом, апарат зберігав у своїй пам'яті чимало

аналогічних «відеосюжетів» зб  
иткування з малолітніх школярів.

Показово, що після  
таких «подвигів» друзі  
хвалилися матері старшого з  
мучителів. Та не вбачала в діях  
синочка нічого поганого і лише  
сміялася. У міліції кажуть, що її  
сина неодноразово ставили на  
шкільний облік за прогули і

[retrieved from : Голос України. URL:  
<http://www.golos.com.ua/article/208132>]

дрібні хуліганства, а його матір  
два роки тому притягли до  
адміністративної  
відповідальності за невиконання  
батьківських обов'язків.

Стосовно малолітніх  
зловмисників порушено  
кримінальну справу за  
хуліганство. Ведеться слідство.

Голос України. URL:

### 3. WORK WITH TESTS. Read the text and do the tasks below.

#### What is an ASBO?

Ask somebody to make a list of crimes and they will probably come up with the usual suspects that you or I would: murder, robbery, assault, burglary and so on. They might even include acts which are merely 'against the law', like parking on a double yellow line. But if you ask them to make a list of anti-social behaviours, you are getting into an area where there is going to be considerable disagreement. This didn't stop the UK government, which introduced Anti-Social Behaviour Orders, or ASBOs, in 1998 as part of the Crime and Disorder Act – legislation designed to deal with practically all aspects of criminal activity and disorderly behaviour.

A subjective definition of anti-social behaviour permits you to cast your net wide and include anything you find personally disagreeable; the legal definition is also widely inclusive. To quote the Crime and Disorder Act, it is behaviour which 'causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator'. This includes, among many other things, foul and abusive language, threatening behaviour, shouting, disorderly conduct, vandalism, intimidation, behaviour as the result of drug or alcohol misuse, graffiti and noise which is excessive, particularly at night.

The idea is that ASBOs are sanctions designed to deal with issues that affect everyone in the community and as such are civil sanctions, not criminal ones, and need the cooperation of the community to be effective. For example, a private individual cannot apply for an ASBO; he or she must make a complaint to the police or local authority, who will then work together to gather more information and build up evidence. This involves getting witnesses, among whom will no doubt be neighbours and acquaintances, to make statements to the

authorities. When the authorities are satisfied that they have enough evidence, the local council applies to the magistrates' court to have an ASBO imposed.

We still haven't decided what constitutes anti-social behaviour. It doesn't have to be physical violence, of course, but is far easier to identify and deal with if it is. What about threatening behaviour? We're not talking here about direct threats such as 'If you come round here again, I'll beat you up!', but situations perceived as threatening. Let's say a pensioner or a person of timid disposition is on their way home and they run into a group of young people who are shouting, swearing and kicking a ball about and who happen to make a few unkind remarks as the person passes. Let's say the person is alarmed or feels threatened by the situation. Does it merit getting the ASBO process going?

In fact, young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour. However, there is a proviso. Such behaviour in its own right is not considered anti-social unless it is thought it is being done with other, more serious, behavioural attitudes involved. This, of course, can be very subjective.

A person faced with an ASBO can argue in their defence that their behaviour was reasonable and unthreatening. This too is subjective, and both sides' claims are open to wide interpretation. Something else that has to be taken into account here is that ASBOs are made on an individual basis even if that person is part of a group of people committing anti-social behaviour. If a case reaches the magistrates' court, witnesses can be called to provide further evidence for or against the defendant. However, the magistrate, as well as considering the complaints made against the defendant, will take into account his or her family situation, welfare issues, and whether or not he or she has been victimised or discriminated against. It is worth bearing in mind, though, that witnesses can be intimidated or otherwise persuaded not to appear in court and give evidence.

When the Crime and Disorder Act came into force, ASBOs were generally intended to be a measure to deal with adult anti-social behaviour, yet within the Act it states that an order can be applied for against any individual over the age of ten years old. It is a striking fact that the majority of ASBOs imposed since the law was enacted have been handed out to young people and children.

The question is, have they been effective? The government, naturally, claims that they have brought about a real improvement in the quality of life in communities around the country. Nay-sayers, such as civil rights campaigners, claim the measures are far too open to abuse. Some say they go too far and some that they don't go far enough and lack bite. However, a genuine impediment to their effectiveness is that to impose an ASBO takes a lot of time and paperwork, involving the cooperation of community, police and local council, and they are very expensive to implement. One estimate is that an ASBO can cost in excess of £20,000. What all this means is that ASBOs are being used very rarely in many parts of the country. So the jury is still out as to how effective they really are.

**Which THREE of the following statements are true of ASBOs, according to the text?**

- A They were introduced to deal with special crimes.
- B Parking on a double yellow line could get you served with an ASBO.
- C Swearing is one of the offences referred to in the Crime and Disorder Act.
- D As a private householder you can apply for an ASBO against a noisy neighbor.
- E It is not illegal for young people to gather in groups in public places.
- F An ASBO cannot be served on a group of people behaving in a disorderly manner.
- G A large proportion of those served with ASBOs are over the age of 21.
- H Most people agree that ASBOs have been effective all over the country.

**Choose the correct letter, A, B, C, or D.**

1. The writer suggests that
  - A anti-social behavior should be seen as a crime
  - B few people agree on how to define a crime
  - C anti-social behavior is difficult to define
  - D the legal definition of crime is too exclusive
2. What surprised the writer about the imposition of ASBOs?
  - A the number of 10-year-olds that had been given one
  - B that very few adults had been served with ASBOs
  - C that most of those served with ASBOs were youngsters
  - D how few ASBOs had been imposed since 1998
3. In the writer's opinion, how effective have ASBOs been?
  - A There isn't enough evidence to decide
  - B They are too expensive to be effective
  - C They are ineffective because they are not strict enough
  - D Being open to abuse renders them ineffective.

**Choose no more than three words from the passage for each answer:**

1. The official \_\_\_\_\_ says that anti-social behavior is behavior which can cause alarm or distress.
2. Along with swearing and destruction of public and private property, making \_\_\_\_\_ noise is considered anti-social behavior.
3. ASBOs are considered to be a part of \_\_\_\_\_ law rather than criminal law.
4. Citizens have to \_\_\_\_\_ to either the local council or the police before any action can be taken.
5. In their effort to collect evidence the authorities may call on \_\_\_\_\_ to get more information.
6. ASBOs are issued at a \_\_\_\_\_.
7. \_\_\_\_\_ is the most straightforward form of anti-social behavior to determine.

[retrieved from : Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p. - PP. 31-34.]

#### **4. WRITE AN ESSAY:**

Vittori Alfieri states that “Society prepares the crime; the criminal commits it.” To what extent do you agree or disagree? Give your own opinion.

#### **5. WORK WITH A VIDEO:**

Watch and summarize the video available from [https://www.youtube.com/watch?v=SVeIEUAW\\_8Y](https://www.youtube.com/watch?v=SVeIEUAW_8Y). Be ready to discuss it. What case is presented at moot court competition? Name the team that impressed you most. Why? What do you think about law students' argumentative skills? Who is the best orator in your opinion? Why?



## Module 3

### BOOKS AND READING

#### RESOURCES:

1. Україна молода. URL :  
<https://www.umoloda.kiev.ua/number/3413/188/129861/>
2. BBC News. URL : <https://www.bbc.com/news/education-35441832>
3. Cambridge dictionary. URL :  
<https://dictionary.cambridge.org/ru/словарь/английский/must-read>
4. Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p.

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:


- **bedtime reading**: something to read in bed before you go to sleep
- **to be a big reader**: someone who reads a lot
- **to be heavy-going**: difficult to read
- **bookaholic**: a person addicted to reading
- **bookhood**: knowledge of books
- **to come highly recommended**: to be praised by another person
- **to flick through**: to look quickly through a book
- **misread**: to make a mistake in the way you read and interpret something
- **must-read**: something that many people want to read or that a particular group of people should read
- **a page turner**: a book that you want to keep reading
- **readership**: the group of people who regularly read a particular newspaper, magazine, etc.
- **self-help**: a book written with the intention to instruct its readers on solving personal problems
- **threadbare plot**: a simple, primitive plot

[retrieved from:

- IELTS Books and Films Vocabulary. URL : <https://www.ieltsspeaking.co.uk/ielts-books-and-films-vocabulary/>
- Cambridge dictionary. URL : <https://dictionary.cambridge.org/ru/словарь/АНГЛИЙСКИЙ/must-read>

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**

	<b>Shelve paperbacks in favour of E-books in schools?</b> By Marc Ashdown BBC News Education Correspondent Published 1 February 2016
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**E-books are increasingly being used in classrooms by children as young as three - and they are making a big difference to the reading habits of boys. But there are concerns the expansion of electronic devices in schools may undermine the position of traditional paper books.**

E-books, where stories are loaded onto a tablet or laptop, are used in about two-thirds of schools across America, says the School Library Journal.

But their use in English schools is sporadic.

The National Literacy Trust has been conducting research over the past year to understand their impact.

At 40 schools across the country, 800 children were encouraged to

use e-books and share their feelings.

### **'Physical thing'**

The average project ran for four months. But over that period on average boys made 8.4 months of reading progress using them, compared to just 7.2 months of progress among girls.

Reluctant readers also made good progress, with a 25% increase in boys reading daily.

Perivale Primary School, in west London, took part in the research.

Summit, who is 11, said: "If you really want a book, you can just get it online. It's so easy and it's made me read more. I probably read every day now."

10-year-old Hebah disagreed. "I've always been a real bookworm," she said. "Personally I still prefer paperbacks, because I get more of the feel of the real book."

"We're just trying to create a bigger library," explained Jordan McNamara, who teaches using E-books in his classes. "The children get to choose the books themselves. We're just after more reading, so anything we can do to get the kids to read more is great."

Award winning children's poet and author Michael Rosen has reservations.

"It's really important to hang on to picture books," he said. "We can pass them about, we can flip them, we can share them in ways that's quite difficult with tablets. That physical thing of sitting with a

picture book in a classroom is important."

He added: "Something special goes on when our thoughts engage with print and picture. Words and pictures go together but they're not the same thing. It's like there's another story being told in a different way.

"With books for older children, text only books, it's less important. But picture books are very important for inspiring younger children and we cannot lose that."

Researchers are now embarking on further studies to try and understand why boys in particular respond so well to E-books.

Irene Picton, from the National Literacy Trust, said the findings so far suggest electronic books have a part to play in lessons.

"In focus groups children said the adaptability of E-books gave them more confidence to read. The text can be enlarged and the screen colour can be changed."

Young readers also liked having books on their mobile devices so they could play games and socialise, but also read.



She added: "I'd describe E-books as a tool in the toolbox for anybody who knows a child who doesn't seem to like reading very much."  
[retrieved from BBC News. URL : <https://www.bbc.com/news/education-35441832>]

## **Article 2.**

1. Scan the article and formulate its main idea.
2. Read paragraphs 1-5. What changes are currently observed in the book market? What are some reasons for them?
3. Read paragraphs 6-10. What are the statistics referring e-books consumption? What explains their popularity?
4. Read paragraphs 11-13. What statistics shows regarding print books preferences. To what extent do you agree or disagree? Give your own opinion.
5. Read paragraphs 14-21. What are the results of the research conducted by the company "Chitomo"? Which figures surprised you? Which language do you prefer to read books in? Why?
6. Read paragraphs 22-25. What alarming tendency is stated in them? Are you among the ones who determine the statistics?
7. Read paragraphs 27-30. Which facts surprised you? Which did not?
8. Read paragraphs 31-32. Which is the right model of reading to children? Why?
9. Read the last paragraph. Comment upon the statistics presented.
10. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.

# Україна молода



ДЕ РОЗУМУ НАБРАТИСЯ: БІЛЬШЕ ТРЕТИНИ УКРАЇНЦІВ НЕ ПРОЧИТАЛИ ЖОДНОЇ КНИГИ ЗА МИНУЛИЙ РІК

29.01.2019 Катерина Бачинська

1 Україна не входить до топ-20 країн світу, де найбільше читають.

2 Проте якщо ще сім років тому асортимент книг в українських магазинах був настільки мізерним, що читач був просто змушений купувати продукцію російського видавця, а книгарень було кілька на місто, то протягом останніх років ситуація із книговидавничим ринком в Україні покращується. Люди все більше надають перевагу саме українським видавництвам, запевняють експерти.

3 Не заперечують, що сприяли цьому і певні заборони на книги російських видавництв. Останні соціологічні дослідження вказують на те, що, незважаючи

на складну економічну ситуацію, українці купують та читають книги.

4 Поки це не масштаби Європи, де книги, видання, газети та брошури — як хліб насущий. Проте не варто робити поспішних висновків, адже останні соціологічні дослідження пояснюють, чому в Україні таки починають більше купувати та читати.

5 Культурно-видавничий проект ГО «Читомо» спільно з цифровим видавництвом GUTENBERGZ у співпраці із соціологічною службою Центру Разумкова провели дослідження, де з'ясували, скільки книг українцям вдалося прочитати за рік, що саме читають громадяни, яких українських сучасних письменників знають і якому дозвіллю надають перевагу?

6 Дослідження вказує на те, що понад третина українців є читачами електронних книжок. Лише за останні чотири роки аудиторія аудіокнижок зростає втричі.

7 Серед тих, хто надає перевагу електронній книзі, — і програміст Павло Белоусов. Запевняє — це зручно, економно та просто.

8 «Електронна вміщує в себе тисячі книг, а місця займає, як невеличка брошура. Хто багато читає, а вдома має мало місця, для нього такий формат — саме те. Плюс, немає шкідливого пилу та не треба доглядати за бібліотекою», — переконує Павло.

9 Перевагами пристрою називає можливість робити нотатки, під час читання автоматично перекладати текст або ж дивитися тлумачення невідомих слів.

10 «Усе це незамінні речі, які паперові книги не дадуть, або з ними це робити не так зручно. Зараз якість пристроїв така, що немає відмінності — читаєш на

папері або електронному папері, тому за очі можна не хвилюватися. Але, якщо зір уже не той, в електронній книзі ти завжди можеш збільшити шрифт, контраст тощо», — додає поціновувач гаджетів.

11 Під час дослідження опитували й людей, які надають перевагу саме друкованій книзі. За результатами опитування, протягом року хоча б одну друковану книжку прочитали 62% українців, 22% читали кілька разів на рік, 19% — кілька разів на місяць, 16% — кілька разів на тиждень. Серед поціновувачів друкованої книги — і 24 річна киянка Тетяна Кошева.

12 Дівчина подорожує світом і запевняє — ніколи не змінить паперовий екземпляр на електронний, хоча і усвідомлює, що під час подорожей пристрій зручніший.

13 «У кожній книзі є своя душа, і вона для мене — у папері. Мені подобається перегортати сторінки і чути їхній шелест, просто тримати книгу в руках.

Також через роботу я занадто багато часу проводжу в телефоні та комп'ютері, і зайвий раз розслабитися у мене не вийде, дивлячись в екран. Читання для мене — це, в першу чергу, можливість розслабитися. Це подорож у «мій» світ, в якому тільки я і книга», — аргументує дівчина.

14 За словами співзасновниці ГО «Читомо» Ірини Батуревич, коли вони починали це дослідження, то були досить скептично налаштовані й не очікували на такі результати:

15 «Потенційні культурні й інтелектуальні зрушення у суспільній свідомості після Революції гідності, очевидно, могли бути цілком нівельовані несприятливими економічними обставинами, зростанням цін на книжки, поверненням російської книги на український ринок.

16 Проте результати нас здивували — можемо відзначити позитивну динаміку у зростанні книжкової аудиторії, позитивні тенденції у мовному, жанровому і навіть гендерному аспектах.

Тепер ми можемо заявляти про перспективність книжкового ринку в Україні, спираючись на конкретні цифри».

17 За даними дослідження, зростає кількість людей, яким не принципово, якою мовою читати книги — російською чи українською. Проте у віковому співвідношенні молодь між двома мовами надає перевагу таки українській, зазначають дослідники. «Це свідчить про те, що є великі підстави для продовження тенденції україномовного читання в майбутньому», — додає директор соціологічної служби Центру Разумкова Андрій Биченко.

18 Додатково було виявлено, що для 45% респондентів сьогодні не принципово, якою мовою видана книжка. 24% респондентів читають українською, і 28% — російською. Російськомовна Олеся Мукосій, незважаючи на мову побуту, у книгарнях надає перевагу таки українській книзі. «У побуті я справді говорю

російською, але все більше хочу вивчати українську. А література, як ніщо інше, може навчити тебе говорити красиво і розширює словниковий запас. Тому як тільки бачу, що українське видавництво береться видавати щось світового рівня — радію», — ділиться своїм досвідом дівчина.

19 31% українців не читає книг узагалі

20 Маючи вільний час, кожен п'ятий українець готовий приділити його читанню. Проте під час дослідження з'ясувалося, що читання посідає 5-те місце серед запропонованих сфер дозвілля. 11% громадян читають книги щодня, 17% — кілька разів на тиждень, 20% — кілька разів на місяць, 21% — кілька разів на рік, 31% — не читає книжок ніколи.

21 На першому місці у списку сфер дозвілля у респондентів — телебачення (58%), другому і третьому — читання ЗМІ, зокрема інтернет-ЗМІ та активність у соціальних мережах (відповідно, 31% і 30%). На

четвертому місці — слухання радіо (22%).

22 Психолог Людмила Старовійт запевняє, що це нормально і не варто панікувати і вважати, буцімто з українцями щось не так: «Люди, і це не лише українці, надають перевагу телевізору, оскільки це доступніший і легший у порівнянні з друкованими носіями інформації ресурс. Він не змушує думати, він розважає людину. Так, здавалося б, — це страшно, що люди такі обирають просте і примітивне.

23 Але варто зрозуміти, що всі не можуть бути інтелігенцією та освіченими, і хоч як би хто старався, але це тенденція світового масштабу.

24 Якщо, наприклад, взяти американців, то телевізор для них — це перше і головне дозвілля, середній американець проводить біля телевізора близько двох годин на добу.

25 Тому в них так багато розважальних телешоу. Психологія людини така, що вона шукає простіший шлях,

особливо коли це стосується дозвілля, вільного часу».

26 Щодо друкованих книжок українських видавництв, то 56% респондентів не прочитали за останній рік жодної з них.

27 А от щодо гендерних ознак, то жінки читають частіше, ніж чоловіки. Також жінки частіше, ніж чоловіки, обирають друковані книжки. Серед читачок найпопулярнішими жанрами є класика і любовні романи. Третина жінок читали їх упродовж року.

28 Найпопулярнішими книжками для чоловіків є сучасні детективи.

29 Серед тих, хто читає книжки, понад третина сказали, що не купували книжок упродовж року. Зазвичай брали у друзів або ж у бібліотеці.

30 Найбільше часу приділяють читанню люди з вищою освітою (58% — понад годину на добу). Частіше за інших час для читання виділяють студенти, домогосподарки та пенсіонери.

31 Кожен п'ятий опитаний читає дітям книжки щодня або

кілька разів на тиждень. Кожен десятий — кілька разів на місяць, кожен двадцять п'ятий — кілька разів або раз на рік. І кожен сьомий не читає дітям книжки ніколи.

32 Показово, що люди, які часто читають самі, більше читають і дітям.

### **А що там у світі?**

33 Компанія GfK Group, що займається споживацькими дослідженнями, опублікувала результати опитування щодо регулярності читання в усьому світі. Виявляється, країною, у якій читають найбільше, є Китай. Також високий відсоток має Іспанія та Великобританія, США та Італія. Нідерланди і Південна Корея є країнами, великий відсоток читачів яких зазначили, що вони ніколи не читають книг. Родини з високим рівнем доходу частіше читають книжки, ніж сім'ї з низьким доходом. Також результати показують, що жінки є активнішими читачами, ніж чоловіки.

[retrieved from: Україна молода. URL :  
<https://www.umoloda.kiev.ua/number/3413/188/129861/>]

### 3. WORK WITH TESTS. Read the text and do the tasks below.

#### The Romantic Poets

One of the most evocative eras in the history of poetry must surely be that of the Romantic Movement. During the late eighteenth and early nineteenth centuries a group of poets created a new mood in literary objectives, casting off their predecessors' styles in favour of a gripping and forceful art which endures with us to this day.

Five poets emerged as the main constituents of this movement – William Wordsworth, Samuel Taylor Coleridge, George Gordon Byron, Percy Bysshe Shelley and John Keats. The strength of their works lies undoubtedly in the power of their imagination. Indeed, imagination was the most critical attribute of the Romantic poets. Each poet had the ability to portray remarkable images and visions, although differing to a certain degree in their intensity and presentation. Nature, mythology and emotion were of great importance and were used to explore the feelings of the poet himself.

The lives of the poets often overlapped and tragedy was typical in most of them. Byron was born in London in 1788. The family moved to Aberdeen soon after, where Byron was brought up until he inherited the family seat of Newstead Abbey in Nottinghamshire from his great uncle. He graduated from Cambridge University in 1808 and left England the following year to embark on a tour of the Mediterranean. During this tour, he developed a passion for Greece which would later lead to his death in 1824. He left for Switzerland in 1816 where he was introduced to Shelley.

Shelley was born to a wealthy family in 1792. He was educated at Eton and then went on to Oxford. Shelley was not happy in England, where his colourful lifestyle and unorthodox beliefs made him unpopular with the establishment. In 1818 he left for Italy, where he was reunited with Byron. However, the friendship was tragically brought to an end in July 1822, when Shelley was drowned in a boating accident off the Italian coast. In somewhat dramatic form, Shelley's body was cremated on the beach, witnessed by a small group of friends, including Byron.

Historically, Shelley and Byron are considered to have been the most outspoken and radical of the Romantic poets. By contrast, Wordsworth appears to have been of a pleasant and acceptable personality, even receiving the status of Poet Laureate in 1843. He was born in 1770 in Cockermouth, Cumbria. By the time he entered his early teens, both his parents had died. As he grew older, Wordsworth developed a passion for writing.

In 1798 Wordsworth published a collection of poems with Coleridge, whom he had met, a few years earlier, when he settled in Somerset with his sister Dorothy. He married in 1802 and, as time passed, he deserted his former political views and became increasingly acceptable to popular society. Indeed, at the time of his death in the spring of 1850, he had become one of the most sought-after poets of his time.

Wordsworth shared some of the years at Dove Cottage in Somerset with his friend and poetical contemporary, Coleridge. Coleridge was born in Devon in 1772. He was a bright young scholar but never achieved the same prolific output of his fellow Romantic poets. In

1804 he left for a position in Malta for three years. On his return he separated from his wife and went to live with the Wordsworths, where he produced a regular periodical.

With failing health, he later moved to London. In 1816 he went to stay with a doctor and his family. He remained with them until his death in 1834. During these latter years, his poetry was abandoned for other forms of writing equally outstanding in their own right.

Perhaps the most tragic of the Romantic poets was Keats. Keats was born in London in 1795. Similar to Wordsworth, both his parents had died by his early teens. He studied as a surgeon, qualifying in 1816. However, poetry was his great passion and he decided to devote himself to writing. For much of his adult life Keats was in poor health and fell gravely ill in early 1820. He knew he was dying and in the September of that year he left for Rome hoping that the more agreeable climate might ease his suffering. Keats died of consumption in February 1821 at the age of twenty-five.

It is sad that such tragedy often accompanies those of outstanding artistic genius. We can only wonder at the possible outcome had they all lived to an old age. Perhaps even Byron and Shelley would have mellowed with the years, like Wordsworth. However, the contribution to poetry by all five writers is immeasurable. They introduced the concepts of individualism and imagination, allowing us to explore our own visions of beauty without retribution. We are not now required to restrain our thoughts and poetry to that of the socially acceptable.

**Is the information in the statements below TRUE, FALSE or NOT GIVEN?**

1. The romantic movement lasted for more than a century. \_\_\_\_\_
2. The Romantic poets adopted a style dissimilar to that of poets who had come before them. \_\_\_\_\_
3. Unfortunately, the works of the Romantic poets had no last impression on art. \_\_\_\_\_
4. The Romantics had no respect for any style of poetry apart from their own. \_\_\_\_\_
5. The Romantics were gifted with a strong sense of imagination. \_\_\_\_\_
6. Much of the Romantics' poetry was inspired by the natural world. \_\_\_\_\_

**Complete the sentence. Choose no more than three words from the passage for the answer.**

7. According to the writer, the Romantic poets left us with the ideas of \_\_\_\_\_



[retrieved from : Mann M., Taylore-Knowles S. IELTS for academic purposes : 6 practice tests. McGraw ESL/ELT, New York, 2009. 147 p. – PP.18-20.]

#### **4. WRITE AN ESSAY:**

Some people think books may enlarge our experience and broaden horizons. Others believe they divert us from real life preventing from obtaining this experience live.

Discuss both views and give your opinion.

#### **5. WORK WITH A VIDEO:**

Watch videos available from

<https://www.youtube.com/watch?v=muuWRKYi09s> and

<https://www.youtube.com/watch?v=9nJv8sxpUKU>

Make a list of arguments why reading books may be important for peoples' social development. Add your arguments and write an essay of about 250 words "Why reading matters".



## Module 4

### MAN AND MUSIC

#### RESOURCES:

1. Голос України. URL : <http://www.golos.com.ua/article/181205>
2. Advanced Vocabulary - Words Used to Describe Music or Musical Instruments. URL: <https://abz-ingles.blogspot.com/2013/02/advanced-vocabulary-words-used-to.html>
3. BBC News. URL : <https://www.bbc.com/culture/article/20180116-can-listening-to-classical-music-improve-your-life>
4. IELTS Jacky: The results you want the simple way. URL: <https://www.ieltsjacky.com/music-vocabulary.html>
5. IELTS Mentor : "IELTS Sample Answer & IELTS Preparation". URL: <https://www.ielts-mentor.com/reading-sample/academic-reading/774-ielts-academic-reading-sample-105-what-is-music>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **adoring fans**: people who love a particular band or singer
- **avant-garde** (adjective): new, unusual and experimental
- **backing singer (also "backing vocalist")** (noun): a singer who gives vocal support to a lead singer
- **to be musical**: have a skill in or a great liking for *music*
- **to be tone deaf**: to be unable to distinguish the different notes in music
- **boy band** (noun): a group of three or more boys or young men who sing and dance
- **break** (noun): a moment in which most instruments stop, but one or two continue, esp. drums
- **a catchy tune**: a tune or a song that's easy to remember and stays in your mind so that you find yourself humming or singing it

- **crossover hit** (noun): a country, dance or hip hop song that's on the pop-music charts
- **choir**: a group of singers singing together
- **deejay** (verb): to perform the skills of a club or hip hop DJ
- **duo** (noun): two people who make music or perform together
- **a gig**: a performance of a band
- **to go on tour**: to go on a planned series of performances around a region or country
- **hit the big time**: to become successful and/or famous
- **hook** (noun): part of a song that's easily remembered, often a chorus
- **huge following**: to have a large number of fans
- **last song syndrome**: a song continuously repeats in one's head although it is not played anymore
- **live music**: music that is listened to while it is performed (not recorded)
- **lullaby**: a quiet, gentle song sung to send a child to sleep
- **off-key**: music or singing that is off-key does not sound good because the notes are slightly wrong.
- **playable**: a piece of music that is playable can be played without much difficulty
- **progressive**: used for describing music that tries new or unusual ideas, sometimes making it difficult to listen to
- **to play by ear**: to play without reading the musical notes
- **to read music**: to understand and follow written musical notes
- **sellout**: a performance or sports event for which no more tickets are available because it's so popular
- **sing to sleep**: to make someone feel sleepy by sing them a gentle song
- **to take up a musical instrument**: to begin learning a musical instrument
- **venue**: the place where a public event such as a concert happens.

[retrieved from :

- IELTS Jacky: The results you want the simple way. URL: <https://www.ieltsjacky.com/music-vocabulary.html>
- Advanced Vocabulary - Words Used to Describe Music or Musical Instruments. URL : <https://abz-ingles.blogspot.com/2013/02/advanced-vocabulary-words-used-to.html>]

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**



### CAN LISTENING TO CLASSICAL MUSIC IMPROVE YOUR LIFE?

By Clemency Burton-Hill 17th January 2018

*Clemency Burton-Hill explains how she was inspired to write her new book, *A Year of Wonder*, and why listening can be a powerful act of ‘soul maintenance’.*

Can a daily dose of classical music change your life? It sounds like an impossibly grand claim, but in my case, the answer has been a resounding yes. And January – so often a miserable month of discarded resolutions, debts and diets – is arguably the perfect time to dive in to a new sonic soundscape in all its rich, diverse wonder.

We are a music-making species – always have been, always

will be. We are also a music-exchanging species: long before lovesick teenagers started curating mixtapes for each other, or digital streaming services enabled us to swap favourite tracks, we were communicating and connecting through music. We evolved as humans by coming together around the fire after a long day’s hunter-gathering, singing songs and telling stories through song. That’s what our ancestors did; that’s how they

made sense of the world; that's how they learned how to be.

It is an impulse that is still fundamental to who we are. Yet our own modern lives are frazzled and fragmented to an unprecedented degree. Who, seriously, has the luxury of making time each day to actively listen to a particular piece of music? Perhaps, though, we have never needed more urgently the emotional space that music – and classical music in particular – can provide. Scientific research is increasingly proving that regular acts of so-called 'self-care' can have untold benefits on our mental health and well-being, but personally I've never been able to get the hang of, say, regular meditation or yoga. I never go to the gym, no matter how noble my intentions. I basically run on coffee and sugar. I always leave my tax return until the deadline. Inevitably then, this time of New Year's resolution-making and breaking is liable to make me feel pretty wretched. Each year, I set annual expectations that I fail utterly to stick to — and become

increasingly stressed out as a result. I'm pretty sure I'm not alone.

Yet it turns out that even *I* have the self-discipline to eke out a few minutes each day to stick on my headphones, listen to a single piece of music, and be transformed. Although I have played the violin since childhood and worked as a classical music broadcaster and writer for a decade, I only fully grasped the miraculous effect of a daily engagement with this music after a particularly gruelling couple of years. Personal grief; juggling the irreconcilable demands of a relentless freelance career with an energetic toddler; feeling permanently on the edge of burnout whilst signalling to the outside world that 'everything's just fine!' — suffice it to say, I wasn't in a very healthy place. And yet none of the potential solutions I tried had any effect.

Except music.

It turned out that, when I converted my listening habits into a conscious daily ritual, I began to feel less anxious almost immediately. I curated myself

monthly classical playlists with a specific piece for each day. Getting on the Tube and pressing play, instead of automatically being sucked into a social media scroll hole, seemed to be spiritually stabilising. I began to look disproportionately forward to it. And it occurred to me that, if I could benefit in such a meaningful way from this small but powerful act of soul maintenance, so might others. What if I could build on my lifetime's love of classical music? What if I could open up this vast treasury of musical riches by demystifying both the music and humanising those who created it by giving each piece some context, telling some stories, and reminding readers/listeners that this music was created by a real person, probably someone who shared many of the same concerns as them, who in many ways might be *just like them*.

*Where to start?*

Classical music is an art form that, for myriad complex reasons, is often perceived to be the preserve of a narrow elite; an

exclusive party to which few are invited. This is painfully ironic, because the work itself is among the most emotionally direct that we have. There's a reason everyone from film to funeral directors invariably relies on classical music when they want to ramp up the feels. And I was losing track of the number of friends, family and even strangers who were asking, often sheepishly, if I might be able to make them a classical playlist.

Sometimes it was a precise request: music to study or work to; music to soothe their newborn babies or fall asleep to or to impress their new partner's parents with; music to exercise to; to unwind to; to garden, commute or throw a dinner party to. The guy who runs my local coffee shop asked me to curate him a classical soundtrack for the late-afternoon/early-evening shift. My teenage niece was after something to help her through her exam revision. And so on. Most often, what I heard from these playlist-hunters was something along the lines of: "I heard a piece of what I think might

be classical music on a TV show/film/video/advert, and I loved it. I don't know anything about classical music, but I'd like to hear some more *and I have no idea where to start...*"

That question of "where to start" is critical. As with practically every other industry, technology has disrupted the music industry in both positive and negative ways. It's true that the decimation of traditional financial models is generally leaving artists and labels less well off than they were previously. But the emergence of legal streaming platforms such as Spotify and Apple Music has blown open the door to that party in a thrilling, democratising way. What many of us now have access to at our digital fingertips would have been unimaginable even 10 years ago. Now anyone with a half-decent internet connection can explore a musical universe that was previously closed to all except those who already knew what they were looking for and had the resources to pay for it.

And yet: the sheer volume of what is now available for free at the click of a button can be daunting, if not paralyzing. So I decided to write a sort of field guide, not so much a history of classical music as a hand-curated treasury of music that I dearly love. It includes plenty of women - who for centuries have been written out of the canon — composers of colour; gay and transgender composers; differently-abled composers (Beethoven, after all, wrote some of his most magnificent works while fully deaf); composers who battled — or are battling — mental health issues, addiction, low self-esteem; composers who had to make ends meet by doing all manner of unlikely day jobs (taxi drivers, plumbers, chemists, orange pickers, postal workers) but who kept at it, despite the odds, and created these glorious pieces for our listening pleasure. And maybe for our salvation.

I believe the greatest works of music are engines of empathy: they allow us to travel without moving into other lives, ages, souls. They

are also robust: they can handle you multitasking all around them, fitting them into your real life. So don't give another thought to whether you have the right 'credentials' to become a classical aficionado or whether you're listening 'right': trust me, the only entry criterion is to have ears.

You can listen on your commute; take them with you on a walk; stick them on in the background while

[Retrieved from : BBC News. URL : <https://www.bbc.com/culture/article/20180116-can-listening-to-classical-music-improve-your-life> ]

you hustle your kids' breakfast or do the school run; make them your soundtrack to fixing dinner, pouring a drink, putting your feet up, or doing the washing, ironing, catching up with emails, whatever it is you need to do at the moment where you get to finally press play. I believe there is very little in life that this music can't beautifully complement. This is music to live to — to live your best life to.

## Article 2.

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> paragraph. What issues are mentioned in it? What other issues associated with the phenomenon of music might appear in our mind?
3. Read the 2<sup>nd</sup> and the 3<sup>rd</sup> paragraphs. What has been proved by the series of scientific research?
4. Read the 4<sup>th</sup> paragraph. How does music affect women and why?
5. Read the 5<sup>th</sup> and 6<sup>th</sup> paragraphs. What experiment was conducted afterwards? What might it prove? Have you ever heard about music affecting animal?
6. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.





1 Чи замислювалися ви колись, чому багатьом людям так подобається музика? А чому для одних музика – справа всього життя, а інші не можуть повторити навіть найпростішу мелодію? І взагалі, звідки це воно — вплив музики на людину, інколи такий сильний, що змінює настрій людей, впливає на їхні вчинки, більш того — формує характер?

2 Протягом багатьох років учені намагалися відповісти на ці запитання.

3 У середині 90-х років минулого сторіччя відомий психолог, лікар Ярд Панчев розробив теорію, засновану на реальних експериментах. Він почав з методів виміру реакції людей на музику. Багато дослідників вважали, що музика знаходить шлях до «емоційних

ланцюгів» у мозку людини. З біологічної точки зору під впливом музики в організмі людини відбуваються біологічні зміни, що люди зазвичай описують, як «мороз по шкірі». От Я. Панчев і спробував разом з колегами з'ясувати, чому від музики йде мороз по шкірі.

4 Дослідники перевіряли, як різна музика впливає на ту саму групу людей. Виконувалися ліричні пісні й симфонічна музика, найпростіші твори й складні, такі що потребують особливого сприйняття. І ось, що з'ясувалося із самого початку: жінки реагують на музику набагато сильніше, ніж чоловіки, особливо, коли чути сумну мелодію. Лікар Панчев пояснював це тим, що в такій музиці їм вчувається плач дитини, що загубилася. Річ у тім, що наша нервова система влаштована так, що ми реагуємо на визначені типи сигналів. Наприклад, на плач дитини. І, звичайно, жінки — найчутливіші до таких сигналів: навіть у закодованій прекрасній

музиці сигнал змушує жінку поспішити до дитини.

5 Це було початком досліджень. Особливих відкриттів тут, треба сказати, не було. Але дослідження продовжувалися — лікар Панчев піддавав впливові музики групу інших слухачів. Цього разу... курчат. Він відзначив, що в їхній реакції є якийсь стереотип. Прослухавши одну мелодію, курчата схиляли голови на бік, як скрипаль, що грає особливо емоційний уривок. Після іншої мелодії вони позіхали. Це [retrieved from Голос України. URL : <http://www.golos.com.ua/article/181205> ]

особливо розсмішило лікарів, які пригадали, що й вони часто засинали на концертах симфонічної музики. У третьому випадку курчата настобурчували пір'я, начебто й у них йшов мороз по шкірі.

6 Звичайно, лікар Панчев не приписував курчатам таку ж глибину естетичних почуттів, які властиві людині. Але його спостереження — ще одне свідчення того, що таємниця сили музичного мистецтва глибоко схована в нашому еволюційному минулому.

### 3. WORK WITH TESTS

**Read the text and do the tasks below.**

#### WHAT IS MUSIC?

**A.** Music has probably existed for as long as man has been human, and it certainly predates civilization by tens of millennia. Yet even today there is no clear definition of exactly what music is. For example, birdsong is certainly melodic, but it is not tuneful, and it is not created with the intention of being musical (in fact it is sometimes meant to sound threatening) - therefore does it count as music?

**B.** On the other hand, some modern composers have been challenging the idea that music should be arranged in a pleasant manner with the notes falling in an orderly succession. Others, famously the avant-garde composer

John Cage have even used silence and called the result music. As a result, there is no one definition of music. Perhaps it should be said that music, like beauty, is what the person who sees or hears it believes it to be.

**C.** Music is divided in many ways. Music itself is split into notes, clefts, quavers, and semi-demi quavers. Ancient and medieval musicologists believed that these notes could be arranged 'horizontally' into melody (making notes that match on the same scale) and 'vertically' (going up and down the scales to create harmony). Another very basic measurement of music is the 'pulse'. This is present in almost all forms of music, and is particularly strong in modern popular music. The pulse is the regular beat which runs through a tune. When you tap your foot or clap your hands in time to a song, you are beating out the pulse of that song.

**D.** Another way of dividing music is by genre. Even a child who does not know that (for example) rock and roll and classical music are different genres will be instantly aware that these are very different sounds; though he will not be aware that one is a percussion-led melody while the other emphasizes harmony over rhythm and timbre. Each genre of music has numerous sub-divisions. Classical music is divided by type - for example, symphonies, concertos and operas, and by sub-genre, for example, baroque and Gregorian chant. Just to make it more fun, modern musicians have also been experimenting with crossover music, so that we get Beatles tunes played by classical orchestras, and groups like Queen using operatic themes in songs such as 'Bohemian rhapsody'.

**E.** Almost all music is a collaboration between the composer, and the performer, while song requires a lyricist to write the words as well. Sometimes old tunes are adapted for new lyrics - for example, the song 'Happy Birthday' is based on a tune originally called 'Have a nice Day'. At other times a performer might produce a song in a manner which the original composer would not recognize. (A famous example is the punk rock band the Sex Pistols performing the British national anthem 'God save the Queen'.)

**F.** This is because the composer and lyricist have to leave the performer some freedom to perform in the way that suits him or her best. While many classical compositions have notes stressing how a piece should be performed (for example a piece played 'con brio' should be light and lively) in the end, what the listener hears is the work of the performer. Jazz music has fully accepted this, and jazz performers are not only expected to put their own interpretation on a piece, but are expected to play even the same piece with some variation every time.

**G.** Many studies of music do not take into account where the music is to be played and who the audience will be. This is a major mistake, as the audience is very much a part of the musical experience. Any jazz fan will tell you that jazz is best experienced in small smoky bars sometime after midnight, while a classical fan will spend time and money making sure that the music on his stereo comes as close as possible to the sound in a large concert hall. Some music, such as dance music, is designed to be interactive, while other music is designed to remain in the background, smoothing out harsh sounds and creating a mood. This is often the case with cinema music - this powerfully changes the mood of the audience, yet remains so much in the background that many cinema goers are unaware that the music is actually playing.

**H.** Music is very much a part of human existence, and we are fortunate today in having music of whatever kind we choose instantly available at the touch of a button. Yet spare a thought for those who still cannot take advantage of this bounty. This includes not only the deaf, but those people who are somehow unable to understand or recognize music when they hear it. A famous example is United President Ulysses Grant, who famously said 'I can recognise two tunes. One is 'Yankee doodle' and the other one isn't.'

**Choose which of these sentences is closest to the meaning in the text. Write A, B or C on your answer sheet (1-3)**

1. A Modern composers do not always want their music to sound pleasant  
 B Some modern composers do not want their music to be enjoyable  
 C A modern musical composition should not be orderly
2. A Crossover music is when classical orchestras play modern tunes  
 B Crossover music moves between musical genres  
 C Crossover music is a modern musical genre
3. A Performers, lyricists and composers each have a separate function  
 B Performers of a song will need to become lyricists  
 C Composers instruct musicians to play their work 'con brio'.

**Match the following groups of words (4-7) with one of the words in the box opposite (A- F).**

*NB. There are more words in the right column than you need.*

- |   |                 |
|---|-----------------|
| 4. Rock and roll, classical music, jazz | A Collaborators |
| 5. Composer, lyricist, performer        | B John Cage     |
| 6. Symphony, concerto, opera            | C Classical     |
| 7. Cinemagoer, Jazz fan, dancer         | D Baroque       |
|   | E Audience      |
|   | F Genres        |

**The reading passage has 8 paragraphs which are numbered A-H.**

8. People can tell genres of music apart even without musical training.
9. Where you hear music can be as important as the skill of the performer.
10. Music has been a part of human existence for many thousands of years.
11. A piece of music might have more than one set of words to go with it.
12. Some people cannot tell the difference between classical music and birdsong.

[retrieved from: IELTS Mentor : "IELTS Sample Answer & IELTS Preparation". URL:

<https://www.ielts-mentor.com/reading-sample/academic-reading/774-ielts-academic-reading-sample-105-what-is-music> ]

#### **4. WRITE AN ESSAY:**

Some people believe classical music can enhance our workout. Others believe it is extremely outdated and must die.

Discuss both views and give your opinion.

#### **5. WORK WITH A VIDEO:**

Watch the video available from <https://www.youtube.com/watch?v=dnRJ5nM2mo4>.

Describe the composers and say how music background accentuates the image? Write an essay of about 250 words.



## Module 5

### DIFFICULT CHILDREN

#### RESOURCES:

1. BBC News. URL : <https://www.bbc.com/news/uk-52363197>
2. Gazeta.UA. URL : [https://gazeta.ua/articles/life/\\_britanci-boyatsya-svoyih-ditej-i-nazivayut-yih-tvarinami/268793](https://gazeta.ua/articles/life/_britanci-boyatsya-svoyih-ditej-i-nazivayut-yih-tvarinami/268793)
3. IELTS. Reading. Multiple choice. Short Answer. URL : <https://greenforest.com.ua/journal/read/ielts-reading-multiple-choice-short-answer>
4. Informal and humorous words used to refer to children. URL: <https://www.macmillandictionary.com/thesaurus-category/british/informal-and-humorous-words-used-to-refer-to-children>
5. Problems like juvenile delinquency arise from the fact that many married woman now work and are not at home to care for their children | Band 9 IELTS Essay Sample. URL : <https://www.ielts-practice.org/problems-like-juvenile-delinquency-arise-from-the-fact-that-many-married-woman-now-work-and-are-not-at-home-to-care-for-their-children-band-9-ielts-essay-sample/> ]
6. Ten Good Words for Bad Kids. URL: <http://blog.writeathome.com/index.php/2013/10/ten-good-words-for-bad-kids/>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **churlish**: rude (like a churl or peasant); difficult or unpleasant to deal with
- **contumacious**: willfully disobedient, rebellious
- **contumacious**: willfully disobedient, rebellious
- **crybaby** (informal): someone who cries too much, especially a child

- **defiant:** refusing to obey a person or a rule
- **disruptive behavior:** when a child is uncooperative and prevents themselves and other children in class from working
- **fidget** (informal): someone, especially a child, who fidgets a lot
- **monkey:** someone, especially a child, who behaves badly but in a funny way rather than in an annoying way
- **obstreperous:** loud and unruly; boisterous, resistant to restraint or control
- **problem child:** the child who is considered difficult
- **peevish:** that who whines and complains constantly
- **pest:** someone who keeps annoying you, especially a child
- **petulant:** “childishly irritable.” It means grumpy, grouchy, bad-tempered
- **a psychotic meltdown:**
- **rascal:** a child who behaves badly but who you like too much to be angry with
- **recalcitrant:** stubbornly unwilling to obey authority, difficult to deal with and not inclined to obey.
- **ruculent:** fierce, cruel, brutal, and hostile
- **tearaway** (informal): a young person who does dangerous, silly or illegal things that often get them in trouble
- **telltale** (informal): a child who tells an adult about something bad that another child has done
- **tinker (informal):** a young child who behaves badly
- **tyke (informal):** a small child who behaves badly

[retrieved from

- Ten Good Words for Bad Kids. URL: <http://blog.writeathome.com/index.php/2013/10/ten-good-words-for-bad-kids/>
- Informal and humorous words used to refer to children. URL: <https://www.macmillandictionary.com/thesaurus->



category/british/informal-and-humorous-words-used-to-refer-to-children]

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**

**BBC  
NEWS**

### CORONAVIRUS: THE PARENTS IN LOCKDOWN WITH VIOLENT CHILDREN

By Joseph Lee     23 April



**For some parents, being at home with their children means facing threats, abuse and violent outbursts. How can they cope in the isolation of lockdown?**

Julie found out you could buy large knives on the internet when she witnessed her son brandishing one and slashing the furniture at home.

In the past couple of months, she says she has had to call the police twice to their home, most recently as she was barricaded in

the bathroom while her son - a young adult - tried to break down the door with a knife. Now the family are living in lockdown together, struggling with isolation, a loss of their support network and a claustrophobic atmosphere that Julie describes as a "tinderbox".

She says she believes her son when he told police that he never meant to hurt her, that he just wanted her to know how angry he was. But incidents of intimidation happen two or three times a week, she says.

Liam suffered trauma as a child and has learning difficulties which affect memory, emotional regulation and social skills. The family manage his aggressive

outbursts with the help of a list of friends and supporters who come round at a moment's notice to help defuse tensions. But these coping techniques are threatened by the social distancing rules.

Her husband has to work outside the home, so Julie says if she cannot call on these supporters, "I am very much on my own".

It's not known precisely how many parents live with violence from their children. Figures compiled by the BBC last year suggest the number of incidents recorded by police doubled to 14,133 between 2015 and 2018 - but many may go unreported.

Helen Bonnick, a former social worker and campaigner on the issue, says that international evidence suggests about one in 10 parents may experience some violence from their children, although severe incidents are more rare. Some aggressive children have problems dealing with their emotions, she says, but others are "much more manipulative and controlling, in a way that feels more like adult violence".

Lockdown raises the stakes for these families, reinforcing their isolation and underlining the message to parents from violent children "that they can't go out, that they're stuck in here with them, that they can do what they want and no one will know," says Ms Bonnick.

"Parents who have experienced intimate partner violence and then child-to-parent violence will often say this feels worse - because it's your own flesh and blood," she says.

Neil, who lives in the east of England, says the aggression from his son, Ben, was just "cute" aged four and became worrying when he was eight. Now he is living with a teenager and "suddenly it's quite dangerous" - with Ben increasingly reaching for knives or bottles. Ben is autistic and has moderate learning difficulties as well as ADHD. The disruption to his routine caused by the coronavirus outbreak has sent his stress levels soaring and made angry outbursts more likely, his father says.

"He's that much closer to boiling over constantly. It really

doesn't take much for him to turn around and explode. It's like living with a bucket of nitroglycerine sometimes," says Neil.

A key coping strategy before the lockdown was taking Ben for long drives, which he found calming. Now even that has become loaded with anxiety, as they fear being stopped by the police for making an unnecessary journey.

"Life was hard already and Covid is making it harder," Neil says.

Peter Jakob, a clinical psychologist who helps people facing this issue, says the isolation and shame that parents already feel is a major challenge in tackling violence from their children. But he says it can still be addressed, even in lockdown. Dr Jakob encourages parents to have a network of supporters who can launch what he calls a "campaign of concern" - where after an incident, a number of people contact the child using messaging or video-chatting apps like WhatsApp or FaceTime.

"Most children don't want others in the community to know that they act in violent, aggressive or otherwise destructive ways," he says.

If they can no longer "silence their parents" from telling others about their behaviour, they often feel forced to change, he says.

But Suzanne Jacob, chief executive of domestic abuse charity Safelives, says that parents in these circumstances need understanding from the authorities as well as from their communities. She says in some cases children have used police enforcement of the lockdown against their parents, knowing the adults will be blamed if they flout the law.

"So while parents are already feeling blamed and inadequate and guilty, this situation is reiterating how little support is available to them and how much people will misunderstand the situation they're in," she says.

Ms Jacob says she wants to see more acknowledgement from government that home isn't a safe place for some people, whether

that's victims of abusive partners or parents with violent children.

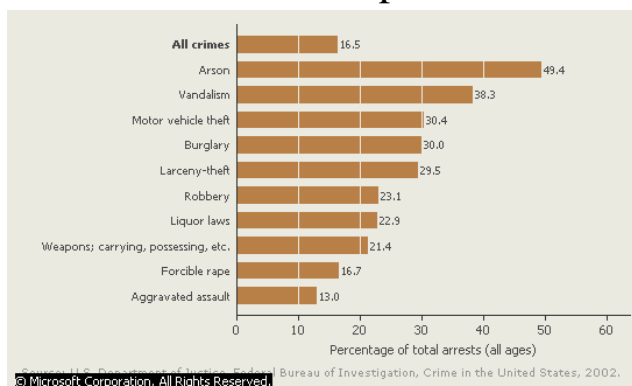
"Just acknowledging it is helpful to people. Survivors often say being acknowledged, being

[Retrieved from : BBC News. URL : <https://www.bbc.com/news/uk-52363197> ]

visible is really important - it validates that fact that this is a thing that goes on," she says. "Those messages would help people feel like they're not going mad."

## Article 2.

1. Scan the article and formulate its main idea.
2. Who is a juvenile delinquent? What country has the highest juvenile crime rate?
3. Read the 1<sup>st</sup> and the 2<sup>nd</sup> paragraphs, state adults' attitude towards children in the UK. Is it the same in your country?
4. Read paragraphs 3<sup>rd</sup> to 5<sup>th</sup>. How grounded is the accusation mentioned above?
5. What attributes are used by the adults in the UK to characterize contemporary youth? How might Ukrainian adults characterize Ukrainian youth?
6. Read paragraphs 5 to 6. What statistics concerning juvenile delinquency does the Ministry of Home Affairs of Great Britain demonstrate?
7. Read the article up to the end and say what place in the juvenile legal system is occupied by girls and why.
8. Look at the graph representing information on juvenile delinquency and comment on which crime prevails and why:



9. Skim the text again. Underline key sentences in each paragraph.  
Write a summary to the article.

**Gazeta.ua**

Понеділок, 17 листопада 2008 17:42

## БРИТАНЦІ БОЯТЬСЯ СВОЇХ ДІТЕЙ І НАЗИВАЮТЬ ЇХ ТВАРИНАМИ



У Великобританії суспільна нетерпимість до молоді досягла такого рівня, що більше половини дорослого населення країни вважає, що британські діти поводяться, як тварини.

Згідно з даними опитування, що проводив дитячий благодійний фонд Barnardo's, 49% дорослих британців вважають, що діти небезпечні як один для одного, так і для дорослих. Більше третини опитаних визнала, що таке відчуття, неначе вулиці заповнені дітьми.

Як показало опитування, світ, в якому молоді люди відчувають негативне відношення до себе дорослих, що бояться стикатися з ними на вулицях, став реальністю. Як відзначив голова фонду Barnardo's Мартін Нерей, нетерпиме відношення дорослих до дітей показали результати огляду злочинності в країні. Як виявилось, дорослі звинуватили підлітків у половині всіх скоєних злочинів, тоді як, за офіційною статистикою, діти винні всього лише в 12% від загального числа злочинів.

53% всіх опитаних фондом заявили, що діти ведуть себе як тварини, а 45% погодилися з твердженням, що дорослі саме тому поводяться з дітьми, як з "дикими", бо вони самі своєю поведінкою примушують робити

це. Як відзначив голова фонду, жахливо, що слова "тваринне", "дикі" і "паразити" тепер щодня використовуються у відношенні до дітей.

Як вважають експерти, насправді більшість молодих людей живуть законослухняним спокійним життям і не заслуговують такого до себе ставлення. За статистикою, діти, які залучені в злочинну діяльність, походять з неблагополучних сімей і погано освідчені.

Відзначимо, що все ж таки і міністерство внутрішніх справ Великобританії констатує, що діти і підлітки почали частішим здійснювати правопорушення, а самі злочини стали жорстокішими. Боротьба з підлітковою злочинністю йде у Великобританії постійно. Так, влітку поліція Скотленд-Ярду почала в масовому порядку затримувати молодих людей, які носять з собою холодну зброю. Тисячі людей були обшукані прямо на вулицях, більше двохсот арештовані. Така

операція була проведена після серії гучних злочинів, здійснених з використанням холодної зброї. Як показує практика, більшість конфіскованих предметів складають кухонні ножі.

Крім того, за статистикою, злочини все частіше почали здійснювати і діти, яким не виповнилося ще і 10 років. За даними 2006 року, в Англії і Уельсі діти молодше 10 років зробили 2840 правопорушень. Приблизно половина цих злочинів - акти вандалізму і підпали. У зв'язку з цим, юристи запропонували понизити поріг кримінальної відповідальності до 8-9 років.

Як відзначають експерти, в підліткову злочинність все частіше залучаються і дівчатка. За даними статистики, британські дівчатка за останніх 3 роки на 25% частіше почали порушувати закон. Правда, число важких злочинів серед них незначне, більшість цих злочинів - звичайні шкільні бійки.

[retrieved from : Gazeta.UA. URL : [https://gazeta.ua/articles/life/\\_britanci-boyatsya-svoyih-ditej-i-nazivayut-yih-tvarinami/268793](https://gazeta.ua/articles/life/_britanci-boyatsya-svoyih-ditej-i-nazivayut-yih-tvarinami/268793) ]

### **3. WORK WITH TESTS**

**Read the text and do the tasks below.**

#### **NOW FOR THE BAD NEWS: A TEENAGE TIME BOMB**

They are just four, five and six years old right now, but already they are making criminologists nervous. They are growing up, too frequently, in abusive or broken homes, with little adult supervision and few positive role models. Left to themselves, they spend much of their time hanging out on the streets or soaking up violent TV shows. By the year 2005 they will be teenagers – a group that tends to be, in the view of Northeastern University criminologist James Alan Fox, “temporary sociopaths – impulsive and immature”. If they also have easy access to guns and drugs, they can be extremely dangerous.

For all the heartening news offered by recent crime statistics, there is an ominous flip side. While the crime rate is dropping for adults, it is soaring for teens. Between 1990 and 1994, the rate at which adults age 25 and older committed homicides declined 22%; yet the rate jumped 16% for youths between 14 and 17, the age group that in early ‘90s supplanted 18- to 24-year-olds as the most crime-prone. And that is precisely the age group that will be blooming in the next decade. There are currently 39 million children under 10 in the U.S., more than at any time since the 1950s. “This is the calm before the crime storm,” says Fox. “So long as we fool ourselves in thinking that we are winning the war against crime, we may be blindsided by this bloodbath of teenage violence that is lurking in the future”.

Demographics don’t have to be destiny, but other social trends do little to contradict the dire predictions. Nearly all the factors that contribute to youth crime – single-parent households, child abuse, deteriorating inner-city schools – are getting worse. At the same time, government is becoming less, not more, interested in spending money to help break the cycle of poverty

and crime. All of which has led John J. DiIulio JR., a professor of politics and public affairs at Princeton, to warn about a new generation of “superpredators”, youngsters who are coming of age in actual and “moral poverty”, without “the benefit of parents, teachers, coaches and clergy to teach them right or wrong and show them unconditional love”.

Predicting a generation’s future crime patterns is, of course, risky, especially when outside factors (Will crack use be up or down? Will gun laws be tightened?) remain unpredictable. Michael Tonry, a professor of law and public policy at the University of Minnesota, argues that the demographic doomsayers are unduly alarmist. “There will be a slightly larger number of people relative to the overall population who are at high risk for doing bad things, so that’s going to have some effect.” Norval Morris, professor of law and criminology at the University of Chicago, finds DiIulio’s notion of superpredators too simplistic: “The human animal in young males is quite a violent animal all over the world. The people who put forth the theory of moral poverty lack a sense of history and comparative criminology.”

Yet other students of the inner city are more pessimistic. “all the basic elements that spawn teenage crime are still in place, and in many cases the indicators are worse,” says Jonathan Kozol, author of *Amazing Grace*, an examination of poverty in the South Bronx. “There is a dramatic increase of children in foster care, and that’s a very high-risk group of kids. We’re not creating new jobs, and we’re not improving education to suit poor people for the jobs that exist.”

Can anything defuse the demographic time bomb? For urges “reinvesting in children”: improving schools, creating after-school programs and providing other alternatives to gangs and drugs. DiIulio, a law-and-order conservative, advocates tougher prosecution and wants to strengthen religious institutions to instill better values. Yet he opposes the Gingrich-led effort to make deep cuts in social programs. “A failure to maintain existing welfare and health commitment for kids,” he says, “is to guarantee that the



next wave of juvenile predators will be even worse than we're dealing with today." DiIulio urges fellow conservatives to think of Medicaid not as a health-care program but as "an anticrime policy".

**Choose the correct letter, A, B, C of D.**

1. Young children are making criminologists nervous because
  - (a) they are committing too much crime.
  - (b) they are impulsive and immature.
  - (c) they may grow up to be criminals.
2. The general crime rate in the US is
  - (a) increasing
  - (b) decreasing
  - (c) not changing
3. The age group which commits the highest rate of crime is
  - (a) 14 - 17.
  - (b) 18 - 24.
  - (c) 24 +.
4. James Fox believes that the improvement in crime figures could
  - (a) make us complacent in the fight against crime.
  - (b) result in an increase in teenage violence.
  - (d) result in a decrease in teenage violence.
7. According to paragraph 3, the government
  - (a) is doing everything it can to solve the problem.
  - (b) is not interested in solving the problem.
  - (c) is not doing enough to solve the problem.
6. In comparison with James Fox, Michael Tonry is
  - (a) more pessimistic.
  - (b) less pessimistic.
  - (c) equally pessimistic.
7. Jonathan Kozol believes that
  - (a) there is no solution to the problem.
  - (b) employment and education are not the answer.

- (c) employment and education can improve the situation.
8. Professor DiIulio thinks that spending on social programs
- (a) should continue as it is
  - (b) should be decreased.
  - (c) is irrelevant to crime rates.

[retrieved from : IELTS. Reading. Multiple choice. Short Answer. URL : <https://greenforest.com.ua/journal/read/ielts-reading-multiple-choice-short-answer>]

#### **4. WRITE AN ESSAY:**

Juvenile delinquency arises from the fact that many married women now work and are not at home to care about their children. To what extent do you agree or disagree with this opinion?

[retrieved from : Problems Like Juvenile Delinquency Arise From The Fact That Many Married Woman Now Work And Are Not At Home To Care For Their Children | Band 9 IELTS Essay Sample. URL : <https://www.ielts-practice.org/problems-like-juvenile-delinquency-arise-from-the-fact-that-many-married-woman-now-work-and-are-not-at-home-to-care-for-their-children-band-9-ielts-essay-sample/>]

#### **5. WORK WITH A VIDEO:**

Watch and summarize videos available from

<https://www.youtube.com/watch?v=RIMAYaYRDJE>

<https://www.youtube.com/watch?v=8eCfnrGu5xo>

<https://www.youtube.com/watch?v=CRZx0QVrIVk>.

Be ready to discuss them. Why are these children “challenging”? What are the challenges faced by teachers in Britain? Do Ukrainian teachers face such challenges? You are future teachers. What would you do if you face such a challenging child?



## Module 6

### TELEVISION

#### RESOURCES:

1. Конкурент. URL : <https://konkurent.ua/publication/41826/13-chortovih-pitan-do-zhurnalistiv/>
2. Daily source. URL : <https://www.dailysource.org/about/problems#.X7aT8hZR0dV>
3. IELTS Academic Reading Test 1. Section 3. URL : <https://ielts-up.com/reading/academic-reading-sample-1.3.html>
4. IELTS Speaking Vocabulary: The News Media (The News, Newspapers and Magazines). URL: <https://ieltsmaterial.com/ielts-vocabulary-the-news-media-the-news-newspapers-and-magazines/>
5. Vocabulary – mass media. URL : [https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-mass-media.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-mass-media.php)

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **assignment reporter:** a reporter who is available to be assigned to anything
- **aerial:** a radio antenna, especially one suspended in or extending into the air
- **byline:** a line at the top of a newspaper or magazine giving the writer's name
- **consumers:** a person who consumes media services
- **editorial, leader (US), or leading article (UK):** an article in a newspaper or magazine that expresses the opinion of the editor, editorial board, or publisher
- **embedded reporter:**
- **fanzine:** a magazine written for and by fans

- **go viral:** used to describe something that quickly becomes very popular or well-known by being published on the internet or sent from person to person by email, phone, etc.
- **the gutter press:** newspapers which focus on sensational journalism, often about the lives of famous people
- **heavy (informal):** a serious newspaper
- **high-tech politics:** the current American political system in which the behavior of citizens and policy makers, as well as the political agenda itself, is increasingly shaped by technology
- **hot off the press:** news that has just been printed and is very recent
- **information overload:** exposure to too much information or data
- **invasion of privacy:** unjustifiable intrusion into the personal life of another without consent
- **live-streaming:** broadcasting video and sound of an event over the internet as it happens
- **mainstream media:** media sources that predate the Internet, such as newspapers, magazines, television, and radio
- **media bias:** a term used to describe a real or perceived bias of journalists and news producers within the mass media, in the selection of which events will be reported and how they are covered.
- **news feed:** a web page or screen that updates (= changes) often to show the latest news or information
- **paparazzi:** the photographers who follow famous people everywhere they go in order to take photographs of them for newspapers and magazines
- **premium content:** a type of content that may be accessed for a fee, and is usually of higher quality or more desirable than free content
- **press conferences:** meetings with reporters
- **scoop:** a story or piece of news discovered and published by one newspaper before all the others

- **shift and mold public opinion:** to affect, change views prevalent among the general public
- **slow news day:** a day with little news to report
- **snapchat:** the name of a social media service for sending pictures, messages and videos that are only available to be seen for a limited amount of time
- **tabloid:** a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material
- **talking heads:** a shot of a person's face talking directly to the camera
- **target audience:** the particular group of people to which an advertisement, a product, a website, a television or radio programme is directed
- **trial balloons:** information leaked for the purpose of determining what the political reaction will be
- **yellow journalism:** the term used to describe sensational news reporting

[retrieved from

- Vocabulary – mass media. URL : [https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-mass-media.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-mass-media.php)
- IELTS Speaking Vocabulary: The News Media (The News, Newspapers and Magazines). URL: <https://ieltsmaterial.com/ielts-vocabulary-the-news-media-the-news-newspapers-and-magazines/>

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**



### Current Problems in the Media

By Bill Moyers

November 4, 2020

The burgeoning problems with the media have been documented in great detail by researchers, academicians and journalists themselves:

### **High levels of inaccuracies**

- Public confidence in the media, already low, continues to slip. A poll by USA TODAY/CNN/Gallup found only 36 percent of Americans believe news organizations get the facts straight, compared with 54 percent in mid-1989.
- According to an in-depth study by the American Society of Newspaper Editors in 1999, 23 percent of the public find factual errors in the news stories of their daily paper at least once a week while more than a third of the public - 35 percent - see spelling or grammar mistakes in their newspaper more than once a week. The study also found that 73 percent of adults in America have become more skeptical about the accuracy of their news.
- The level of inaccuracy noticed is even higher when the public has first-hand knowledge of a news story. Almost 50 percent of the public reports having had first-hand knowledge of a news event at some time even though they were not personally part of the story. Of that group, only 51 percent said the facts in the story were reported accurately, with the remainder finding errors ranging from misinterpretations to actual errors.
- When reporters and editors interviewed in the ASNE study were asked why they thought mistakes were being made, 34 percent said the "rush to deadline" was the major factor, one third said it was a combination of being "overworked" and "understaffed," and the remaining third said it was "inattention, carelessness, inexperience, poor knowledge" and just-plain-bad editing and reporting.

### **Sensationalism**

There is tendency for the press to play up and dwell on stories that are

sensational - murders, car crashes, kidnappings, sex scandals and the like.

- In a study by the American Society of Newspaper Editors, eighty percent of the American public said they believe "journalists chase sensational stories because they think it will sell papers, not because they think it is important news." Another 85 percent of the public believes that "newspapers frequently overdramatize some news stories just to sell more papers." Over 80 percent believe sensational stories receive lots of news coverage simply because they are exciting, not because they are important.
- 78 percent of the public thinks journalists enjoy reporting on the personal failings of private officials.

### **Mistakes regularly left uncorrected**

A 1999 poll by the Columbia Journalism Review and the nonprofit research firm Public Agenda of 125 senior journalists nationwide found:

- Fully 70 percent of the respondents felt that most news organizations do a "poor" (20 percent) or "fair" (50 percent) job of informing the public about errors in their reporting.
- Almost four in ten of those people interviewed feel sure many factual errors are never corrected because reporters and editors are eager to hide their mistakes.
- Over 40 percent said their news organization does not even have a person designated to review and assess requests for corrections.

### **Poor coverage of important issues**

While the media is busy covering sensationalist stories, issues that affect our lives and the whole world receive little attention.

- **The Environment.** Though polls repeatedly show Americans overwhelmingly (higher than 80 percent) want improvements in the environment, Dan Fagin, President of the independent Society of Environmental Journalists, said in 2003

“Whether the subject is global climate change or local sprawl, aging power plants or newborn salmon, debate over environmental issues has never been ... so obfuscated by misleading claims. Meanwhile, getting environmental stories into print, or on the air, has never been more difficult.”

### **Education**

- Large numbers of Americans give low ratings to the media for school coverage. For example, in a joint survey by the Education Writers Association and the Public Agenda, 44 percent gave “print media with a national readership” ratings of fair to poor, while only 4 percent gave a rating of excellent. About 84 percent gave “broadcast media with a national audience” ratings of fair to poor and only 1 percent gave a rating of excellent. Educators and journalists agreed. Over 44 percent of journalists rated “print media with a national readership” as fair to poor in

their coverage and 84 percent rated “broadcast media with a national audience” the same.

### **Foreign Policy**

- A Knight Ridder/Princeton Research poll of Americans showed 44 percent of respondents believed "most" or "some" of the 9-11 hijackers were Iraqis. Only 17 percent gave the correct answer: none. A New York Times/CBS News Poll revealed that 45 percent of respondents believed Saddam Hussein was directly involved in the 9/11 attacks.
- A Pew Research Center/Council on Foreign Relations survey around the same time showed that almost two-thirds of people polled believed U. N. weapons inspectors had "found proof that Iraq is trying to hide weapons of mass destruction." A report of such proof was never made by Hans Blix or any U.N. inspector, nor was it made by Mohammed El Baradei or any other official of



the International Nuclear Regulatory Agency.

The same survey found 57 percent of those polled incorrectly believed Saddam Hussein assisted the 9/11 terrorists.

- Despite wide knowledge of the above polls and others similar

to them, the media did little to correct the misperceptions and in fact, may have continued feeding them. A poll conducted months later by the Washington Post on September 6, 2003 found that 69 percent of Americans thought Hussein was linked to 9/11

[Retrieved from Daily source. URL : <https://www.dailysource.org/about/problems#.X7aT8hZR0dV> ]

## **Article 2.**

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> question. What errors does the journalist mention? Which one is the grossest, due to the author? How does she explain them?
3. Read the 2<sup>nd</sup> question. What are reporters to do if they have made a mistake? What might happen if the mistake is not corrected? Is it reasonable, to your mind?
4. Read the 3<sup>rd</sup> question. What stipulates corruptness of reporters?
5. Read the 4<sup>th</sup> question and enumerate reasons of stupidity of some interview questions.
6. What stages of training future journalists are considered to be right according to Ruslan Pylypchuk?
7. How is the proverb “Journalists depend on their legs for a living” explained by Olena Livitska? Does this feature of the profession appeal to you?
8. Read the 7<sup>th</sup> question. How did Ruslan Pylypchuk answer it? How would YOU answer?

9. Read the 8<sup>th</sup> question and the answer of the editor to it. Did it surprise you? Why?
10. What journalist's features, due to Kostyantyn Yavorsky, might cause annoyance?
11. What genres of newspaper texts does Tetyana Hrishina point out?
12. Read the 11<sup>th</sup> question. Is the profession of journalism well-paid?
13. How do people react when one says that s\he is a journalist? What would YOU ask?
14. Read the article up to the end and explain the term "temnyky". What issue does it raise?
15. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.



**КОНКУРЕНТ**  
інформаційне агентство

### 13 чортових питань до журналістів

Четвер, 06 червня 2019, 12:00

Сьогодні, 6 червня, журналісти України відзначають своє професійне свято. З цієї нагоди «Конкурент» вирішив адресувати собі та колегам 13 питань, які часто чують на свою адресу представники медіа. Сподіваємося, відповіді дадуть

читачам ширше розуміння специфіки професії.

1. Невже газети ніхто не вчитує, що там трапляються помилки?

**Оксана ГОЛОВІЙ,**  
літературний редактор газети  
«Волинські Новини»

Ну, варто почати з того, що, як кажуть, газета без помилки – не газета. І річ не в

неграмотності тих, хто пише, чи некомпетентності тих, хто редагує, а в обсязі роботи. Спрацьовує, як і в будь-якій царині, людський фактор. І закрадається той капосний одрук, і хитають люди головами, мовляв, які то ті писаки неграмотні. Це, напевно, найприкріший момент у роботі, коли розгортаєш газету й сам за собою ті одруки ловиш. Іноді аж плакати хочеться, бо прекрасно розумієш, що таку помилку побачать усі.

Дуже часто більшість читачів і «вчитувачів» плутають помилки й одруки. І називають одруки помилками. Хоча насправді вони не є такими вже страшними. А іноді виходить навіть кумедно. Гірше, коли в друк іде текст із, скажімо, неправильною назвою населеного пункту, помилкою в датах чи цифрах. Бувають грубезні логічні, фактичні, граматичні тощо помилки. Це набагато серйозніше. І прикро, що більшість читачів саме таку помилку не помітять (ну не всі ж

філологи!), а за нещасну пропущену букву, бува, телефон обірвуть.

2. Що повинні зробити журналісти, якщо написали неправду?

**Мая ГОЛУБ, регіональна представниця Інституту інформації у Волинській області, журналістка**

Якщо журналісти припустилися помилки випадково й написали неправду, то якомога швидше треба зробити все можливе, щоб це виправити. Якнайшвидше варто оновити інформацію на сайті поки інші ЗМІ не скопіювали текст із помилкою. Також можна зазначити після заголовка «Оновлено».

Бувають різні ситуації, але треба працювати так, щоб не було соромно перед самим собою й читачами/глядачами/слухачами. Якщо журналісти написали цифру неправильну, або ж переплутали ім'я спікера чи прізвище, то не можна це так залишати. Обов'язково треба

виправляти. Щоб такого не траплялось, варто перевіряти інформацію, гуглити, уточнювати в людини, якщо у чомусь не впевнені. Гірша ситуація, якщо неправда опублікована в газеті, а надруковане ж не зітреш, як на сайті.

Від журналістів можуть вимагати спростування інформації, якщо вони написали неправду. Спростування недостовірної інформації регулюється нормами статті 277 Цивільного кодексу України (незалежно від способу розповсюдження інформації), а також статтею 37 Закону України «Про друковані засоби масової інформації», статтею 64 Закону України «Про телебачення і радіомовлення», статтею 33 Закону України «Про інформаційні агентства». Спростування журналісти можуть публікувати й з власної ініціативи, якщо оприлюднена інформація не відповідала дійсності. Важливо вміти

визнавати помилки і вибачатись за них.

Якщо у новинах «журналісти» збрехали свідомо й спеціально, щоб маніпулювати думкою громадськості, то це не журналістика. Брехня й маніпулювання – це ганьба й не може бути цьому виправдання.

3. Чому кажуть, що журналісти продажні?

**Андрій ЛУЧИК, головний редактор ІА «Конкурент»**

У суспільстві (і не тільки українському) побутує думка про те, що всі журналісти продажні. Це питання можна розглянути під декількома кутами.

По-перше, справді існують журналісти-кон'юнктурники, які можуть порушувати незручні для когось теми, а потім за гроші їх не публікувати (або публікувати). Як правило, таким грішать на рівні редакторів/власників видань. Але таких абсолютна меншість. По-друге, існує поняття джинси, тобто прихованої реклами. Цим грішать як редакції, так і окремі

журналісти, які не маркують належним чином рекламні матеріали.

Ну, і по-третє, будь-який фігурант критичного журналістського матеріалу може зробити заяву про його замовність. Власне, це і формує згаданий вище стереотип про продажність.

4. Чи бувають у журналістів тупі питання?

**Юрій КОНКЕВИЧ,**  
журналіст «Ракурс», «Луцьке радіо».

Ступлю, якщо скажу, що ні. Отож, типологія недолугості.

1. Коли ЗМІ йде не знати до кого і не знати для чого. Тоді цілком ймовірно почути (і чув!) таке: *«Розкажіть, будь ласка, а що тут у вас відбувається? А як звати отогово (отуво)?»*

2. Коли запала мовчанка, а треба спитати щось розумне, бо синхрон «горить».

*Чи є перспективи вирішення проблеми? Наскільки серйозною є ситуація? Що ви плануєте робити?*

Звісно, смислового навантаження відповіді на таке нести не будуть й в ефір чи віртуал заллється "водичка", а відповіді на Що? Де? Коли? Хто? Як? тощо не почуємо. Не кажучи вже про Чому? І Навіщо?

3. Чув питання тупі від елементарного незнання суті проблеми. Востаннє таке у якійсь трансляції в період виборів.

5. Навіщо вчитися на журналіста?

**Руслан ПИЛИПЧУК,**  
журналіст ІА «Конкурент»

На мою думку, здобувати фах журналіста в класичному стилі (5-6 років відмотати в університеті) – безглуздо. Достатньо двох років. Чудовий приклад – магістерська програма з журналістики в Українському католицькому університеті, що у Львові. Ймовірно, найкращою буде така схема: спочатку здобуваєш галузеву освіту (юридичну, економічну, історичну тощо), а потім йдеш вчитися в магістратуру на

журналістику. Такий підхід дозволить здобути фахові галузеві знання, які, своєю чергою, допоможуть вам стати фаховим журналістом з глибоким розумінням певної тематики. Якщо вам це буде потрібно. (Особисто в мене жодної (окрім різноманітних тренінгів) журналістської освіти немає).

6. Що означає приказка: журналіста ноги годують?

**Олена ЛІВЦЬКА,**  
**журналістка сайту**  
**«Перший»** (на фото – якраз "під час годівлі")

Мене вони досі носять місцевими закамарками. Селами, сесійними залами, занедбанними спорудами, старими будинками, хуторами й іншими дивними місцями.

Бо журналіст – доти журналіст, доки вміє дивуватися. Інакше йому не вийде дивувати.

Мені капець як хочеться сходити всі волинські закапелки. Бо вважаю, що ми не маємо права писати про чуже, поки не

розкажемо світу про наше. Мені «не впахло» підняти свої ноги з ліжка і три дні поспіль зустрічати ранки то в парку, то на стадіоні, бо я надумала нашукати там кльових людей і про них розказати. Мені не шкода тих своїх ніг, щоб вилізти на вершечок луцького Собору Всіх Святих Землі Волинської, який будується, щоб пофоткати, як там.

7. Це правда, що журналістам для роботи потрібне натхнення?

**Руслан ПИЛИПЧУК,**  
**журналіст ІА «Конкурент»**

У контексті професійності натхнення журналісту не потрібне, як і поліцейському чи пожежнику. Попри моральний стан, журналіст повинен якісно виконувати свою роботу. Проте, на мою думку, саме натхнення дозволяє журналісту сформувати свою індивідуальність та власний стиль, допомагає писати матеріали кращі за попередні, тим самим підвищуючи рівень автора.

8. Чи правда, що журналістика повинна бути незалежною та об'єктивною?

**Андрій ЛУЧИК, головний редактор ІА «Конкурент»**

Насправді ні. Такий стереотип виник, коли більшість українських журналістів на початку 90-х користувалися корпоративними стандартами ВВС. Проте здебільшого вони стосуються НОВИН.

Але існують різні жанри журналістики. Це і новина (інформаційне повідомлення), і аналітична стаття, і фейлетон, і колонка, і багато інших. Тому чимало з цих форматів передбачають суб'єктивний погляд журналіста на ту чи ту проблему.

І навіть якщо взяти до уваги нібито абсолютно об'єктивну, незаангажовану новину, зроблену за усіма канонами «об'єктивності», то існує теж чимало факторів, які спотворюють відсторонений погляд на цей матеріал. Адже журналіст пропускає через себе всю інформацію. І від його

суб'єктивного рішення залежать слова, якими він описує подію чи героя. Від суб'єктивного вибору журналіста можуть залежати спікери, в яких беруть коментарі та багато-багато інших речей. Проте існує кодекс етики журналіста, де є постулати, яких справді потрібно неухильно дотримуватися. Наприклад, подавати точки зору усіх сторін конфліктної ситуації. Відокремлювати факти від власних суджень журналіста тощо.

9. Що найбільше дратує в журналістах?

**Костянтин ЯВОРСЬКИЙ, випусковий редактор «12 каналу»**

Те, що і у всіх людях. Найперше бісить, коли журналісти намагаються відстоювати не свої інтереси, не розуміючи, що вони не їхні. І надто смішно чути, що журналіст (а це людина, яка має орієнтуватися в політичній ситуації) стає на захист якогось політика (читаємо – бізнесу), і

це, не отримуючи якихось додаткових за це дивідендів.

У професійних якостях найбільше дратують молоді газетярі, які надто полюбляють перебивати спікерів своїми «найважливішими» питаннями, чим не дають людям завершити думку.

10. Невже справді всі тексти, що є у медіа, – це не лише статті?

**Тетяна ГРІШИНА,**  
**журналістка ІА «Конкурент»**

Окрім статей, ще є інтерв'ю, коментарі, замітки, коментовані замітки, фейлетони, репортажі, нариси, рецензії, розслідування, огляди! І це все різні інструменти, які мають свою структуру, завдання та правила написання.

Погоджуюся, мова про жанри пахне нудною теорією, але вона дає відповідь на багато похідних питань, які адресують читачі в коментарях чи дзвінках.

11. Журналістика – дуже добре оплачувана професія?

**Мар'яна МЕТЕЛЬСЬКА,**  
**головна редакторка «Волинь Online»**

Звісно, всі люди думають, що журналісти гребуть гроші лопатою. Однак, по-перше, в Україні ця професія взагалі не цінується, по-друге, заробляють, можливо, продажні журналісти, для яких немає принципів, що написати і на кого працювати.

Гроші у ЗМІ можуть бути лише, якщо у нього є багатий власник. А якщо є багатий власник, то, ймовірно, ЗМІ буде писати лише те, що потрібно цьому власнику.

12. Як люди зазвичай реагують, коли ви кажете, що працюєте журналістом?

**Тетяна ГРІШИНА,**  
**журналістка ІА «Конкурент»**

Зазвичай, реагують нормально. Буває, одразу починають розказувати, чому ми не так працюємо. Буває, кажуть, що бачили по телевізору. Але є кілька типовий фраз, які звучать після знайомства: «Напиши про мене статтю», «Наша розмова записується?», «Мені треба...»ю...



13. Що таке темники?

**Людмила ЯВОРСЬКА,**  
**журналістка сайту «Перший»**

Загалом «темники» – то чітка назва документів, таких собі «ц/у», які Адміністрація Президента Кучми свого часу роздавала журналістам. Це були

[retrieved from Конкурент. URL :  
<https://konkurent.ua/publication/41826/13-chortovih-pitan-do-zhurnalistiv/>]

чіткі вказівки, як висвітлювати його діяльність. ..Я чула смішні історії, коли після прес-конференцій незграбні журналісти забувалися на столах подібні «інструкції» і це ставало предметом обговорення.

### **3. WORK WITH TESTS**

**Read the text and do the tasks below.**

#### **BRITAIN NEEDS STRONG TV INDUSTRY**

Comedy writer Armando Iannucci has called for an industry-wide defence of the BBC and British programme-makers. *"The Thick of It"* creator made his remarks in the annual MacTaggart Lecture at the Edinburgh TV Festival.

"It's more important than ever that we have more strong, popular channels... that act as beacons, drawing audiences to the best content," he said. Speaking earlier, Culture Secretary John Whittingdale rejected suggestions that he wanted to dismantle the BBC.

#### **'Champion supporters'**

Iannucci co-wrote *"I'm Alan Partridge"*, wrote the movie *"In the Loop"* and created and wrote the hit *"HBO"* and *"Sky Atlantic show Veep"*. He delivered the 40th annual MacTaggart Lecture, which has previously been given by Oscar winner Kevin Spacey, former BBC director general Greg Dyke, Jeremy Paxman and Rupert Murdoch. Iannucci said: "Faced with a global audience, British television needs its champion supporters."

He continued his praise for British programming by saying the global success of American TV shows had come about because they were emulating British television. "The best US shows are modelling themselves on what used to make British TV so world-beating," he said. "US prime-time schedules are now littered with those quirky formats from the UK - the *"Who Do You Think You Are"*s and the variants on *"Strictly Come Dancing"* - as well as the single-camera non-audience sitcom, which we brought into the mainstream first. We have changed international viewing for the better."

With the renewal of the BBC's royal charter approaching, Iannucci also praised the corporation. He said: "If public service broadcasting - one of the best things we've ever done creatively as a country - if it was a car industry, our ministers would be out championing it overseas, trying to win contracts, boasting of the British jobs that would bring." In July, the government issued a green paper setting out issues that will be explored during negotiations over the future of the BBC, including the broadcaster's size, its funding and governance.

Primarily Mr Whittingdale wanted to appoint a panel of five people, but finally he invited two more people to advise on the channer renewal, namely former Channel 4 boss Dawn Airey and journalism professor Stewart Purvis, a former editor-in-chief of ITN. Iannucci bemoaned the lack of "creatives" involved in the discussions.

"When the media, communications and information industries make up nearly 8% our GDP, larger than the car and oil and gas industries put together, we need to be heard, as those industries are heard. But when I see the panel of experts who've been asked by the culture secretary to take a root and branch look at the BBC, I don't see anyone who is a part of that cast and crew list. I see executives, media owners, industry gurus, all talented people - but not a single person who's made a classic and enduring television show."

### **'Don't be modest'**

Iannucci suggested one way of easing the strain on the licence fee was "by pushing ourselves more commercially abroad".

"Use the BBC's name, one of the most recognised brands in the world," he said. "And use the reputation of British television across all networks, to capitalise financially overseas. Be more aggressive in selling our shows, through advertising, through proper international subscription channels, freeing up BBC Worldwide to be fully commercial, whatever it takes.

"Frankly, don't be icky and modest about making money, let's monetise the beezesus Mary and Joseph out of our programmes abroad so that money can come back, take some pressure off the licence fee at home and be invested in even more ambitious quality shows, that can only add to our value."

Mr Whittingdale, who was interviewed by ITV News' Alastair Stewart at the festival, said he wanted an open debate about whether the corporation should do everything it has done in the past. He said he had a slight sense that people who rushed to defend the BBC were "trying to have an argument that's never been started".

"Whatever my view is, I don't determine what programmes the BBC should show," he added. "That's the job of the BBC." Mr Whittingdale said any speculation that the Conservative Party had always wanted to change the BBC due to issues such as its editorial line was "absolute nonsense".

**Do the following statements agree with the information in the IELTS reading text? Write**

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

1. Armando Iannucci expressed a need of having more popular channels.
2. John Whittingdale wanted to dismantle the BBC.
3. Iannucci delivered the 30th annual MacTaggart Lecture.
4. Iannucci believes that British television has contributed to the success of American TV-shows.
5. There have been negotiations over the future of the BBC in July.

**Choose the correct letter, A, B, C or D.**

1. Iannucci praised everything EXCEPT
  - A US shows
  - B British shows
  - C Corporation
  - D British programming
2. To advise on the charter renewal Mr Whittingdale appointed a panel of
  - A five people
  - B two people
  - C seven people
  - D four people
3. Who of these people was NOT invited to the discussion concerning BBC renewal?
  - A Armando Iannucci
  - B Dawn Airey
  - C John Whittingdale
  - D Stewart Purvis
4. Their panel of experts lacks:
  - A media owners
  - B people who make enduring TV-shows
  - C gurus of Television industry
  - D top executives

**Complete the summary below.**

Write NO MORE THAN TWO WORDS from the passage for each answer.

Easing the strain on the licence fees

Iannucci recommended increasing BBC's profit by pushing ourselves more \_\_\_\_\_. He suggests being more aggressive in selling British shows, through advertising and proper international \_\_\_\_\_. Also, he invokes producers to stop being \_\_\_\_\_ and modest about

making money and invest into even \_\_\_\_\_ quality shows. However, Mr Whittingdale denied any \_\_\_\_\_ that the Conservative Party had always wanted to change the BBC because of its editorial line.

[retrieved from : IELTS Academic Reading Test 1. Section 3. URL : <https://ielts-up.com/reading/academic-reading-sample-1.3.html>]

#### **4. WRITE AN ESSAY:**

The mass media have enormous influence in shaping people's mind. To what extent do you agree or disagree with this statement? What is your opinion?

#### **5. WORK WITH A VIDEO:**

Watch and summarise the video available from

[https://www.youtube.com/watch?v=bVMna\\_zSGio&feature=youtu.be](https://www.youtube.com/watch?v=bVMna_zSGio&feature=youtu.be).

Enumerate all the issues raised in it. Dwell upon each of them.



## Module 7

### CUSTOMS AND HOLIDAYS

#### RESOURCES:

1. Справи сімейні. URL:  
<https://familytimes.com.ua/vikhovannya/osoblivosti-vikhovannya-ditey-v-ukrainskiy-rodini>
2. ELTS Recent actual test with answers (Vol 2) Writing Practice Test 4.  
URL: [http://ieltonlinetests.com/404/21/108/exam/ielts-recent-actual-test-with-answers-\(vol-2\)/writing/practice-test-4](http://ieltonlinetests.com/404/21/108/exam/ielts-recent-actual-test-with-answers-(vol-2)/writing/practice-test-4)
3. IELTS Holiday vocabulary. URL:  
<https://www.ieltsspeaking.co.uk/ielts-holiday-vocabulary/>
4. The New York Times. URL :  
<https://www.nytimes.com/2019/05/11/opinion/sunday/ireland-america-tradition.html?searchResultPosition=29>
5. Tips and tests for IELTS success. URL :  
<https://www.ieltsbuddy.com/ielts-reading-passage.html>
6. Video: 8+ IELTS vocabulary to describe festivals. URL:  
<https://www.allearsenglish.com/ielts/ielts-vocabulary-describe-festivals/>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **all-in package/package holiday:** a holiday where you purchase the travel and accommodation together
- **bank holiday:** 1. BrE: an official public holiday on which banks are closed; a nonworking day; 2. AmE: a legal holiday
- **brehtaking view:** an extremely beautiful view
- **en masse:** people in large numbers; a large crowd that moves to one location

- **farewell party / going-away party:** a party in honor of someone who is going away
- **far-off destination:** somewhere a long way away
- **to get away from it all:** to take a holiday to escape a busy or stressful lifestyle
- **get-together:** an informal gathering of relatives or friends for celebration and communication; usually, some refreshments are served
- **hen party** (informal, from slang): a party for women only
- **holiday of a lifetime:** a special holiday that you are unlikely to repeat
- **holiday resort:** a place where lots of people go for a holiday
- **hordes of tourists:** crowds of tourists
- **housewarming:** a party to celebrate a family's moving into a new house or apartment; guests bring presents useful for the house; the hosts offer refreshments
- **legal holiday:** an official holiday, a nonworking holiday established by law
- **local crafts:** objects produced locally
- **movable holiday:** a holiday that is not fixed on a certain day; it moves every year; some religious holidays are movable holidays
- **self-catering:** a holiday where you supply your own food
- **open house:** a party during which those who want to visit can do so without an invitation; light refreshments are usually served
- **potluck dinner / potluck supper:** an informal meal; each guest brings some food; usually, guests don't know what dishes the other guests will bring
- **reception:** implies a formal setting; guests usually stand and talk; light refreshments are served
- **red-letter day:** 1. a holiday marked by red letters in the calendar; 2. a memorable, important, or happy day.
- **short break:** a short holiday
- **singles party:** a party for unmarried men and women

- **stag party (informal, from slang):** 1. a party for men only; 2. (also, a bachelor party) a party that is given by male friends in honor of another male friend before his wedding
- **surprise party:** a party organized as a surprise; guests hide in the apartment or unexpectedly appear at the door when the person in whose honor the party is given comes back home
- **vendors:** people who sell things

[retrieved from

- IELTS Holiday Vocabulary. URL: <https://www.ieltspeaking.co.uk/ielts-holiday-vocabulary/>
- Video: 8+ IELTS Vocabulary to Describe Festivals. URL: <https://www.all earsenglish.com/ielts/ielts-vocabulary-describe-festivals/>

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**

# The New York Times

## THE REINVENTION OF TRADITION

*An Irish-American story about how we choose the history we hand down.*

**By Ross Douthat** May 11, 2019

There are different ways to read the resonant phrase “the invention of tradition,” coined by the great Marxist historian Eric Hobsbawm many years ago. One reading is debunking, skeptical, emphasizing the artificiality of all traditions, the

extent to which all cultural narratives flatten or caricature the past.

Another reading is more favorable: It treats the element of invention in cultural traditionalism as a necessary way to bridge the



gulf of years and keep the past alive. To invent or reinvent a tradition, in this sense, is not to craft a falsehood; it is to add your own bit of labor to a larger inheritance, which your heirs may renew and reinvent in their own turn.

The second understanding is implicit throughout Michael Brendan Dougherty's lovely little book, "My Father Left Me Ireland," about his complex relationship with his father and his father's country. Dougherty was raised by an Irish-American single mother, the son of a far-off Irish father whom he barely saw, and the hole left by paternal absence was filled — through his mother's efforts, then his own — by the attempt to claim an inheritance of Irish culture and language and tradition.

Much of that inheritance is now regarded skeptically in Ireland itself, which in the flush of prosperity has embraced a more technocratic, end-of-history vision of itself — one that regards the old sentimental nationalism with

suspicion or embarrassment, the old Catholic religion with anger or contempt. This transformation is the work of Dougherty's father's generation, and the American son frames his book as a series of letters to his father, carrying on a meditative argument for the importance of inheritance, of a healthy nationalism as a "spiritual ecology" that links "the living, the unborn and the dead."

The complication at the heart of this argument, of which Dougherty is well aware, is that he did not really inherit the tradition in this way; he and his mother were re-inventors, by necessity, of the Irishness he now seeks to pass down to his children. But something similar was true of the Irish nationalists who fascinate him, the intellectuals and poets associated with the 1916 Easter Rising, who strove not only to free their country politically but also to revive its language and impose a specifically Irish vision on its culture.

Were those men really responding, as the most mystical of

them insisted, to the demands of Ireland's Gaelic-speaking ghosts? Or were they pilfering the past for usable relics, to invent a tradition that had not heretofore existed?

The answer to both questions could be yes. And that tension and complexity makes Dougherty's book important — as a testimony, rather than a mere argument, about what's lacking in late cosmopolitanism, and how a creative traditionalism might occupy the void that darker impulses are currently rushing in to fill.

But it also left me feeling a curious kind of envy for its author — not for his childhood fatherlessness, but for his potent personal connection to a tradition that even in its weakness, its abandonment by many modern Irish, still seems like a potentially coherent national narrative, an integrated thing.

I have some Irish blood and I like the same ballads as Dougherty, but my lineage and loyalties are more purely American, and what a similar creative traditionalism

would mean for *Americans* seems to me about as clear as mud.

Of course we Americans have reinvented our traditions repeatedly over the years — going from a Protestant religious consensus to a “Judeo-Christian” one, from an Anglo-Saxon settler nation to a 20th-century melting pot.

But since the crackups of the 1960s, and especially lately, we have felt as divided over our national story as the factions of Dreyfus-Affair-era France — with polarized narratives of Who We Are that don't seem reconcilable, with partisan identities overriding communal ties, and without a common understanding of Americanness that doesn't just seem like a thin proceduralism, or the self-serving claims of the white man's past.

Like Dougherty I have young children, and I want to give them a story of America that coheres as an inheritance. But I'm not sure what that means, exactly, if I'm raising them Catholic in an increasingly post-Protestant or even pantheist

America. Or if I want them to honor old ancestors whose commitments our culture now repudiates. Or if I want them to be conservative, in some sense, without being trapped by nostalgia or tempted by the darker side of nationalism. Or if I want them to see their country's sins clearly — as the left often sees more clearly than the right — without falling prey to the progressive tendency to remember the past only in order to hold it in contempt.

Some of the creative reinvention involved in answering these questions is every father's task. But it is also a common task, at which our society is failing. And our collapsing birthrate, our increasing failure to even have children to inherit, feels almost like a judgment on our inability to figure out, in common, what it is that we should wish to have passed down.

[retrieved from : The New York Times. URL : <https://www.nytimes.com/2019/05/11/opinion/sunday/ireland-america-tradition.html?searchResultPosition=29>]

## **Article 2.**

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> paragraph. Is the primary object of children's upbringing in a traditional Ukrainian family? Is it different from other nations' priorities?
3. Read the 2<sup>nd</sup> paragraph. What values are introduced in children's lullabies? What are some other ways of upbringing children's sense of beauty?
4. Read the 3<sup>rd</sup> and the 4<sup>th</sup> paragraphs. What is the key sentence here? What is its idea? To what extent do you agree?
5. Read the 5<sup>th</sup> paragraph. What are some other functions of nursery rhymes and tongue-twisters?

6. Read the 6<sup>th</sup> and the 7<sup>th</sup> paragraphs. How is a language connected with national mentality and culture? What conclusion does the author draw out of it? How reasonable is it, to your mind?
7. Read the 8<sup>th</sup> paragraphs. What rules of speech etiquette are being discussed? What else would you add?
8. Read the article up to the end. What other ways of inculcating aesthetic culture are suggested? How effective are they? Use examples.
9. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.



## ОСОБЛИВОСТІ ВИХОВАННЯ ДІТЕЙ В УКРАЇНСЬКІЙ РОДИНІ

*Олександра ВОЙНАЛОВИЧ 2 травня / 2010*

В Україні завжди приділяли



неабиякого значення вихованню дітей. Найбільш значущими вважали такі якості, як доброта, справедливість, любов до свого народу, батьківщини, працелюбність тощо. З раннього віку дітей залучали до

національних ремесел. Навчали різьблення, гончарної справи, лозоплетіння, килимарства, вишивання, плетіння, розпису, виготовлення з природного матеріалу посуду, іграшок, прикрас тощо. При цьому переслідувалися два важливих завдання: навчити ремесла і виховати любов до праці (праця – потреба, а не тягар), що і досі залишається провідним компонентом виховання підростаючого покоління. Людина, яка уміла і любила трудитися, цінувала свою і чужу

працю, користувалася загальною повагою. Наприклад, гарною вважалася та дівчина, яка була ще й трудівницею.

Практика родинного виховання по залученню дітей до прекрасного починається дуже рано, з маминої колискової пісні, в якій народ опоетизовує природу, любов і ніжність, людяність і добро, а також з ладок-потішок, дитячої іграшки і казки.

Науковці доводять, що за перші роки життя дитина пізнає більше, ніж за наступний період. Ні одна система виховання, крім фольклорної, не бере за основу той самий «критичний період розвитку дитини», в якому «відбувається закладання звукової інформації». Це вирішується на все життя.

А тому багато залежить від того, якою буде ця сама перша «звукова інформація». На чому виховується дитина з перших днів життя: на віковому педагогічному досвіді українського народу, чи на певних педагогічних

експериментах, у яких «кроликами» стають свої ж діти.

Фольклор має й практичне значення: адже «ладушки», «сорока-воровка» – це найкращий спосіб розвитку координації рухів, тобто своєрідна дитяча гімнастика (українська дитяча народна аеробіка), а скоромовки – засіб розвитку мови, ліквідація її природних недоліків (українська народна логопедія), де все базується на ритмі, на поетичному слові.

Непомітно і ненав'язливо вже до двох-трьох років дитина стає на шлях самостійного мовлення. Мова – наша жива історія. Через мову можливо проаналізувати наш віковий шлях: у ній збереглися слова та вирази, які з глибини віків доносять думки і сподівання, злети й падіння, пережиті українським народом під впливом різних чинників. Саме завдяки мові сприймається усна народна творчість, осягається сутність творів прикладного мистецтва, історія їх творення, побутове

призначення народної творчості. Отже, мова відбиває етнічну культуру народу, його побут, звичаї і є засобом естетичного виховання, національної самосвідомості, основ громадськості, патріотичних почуттів.

Ось чому перше слово дитина має почути і вимовити рідною мовою. Рідна мова обумовлює психічний розвиток дитини, сприяє усвідомленню себе як представника української нації.

Українська народна педагогіка має чіткі правила мовного етикету. Основна її вимога – ввічливість, статечність, пристойність, уважність та чемність. «Красиве слово – золотий ключ», – говорить народна мудрість.

Як бачимо, українська народна педагогіка має багато засобів, методів та прийомів естетичного виховання в сім'ї. Уміле їх використання в сімейному вихованні дає змогу навчити дитину бачити й відчувати прекрасне, розуміти й цінити твори мистецтва,

прилучатися до художньої творчості.

Багато естетичних переживань дітей обумовлюються спілкуванням їх з природою. Вплив природи посилюється, якщо ці переживання підтримуються співпереживаннями з дорослими, близькими людьми. Висадження квітів та догляд за ними створюють емоційні переживання дітей і формують поняття, що прекрасне може й повинна створювати сама людина. Бачене дитина завжди намагається передати в малюнках. Малювати люблять всі діти, і суть не в тому, як малює дитина, а в тому, яку насолоду вона від цього одержує. Дітям вкарбовуються в пам'ять ті картини, вишивки, рушники, які висять вдома на стіні. Це сприяє зацікавленню дітей творами образотворчого мистецтва. Добре, якщо в сім'ї люблять хорошу музику, люблять співати; якщо родина відвідує календарні свята, обрядові свята, бере в них

участь, залучаючи до цього й своїх дітей.

Виховання дітей – це найбільш приємна батьківська функція, і естетичне виховання в сім'ї є його складовою частиною. Тож вміле

використання в сімейному вихованні засобів, прийомів, методів української народної педагогіки дає змогу дитині жити й творити за законами краси.

[retrieved from : Справи сімейні. URL: <https://familytimes.com.ua/vikhovannya/osoblivosti-vikhovannya-ditey-v-ukrainskiy-rodini>]

### **3. WORK WITH TESTS**

**Read the text and do the tasks below.**

#### **INDIAN MARRIAGES**

Marriage is one of the oldest human institutions and this is as true in Indian culture as anywhere else. In India marriage, called “Kanyadana” or “donating a virgin”, is thought of as the greatest sacrifice that a father can make and for the groom as an obligation to perpetuate his bloodline. Many people believe that a marriage is still binding after death.

In early times girls were thought to be ready for marriage after puberty and later even children could be married. Divorce and remarriage were not always possible. By Medieval times Marriage was compulsory for girls, who very often married between the ages of eight and nine. Among those able to afford it, polygamy was common and rulers would often have one wife from their own region and other minor wives from other areas. Now, divorce and remarriage is possible and non-Muslim Indian men can only have one wife.

Although there are many regional variations, some features of the Indian wedding ceremony are similar throughout the country. In general weddings are very complicated events and involve long negotiations about dowry payments prior to the event. After this has been decided a day is chosen by

asking an astrologer to find a lucky day. Preparations begin early because a marriage is not only one of the highlights a person's life, but a large and complex social gathering to organize.

The night before, the bride, her friends and female relatives gather together for a party called a "mehendi", where they paint each other's hands and feet with Henna and dance and listen to music. Her guests often give the bride advice about married life and tease her about her future husband. Weddings are traditionally held at the bride's home or in a temple, but parks, hotels and marriage halls are becoming increasingly popular. On the day a wedding altar or "mandapa" is built and covered in flowers. All of the wedding ceremony will be held in the altar.

The clothing a couple wear on their wedding day varies between regions and ethnic groups. Women most commonly wear a sari. The bride wears a lot of jewelry as this symbolizes the prosperity she will bring to her new family. In the South wearing flowers is common. The groom wears traditional costume or a suit. Turbans are also popular headgear.

The ceremony begins with a mixture of tumeric, sandalwood paste and oils being applied to the couples face and arms. In the past this was done to the whole body, but now it is only symbolic, with only a little being rubbed on. Then they are showered in flowers. After this they perform the rituals that will make them man and wife. First they garland each other and then take seven symbolic steps together representing seven gifts and seven promises.

Finally, they say the vows and then they are legally married. The bride's father or guardian takes her hands and puts them in her husband's giving her to him. Now she is no longer a member of her father's family, but a member of her husband's. They then touch the feet of their elders for luck.

After the wedding ceremony, the couple go to the groom's house. The bride should be careful to enter the house right foot first for luck. In the evening and late into the night the families and their guests celebrate with dancing, music and food.



**Circle the correct answers A – D.**

1. In India weddings are ...  
A a duty for the man to continue his family.  
B thought to end at death.  
C a duty for the father.  
D seen as a benefit for the father.
2. Divorce and remarriage ...  
A are only possible for non-Muslims.  
B were sometimes not possible in the past.  
C have always been possible.  
D have only become possible in modern times.
3. Indian weddings ...  
A are straightforward and brief.  
B are thought to be lucky  
C are intricate and time consuming.  
D involve only the immediate family.

**Complete the statements below. Use NO MORE THAN THREE WORDS.**

4. The evening prior to the wedding, the wife-to-be is given recommendations about \_\_\_\_\_.
5. The wedding ceremony is conducted in a special \_\_\_\_\_.
6. The gold and jewels the bride wears represent \_\_\_\_\_.
7. These days, the materials applied to the face and arms at the start of the ceremony are just \_\_\_\_\_.
8. After the wedding, the bride has left \_\_\_\_\_ and belongs to her husband's.
9. It is important that the new bride goes into the new house with her \_\_\_\_\_.

[retrieved from : Tips and tests for IELTS success. URL : <https://www.ieltsbuddy.com/ielts-reading-passage.html> ]

#### **4. WRITE AN ESSAY:**

How the traditional tales are benefiting from modern culture.

Follow the structure suggested by IELTS assessment requirements <https://www.ieltsadvantage.com/2015/03/03/ielts-writing-task-2-essay-structures/>. Use your active vocabulary.

#### **5. WORK WITH A VIDEO:**

Watch the film *The Magical Legend Of The Leprechauns* available from <https://www.dailymotion.com/video/x6jm1ld> or

<https://videoarchive-bg.livejournal.com/5775.html>

What folklore personages are put on screen in the movie? What British traditions/customs/holidays are put on screen in the movie? Compare them to the corresponding Ukrainian ones. Write an essay of about 250 words.



## Module 8

### FAMILY LIFE

#### RESOURCES:

1. День. URL: <http://day.kyiv.ua/uk/article/cuspilstvo/simeyni-cinnosti-adaptuyutsya>
2. Complete IELTS. URL: <https://www.completeielts.com/reading/work-family-dynamic/>
3. Family values essay. URL : <https://www.ieltsbuddy.com/family-values-essay.html>
4. IELTS Jacky. Family vocabulary. URL : <https://www.ieltsjacky.com/family-vocabulary.html>
5. The Observer. URL: <https://www.observertoday.com/opinion/commentary/2018/04/the-complexities-of-family-relationships/>
6. Tips and tests for IELTS success. URL : <https://www.ieltsbuddy.com/children-and-the-family-vocabulary.html>

#### TASKS:

##### 1. LEARN THE ADDITIONAL TOPICAL VOCABULARY:

- **birth control:** *(the use of) any of various methods intended to prevent a woman becoming pregnant*
- **birth rate:** *the number of babies born over a given time*
- **black sheep** (of the family): someone who brings shame to their family by being different or doing something wrong
- **blood relative:** someone you are related to through birth rather than marriage
- **breadwinner:** the member of a family who earns most of the money that the family needs

- **a chip off the old block:** the person is very similar (in character and personality) to one of their parents
- **child neglect:** *a form of child abuse where there is an ongoing failure to meet a child's basic needs, such as being left without adequate food, clothes, shelter, medicine etc.*
- **childlessness:** the state of being without children
- **dependent:** someone who depends on you for financial support, such as a child or family member who does not work
- **distant relative:** generally, a relative who is a third cousin or greater, or a great aunt or uncle, especially when you have little or no involvement with him or her
- **dysfunctional family:** a family that is not behaving or working normally, where there is conflict, misbehaviour, etc.
- **extended family:** a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children
- **family background:** the details of a person's *family* regarding education, social status, etc.
- **family man:** a man who enjoys being at home with his wife and children
- **to follow in someone's footsteps:** to do the same thing as someone else did previously, especially someone in your family
- **half-brother:** a brother you have only one parent in common with
- **to start a family:** to have children
- **immediate family:** your closest relations, such as your parents, children, husband or wife
- **nuclear family:** parents and their children
- **over-protective parents:** a parent who protect their child too much
- **run in the family:** a common feature in a family; something which is passed from parents to children
- **sibling rivalry:** the feeling of competitiveness that often exists between brothers and sisters

- **spitting image**: to look extremely similar to someone
- **spoilt child**: a child who shows bad behaviour because they have been allowed to do or have anything they want
- **stay at home parent / stay at home mum**: a parent who stays at home to take care of their children rather than going out to work
- **tie the knot**: to get married
- **ups and downs of marriage**: good and bad things happening in one's family
- **wear the trousers**: to be the person in a family who holds the authority and makes decisions

[retrieved from

- IELTS Jacky. Family vocabulary. URL : <https://www.ieltsjacky.com/family-vocabulary.html>

- Tips and tests for IELTS success. URL : <https://www.ieltsbuddy.com/children-and-the-family-vocabulary.html>]

## 2. WORK WITH ARTICLES

**Article 1. Read the article, write out the vocabulary on the topic. Formulate the theme and idea of the article and comment upon it.**

# OBSERVER

November 29, 2020 RENEE GRAVELLE

**ONLINE HATE CRIMES SHOULD BE TREATED AS SERIOUSLY AS ABUSE COMMITTED FACE-TO-FACE, PROSECUTORS IN ENGLAND AND WALES HAVE BEEN TOLD.**

Of all the sayings that describe the family experience, one of the pithiest comes from the pen of Dodie Smith. This English writer

best known for writing "*The Hundred and One Dalmatians*" described the family as "*that dear octopus from whose*

*tentacles we never quite escape, nor, in our inmost hearts, ever quite wish to.”*

Few aspects of living are more contradictory and convoluted than finding one’s place in a family. It takes a lifetime. Throughout that lifetime, roles change, affections wax and wane, alliances and obligations unfold and sometimes unravel.

What is it about families that keeps us intertwined for a lifetime? And is it truly possible to live all year, every year, as if it were Christmas — that magical time when the notion of “*family*” expands to encompass all of humankind?

Family members aren’t necessarily the easiest people to like. But because we know them so well and share crucial commonalities, they invite us to become our best selves, even when family affairs seem to resemble more of the “*beast*” than the “*best*.” Our evolving roles help us to evolve as individuals. As children, we navigate waves of harmony and conflict with siblings.

In our mature role as parents, we feel the harmonies and conflicts of our children with deeper joy or pain. At some point, many of us become grandparents, and we wonder on our own behalf how that could have happened to our vigorous and young selves while simultaneously relaxing into our new status as wise friend and advisor, cheerleader and listener. If ever there was a plum role in the family, grandparent is it.

By the time we assume the great-grandparent mantle, we seem to be caring for half the world, stalking the birthday calendar, visiting the youngsters, sometimes even taking on occasional child care duties. We have so many memories and observations to share, regardless of whether all that wisdom is heeded by little ears or not. In any case, we have planted seeds. We tend our own garden; why not bring those skills to the other half of the world as well?

Families are the “*for better or worse*” we cannot choose. They bless us, but they also challenge us to forgive. Oscar Wilde once

said, “*After a good dinner, one can forgive anybody, even one’s own relations.*” There you have it — the true purpose of holiday family dinners. The Hollywood family dinner is often a venue for family secrets being unmasked and interpersonal tensions reaching a boiling point. There follows the quick resolution, and if the movie is a comedy, all is changed, but well. Why is family resolution so much harder in real-life families? We would do well to heed George Bernard Shaw’s pithy advice: “*If you cannot get rid of the family skeleton, you may as well make it dance.*” If only our sense of humor and spirit of fun didn’t take a back seat to a steady supply of family dramas.

While unique family situations play out, acceptance and forgiveness hold vigil over our best selves. If we can practice these gifts of love in the families we don’t choose, we can certainly manifest them in the families we do. It actually seems easier to

accept the foibles of those we haven’t known our whole lives. Maybe that ability comes from a deep gratitude for the families we choose — our circle of friends. Playwright Tennessee Williams saw some beneficent and perhaps even sacred dynamic in the interplay of the individual and his or her “*peeps*” when he quipped, “*Friends are God’s way of apologizing to us for our families.*” As we balance these two crucial communities of which we’re a part, we are left to wonder about both: how do I live with them, and how do I live without them? (And thank God for the one I need right now.)

The Buddha is attributed with the simple definition of family as “*a place where minds come in contact with one another.*” Maybe that’s the easy part, as it seems to be hearts that get us into trouble with one another. It’s all so complicated!

Which makes me terribly grateful for my pets.

[retrieved from: The Observer. URL:  
<https://www.observertoday.com/opinion/commentary/2018/04/the-complexities-of-family-relationships/>]

## Article 2.

1. Scan the article and formulate its main idea.
2. Read the 1<sup>st</sup> and the 2<sup>nd</sup> paragraphs. What is the Ukrainian family relations model? Do you agree that man is to be a financial provider in a family? Why? Why not? Do you agree with the requirements for women in a family?
3. Read the 3<sup>rd</sup> paragraph. What is the key sentence? What idea does it represent? Is the situation the same in your family?
4. Read the 4<sup>th</sup> paragraph. How do modern transportations in gender standards affect the family?
5. Read the 5<sup>th</sup> paragraph. How do Ukrainian family values differ from European ones? Which trends do you plump flump for?
6. Read the 6<sup>th</sup> paragraph. When may ruining traditional family standards be regarded as a positive trend?
7. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.



«Сімейні цінності адаптуються...»

Оксана Миколук 13 травня, 2018 - 12:21

**СТАВЛЕННЯ УКРАЇНЦІВ ДО  
РОДИННОГО ЖИТТЯ ВИЗНАЧАЄТЬСЯ,  
У БІЛЬШОСТІ, ТРАДИЦІЄЮ,  
СТЕРЕОТИПАМИ ТА ...  
НЕОБХІДНІСТЮ ВИЖИТИ В  
СКЛАДНИХ ЕКОНОМІЧНИХ УМОВАХ**



13 травня Україна разом із світом відзначатиме Міжнародний день сім'ї та День матері. Українці практично у всіх соціологічних дослідженнях висловлюють думку, що родина – це основне в житті, головна цінність. Але інститут сім'ї в Україні останні роки теж зазнає змін: змінюється погляди на роль чоловіка і дружити в родині, на роль сім'ї в житті людини, і, взагалі, на сам склад родини.

Дослідження показують, що серед українців зберігаються стійкі очікування щодо моделей подружніх стосунків: за чоловіком закріплена роль годувальника родини, а прерогативою жінки визнається піклування про родину, сімейний затишок, догляд та виховання дітей. Зокрема, за даними опитування Соціологічної служби «Рейтинг» у 2015 році, більше 80% респондентів – як чоловіків, так і жінок – погодилися, що саме чоловік має повністю забезпечувати сім'ю.

Цікаво, що коли в рамках наших досліджень мова заходить про сприйняття якостей «гарних» дружини та чоловіка, здатність до фінансового забезпечення родини визнається респондентами чи не єдиною нормою, якій має відповідати «справжній» чоловік. Водночас до ролі «гарної» дружини висувається ціла низка вимог – щодо зовнішності, розуму, вправності у веденні господарства та облаштуванні сімейного затишку. Важливими рисами жіночого характеру визнаються терплячість, вміння уникати та «згладжувати» конфлікти, поступатися чоловікові в суперечках та підтримувати його за будь-яких умов.

**Чи можна назвати українську родину традиційною?** Ознаки традиційної родини зберігає розподіл сімейних обов'язків між членами подружжя, що призводить до непропорційно великого залучення жінок до хатньої роботи. За даними

згаданого опитування, більшість респондентів визнають, що в їхніх родинх жінки частіше, ніж чоловіки, готують їжу (79%), займаються вихованням дитини (59%), виконують хатню роботу (51%). Більше того, третина респондентів вважали, що жінки взагалі не повинні обтяжувати чоловіків домашніми справами.

Разом із тим, позитивом є те, що гендерні норми зазнають поступової трансформації серед молодих жінок і чоловіків. Як показують результати досліджень, зростає частка молодих людей, які висловлюють переконання, що всі сімейні справи мають виконуватись разом, чи в однаковій мірі розподілятися між чоловіком і дружиною. Серед молодших чоловіків зростають настанови на відповідальне батьківство, вони демонструють більший інтерес до власних дітей, цікавляться питаннями планування вагітності, долучаються до партнерських пологів. Європейський досвід показує,

що залучення чоловіків до сімейних обов'язків не лише сприяє просуванню гендерної рівності, а й сприяє покращанню демографічної ситуації (зокрема, підвищенню народжуваності), розширенню економічних можливостей жінок, гармонійному розвитку дитини тощо.

Як і в інших країнах Європи, в Україні відбуваються складні трансформації моделі шлюбу і сім'ї. Сучасні цивілізаційні особливості організації сімейного життя – підвищення віку вступу до шлюбу і дітонародження, різноманіття форм шлюбних стосунків та форм сімейних об'єднань, поширення позашлюбної народжуваності – спостерігається і в нашій країні, однак міжнародні порівняння свідчать, що українці раніше і частіше реєструють шлюб та народжують дітей у традиційному шлюбі, ніж населення більшості країн Європи. За результатами дослідження становища молоді

України у 2016 р., у відповідях на запитання «Чого найбільше Ви хотіли б досягти в житті?» жінки і чоловіки були одностайними у виборі – «сімейного щастя».

Однак сьогодні саме поняття «традиційної» сім'ї розмивається, – і це об'єктивна реальність, що зумовлена лібералізацією поглядів у суспільстві, емансипацією жінок та розширенням їхньої участі на ринку праці, в громадській діяльності. Виникають нові форми шлюбу, зростає «атомізація» суспільства, коли у дедалі більшій кількості людей взагалі не виникає потреби у створенні родини. В розвинених [retrieved from : День. URL: <http://day.kyiv.ua/uk/article/cuspilstvo/simeyni-cinnosti-adaptuyutsya>]

країнах це вважається прогресивним соціальним процесом, що пов'язаний із розширенням громадянських свобод, лібералізацією суспільних поглядів, повагою до прав різних представників населення. Якщо ж у свідомості багатьох громадян «традиційні» сімейні цінності досі пов'язуються з патріархальним укладом, що визначає підпорядковане становище жінок в ієрархії сімейних стосунків та, зокрема, формує передумови для домашнього насильства, то руйнування цих стереотипів слід вважати позитивним явищем.

### 3. WORK WITH TESTS

**Read the text and do the tasks below.**

#### WORK-FAMILY DYNAMIC

**A.** Political and family values within society have impacted upon the modern family structure. Traditionally, it has been the man's role to be the breadwinner for the family – providing the funds to pay for food and shelter. However, due to the many new and unique responsibilities placed upon families, in numerous cases both men and women – fathers and mothers –

have had to enter the workforce. Generally, the reasons for both being involved in the workforce revolve around the need to add to the family's current financial base. To a lesser extent, the need to interact with 'adults' in a stimulating work environment is another popular reason. Whatever their reasons, for many families, the decision for father and mother to go out of the home and join the labour force has led to a number of side effects within the home which, in turn, impact upon their performance as employees.

**B.** Many researchers agree that attitudes towards work are carried over into family life. This spillover can be positive or negative. Positive spillover refers to the spread of satisfaction and positive stimulation at work resulting in high levels of energy and satisfaction at home. If the amount of research is to be taken as an indication, it would seem that positive spillover is not a dominant occurrence in the workplace with most research focussing on the effects of negative spillover. Often pointing out the incompatible nature of work and family life, the research focuses on problems and conflict at work which has the effect of draining and preoccupying the individual, making it difficult for him or her to participate fully in family life.

**C.** Social scientists have devised a number of theories in an attempt to explain the work-family dynamic. Compensation theory is one which has been widely used. It assumes that the relationship between work and family is negative by pointing out that high involvement in one sphere – invariably the work sphere – leads to low involvement in the other. As an individual advances within a career, demands typically fluctuate from moderate to more demanding and if the advancing worker has younger children, this shift in work responsibilities will usually manifest itself in the form of less time spent with the family. Researchers subscribing to this theory point out that the drain on family time is significantly related to work-family conflict with an escalation in conflict as the number of family members increase.

**D.** The human state is one of change. In exploring the work-family dynamic it can be clearly seen that as the pattern of adult development for men and women differs and as family and career demands fluctuate,

individuals may link work and family roles differently at different stages of their life. Hence, the relationship between work and family is constantly changing over a person's life. The developmental approach therefore adopts a psychological- developmental framework to explore the dynamics of the relationship between individual, family, and career developments in the life-span of a worker.

**E.** Interpersonal 'climates' influence motivation of family and work-related activities. Within the family, the feeling of being valued by one's partner directly affects a person's self-determination, while at the same time within the workplace, the feeling of being 'autonomy-supported' by one's employer has been shown to have a positive effect on one's self-determined motivation towards work-related activities. Studies built on the theory of self-determination therefore point out that if people have abundant levels of self-determination, participation in those areas will most often result in desirable outcomes.

**F.** Segmentation theory proposes that work and family are actually two entirely separate domains and individuals are able to maintain a clear demarcation between the two. Theorists subscribing to this view maintain that emotions, attitudes and behaviours enlisted in the two different environments are separate and will not have any impact upon work or family. While this theory is certainly applicable for some, apparently not all men and women are able to neatly divide the two experiences. Winthrop points out that, "Even though a woman may enter the workforce, research has shown that within the context of the family, the care of her husband and children as well as the living quarters is still heavily the woman's domain." This kind of idea is tied up in the old adage; a woman's place is in the home. She is seen as the one who takes care of all domestic duties whereas, stereotypically, it is the man who brings home the food for the family. The degree to which this is felt is certainly based upon societal expectations and behavioural norms. Despite this, there has been no positive link shown that

one sex experiences greater difficulty in managing work-family conflicts over another.

**G.** Perhaps the most positive relation that could be established between work and family conflict was in regard to irregular work hours. Factors such as having to work on weekends, having to work longer than nine hours per day or having to work during vacation periods all added to the conflict dynamic. Additionally, rank or position and thus expectations of workers and time demands all showed a negative impact upon family and work relations. Many have conducted empirical research in relation to work-family conflict and job satisfaction with significantly varying results. However, one generally recognised outcome about which few researchers disagree is that when work-family conflict arises, job satisfaction decreases.

**Choose the correct letter A, B, C or D.**

1. The main reason fathers and mothers join the workforce is  
A they want to escape the boring environment of home.  
B they want to be able to retire comfortably.  
C they need extra money.  
D they need the mature interaction that goes on between adults.
2. 'Spillover' is  
A mostly positive when it comes to the workplace.  
B a term researchers use to describe work life.  
C a dominant area of scientific research.  
D a term which relates to how work life affects family life.
3. The significance of Winth rope's comment is that working women  
A should not do the work of men.  
B are heavily relied upon to do household duties.  
C should not work outside of the home.  
D leave household work for their husbands to do.
4. Regarding work and family the writer concludes that  
A work itself plays an important role in job satisfaction.

- B more empirically-based theories are yet to be offered by researchers.
- C family relationships have a significant effect upon job satisfaction.
- D work and family are best kept separate from each other.

**Look at the following list of theories (Questions 5-8) and the list of definitions below. Match each theory with its related idea.**

- |                       |   |
|-----------------------|---|
| 5. Segmentation       | A family and career remain essentially changeless                 |
| 6. Self-determination | B work and family are totally unrelated                           |
| 7. Compensation       | C the relationship between work and family is constantly changing |
| 8. Developmental      | D negative working environments hurt work performance             |
|                       | E high levels lead to positive work and family outcomes           |
|                       | F family duties tend to dominate work duties                      |
|                       | G determined people tend to have successful families              |
|                       | H high work involvement results in family neglect                 |

**Do the following statements agree with the views of the writer in Reading Passage?**

- |                  |  |
|------------------|--|
| <b>TRUE</b>      | if the statement agrees with the information |
| <b>FALSE</b>     | if the statement contradicts the information |
| <b>NOT GIVEN</b> | if there is no information on this           |

- 9. Lack of money is the main reason both fathers and mothers enter the workforce.
- 10. Conflict between work and family increases according to the size of the family.
- 11. High income earners balance work and family life better than low income earners.
- 12. Men handle work stresses better than women.

13. Work-family conflict is due largely to constant changes in work hours.

**Choose the correct letter, A, B, C or D.**

14. What is the best title for Reading Passage?

A Family relationships and job promotion.

B The psychological effects of work.

C Theories on family and work.

D Work-family conflict and job satisfaction.

[retrieved from: Complete IELTS. URL:

<https://www.completeielts.com/reading/work-family-dynamic/>]

#### **4. WRITE AN ESSAY:**

House work and family satisfaction.

Follow the structure suggested by IELTS assessment requirements

<https://www.ieltsadvantage.com/2015/03/03/ielts-writing-task-2-essay-structures/>. Use your active vocabulary.

#### **5. WORK WITH A VIDEO:**

Watch the video available from

<https://www.youtube.com/watch?v=IFT9RZNowI8>.

Enumerate all the issues raised in it. Dwell upon each of them. Nowadays, families are not as close as in the past and a lot of people have become used to this. Why is this happening? Do the advantages of this trend outweigh the drawbacks?



Навчальне видання

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Методичні рекомендації  
для аудиторної та самостійної роботи з дисципліни  
«Практика усного та писемного мовлення (основна іноземна мова)»  
для здобувачів першого (бакалаврського) рівня вищої освіти  
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