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Робота з газетним матеріалом

методичний посібник для студентів IV курсу



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Методичний посібник “Робота з газетним матеріалом”, розроблений за тематичним принципом, охоплюючи розділи, що передбачаються навчальною програмою з «Практики усного та писемного мовлення» для студентів четвертого курсу. Посібник призначено для студентів та викладачів педагогічного університету.

ВСТУП

Перехід до інформаційного суспільства вимагає особистісного розвитку випускника, що полегшує його входження у світове співтовариство і дозволяє успішно функціонувати в ньому. Звідси, до випускника вузу пред'являються вимоги, які полягають у розвитку цілісної картини світу, формуванні сучасних ціннісних орієнтацій, підвищенні інтересу до накопиченого людством інтелектуальному багатству.

Одним з факторів успішного функціонування людини на вітчизняному та міжнародному рівнях є розвинутий рівень іншомовної комунікативної компетенції. Щоб сформувати іншомовну комунікативну компетенцію поза мовного оточення, недостатньо наситити заняття комунікативними вправами; важливо надати можливість вирішувати певні проблемні ситуації, мислити, міркувати над можливими шляхами вирішення проблем так, щоб студенти акцентували увагу на змісті свого висловлювання, щоб у центрі уваги була думка, а мова виступала у своїй прямій функції - формуванні та формулюванні цих думок. Робота з газетою є ефективним засобом, що дозволяє вирішувати навчальні завдання, які сприяють як розвитку іншомовної комунікативної компетенції, так і підготовці до життя в сучасному інформаційному світі, формування інформаційної культури.

Отже, в процесі роботи над газетою відбувається розвиток:

1) мовної компетенції, що має на увазі систематизацію раніше вивченого матеріалу; оволодіння учнями новими мовними засобами відповідно до відібраних тем та сфер

спілкування; збагачення обсягу лексичних одиниць; розвиток навичок оперування мовними одиницями в комунікативних цілях;

2) комунікативної компетенції - здатності й готовності виражати свої думки, розуміти думки інших людей за допомогою мовних і мовленнєвих засобів та соціокультурних знань;

3) соціокультурної компетенції, яка полягає в розширенні знань про соціокультурну специфіку англomовних країн, у формуванні вміння виокремлювати загальне і специфічне в культурі країн - рідної і країни мови, що вивчається;

4) здібності критично аналізувати зміст повідомлень,

3) уміння висловлювати свої думки, розуміння необхідності духовного саморозвитку та самореалізації людини.

Методичний посібник складається з восьми розділів, тематика яких визначається навчальною програмою з «Практики усного та писемного мовлення» для студентів четвертого курсу. Кожний розділ містить вступну та основну частини, які побудовані на матеріалі газетних заголовків і статей. Метою вступної частини є підготувати, зацікавити студентів у темі розділу. Основна частина складається з двох статей – англійською та російською мовами – та блоку завдань. За своєю структурою завдання є покроковими: питання, що підлягають обговоренню формуються до кожного окремого абзацу (або змістово поєднаної групи абзаців), що сприяє виокремленню ідеї кожного абзацу (або їх груп) та полегшує процес резюмування статті й формування та формулювання власного погляду на висвітлювану проблему.

Unit 1. Higher education

LEADING-IN

1. Read the headings. What may the articles be about?

The Way We Learn

By MICHAEL BÉRUBÉ

Published: January 29, 2010

Using Libraries

By *Else Churchill*

Last updated 2009-11-23

Does the UK need fewer graduates?

Tuesday, 9 March 2010

Majority of young women in university

By Sean Coughlan

BBC News education correspondent

Wednesday, 31 March 2010

Daily View: University funding cuts

Clare Spense

Thursday, 18 March 2010

Students abandon sit-ins for a seat at the table

Richard Moss 13:28 UK time, Wednesday, 14 April 2010



2. Look at the picture to one of the headings. What heading does it match? Roleplay an interview between a reporter and a psychologist on the issue.

Working with article 1

DAILY NEWS

July 11, 2009

New York must start putting teacher training schools to the test



In the coming year New York State will play a leading role in the movement to set one high national standard for all our school children. We will look to raise the bar to require that all students leave high school not only proficient on state tests - but ready for higher education.

But it won't be enough to simply raise standards and hope for the best. We also need to do a much better job preparing our teachers. After all, teacher quality is the single most important factor in boosting student performance that is under the control of schools.

In cases when our students aren't learning, we must start to question, among other things, the preparation of their teachers.

Improving the quality of teaching in New York will mean partnering with the institutions that train our classroom instructors — SUNY 23%, CUNY 11% and independent colleges 66%.

Everyone needs to improve. To make that possible, we're going to do something novel. We're going to ask schools of education to track the performance of their graduates once they enter the classroom. Armed with this data, we - and they - will be able to see which programs are working and which aren't, and make improvements in how we teach the next generation of teachers.

I hope teacher-training institutions welcome these re-

forms. Imagine that you are the dean of a school of education. Each year, you prepare hundreds - and in some cases thousands - of teachers. Your students take a wide variety of courses, from foundations of education to methods of teaching mathematics to classroom management. They student-teach under the watchful eyes of master teachers. They write papers, design lessons and think about their philosophy of education.

In a perfect world, you would know not just what grades these teachers-in-training get, but how well they actually do when the rubber meets the road. But as of today, the truth is, after you shake the hands of pre-service teachers at graduation, you have no idea how they go on to fare in the classroom.

But so far we haven't given deans or professors at these institutions the tools to do much more than close their eyes and hope for the best.

Changing that begins by systematically assessing how teachers from different programs are really doing. Until

recently, this has been a difficult, if not impossible, task. But in recent years, New York State has embarked on building a comprehensive data system that tracks the performance of individual students over time, links students to their teachers and links teachers to their preparation programs.

Once that data system is fully operational, hopefully within three years, it will be possible to unearth a wealth of information about how teachers prepared in different programs are really doing. We will be able to tell education schools how well their teachers are preparing students on standardized tests, in what kind of schools their teachers work, and for how long.

When we confront the facts honestly, some people will be happy with what we discover; others might not be. We may learn that one institution does a great job preparing teachers for high-poverty schools or is a model in mathematics instruction. And on the other side of the ledger, we might find that certain institu-

tions consistently fail to equip teachers to succeed in particular schools or subjects.

We also have to look at our teacher certification exams, which may not be rigorous enough. In many instances nine out of 10 prospective teachers pass. That number may well be too high.

But everyone should welcome the information as an

invaluable new tool to help train teachers better. To keep our commitment to our students, we must unlock the secrets of our schools of education and move forward together into the daylight, to truth and transparency.

▪ By Merryl Tisch, chancellor of the New York State Board of Regent

Working with article 2



16марта 2004

ВСЯ МНОГОТЫСЯЧНАЯ АРМИЯ ПАРИКМАХЕРОВ УКРАИНЫ ДОЛЖНА ПОЛУЧИТЬ ВЫСШЕЕ ОБРАЗОВАНИЕ В УНИВЕРСИТЕТЕ КУЛЬТУРЫ И ИСКУССТВ?

Революционное постановление поющего ректора предписывает заменить традиционное среднее специальное образование парикмахеров и визажистов высшим. И учить их не каких-то шесть месяцев на курсах, как это принято во всем мире, а, соответственно, два и четы-

ре года за партой. Причем подходящий для этого факультет есть только в Университете культуры и искусств. Парикмахеры Украины говорят о монополизации целой отрасли одним вузом. Несмотря на это, проект под названием "Государственная про-

грамма развития инновационных направлений индустрии моды до 2010 года" Верховная Рада приняла. "ФАКТЫ" решили выслушать мнение обеих сторон - инициатора новшества Михаила Поплавского и маститых парикмахеров Украины.

Категорически не согласна с логикой нового документа вице-президент Союза парикмахеров Украины Людмила Абрамова:

- Мне жаль, что Михаил Поплавский не поинтересовался мнением профессионалов и мы узнали о новшестве из сайта Верховной Рады. Я работаю в сфере быта 33 года, в последнее время вместе с командой украинских парикмахеров представляю нашу страну на международных конкурсах. Так вот, европейские мастера не имеют высшего профессионального образования.

Мы знаем одного специалиста, который будет преподавать в Университете культуры. Это Сергей Зверев - мастер от Бога, самородок,



но у него, извините, среднее образование, училище и полугодовые курсы академии "Долорес" в активе. Как и все парикмахеры, свои знания Зверев добывал не за партой, а на практике, в том числе и на международных конкурсах, в которых принимал участие 16 раз! К тому же московский мастер сможет приезжать в Киев на пару дней, и он не тот педагог, который будет "ставить руки" новичкам. Это скорее имя, которым можно заворожить.

"Школа Людмилы Абрамовой", как и любое легально работающее предприятие отрасли, каждые три года проходит переподготовку в Министерстве образования и получает лицензию. Считаю, что

этой серьезной проверки достаточно для подтверждения нашей квалификации.

- Между прочим, квалификация наших мастеров, завоевавших титул лучшей континентальной команды, а также серебряные и бронзовые награды на последнем Чемпионате мира по парикмахерскому искусству в Лас-Вегасе, общепризнана, - комментирует постановление президент Союза парикмахеров Украины Алексей Антонюк. - Многих из них приглашают работать в ведущие мировые салоны. И таких высококлассных специалистов пытаются заставить учиться!

В Англии - законодательнице мод в прическах, например, вообще не понимают, что такое государственное разрешение на открытие школы или салона. Во всем мире рынок определяет, профессионал ты или нет: если клиент платит деньги, значит, наша работа ему нравится.

Если бы высшее образование было необходимым

для нашей профессии, Союз парикмахеров Украины давно открыл бы на базе какого-нибудь вуза кафедру. Но специалист, просидев за партой два или четыре года, выйдет без практики. А стоимость его услуг, как человека с высшим образованием, естественно, возрастет. Если мастер пожелает стать звездой, он может выезжать на международные стажировки, учиться у мастеров, реально практикующих и имеющих клиентуру. Другим же, закончившим курсы, достаточно признания провинциального городка.

Виновник возникшей в парикмахерских кругах паники Михаил Поплавский изложил "ФАКТАМ" свои аргументы нововведения:

- Сразу же хочу подчеркнуть, что мы будем вести речь не о рядовых парикмахерах, а об элите этой сферы обслуживания - модельерах-парикмахерах, художни-

ках-дизайнерах модельных стрижек. Это, как говорят в Одессе, две большие разницы. Ведь парикмахером можно стать и после окончания шестимесячных курсов, имеющих лицензию Министерства образования, и после ПТУ. Например, в моей родной Мечиславке на Кировоградщине может работать мастер и после курсов, не имея диплома, стричь польку-бабочку и полубокс.

А вот в салонах высшей категории, салонах-люкс необходим соответствующий спектр услуг и профессионально подготовленный персонал. Вам должны не только сделать модную прическу, но вас должны также радушно встретить (чем не работа для психолога?), предложив чашечку чая-кофе, а то и 50 граммов коньячка. Это уже салон-люкс!

После расформирования Министерства бытового обслуживания в этой сфере творится полный хаос: люди от-

крывают в квартирах, в подвальных помещениях, где бегают крысы, сомнительные парикмахерские, мажут лицо и красят волосы какими-то препаратами. А вдруг у клиента аллергия? Если работа связана со здоровьем людей, мастер должен иметь необходимую профессиональную подготовку. У нас, например, кафедру медицины возглавляет доктор медицинских наук профессор Сусанна Шалимова, а занятия ведут ведущие доценты и профессора медицинского университета. Университет культуры взял на себя разработку новых программ и учебников для подготовки специалистов парикмахерского искусства. И потом, звездами нужно становиться в Украине, а не за рубежом.

▪ Александра
ДЕНИСОВА, Ирина
ЛИСНИЧЕНКО "ФАКТЫ"

Tasks

ARTICLE 1**CONSIDERING THE MESSAGE**

1. Read the title. What may the article be about? Write a summary to it.
2. Scan the article, try and formulate its main idea.
3. Read the 1st paragraph. New York State educational authorities are going to raise the bar on high school leavers' proficiency level. What does it mean? What ultimate educational result might we expect?
4. Read the 2nd and the 3rd paragraphs. How true is the assertion that "*when our students aren't learning, we must question the preparation of their teachers*"?
5. Read the 4th paragraph. What institutions train teachers in New York State?
6. Read the 5th paragraph. What is it that New York State educational authorities are going to implement to check the quality of teacher training at universities and colleges? In your opinion, is it an effective way to increase the level of training? What would *you* suggest?
7. Read the 6th to the 8th paragraphs. Why is the author of the article so sure that teacher-training institutions will welcome these reforms?
8. Read the 9th and the 10th paragraphs. What data system is being elaborated and how effective, in your opinion, can it be?
9. Read the 11th to the 13th paragraphs. What shortcomings of teacher training education might emerge after introducing the testing program? What other educational defects might emerge as well, in your opinion?
10. Skim the text again. Underline key sentences in each paragraph.
11. Write a summary to the article keeping to the **plan**.

Plan

1. Title of the article, newspaper; the date of issue.
2. Name of the reporter (if indicated).
3. Introduction of the subject and idea of the whole article.
4. Details of the article (formulating the main idea of each paragraph).
5. Summing up with your point of view on the subject.

CONSIDERING THE LANGUAGE

1. A newspaper seeks to influence public opinion on political and other matters. Which sentences and phrases are most powerful in their influence on our view on the problem raised?
2. Newspaper style sometimes presents syntactical constructions indicating a lack of assurance of the reporter, his desire to avoid responsibility, or pure diplomacy. Search for some cases of the latter.

ARTICLE 2

1. Scan the article and formulate its main idea.
2. Read the 1st paragraph. The idea of higher education for hairdressers drew a wide response among specialists in the area. What is the main apprehension mentioned in the paragraph? How plausible is it?
3. Read the 2nd to the 4th paragraphs. What is L. Abramova's main counter-argument against higher education for hairdressers? Do you agree with it?
4. Read the 5th to the 8th paragraphs. What ways of professional development are suggested by opponents of possible innovations? How effective are they?
5. Read the 9th to the 12th paragraphs and point out all ideas suggested by M. Poplavsky that prove necessity of higher education for hairdressers.
6. Scan the article and say if such specialists as hairdressers, tailors, mechanics, cooks, etc. need higher education or they can content themselves with a specialized college.
7. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.

Unit 2. Courts and trials



LEADING-IN

Read the newspaper cuttings and name possible crimes discussed in the articles.

Rampant corruption may force many Western firms to leave Russia, anti-bribery group says

... "My recommendation is: 'Maybe you should reconsider doing business in Russia,'" she said. "I am considerably more optimistic about Nigeria than I am about Russia on this issue."...

French ex-police boss and Chirac ally Pasqua convicted

...Mr Chirac is to stand trial next year, accused of misuse of public funds when he was mayor of Paris in the 1990s...

They're trying to steal your life

...It's called phishing... With a "PH"... And involves criminals sending you a fake e-mail that looks like it's from your bank and takes you to a website that looks like your bank's... But is, in fact, a trap...

Man quizzed over Doseley scrapyard fire in Telford

... Three vehicles were initially alight and police closed off nearby roads as firefighters battled to prevent flames spreading beyond the yard ... West Mercia Police said a man from Staffordshire had been arrested and was being questioned over the incident...

Driver attacked in traffic queue

...Police are hunting a gang who attacked a motorist as he stopped behind a bus in Lancashire... The gang forced the 21-year-old driver into the back seat, assaulted and threatened him, and went on to crash the car into railings in Preston...

Watch the watch

...We all look at warning signs and like to think "not me". Only the naive put their wallets in a back pocket or open bag, inviting it to be lifted...

Sex at work: weapon or repression?

...There is always the danger of exploitation, according to Peter Handel at Carnegie Training. He says the real problem is when one person has power over another...

Galloway challenges US senators

...George Galloway has rejected claims he lied under oath to the US Senate committee which accused him of receiving oil cash from Saddam Hussein...

Virus publishes web history of victims on the net

...A new type of malware infects PCs using file-share sites and publishes the user's net history on a public website before demanding a fee for its removal....

Working with article 1

BBC News

26 January 2010

Should law be changed on 'mercy killings'?



The acquittal of a mother for the attempted murder of her daughter who had ME has reignited the debate over the law in England and Wales concerning relatives who help their loved ones die.

As Kay Gilderdale walked free from court after being cleared of the attempted murder of her daughter, the judge in the case questioned whether pursuing this charge had been in the public interest.

Mr Justice Bean praised the jury for their "common sense, decency and humanity" and asked who had decided to prosecute the 55-year-old for attempted murder after she had admitted

aiding and abetting her daughter Lynn's suicide.

Jo Cartwright, spokeswoman for Dignity in Dying, said: "This case shows we need to make the distinction between the different acts of assisted dying, assisted suicide, mercy killings and murder. "Society has moved on and medical advances have moved on and the law has to move on too." She says there does need to be a distinction between cases where loved ones ask for help to kill themselves and where they are not able to do so, but she says the existing law is too rigid.

Mrs Gilderdale, from East Sussex, administered lethal drugs to end Lynn's life in December 2008 after her daughter called her for help when her own attempts at suicide failed. Her daughter had repeatedly asked for help

to end her 17 years of suffering after she contracted ME.

Last week another mother, Frances Inglis, was jailed for nine years for murder after she injected her brain-damaged son with a lethal dose of heroin. She too had argued she had acted "out of love" and not malice, but her son never had the opportunity to ask her for help to die after he suffered serious head injuries after falling out of an ambulance.

The judge in her case said there was "no concept in law of mercy killing" and that it was still a killing "no matter how kind the intention".

Mrs Inglis's family want to see a change in the law to recognise "mercy killings".

Dr Evan Harris, the Liberal Democrat's science spokesman, also believes the law on murder and assisted dying needs to be overhauled. He favours the idea of first degree murder and second degree murder, as has been previously suggested by the Law Commission, which reviews and recommend reforms of the law in England and Wales. This would allow for a greater distinc-

tion to be made between the circumstances surrounding cases.

But Dr Peter Saunders, director of Care Not Killing, believes it is not appropriate to change the law on murder in the light of "hard cases" like this: "Assisted suicide and so-called 'mercy killing' are illegal in order to protect vulnerable people from exploitation and abuse and the current law acts as a powerful deterrent".

He argues many cases of "financial, physical or emotional abuse occur within the context of so-called loving families": "If we remove or lessen the penalty for so-called 'mercy killing' we will leave vulnerable people without adequate legal protection and also contribute to a mindset that the lives of sick or disabled people are somehow less worth living".

Assisted suicide remains a criminal offence, but the guidelines set out the factors which weigh in favour of and against prosecution in different cases.

Mrs Gilderdale was given a 12-month conditional discharge for aiding and abetting suicide after her lawyers argued that had she faced this charge today, she would not be prosecuted under the new guidelines.

But the head of the CPS is adamant it was correct in pursuing the attempted murder case.

Mr Starmer said Mrs Gilderdale was a "devoted mother" and

he accepted the verdict, but putting the case before a jury had been in the public interest because of the evidence and seriousness of the allegation.

Earlier the CPS had said: "The law does not allow someone to take the life of another, regardless of how compassionately they do it."

■ By Margaret Ryan

Working with article 2

Аргументы и Факты

22 марта 2010

ПРАВОЗАЩИТНИКИ ТРЕБУЮТ ОТ ЛУКАШЕНКО ЗАПРЕТИТЬ СМЕРТНУЮ КАЗНЬ



Граждане Белоруссии Андрей Жук и Василий Юзепчук, приговоренные к смерти за различные преступления в 2009 году, были казнены в конце прошлой недели

«Международная амнистия» (Amnesty International) призывает президента Белоруссии Александра Лукашенко

немедленно ввести мораторий на смертную казнь после того, как правозащитникам стало известно о том, что два человека были казнены в республике на прошлой неделе.

По сведениям «Международной амнистии», граждане Белоруссии Андрей Жук и Василий Юзепчук, приговоренные к смерти за различные преступления в 2009 году, были казнены в конце прошлой недели. Как сообщила в понедельник правозащитниками мать Жука, оба мужчины были расстреляны.

«Смертная казнь — крайне жестокое и бесчеловечное наказание. Оно нарушает основное право на жизнь и должно быть запрещено», — заявила директор европейских и центральноазиатских программ «Международной амнистии» Галя Гован. Правозащитная организация, которая на сле-

дующей неделе готовится опубликовать годовой отчет по статистике смертных казней в мире, заявляет, что в Белоруссии не было отмечено ни одной смертной казни в 2009 году, и впервые за все время ведения статистики Европа за прошедший год стала зоной, «свободной от смертной казни».

«Мы разочарованы тем, что белорусские власти пошли на этот шаг, несмотря на мнение международного сообщества, которое движется в направлении отмены смертной казни», — добавила Гован. В октябре 2009 года «Международная амнистия» призвала изменить меру наказания обоим мужчинам, осужденным за убийства. Тогда же Совет Европы призвал Лукашенко помиловать Жука и заменить приговор на тюремное заключение.

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Read the heading to the article. What is another name of “mercy killing”? What are some possible reasons for it?

2. Read the first two paragraphs (the lead including) and say what indictment was brought in against Kay Gilderdale.

3. Read the 3rd and the 4th paragraphs. Mr Justice Bean and Jo Cartwright, spokeswoman for Dignity in Dying, are keeping to the same point. What is it? How reasonable are they?

4. Read paragraphs 5 and 6. What is common and different in Mrs Gilderdale’s and Frances Inglis’ cases? The motives of which case may be questioned in court? Why?

5. The judge in the case under discussion says *that it was still a killing “no matter how kind the intention”*. Was it or was not, in your opinion?

6. Read the 8th and the 9th paragraphs. What idea does Dr Evan Harris, the Liberal Democrat's science spokesman, favour? What opportunities will it suggest?

7. Read paragraphs 10 to 12. What arguments does Dr Peter Saunders, director of Care Not Killing, adduce against changing the law on murder? How reasonable is he? What solution does he suggest instead?

8. Read the article up to the end and say if the woman was found guilty or innocent and what comments the head of the CPS made on the case. How right is he, in your opinion?

9. Skim the text again. Underline key sentences in each paragraph. Formulate the main idea of the article. Write a summary to the article keeping to the plan.

CONSIDERING THE LANGUAGE

1. An essential feature of newspaper style is use of abbreviation. The article under consideration has some, in particular, ME and CPS. What do they stand for?
2. Another distinctive feature of newspaper style is use of numerals. Among the ones used in the article which one is the most meaningful and why?
3. Consider the sentence "*Society has moved on and medical advances have moved on and the law has to move on too.*" What stylistic device is used here and how does it contribute to understanding the main idea?
4. Some numerals are presented in figures, others - in letters. Find some examples and comment upon different ways of presenting numerals.
5. Pay attention to the temporal organization of the text. What is the use of flashback aimed at?

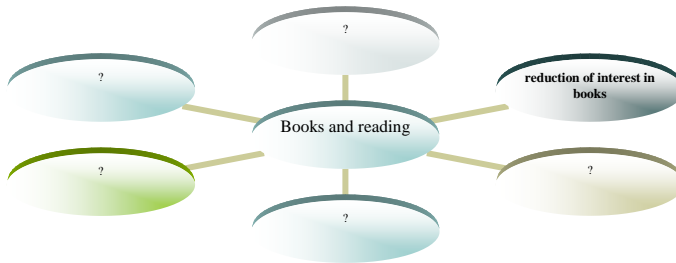
ARTICLE 2

1. Scan the article and formulate its main idea.
2. What countries preserve capital punishment (typically accomplished today by lethal gas or injection, electrocution, hanging or shooting)?
3. Read the 1st to 3rd paragraphs. What caused an international commotion? What do Amnesty International call upon for?
4. Read the 4th paragraph. Why are Amnesty International and the director of European and Central Asian Programs in particular against capital punishment?
5. Read the 5th paragraph and say what the European Council suggested instead capital punishment and why.
6. Some countries practice capital punishment only for exceptional crimes, such as crimes under military law and crimes committed in exceptional circumstances, such as during wartime. What other crimes, in your opinion, deserve death penalty?
7. Brainstorm ideas for and against capital punishment.
8. Skim the text again; underline key sentences in each paragraph. Write a summary to the article.

Unit 3. BOOKS AND READING

LEADING-IN

1. Mind-map some problems associated with the topic “books and reading”. Point out the most urgent one for our country.



2. Read the extracts below and comment upon them.

- 1) *We are told that British teenagers “lack reading stamina” because they are not getting “a sufficiently varied or demanding reading diet” with schools relying on extracts and short stories.*
- 2) *The federal Education Minister said the results showed a significant decline in Australia's performance in reading and mathematics. Because the decline in reading literacy was at the high-achieving end, it meant "a number of Australian kids are failing to reach their full potential", she said.*
- 3) *Every year, more than a million teens drop out of high school, mostly because they can't read well. Right now, researchers don't know how to help teens get out of reading trouble.*
- 4) *So how do we get teenagers to read? Short answer: meet them on their own terms. Give them books with a strong plot, engaging characters, and an intri-*

guing concept, all of which combine to form a high can't-put-it-down factor.

3. Read the headings to three different articles and write a small summary under one topic.

1. AREA LIBRARIES TRY TO KEEP KIDS, TEENAGERS BUSY; READING DURING THE SUMMER INCREASES IN SOME PLACES, DECLINES IN OTHERS

2. Getting teens to read not impossible, says local Gay author

3. Q: Do Teens Refuse To Read? A: Whatever!

4. How to make children read? Read the extract from the article. Add some more points to each rubric:

❖ **at school**

- More reading and writing tasks than at any other time in human history. They will need reading to cope with the escalating flood of information and to fuel their imaginations.
- Listen to books on tapes in class.

❖ **at home**

- Young people should be allowed to read what interests them.
- Keep reading materials in every room in the house.
- Ask older children to read to younger children.
- Establish a family reading time, allow no interruptions.
- Read the same things your kids do. Talk about them together.

Working with article 1

Library of Congress June 2008 – Vol.67, No.6

Americans Read, Understand Less: NEA Study Offers Dire Assessment



“Read in order to live,” French novelist Gustave Flaubert once said. But today’s teenagers and young adults aren’t reading to live or living to read. A 2007 research report from the National Endowment for the Arts (NEA) about the state of reading in the United States reached three conclusions: Americans spend less time reading; reading comprehension skills are eroding; and these declines have serious civic, social, cultural and economic implications.

In 2004, the NEA published “Reading at Risk: A Survey of Literary Reading in

America.” That study showed that Americans in almost every demographic group were reading fiction, poetry and drama—and books in general—at significantly lower rates than 10 or 20 years earlier, with declines steepest among young adults.

Sunil Iyengar, director of the NEA Office of Research and Analysis that produced “To Read or Not to Read: A Question of National Consequence,” discussed the report’s finding.

“Nine-year-olds had the highest percentage” of reading for fun, said Iyengar. “But teens and young adults read from seven to 10 minutes a day. Television and online activities seem to take up the most time. Fifteen- to 24-year-olds actually have the most leisure time of all age groups, but they spend up to two-and-a-half hours per day watching TV”,

he said. “Even when reading does occur, it not only competes with the television but also other media, such as video games, instant messaging and e-mailing”.

The 2007 survey concluded that the number of books in a home is a significant predictor of academic achievement, and today, Americans spend less on books than in the past two decades.

“In our survey, we also controlled for parental education, which was the closest we could come to income,” said Iyengar. It was found that poorer households with books tested higher than wealthy households with few to no books.

Evidence suggests that modeling behavior by “reading in front of your kids and reading with your kids” instills respect for books, Iyengar said. “However studies show that fewer than 5 percent of kids are read to.”

The 2007 survey also found that even college attendance no longer guarantees active reading habits.

The survey shows that reading for pleasure strongly correlates with academic achievement. The average reading score for high school seniors who read for pleasure almost every day was 302. Those who hardly ever read scored an average of 274. Frequent readers also score better on writing tests than nonreaders or infrequent readers.

“Employers now rank reading and writing as the top deficiencies in new hires,” said Iyengar. According to the report, remedial writing courses are estimated to cost more than \$3.1 billion for large corporate employers and \$221 million for state employers.

For those who read well, more than 60 percent have jobs in management, or in the business, financial or professional sectors. By contrast, less advanced readers report fewer opportunities for career growth and are more likely to be out of the workforce.”

In addition, nonreaders or deficient readers are less en-

gaged in cultural and civic life. This group is also less likely to exercise, visit museums, play sports or do outdoor activities.”

Iyengar offered some words of advice as he concluded his presentation, saying that those who do read need to widen the circle. He men-

tioned a positive outcome that resulted from “The Big Read” program, which is based on the one-book, one-community model. “We’ve had good feedback on communities coming together to talk about books and reading.”

■ ERIN ALLEN

Working with article 2

Размышления.ru

01.05.2003

Алессандро Барикко: "Книги – опасные вещи"



Гость Вильнюсской книжной ярмарки – известный во всем мире итальянский писатель Алессандро Барикко (Alessandro Baricco) признает, что "книги опасны", они

могут стать заменой жизни, разорвать связь с реальностью.

Однако в субботу, общаясь с собравшимися в Вильнюсской ратуше читателями, А. Барикко добавил: "если, читая книгу, удерживать равновесие, это может стать толчком к переживанию реальности".

Романист, называемый символом итальянской литературы конца XX в., ведущий интеллектуальных

телепередач о культуре и искусстве, пианист и музыковед, автор нескольких книг о музыке, представил на закрывающейся в воскресенье Вильнюсской книжной ярмарке свою новейшую книгу "Без крови".

Автор популярных романов "Замки страха", "Море-океан", "Шелк", "City" и театрального монолога "Novecento" рассказал, что в Италии существует статистика, свидетельствующая о том, что 18-24-летние итальянцы читают очень мало книг. Они, если верить А. Барикко, занимаются кое-чем другим – просто живут.

"Зачем читать любовный роман, если можно самому любить, зачем читать историю о бунтующем юноше, если можно бунтовать самому. Позже, – шутит писатель, – эти юноши устают и открывают книги".

Литератор, чье творчество издается миллионными тиражами на 32 языках во всем мире, заявил, что

писатели, до 1950-го года бывшие в центре внимания, по-тихоньку "скатились на обочину".

"Книги современных авторов не помогают понять сегодняшний мир, эту функцию гораздо лучше выполняют голливудские фильмы", – считает Барикко.

"Но ничего страшного, – утверждает автор бестселлеров, не склонный воспринимать этот факт трагически, – до сих пор мы делали весьма стоящую работу. Наши "движения" медлительны и медленно "употребляемы" – не то что фильмы, песни в стиле рок и реклама. Это позволяет нам быть более точными, передавать все нюансы этого мира, странные и необычные вещи".

А. Барикко считает, что миссия современных писателей состоит в том, чтобы "отразить сложность мира", выявить скрытую, не сразу видную его часть.

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Read the heading to the article. What does it mean? Rewrite it due to accepted syntactical norms.
2. Scan the article, point out seven logically and thematically separate blocks. Formulate the idea and the theme of the article.
3. Read the 1st paragraph and comment upon Gustave Flaubert's words.
4. What "*serious civic, social, cultural and economic implications*" can teenagers' refusal of reading have?
5. Read the 2nd paragraph. Is it possible to omit the italicized words in the 2nd sentence "That study showed that Americans in almost every demographic group were reading *fiction, poetry and drama—and books in general*—at significantly lower rates than 10 or 20 years earlier, with declines steepest among young adults."? Why? Why not?
6. Read the 4th paragraph and say why reading has to "*compete with the television and other media, such as video games, instant messaging and e-mailing*".
7. Read the 5th -7th paragraphs. What does "*parenting modeling behavior*" as for reading mean?
8. Read the 8th – 9th paragraphs and prove that "*reading for pleasure strongly correlates with academic achievement*".
9. According to the 10th – 11th paragraphs, how can reading habits influence your success at work? Do you agree with this standpoint?
10. Read the 12th paragraph. Is there really such a direct link between reading and cultural and civic life?
11. Read the conclusion of the article and comment upon expediency of "The Big Read" program suggested.

12. Skim the text again. Underline key sentences in each paragraph.
13. Write a summary to the article keeping to the plan.

CONSIDERING THE LANGUAGE

1. What rhetoric devices does the author use to hold readers' attention?
2. Phraseological variation implies replacement; omission of one or two components of the phraseologism; enlargement of the phraseologism, etc. Which of the modifications is/are presented in the article and what for?
3. What can identify the text as an example of newspaper style?
4. What words and phrases provide conjunctive cohesion in the text?
5. Find the phrases of the most powerful influence on the reader.

ARTICLE 2

1. Scan the article and formulate its main idea.
2. Read the 1st, 4th and 5th paragraphs. To what extent do you share the author's idea of books diverting readers from real life?
3. Read the 2nd paragraph. How, in your opinion, can reading "become an impulse for experiencing reality"?
4. Read the 1st and the 2nd paragraphs again. Underline key sentences within each of them, then try to unite these sentences into one, making accent upon the idea of the 1st paragraph.

5. Read the 3rd paragraph and think why the reporter placed information about Alessandro Baricco well past the beginning of the article? Where would you place it and why?
6. Read the 6th paragraph and say if you agree with the statement that “the writers who used to be in the center of attention in 50’s are fading into the background”?
7. Read the 7th paragraph and comment upon Alessandro’s point of view on Hollywood films’ potential.
8. Read the 8th paragraph and comment upon the sense of the last two sentences.
9. Read the article up to the end and say what the true mission of modern writers, due to Alessandro, is. What is the true mission of modern writers *in your opinion*?
10. Skim the text again. Underline key sentences in each paragraph. Write a summary to the article.

Unit 4. MAN AND MUSIC

LEADING-IN

1. Read the headings. What might the articles be about? Write a small summary to each of them.

1. Recalling primal scream of hardcore

2. All my rocking ladies, don't bother putting your hands up

3. Following their fathers' leads

A. Read the extract from the articles. Match the headings with the extracts. Discuss the questions below.

1. Nicklas Sample, Julian Coryell, and Karma Auger are sons of famous jazz musicians. At 35, Julian Coryell isn't concerned with the trappings of being a musician. Just with the music itself. That's why he formed a second-generation jazz-funk trio in late 2007, knowing it might draw attention from skeptics and cynics. The name - the Coryell, Auger, Sample Trio - will set off bells for jazz heads. Drummer Karma Auger's father (keyboardist Brian Auger, known as the "godfather of acid rock" in England, according to his son) and bassist Nicklas Sample's father (pianist/composer Joe Sample, who played with B.B. King and Miles Davis) were both part of Larry Coryell's unofficial jazz-and-funk fraternity.

- What is some possible negative backlash of such continuity?

- Why is professional continuity so frequent?

B. The Recording Academy decides there were no women worthy enough to warrant a separate field, not a single female rocker was nominated in the seemingly gender-neutral category. This turn of events is troubling. Yes, women have always made up a smaller percentage of rock musicians than men. But think about all the great female rockers celebrated in the '80s and '90s - Pat Benatar, Tina Turner, Bonnie Raitt, Alanis Morissette, Fiona Apple. Are the Grammys really saying there's not a single rocking woman worth nominating now?

- Why is there a tendency not to put forward female nominees for best solo rock performance?
- What kinds of discrimination exist in the world? In your country?

C. As a teenager growing up in Salem, N.H., in the late '80s, Anthony Pappalardo began sneaking out to metal shows - in Boston, Lowell, Framingham, anywhere - every chance he got. The music was loud and aggressive, and it spoke to him - but not nearly as loudly or aggressively as hardcore did. Like punk, its immediate antecedent, hardcore is brutally loud and fiendishly fast, but boiled down to something more dark, dense, and primal.

- Why do such music styles appeal to teenagers so irresistibly?
- Music is a mirror of time. Comment upon the statement.

Working with article 1

The Boston Globe

February 9, 2009

History in music

Alla Elana Cohen is a distinguished composer, pianist, music theorist, and teacher, who came to the United States in 1989.



She teaches composition, harmony, counterpoint, and ear-training, using her own unique methodology. As a composer, she works in all genres of orchestral, chamber, and operatic music, and has an extensive repertoire and catalogue of music. Her unique compositions have been performed with much

success both in Russia and in the United States.

Alla Elana Cohen, pale-skinned and red-haired, removes her hands from the keys of the grand piano and halts the rehearsal of her composition.

"Already you played very well five measures. Trouble started in the last measure of page 28," she tells the 10 young musicians - four string players, an oboist, a clarinetist, a flutist, and three percussionists - practicing in the basement of the

New England Conservatory.

"It is actually very clear harmony. It sounds as if it's a very complex atonal part. Try to think harmonically."

Cohen's deep voice still carries the intonations of her native Russia. She is a former "refusenik," a Soviet Jew denied permission to emigrate for a decade before she and her late mother left in 1989. Now she teaches

here and at Berklee College of Music.

"Russia was horrible for Jews because anti-Semitism was on the state level. Very many doors were closed to us. If it starts on such a high level all of society is infected," Cohen says. "The system was obnoxious to all honest people."

The brooding piece the ensemble rehearses is named for a Georgian cathedral known for its miracles. Cohen's Judaism inspires other work. She draws on her lineage as a Cohen, descended from the priests of the Jerusalem Temple, in "Inner Temple," she writes in her program notes. "Sephardic Romancero" remembers Spanish Jews decimated in the Holocaust.

"Those tragic and serious and somber parts are more notable, not only because of my life experience, but genetic memory," Cohen says.

"Very often, music of Jewish composers would have those somber, tragic, dramatic moods because of that history that is uniquely tragic and that is so very long."

Cohen rubs her hands and squirms as she talks. Sometimes she clutches her heart or closes her eyes. Her girlish pageboy and youthfully smooth complexion contrast with her dark, man-tailored suit. She hesitates to recall her past - being told by her parents what to do if they unexpectedly disappeared, being warned away from Moscow's synagogue because authorities were snatching congregants, feeling "as if even the walls were weeping." The reluctance comes partly from the pain of remembering - "I feel like I'm sinking" - and partly from a fear of having her music considered too autobiographical.

"I consider myself a humble tool. Glory to the Almighty," Cohen says. "This music reflects what the Almighty wants me to re-

flect. It is broader than such and such tradition or such and such experience."

- IRENE SEGE ■

Working with article 2

Лицей

№ 10, 2003

Мой крёстный – оркестр

В 1997 году, за три года до 450-летия столицы Финляндии, сотрудники Хельсинкского филармонического оркестра стали думать о том, как сделать так, чтобы люди почувствовали, что 450-летие - их общий праздник. И что они действительно живут в культурной столице Европы: в 2000 году Хельсинки должен был стать одним



из восьми культурных европейских городов.

Пожалуй, идея городского оркестра была самой неожиданной: музыканты решили стать ... крестными всех детей, которые родятся в 2000 году, и устраивать для

малышей концерты до тех пор, пока им не исполнится семь лет. Оркестранты тем самым убивали двух зайцев: и запоминающийся подарок преподносили, и будущую публику для себя возвращали.

По статистике на классические концерты в Финляндии ходят десять процентов жителей. Устроители акции рассчитывали, что подарок захотят принять не все родители: в лучшем случае на концерты станут ходить двадцать процентов семей. Но действительность превзошла все ожидания. Из 6400 новорожденных того года в Хельсинки крестными детьми оркестрантов стали 4700 малышей, то есть три четверти!

Но прежде, чем это произошло, администрация оркестра провела колоссальную работу: к акции готовились два года. Причем первый год инициаторы трудились бес-

платно. Необходимо было оповестить о предложении музыкантов счастливых родителей в первую же неделю после рождения малышей. Для этого привлекли 400 медсестер родильных домов, для которых устроили собрание и специальный концерт. Ведь именно медсестры, приходя к новорожденным, должны были дарить родителям открытку-приглашение и диск с записью оркестра.

Когда детям исполнилось три-четыре месяца, их стали собирать в камерном зале, и играть, в том числе и ту музыку Сибелиуса, Грига, что была на диске, но в другой аранжировке. Всего музыканты дали своим крестным в тот год около 50 концертов. В 2001 году подросших малышей, их родителей, братьев и сестер собирали в зале уже не на 30, а на 1700 мест. После получасового симфонического концерта для детей устраивали ма-

стер-классы, чтобы они попробовали поиграть на колокольчиках, палочках, ксилофонах и других инструментах, которые только что слышали. А в день рождения от большого медведя - символа акции - каждый ребенок получал запись концерта.

Сейчас малышам уже три года и они по-прежнему ходят на концерты своего любимого симфонического оркестра, которому год назад исполнилось 120 лет.

Анна АНИСИМОВА ■

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Read the title. What may the article be about? Write a summary to it.
2. Scan the article and formulate its main idea.
3. Read the 1st paragraph. What information does it contain? Why does the author begin the article in such a way?
4. Read the 2nd paragraph. How do Cohen's words addressed to children characterize her? Consider the last two sentences: comment upon stylistic value of using the words "atonal" and "harmonically".
5. Read the 3rd and the 4th paragraphs. What social problem does the author raise? What stylistic devices help to render Cohen's bitterness?
6. Read the 5th and the 6th paragraphs. What words help to characterise Cohen's feelings? How does it reflect the historical period?
7. Read the 7th paragraphs. Comment upon the composer's behaviour and appearance, discrepancy between the former and her clothes.
8. Consider the last paragraph. Dwell upon the role of music in human's life.
9. Skim the text again. Underline key sentences in each paragraph.
10. Write a summary to the article keeping to the plan.

CONSIDERING THE language

1. Should the article be referred to the newspaper style or rather to one of the following: publicist essay, scientific review, official stock-exchange, or a feature article?
2. What words and phrases may be referred to newspaper style?
3. Find any examples of coined words, comment upon their value.
4. Find phrases of the most powerful influence on a reader.

ARTICLE 2

1. Scan the article and formulate its main idea.
2. Read the 1st paragraph. What ideas would you suggest to Helsinki's Philharmonic orchestra to celebrate the anniversary?
3. Read the 2nd paragraph. Comment upon the orchestra's idea.
4. Read the 3rd and the 4th paragraphs. Enumerate the measures and arrangements taken to achieve the goal. Estimate them from psychological and managerial points of view.
5. Skim the text again. Underline key sentences in each paragraph.
6. Write a summary to the article keeping to the plan.

Unit 5. DIFFICULT CHILDREN

LEADING-IN

1. What does the notion “difficult child” mean?

2. Read the extract below. These are the words of Francis Gilbert, the author of 'Parent Power – The Complete Guide to Getting the Best Education for Your Child'. He believes that schools are overwhelmed by chaos so much that fines and detention don't work. What can work?

“After spending 20 years working in various state schools, I've seen the whole gamut of bad behaviour. I've had pupils riot in my classroom, push all the furniture out of the room, blow cigarette smoke in my face, swear and spit at me; I've had them throw sharp objects at me, put ripped-up cans on my chair; I've had death threats, I've been sworn at and endured rudeness which the non-teaching public would find unendurable. And I'm not alone: having interviewed 10,000 teachers, the teaching union NASUWT found that, on average, teachers lose 50 minutes a day because of pupil misconduct – with one in five teachers losing as much as an hour and a quarter.”

3. Read the headings to three different articles and write a small joint summary under one topic.

1. Teachers waste 16 days a year dealing with bad behaviour

2. How teachers should be able to punish unruly pupils

3. Play 'Just a Minute' in lessons to improve behaviour, teachers told

4. How to deal with unruly pupils? Read the extract from the article. Discuss the suggestions below.

1. Teachers have the legal power to discipline pupils misbehaving outside school - including punishing them for fighting, bullying or being rowdy on buses or trains.
2. Reasonable punishments include one-to-one admonishment, removal from class, banning access to computers, banning pupils from school trips and forcing them to carry out a "useful task" in the school.
3. Pupils can be put on detention with 24 hours written notice to parents. Parents cannot over-rule the decision.
4. Teachers can legally confiscate items from pupils - and dispose of them - including mobile phones and MP3 players if used during classes and baseball caps if pupils refuse to take them off.
5. Staff have powers to search pupils' clothes, bags and lockers for weapons and powers will be extended to alcohol, drugs and stolen goods.
6. Teachers can use "reasonable force" to restrain pupils.
7. Schools should consider setting up "withdrawal rooms" in which children are placed for short periods to calm down away from classmates.
8. Parents can be held accountable with parenting contracts if their children repeatedly misbehave at school. Fixed penalty fines of £50 and £100 can be issued for parents of children playing truant.

Working with article 1

The Telegraph

April 15, 2009

Parents to be hit with penalties if children misbehave at school

A three-year Government study into classroom behaviour will call for greater use of parenting contracts for mothers and fathers failing to keep children in line and £50 penalties for those condoning truancy.

More schools will also be encouraged to use traditional methods such as detentions, suspensions, isolation rooms and lunchtime curfews to punish badly behaved pupils. They will be told to order pupils to remove caps and confiscate mobile phones.

Guidance also calls on schools to punish rowdy behaviour, bullying and fighting outside the school gates, including incidents on public transport, to stop



poor behaviour spilling on to the streets.

The conclusions are presented in a major review by Sir Alan Steer, the Government's leading behaviour expert. They came as teachers warned that existing methods were failing.

Jules Donaldson, from the NASUWT teachers' union, claimed some headteachers were fuelling the problem by handing out prizes if children promise to behave instead of setting proper boundaries. Last year, it

emerged some of the Government's new academies were operating reward schemes in which pupils can win thousands of pounds worth of prizes including plasma screen TVs, iPods and Nintendo Wii games consoles.

It came as a major survey of 10,000 staff published at the union's annual conference in Bournemouth showed an average of 50 minutes of teaching time was lost in secondary schools every day because of bad behaviour.

More than six in 10 teachers said they were unaware of their rights to discipline pupils, including the freedom to impose detentions, search children, confiscate mobile phones and punish bad behaviour occurring outside school.

Sir Alan, head of Seven Kings High School, Ilford, said there was "room for further improvement" on discipline and insisted standards of behaviour among young people re-

mained "a legitimate concern in society".

Ed Balls, the Schools Secretary, said parents had to "share the responsibility for maintaining discipline".

Speaking before the publication of the report, he said: "Children can't learn if classes are disrupted by bad behaviour. That's why parents tell me they want tough and fair discipline in every school. That means we must all play our part and back our teachers when they use their powers to keep good order.

"Everyone needs to share the responsibility of maintaining discipline, including governing bodies and parents. Where parents are unable to do this, it's right that local authorities should consistently use parenting contracts as a way to support and help parents face up to their responsibilities."

Sir Alan was given the task of reviewing methods of behaviour control in state schools. Today his final re-

port will be presented at the NASUWT conference.

He has already called for schools to share badly behaved children to stop them being concentrated in a small number of classrooms and the establishment of "studio schools" where expelled pupils can learn a trade.

Guidance will also be issued to schools providing a "toolkit" of basic methods to impose order.

They can apply to courts for a "parenting contract" requiring mothers and fathers of wayward pupils to take parenting classes - with fines of up to £1,000 if they fail to attend.

Under laws - first announced in legislation in 2007 - parents can also be hit with penalties of £50 if their children are found in a public place without justification in the first five days of an exclusion. The fine will rise to £100 if it is unpaid within 28 days.

Parents must also be interviewed by headteachers before their child is allowed

back into school, outlining the standards expected of pupils.

In the past, it has been feared head teachers were reluctant to take such hard-line action for fear of souring relations with parents.

Speaking at the NASUWT conference, Mr Donaldson, an activist from Sandwell, said: "It is good when people are rewarded for achievement but it has a negative effect if you are being rewarded for what is seen by everyone else as normal behaviour."

He added: "Parents have a lot that they could be doing but there is a major societal problem. In America they are saying adults should be seen but not heard. To a certain extent we are going down that road. At the end of the day parents have a responsibility for their children's behaviour and sometimes they are not willing to accept that."

Graeme Pato, Education Editor ■

Working with article 2

Аргументы и Факты*№9 от 31 августа 2009***Причины детской лжи**

Многим родителям вопросы «Почему он соврал? Что я упустил в воспитании крохи?» не дают уснуть.

Лет до 3-4 дети вообще не умеют врать, в этом просто нет необходимости. Малыши воспринимают мир со свойственной только им простотой и честностью. Им даже не приходит в голову, что от родителей нужно что-то скрывать. И только после четырех лет ребенок начинает анализировать происходящие с ним события и задавать себе вопросы: «А за что меня сегодня наказали? Как этого можно было избежать? Что мне нужно сделать, чтобы еще раз вызвать нежность мамы и поощ-



рение папы?» Он идет на маленькие хитрости, чтобы обойти все родительские «нельзя». Задумайся: часто ли ты, приходя с прогулки, «разгружаешь» набитые камешками карманы отпрыска и, несмотря на слезные убеждения, что они волшебные и «очень нужны», выкидываешь булыжники в мусоропровод просто потому, что не хочешь захламлять квартиру?

Вспомни, как ты постоянно «выдергиваешь» увлеченного малыша из его игры со словами «иди порисуй на кухне» из-за того, что начинается любимый сериал. Конечно, ребенок обязан выполнять определенные требования, но они должны учитывать и его, а не только твои интересы. В противном случае ты рискуешь побудить свое чадо искать «обходные маневры», чтобы доказать тебе важность и законность своих желаний, проще говоря – врать.

Психологи утверждают, что первую ложь родители часто провоцируют сами. Наверняка ты скажешь: «Только не я!» Но вспомни, не ты ли, обнаружив испачканное платье своей малышки, в страхе спрятанное ею под диван, с хитрым выражением лица спрашиваешь: «Милая, а где сарафанчик, который тебе вчера привезла бабушка?» Тем самым ты сама ставишь

ребенка в ситуацию, когда ему надо лгать и изворачиваться! Лучше сказать: «Дорогая, я нашла твоё грязное платье. Ничего страшного – мы его почистим, но впредь будь аккуратней и сразу расскажи мне про пятно. Свежим его проще отстирать». Тогда доверие и благодарность крохи станут тем зерном, из которого потом вырастут честность и порядочность взрослого человека.

Знаешь, чьи дети врут чаще всего? Лгунишками становятся отпрыски родителей, которые мечтают вырастить из своих крох гениев, юных олимпийцев и прочих сверхлюдей. Они ждут слишком многого от ребенка, а он просто не в силах оправдать этих надежд. И тогда малыш, чтобы не расстраивать маму, начинает придумывать, что он сегодня был лучшим в группе или его очень хвалили в музыкальной школе. А при малейшем успехе разду-

вает его до вселенских масштабов, чтобы вызвать одобрение.

Поэтому, задумывая очередное мегадостижение для своего чада, оцени, не слишком ли ты завысила планку. А может, стоит просто почаще хвалить малыша, тогда у него не будет повода ложью добиваться твоего расположения.

Когда ты учишь ребенка говорить «спасибо», «пожалуйста» или «до свидания», ты прививаешь ему естественные навыки вежливости – это, безусловно, хорошо. Другое дело, если, встречая в дверях подругу, которую твое чадо почему-то недолгобливает, ты настаиваешь «немедленно поцеловать тетю Катю». Твой малыш имеет полное право на собственные симпатии и антипатии. Давая ему понять, что его чувства тебя не волнуют и он обязан любить всех без исключения, ты обрекаешь свое сокровище на

лицемерие, называя это вежливостью. Смекнув, что правда расстраивает маму, твой ребенок может привыкнуть лгать по поводу и без. Сама подумай: зачем нужна искренность, если она влечет за собой наказание и упреки?

Если твое чадо рассказывает тебе захватывающую историю о своих похождениях на Северном полюсе или удивляет описанием нового друга – тролля, живущего во дворе под деревом, не спеши ловить юного Мюнхгаузена на вранье! Любая фантазия малыша, если она не преследует корыстных целей, – это не ложь, а проявление эмоций. Более того, анализируя «невероятные приключения» своего ребенка, ты можешь узнать, чего ему не хватает в реальности. Ведь невинные выдумки – это закодированная просьба, прозрачный намек, сделанный, чтобы родители могли превратить мечту в ре-

альность. Идеальная реакция на такую фантазию – понимание и участие, а не порицание и осуждение. Услышав от малыша: «Сегодня я купался в море», просто скажи: «Я знаю, что ты очень хочешь на юг, и мы обязательно туда съездим». Стоит ли говорить, что тебе надо будет выполнить данное обещание?

Но детские фантазии могут таить в себе и опасность. Если сногшибательные истории не сопровождаются реальными достижениями, вместо настоящих успехов малыш продолжает удивлять окружающих небылицами о своих блистательных победах, а сам предпочитает с утра до вечера сидеть на диване и смотреть мультики – у тебя есть шанс получить в дальнейшем бездельника с непомерными амбициями. В таком случае постарайся предложить своему ребенку «настоящее дело». Это может быть

спорт или театральная студия.

Светлана Коноваленко, детский психолог, говорит, «Часто родители с легкостью забывают обещания, данные малышу второпях, и считают, что ребенок поступает так же. А зря. Поверьте, он хорошо помнит, что мама вчера клялась выйти только на минуточку, а сама на весь день оставила его с бабушкой! Или, например, после неприятного разговора с соседкой, будучи очень раздраженной, вы убеждаете кроху, что не злитесь. Или бросаете мужу, идущему к телефону: «Если это меня, я уже вышла!» Подумайте, вы подаете своему ребенку не лучший пример. Как правило, кроха начинает врать, просто подражая своим родителям».

Дарья Скрябина



Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Parental Accountability Laws are laws that some states use to hold parents legally responsible for crimes committed by their children. There can be civil and criminal consequences for parents who are found guilty of violating Parental Accountability Laws. These consequences include: fines; payment of court fees; restitution to victims; payment of costs associated with the detention, treatment and supervision of their child; participation in community service with their child; jail time.

Read the heading to the article. Should parents be hit with penalties if children misbehave at school?

2. Read the first three paragraphs and enumerate all manifestations of misbehaviour presented in the article.

3. Read the fifth paragraph and comment upon the ways some headteachers choose to establish and maintain discipline. Do they really fuel the problem or can they be considered an alternative to penalties?

4. Read the sixth and the seventh paragraphs. What right do *you* as a teacher have to discipline your pupils?

5. Read paragraphs nine to eleven and say who is responsible for maintaining discipline.

6. Read paragraph thirteen and say what you think about such methods of dealing with difficult children as sharing them to stop being concentrated in a small number of classrooms and establishment of "studio schools".

7. Read paragraphs fourteen to seventeen and air your view on the "parenting contract" mentioned below.

8. Read the last paragraphs and say what problem the author raises in the article.

9. Skim the text again. Underline key sentences in each paragraph.

ARTICLE 2

1. Read the title and enumerate all possible reasons of children's lying.
2. Scan the article and formulate its main idea.
3. Read the 2nd paragraph. Its aim is to prove that a child may turn to a liar when standing for his\her rights. How far should parents go when considering children's rights in the family?

4. Read the 3rd paragraph and try to imagine a child's emotions in both cases presented, e.g.
case 1: nervous, dodgy...
case 2: repentant, responsible...
5. Read the 4th and the 5th paragraphs and say what negative results excessive parental expectations as for their children can bring?
6. How far should parental praise go?
7. Read the 6th paragraph and analyse parents' motives of forcing their child to kiss acquaintances, neighbours and friends. What psychological divergences can result from it?
8. Read the 7th and the 8th paragraphs and comment upon the author's suggested reaction to a child's fantasy. Daria suggests a way that diverts a child from his\her fantasy, back to reality. How correct is it? Wouldn't it be better to take up a child's line and turn his\her fantasy into some creative course?
9. Read the 9th paragraph. It appears that a child often lies imitating adults. But not always can you tell him\her the truth, often you have to conceal it, be insincere or eluding. How to solve this problem, in your opinion?
10. Skim the text again. Underline key sentences in each paragraph.
11. Write a summary to the article keeping to the plan.

Unit 6. Television

LEADING-IN

1. The paragraph below demonstrates two conflicting opinions on the impact of television expansion on our culture. Which one do you share? Why?

Television today has become an integral part of almost every household. Earlier considered to be a luxury, television in present times has become a necessity. Television or TV has emerged to be an important source of knowledge and entertainment. Nevertheless, some people believe that TV is much more dangerous to our way of life and culture than immigration, racial integration, abortion, homosexuality, incest, drugs, political correctness and the treasonable ambitions of the Europhiles because TV is used to promote all these iniquitous things. TV is also a greater danger to us than books, newspapers and magazines, as it has such a hypnotic effect and easily intrudes into our homes and consciences. It takes a certain amount of effort and intelligence to read a book or newspaper, whereas watching TV requires no such effort. It is tailor-made to attract the attention and influence the mores of the least thinking and most slothful members of our society.

2. Read the quotes taken from different newspapers. Choose one of them and discuss it so that the class would guess which quote you comment.

1. When I got my first television set, I stopped caring so much about having close relationships. – Andy Warhol

2. I find television very educating. Every time somebody turns on the set, I go into the other room and read a book. – Groucho Marx
3. In Beverly Hills... they don't throw their garbage away. They make it into television shows. – Woody Allen
4. Television has brought back murder into the home - where it belongs. – Alfred Hitchcock
5. Television has done much for psychiatry by spreading information about it, as well as contributing to the need for it. - Alfred Hitchcock
6. Television is the triumph of machine over people. – Fred Allen
7. I don't watch television; I think it destroys the art of talking about oneself. –Stephen Fry
8. Watching television is like taking black spray paint to your third eye. – Bill Hicks
9. Television is an instrument which can paralyze this country. – William Westmoreland
10. Television could perform a great service in mass education, but there's no indication its sponsors have anything like this on their minds. – Tallulah Bankhead

3. Look at the newspaper titles below. Choose one and write a short summary to it:

- ❖ **TV watching link to child obesity**
- ❖ **Ration TV for children, MPs urged**
- ❖ **TV violence 'encourages bullies'**
- ❖ **Children 'distressed' by TV news**

Working with article 1

The BBC News

October 1, 2007

Children 'recover' from TV harm

Toddlers who watch too much television are more likely to suffer later behavioural problems, say researchers.

There is fierce debate over the effect of exposure to television on young children, with increasing evidence to suggest that watching substantial amounts can affect behaviour.

In the US, the American Academy of Pediatrics recommends that children under two years old watch no television, with older children restricted to no more than two hours a day.

The study, from the Johns Hopkins Bloomberg School of Public Health, analysed data for 2,700



children, asking their parents about viewing habits and behaviour at two and five years old.

One in five parents reported that their children watched two hours or more of television daily at both two and five.

This "sustained" exposure was linked to behavioural problems, while parents of children who had watched little television at two, and more than two hours at five were more

likely to report problems with social skill development.

Having a television in the child's bedroom at five years old was linked to behavioural problems, poor social skills and also poor sleep.

However, children who watched more than two hours a day at two years old, but who had reduced their exposure by five, showed no increased risk of any of these problems.

Dr Richard House, a lecturer in psychotherapy at Roehampton University, and a researcher into the effects of television in young children, said he was not convinced that children

who cut back on television would be immune from harm.

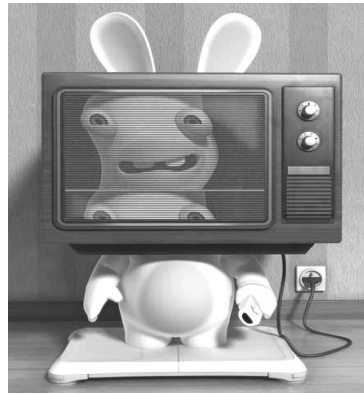
He said: "Human behaviour is far more complex than these measures of behaviour and social skills - there may well be some more subtle form of harm that is undetected.

"Every child is different, and I'm very sceptical about the notion that it is appropriate to give families blanket recommendations about the amount of television their children should watch.

"Some children are extremely sensitive to the effects of television." ■

Рейтинг привел к понижению каче- ства телепередач и вытеснил из эфира се- рьезные передачи?

Вчера глава администрации президента страны, академик Рамиз Мехтиев выступил на страницах газеты "Азербайджан" со статьей под названием "Проблема азербайджанского эфира. Проблемы и обязанности", в которой подверг резкой критике деятельность азербайджанских телеканалов. "Сегодня неинтересные, низкопробные, бессодержательные передачи ведущих каналов Азербайджана распространяются не только внутри страны, но и через спутники в отдельные регионы мира. Какое впечатление о нашей стране мы формируем у наших соотечественников за рубежом, у иностранцев, которые смотрят азербайджанские



каналы? Какую информацию мы даем им о протекающих в нашей стране общественно - политических, социально - экономических, культурных процессах?" - вопрошает руководитель администрации.

Р.Мехтиев отмечает, что руководители телерадиоорганизаций не должны забывать, что телевидение и радио не только формируют внутреннее общественное мнение, они демонстрируют также лицо страны, формируют представление о ней.

Он полагает, что пребывание Азербайджана в состоянии войны требует более ответственного

подхода к такому важному вопросу, как повышение национального патриотического духа граждан, особенно молодого поколения. "Например, в таких передачах, как "Солдатский миг" на АзТВ, "Здравствуй, солдат" на ОТВ, "Марш" на ANS, "Лидер солдат" на "Лидер" тема национального патриотизма сводится только к передачам об армии", - отмечает глава администрации.

Итак, кажется, лед тронулся. Ибо заметим, что о низком уровне передач на отечественных каналах заявляли ранее и неправительственные организации. Притом не только заявляли, но и проводили различные исследования. По результатам этого исследования выпускались буклеты, проводились "круглые столы", на которые также приглашались и представители телеканалов и Национального совета по телерадиовещанию. Но те

почему-то отказывались принимать участие в этих мероприятиях. Теперь, кажется, своими передачами низкого пошиба телеканалы достали даже руководителей нашего государства.

Повлияет ли опубликование данной статьи на повышение качества передач на отечественных телеканалах? Заметим, что телевизионные каналы, за исключением Аз.ТВ и Общественного телевидения, являются частными и, следовательно, сами определяют программную сетку принадлежащего им телеэфира. Сделают ли они выводы после слов главы администрации президента? Неужели мы и дальше обречены смотреть низкопробные передачи или же сериалы с уродливым переводом? Или же нас и дальше будут пичкать передачами о том, как прекрасно мы живем, и что Азербайджан по темпам

своего развития опережает ведущие страны мира?

Эксперт Зейнал Мамедли заявил mediaforum.az, что "критикуются шоу-программы и телеканалы, на которых преобладают эти программы, но все же в чем причина того, что такие телеканалы, как Spase и ANS, которые славились дискуссионными программами, вдруг отошли от них?" - спрашивает З. Мамедли. Он считает, что это дает основание предполагать о существовании административного или же политического ограничения.

"ANS" в недавнем прошлом была именно такой, какими хочет видеть Рамиз Мехтиев все наши телекомпании. Я хочу привести названия нескольких передач на нашем телеканале, которые соответствовали нашим национально-культурным ценностям. Это "Камертон", "Новейшая история", "Специаль-

ное расследование", "Точка зрения" и "Узелки истории", - напомнил вице-президент. Он отметил, что ANS снимала фильмы о каждом оккупированном районе Азербайджана.

"Эти передачи и фильмы находились в центре внимания общественности Азербайджана", - считает М.Агаев. Но, как отметил журналист, впоследствии в Азербайджане появились новые категории определения качества. "Появились структуры, изучающие рейтинги, которые так справедливо критикует Рамиз Мехтиев. И мы увидели, как высоки рейтинги передач на иных каналах, которые носят развлекательный характер. И как следствие - были вынуждены на нашем канале выделять эфир для шоу-передач", - отметил он.

Журналист напомнил, что ANS являлся первым независимым телеканалом

не только Азербайджана, но и всего бывшего Советского Союза. "Мы не финансируемся из государственного бюджета. На этом канале работают люди, которым нужно платить заработную плату. А свой основной доход мы получаем от рекламы. А рекламные

агентства очень серьезно относятся к мнению структур по изучению рейтинга. И рекламу они дают в первую очередь тем телеканалам, которые занимают первые места в таблице рейтингов", - заметил вице-президент.

▪ Р. Рустамов

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. *In the first paragraph of a newspaper article (**the lead**), a reporter should summarize the main facts of the article, telling the five W's: Who? When? What? Where? Why? The explanations should be short and quick without a ton of detail. The in depth details will come in later paragraphs.*

Read the first paragraph of the article and say if the author has kept to this rule.

2. Read the 3rd paragraph and say how reasonable the recommendation of the American Academy of Pediatrics is.
3. Read paragraphs 4 to 7 and try to explain the results which the researchers obtained concerning children
 - who watched television two hours or more daily at both two and five;

- who had watched little television at two, and more than two hours at five;
 - who have a television in the child's bedroom at five.
4. Read paragraph 8 and comment upon the data obtained. Why is TV exposure at the age of 2 less harmful than that at the age of 5?
 5. Read paragraphs 9 to 10 and say why Dr Richard House disagrees with the idea that “children who cut back on television would be immune from harm”. Do you agree with him?
 6. Read paragraphs 11 to 12. What factors determine the time that should be allotted to children’s TV watching? Comment upon the last sentence.
 7. To write a newspaper article, you will need to write an ending paragraph. This last paragraph should sum up the article and add any extra thoughts or suggestions. Many people like to end their articles with a quote or catchy statement. How far has the author kept to the rule?
 8. Skim the text again. Underline key sentences in each paragraph.
 9. Write a summary to the article keeping to the plan.

CONSIDERING THE LANGUAGE

1. The article sounds more like a scientific report. What words and phrases create such a feeling? Pick out the words typical of psychological scientific text.
2. Why is the word *sustained* presented in quotation marks?
3. Find any cases of metaphor in the text. Are metaphors in abundance there? Why? What is the use of metaphor in a scientific text?

For further information read some extracts from investigation on the use of tropes in scientific texts:

- a. *metaphors allow the reader to step away from the scientific aspect of the text and read the book for what it simply is - a piece of descriptive literature that is analyzing observations*
- b. *metaphors allow shedding a new light on the links between different ideas. As a result, the semantic component of the terms themselves is inevitably altered and distorted, since they lose part of their technical meaning in order to enhance their evocative and connotative force.*
- c. *the text tends to develop a refined style, the purpose of which is, on a more or less conscious level, to be convincing: it makes the text more concise and effective*
- d. *the author may resort to rhetorical devices to catch the attention and increase the involvement of the reader*
- e. *the language of science tends to be impersonal, but may contain value judgments which connote demonstrations, criticism and agreement, with traces of hidden emotions, admiration, irony and contempt*
- f. *the author intends to update the reader's knowledge on the subject through more detailed information*

Can you state any more functions of using tropes, metaphors in particular, in scientific texts?

ARTICLE 2

1. Read the title and try to formulate the idea of the article. How grounded, to your mind, is the author's concern about the quality of TV programmes with reference to Ukrainian television?
2. Scan the article and see if you have suggested the right idea.
3. Read the 1st and the 2nd paragraphs. What is the reason for concern about television programmes quality as the author sees it. What are other reasons for concern as you see it?
4. Read the 3rd paragraph and say how efficient television can be in raising patriotic spirit of citizenry.
5. Read the 4th -5th paragraphs. Has the issue been raised at Ukrainian television? Can you cite any statements?
6. Read paragraphs 6-7. Could you suggest any possible reasons for channels aggravating in their quality? Check if you were right via skimming paragraphs 8 and 9.
7. Skim the text again. Underline key sentences in each paragraph.
8. Write a summary to the article keeping to the plan.

Unit 7. CUSTOMS AND HOLIDAYS

LEADING-IN

1. Read the headings. What idea unites them?

Three Years After Shooting, Victims
Still Struggle

ON THE STREET; Boo!

Nightmare on Your Street

HALLOWEEN; Ghosts, Goblins and ...

2. Read the leadings from the articles.

1. *Two New York City police officers were arrested yesterday on charges that they drove a 14-year-old boy who had been throwing eggs at cars on Halloween to a remote area on Staten Island and left him there.*

2. *The Consumer Product Safety Commission announced a late recall on Wednesday, warning shoppers that fake Halloween teeth sold by the tens of thousands over the last year contained excessive amounts of lead.*

3. *A juvenile court judge found nine black teenagers guilty Friday of beating three young white women with pumpkins, newspapers and a skateboard last Halloween in an attack that has shined a spotlight on racial tensions here.*

4. *LOS ANGELES — The body of a man slumped over patio furniture on his balcony in Marina del Rey was mistaken for Halloween décor last week and remained undisturbed for five days.*

From “The New York Times”

What problem do they raise? What other problems may arise during carnivals and holidays? What can be done about it?

Working with article 1

The New York Times

October 31, 2006

Trick or Treat? For Many Britons, the Reply Is Neither

Living in an apartment here has many advantages, and one of them, said Hilary Boyd, is the joy of not being accosted by marauding bands of sugar-propelled, Americanized children every Oct. 31.

“All they want is sweets,” said Ms. Boyd, a 57-year-old writer, sounding genuinely surprised. “They’re not scaring you, or singing to you, or charming you — they’re just grabbing it and going to the next house and then going home to be sick.”

Halloween is big business here now. According to The Observer of London, Britons spend an estimated \$228 million a year on Halloween-related items, a ten-fold increase from five years ago. Sainsbury’s, one of Britain’s largest super-



market chains, has sold 450,000 pumpkins and 40,000 sets of glow-in-the-dark fangs this year, not to mention items like fake cobwebs and cookies that look like severed fingers. “It’s a very important time for our customers,” said Melanie Etches, a spokeswoman.

But it is still a rude culture shock for a generation of older people. What could be more unattractive, they argue, than a bunch of rapacious, acquisitive children traipsing around the streets,

demanding candy in exchange for nothing?

Hugh O'Donnell, a professor of language and popular culture at Glasgow Caledonian University, said in an interview that "the main complaint is that it's just fun without any meaning behind it."

"It's no longer got any relationship to anything — not the old Celtic idea of the living and the dead, or the Christian tradition of Allhallows Eve," said Mr. O'Donnell, who this week is the host of an academic conference at the university examining Halloween. He plans to dress as Dracula for the official dinner.

Mr. O'Donnell said that when he was a boy in Scotland, he and his friends regularly went door to door, playing out an old Celtic tradition.

"It was called guising," he explained. "You put an old sheet over your head and went to all the houses in the village, and you always had to do something,

like sing a song or tell a joke." The children did not receive candy then — just apples and, maybe, peanuts, he said. Since there were no pumpkins, they carved turnips.

They did not play tricks.

Fear of tricks — vandalism, really — drives much of the anti-Halloween feeling here now. Many police forces around the country have added patrols to deal with Halloween-instigated problems, including egg-and-flour-throwing, attacks on fences and doors, menacing gatherings of disaffected drunken youths and the theft of garden ornaments.

Like many other forces, the Cheshire police in northwestern Britain have been distributing no-trick-or-treating posters for people to affix to their windows. Fifty-eight percent of homeowners in a recent survey by the Norwich Union insurance company said they had hidden in the back of their houses and turned

off all the lights on Halloween, pretending that no one was home.

A similar question came up last weekend, in a Halloween discussion group on Mumsnet, a popular mothers' Web site here. The tips being traded were not about how to make pumpkin soup, but about how to repel would-be trick-or-treaters. "I've thought about removing the cover from my doorbell so they electrocute themselves," one participant wrote.

Andrew Arends, an American businessman who lives in London, was horrified over the weekend when, as he ate lunch at a restaurant, two children in costume walked in,

whipped out little boxes, and began trick-or-treating for money for themselves. This could have been a throwback to the old Guy Fawkes-related tradition in which children sat by the side of the road, demanding "a penny for the Guy," but it did not seem that way. The children were wearing Halloween outfits.

The weird thing, Mr. Arends said, was that the British patrons meekly handed over the cash.

"You would never see American children hustling for money on the 29th of October," he said.

■

By Sarah Lyall

Working with article 2

Зеркало

8 февраля 2008

Стартовал карнавал для настоящих ин- дейцев

В штате Герреро, на юго-западе Мексики, начался традиционный индейский карнавал, на котором переодетые в женщин мужчины бьют друг друга до крови. Несмотря на агрессивный характер карнавала, в городок каждый год съезжаются сотни индейцев со всего штата, чтобы принять в нем участие.

Как сообщает ИТАР-ТАСС, это культурное мероприятие начинается с парадного шествия. На главной площади музыканты исполняют традиционные индейские мелодии, а мужчины в масках, наряженные в женские юбки и кофты, танцуют, потребляя огромное количество мескаля (алко-



Увеличить

ИТАР-ТАСС. 8.2.2008

гольный напиток, изготавливаемый из агавы). После этого начинается рукопашная схватка. Сражение между командами районов Сан-Франсиско и Сан-Матео длится, по меньшей мере, пять часов.

Никто точно не знает, когда зародилась эта традиция. Алкальд (мэр) Ситлалы Наум Гарсия связывает ее возникновение с древней легендой. Согласно преданию, поведал он, несколько веков назад эти земли подвергались набегам со стороны племени коауишкас, ко-

торое уводило в плен женщин. Тогда мужчины местного племени стали переодеваться женщинами - хитрость, чтобы победить врагов.

На первый взгляд, этот обычай может показаться кровожадным, однако, по словам местного жителя Сократеса Томансина, между участниками сражения нет злобы, они лишь выплескивают энергию, чтобы чувствовать

себя лучше. Возможно, так оно и есть, ведь карнавал привлекает тысячи зрителей, в том числе детей. Схватка завершается фольклорной индейской музыкой, под которую бойцы удаляются с главной площади, оставляя на ней пятна крови, с надеждой на реванш в будущем году.

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Read the title. What may the article be about? Write a summary to it.
2. Scan the article and formulate its main idea.
3. Read the 1st and the 2nd paragraphs. What sets Hilary Boyd, a 57-year-old writer, against a popular British tradition of celebrating Halloween? How true is his anxiety, in your opinion?
4. Read the 3rd paragraph. Consider the first sentence: *"Halloween is big business here now"*. What happens if

customs and traditions turn into business for government?

5. Read the 4th paragraph. What causes “*a rude culture shock for a generation of older people*”? Can the reason for their anxiety be rooted in prejudice against adolescents?
6. Read the 5th to the 8th paragraphs. What *is* the meaning of celebrating Halloween? What is the most popular holiday in your country? What meaning does *it* have? Do people remember its meaning? How important is it to remember it?
7. Read the 9th to the 12th paragraphs. What tricks are mentioned in the passage? What measures do people take to secure themselves against drunken or violent youth?
8. Read the article up to the end. What does Andrew Ar-ends, an American businessman, call a throwback to the old Guy Fawkes-related tradition and how apt is his expression? Can this throwback be observed in the way the Ukrainians celebrate national holidays?
9. Skim the text again. Underline key sentences in each paragraph.
10. Write a summary to the article keeping to the plan.

CONSIDERING THE LANGUAGE

1. Newspaper style is characterized by complex sentences with a developed system of clauses; verbal constructions; syntactical complexes, especially the nominative with the infinitive; attributive noun groups as powerful means of effecting brevity; specific word-order, i.e. one-sentence paragraphs and what are called “Leads” (the initial sentences in longer news items). Which among these are inherent in the article suggested?
2. The headline has specific functional and linguistic traits. The main function of the headline is to inform the read-

er briefly what the text that follows is about. Apart from this, headlines often contain elements of appraisal, i.e. they show the reporter's or the paper's attitude to the facts reported or commented on. English headlines are short and catching. There are also group headlines, which are almost a summary of the information contained in the news item or article. Other stylistic devices are not infrequent in headlines, as for example the pun, alliteration, etc. Considering the above-mentioned information, analyze the headline to the article: “*Trick or Treat? For Many Britons, the Reply Is Neither*”.

ARTICLE 2

1. Scan the article and formulate its main idea.
2. Read the 1st and the 2nd paragraphs. What information about the event do they contain? Describe it in as many details as you can.
3. Read the 3rd paragraph. How did the tradition arise? Can you assume any other possible origin of the tradition?
4. Read the 4th paragraph. In your opinion, is the tradition blood-thirsty or just another spectacular entertainment?
5. Skim the text again. Underline key sentences in each paragraph.
6. Write a summary to the article keeping to the plan.

Unit 8. Family life

LEADING-IN

1. Read the abstract from an article titled “Pointless marriage” (“The Herald”, December 11, 2008) and comment upon it.

Divorce is easy - and it must be preferable to preserving unpleasant relationships - and a father's (and mother's) accountability and responsibilities are not reduced by their not being married. So why get married? Does it offer the people marrying and their children anything at all?

By Jeff Corbett

2. Answer the questions below.

1. Do you think getting married means giving up freedom?
2. Do you think it is okay for a couple to live together before getting married? Why or Why not?
3. At what age do most people in your country get married?
4. Do you think arranged marriage is a good idea? Why or why not?
5. Do you think it's OK for a man to have two wives?
6. What are some qualities that you think are important in a spouse or partner?
7. What do you think of single mothers?

3. Read the extracts from newspapers and formulate the idea of each article these extracts are taken from. Discuss them with your partner.

1. “Our experience is that fewer couples are divorcing because fewer are marrying”

Ayesha Vardag, divorce lawyer

2. “We know that 50% of separated people said they felt there were things they could have done to prevent their break-up, and they wished they'd done more”

Claire Tyler, Relate

3. “But Lee, being the man, would never report abuse against him to the police and now it's too late.”

Andrew Robertson QC, prosecutor

4. “We know that 50% of separated people said they felt there were things they could have done to prevent their break-up, and they wished they'd done more”

Claire Tyler, Relate

5. “Even though the absolute numbers are small, what's striking is how fast the birthrate to the college-educated group has increased”

Lucie Schmidt, an economist at Williams College

The last abstract is taken from the article below. Read the article and compare the idea you have supposed and the real one.

Working with article 1

The New York Times

January 29, 2009

2 Kids + 0 Husbands = Family

At 5:45 a.m. Fran McElhill padded into her kitchen, in square-framed glasses and a knee-length nightgown, and put on the day's first pot of coffee. While it brewed, she sorted laundry —jeans for her slight 7-year-old daughter, Lili, Nike T-shirts for 10-year-old MeiLin. When the girls woke up, their long hair matted from sleep, Fran gave them each a mug of Campbell's vegetable soup and parked them in front of Nickelodeon so she could get dressed for her job as a lawyer at a regional New Jersey firm.

While MeiLin sipped her soup and watched TV, Lili pulled out a box of dolls. "This is the mom and this is the sister," Lili said, standing a doll with a pony-tail next to another taller



one. She laid a third doll gently on top of a large plastic Lego block. "This is the little sister. She broke her leg, so the doctors are operating on her." Lili reached back into the box for more dolls. "She is going to be O.K. Look, she has a lot of sisters. And friends. These are all sisters and friends," she said, scooping up a handful of dolls with all shades of hair.

Like Lili's dolls, the circle that radiates out from this two-bedroom ranch house in the New Jersey

suburb of Moorestown is a largely female world. Fran and her daughters spend much of their time with a small group of other single mothers and their girls. Among them is Fran's friend of 10 years, Nancy Clark. Fran is 49; Nancy is 50. Six years ago, they went together to China to adopt Lili and Nancy's daughter Katelei.

In summer, Fran, Nancy, their friends Lynne Rose and Susan Bacso and the women's total of eight daughters drive south to North Carolina's Outer Banks. At the end of a day of taking turns watching the girls on the beach, Fran drives the group down back roads in a Toyota minivan that she bought for these trips. There's no contract for the women's nonromantic relationships. But Fran and her friends sometimes half-jestingly imagine a kind of semi-permanence.

In 1960, unmarried mothers accounted for about 5 percent of births in

the US. Now they are having almost 40 percent of the country's babies. The stock characters of the explosion of out-of-wedlock births are feckless fathers and helpless young mothers. And an increasing number of unmarried mothers look a lot like Fran McElhill and Nancy Clark - they are college-educated, and they are in their 30s, 40s and 50s.

According to Lucie Schmidt, an economist at Williams College, the birthrate for unmarried college-educated women has climbed 145 percent since 1980, compared with a 60 percent increase in the birthrate for non-college-educated unmarried women. The number of first births for unmarried college-educated women reached 47,000 in 2005, compared with about 670,000 first births to non-college-graduates. "Even though the absolute numbers are small, what's striking is how fast the birthrate to the college-educated

group has increased,” Schmidt says.

Unmarried college-educated mothers tend to be older: close to 40 percent of them give birth for the first time after age 30. Many of these women followed a similar and familiar pattern in having their first child: they planned to marry, found they hadn’t by their 30s, looked some more and then decided to have a child without a husband.

What’s less familiar is what these women do next. Increasingly, instead of giving their children a father, they give them a sibling. Schmidt’s data show that second births to unmarried college-educated women have risen even more rapidly than first births - nearly sevenfold since 1980. For Fran and her friends, a second child, not a husband, becomes the path to normalcy. “This is exactly the difference between my generation of single mothers and the current one,” says Jane Mattes, who founded

the national organization Single Mothers by Choice in 1980. “Now these women are saying, Why not? Why shouldn’t I have the family I always wanted?”

For some single mothers, raising two children takes them out of the dating scene, and not just for their children’s toddler years. They don’t have the energy to meet men, or the opportunity. And they don’t necessarily need the second income a mate could bring; many middle-class single mothers by choice plan ahead financially. Having a child can push women with high-school educations or less into poverty; having a second child increases that risk. But the same risks don’t apply to most college-educated unmarried mothers, according to Child Trends, a research center.

Some single mothers like Fran forgo romantic and sexual relationships for extended stretches, turning to one another for the help and companionship that

spouses normally provide. They are friends, even more. The trips to the Outer Banks that Fran's group takes represent a step to-

ward an all-female, platonic, chosen extended family.

■ EMILY BAZELON

Working with article 2

Аргументы и факты

07 октября 09 - № 41

Семья. Эпоха полураспада. Следующая стадия - распад государства?



По данным Росстата, в 2008 году на 1000 россиян приходилось по 5 разводов. О том, как кризис семейных отношений может отразиться на будущем России, рассужда-

ет Елена Драпеко, депутат Госдумы, актриса

- Одна из причин, из-за которой сегодня разваливаются семьи, - падение моральных норм в обществе. Понятия порядочности, чистой совести по отношению к супругу ли, к близким или к друзьям уходят на второй план, пропуская на первое место выгоду. У звёзд стало модно публично обсуждать подробности своей личной жизни. Как её были, как ей изменяли, как она сама спала с чужим мужем. Зачем?! В отношениях мужчины и женщины существует очень

интимная сфера. Нельзя туда пускать чужих!

Россияне - нация православная, религиозная, воспитанная на традиционных ценностях. Но под натиском этого негатива мы можем измениться, выродиться. Да и государство, которое позволяет распадаться своему базису - семьям, тоже в конце концов рассыплется. Если мы ничего не должны своим близким - детям, родителям, то что мы должны государству? Почему я должен служить в армии, защищать эту землю, жертвуя собой? Почему я должен отказываться от комфортного существования ради того, чтобы ехать покорять северные земли или прокладывать новые нефтепроводы? Нам сегодня не хватает героев! А мы вместо них получили поколение деморализованных людей, которые не отвечают ни перед кем и ни за что.

У нас недостаточно разработана законодательная база в области семьи. Сегодня очень много гражданских браков. Когда подобный брак распадается, возникает много недоразумений. Дети, рождённые в таких браках, становятся жертвами родительских разборок, превращаются Ни в власть, ни слава, ни деньги не делают человека счастливым. Только любовь! Только взаимоуважение может подарить счастье - это доказано жизненным опытом поколений. И вот это надо рассказывать нашим молодым - где на самом деле находится счастье и как его найти. в средство шантажа - их крадут, выменивают на более выгодные условия расставания, ими спекулируют.

А те факты, когда матери не позволяют видеться с их детьми, потому что богатый отец увёз их в неизвестном направ-

лении да ещё и охрану приставил, говорят о слабости и продажности наших государственных чиновников. На бумаге все интересы и матери и ребёнка защищены - законы соответствующие есть. Но когда дело доходит до исполнения этих законов...

У нас самая большая проблема в стране - заставить государственных чиновников исполнять обязанности, за которые они получают заработную плату. Да и самому обществу неплохо бы определиться, как относиться к подобным людям. Чтобы

■ Юлия Шигарева

человеку, решившемуся на похищение своих детей, руки не подавали. Чтобы страшнее судебного наказания для них была бы испорченная репутация.

А этим девочкам, которые мечтают выйти замуж за олигархов, им же голову задурили! Им чуть ли не каждый день с экранов внушают, что счастье - это когда у тебя много всего. Но учёные-то утверждают совсем другое: счастье - это самореализация и наличие друзей, тех, кто тебя понимает.

Tasks

ARTICLE 1

CONSIDERING THE MESSAGE

1. Read the title. What may the article be about? Write a short summary to it.
2. Scan the article and formulate its main idea. Say how appropriate the title is. What are the advantages (or disadvantages) of such “mathematical” title?
3. Read the 1st -2nd paragraphs. How do you picture the family presented? How “life-resistant” is such a family model?
4. Read the 3rd paragraph. The author says that “*there’s no contract for the women’s nonromantic relationships. But Fran and her friends sometimes half-jestingly imagine a kind of semi-permanence.*” What results can such lifestyle bring? How can it influence children’s outlook?
5. Read the 4th -5th paragraphs. What is the keyword (word combination) of it? How can it characterize the modern woman?
6. Read the 6th – 7th paragraphs and describe the family-making pattern typical of modern American women. How appropriate is the phrase “single mothers” when referring to them?

7. Read the 8th paragraph. Child Trends, a research center, asserts that running into poverty doesn't apply to most college-educated unmarried mothers nowadays. Do you share this standpoint? Why? Why not? Confirm it with examples.
8. With her last paragraph Emily Bazelon, the reporter, is creating an idealistic model of the future society - an all-female and platonic one. What chances does this model have to get developed?
9. Skim the text again. Underline key sentences in each paragraph.
10. Write a summary to the article keeping to the plan.

CONSIDERING THE language

1. What compositional speech forms are involved in the article? What is the benefit of using such forms in the article?
2. What effect is achieved by using metaphor "*parked them [children] in front of Nickelodeon*" in the 1st paragraph?
3. What is the effect of using anticlimax in paragraph 7?
4. How does the author of the article feel about the phenomenon she describes? What stylistic devices can confirm it?

ARTICLE 2

1. Read the heading to the article and comment upon it. Is there really a link between collapse of marriage and a state collapse?

2. Read the first and the second paragraphs. What reason of families ruining does the actor bring? The latter demonstrates disruption of moral norms bringing forward cases of betraying spouses, relatives, and friends. What else can you add to this list?
3. Read the 3rd paragraph. What is the basis of Slavonic nation? Does collapse of family lead to collapse of the state? Prove your answer.
4. Read the 4th paragraph. What problems does it raise? What things may people profiteer in when love and marriage is over?
5. Read the 5th and the 6th paragraphs. The article exposes statesmen's corruption. May it be a transitional link between family corruption and a state's one?
6. Read the last paragraph. What is happiness in the author's point of view? Does this position coincide with yours?
7. Skim the text again. Underline key sentences in each paragraph.
8. Write a summary to the article keeping to the plan.

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