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1. PERSONALITY

Unit 1. Personal Qualities



I. Read the quotes below and explain their meanings. Which of them do you agree with?

It's beauty that captures your attention; personality that captures your heart.

Oscar Wilde

Personality has power to uplift, power to depress, power to curse, and power to bless.

Paul Harris

Personality is to a man what perfume is to a flower.

Charles M. Schwab

Where there is personality, there is discord.

Terry Pratchett

<https://www.wisesayings.com/personality-quotes/>

II. Work with a partner to think of as many personality adjectives as you can.

e.g. *friendly, happy, sad.*

III. Look at these adjectives connected with personality. Which ones are positive, which are negative and which are neutral?

adventurous ambitious assertive bossy cautious creative energetic
generous moody organized quiet reliable sensible sensitive serious sociable
talkative thoughtful outgoing

IV. Do the questionnaire. Ask your partners the following "yes" or "no" questions about a friend or family member. Listen carefully to what they have to say and write down their answers with any additional details or examples they provide.

1. Are they usually in a good mood?
2. Is it important to them that they always be successful?
3. Do they notice your feelings?
4. Do they often give presents or pay for things for you?
5. Do they work hard?
6. Do they get angry or annoyed if they have to wait for something or someone?
7. Can you trust them with a secret?
8. Are they good listeners?
9. Do they keep their feelings to themselves?
10. Do they find it easy not to worry about things?
11. Do they seem to think that everything will always turn out okay?
12. Do they often change their opinion about things?
13. Do they postpone things or procrastinate?
14. Are they happy one moment and then sad the next?
15. Do they generally like to be with and around people?
16. Do they accept other ideas and opinions?
17. Do they easily become angry?
18. Do they believe in their own success?
19. Are they determined to do what they want?

<https://www.thoughtco.com/building-character-adjectives-vocabulary-1212268>

V. Which of the adjectives below can be used when doing the questionnaire above?

Write the *opposite* of each adjective as well.

- | | | |
|------------------|-----------------|-----------------|
| • generous | • trustworthy | • ambitious |
| • easy-going | • impatient | • strong-willed |
| • ambitious | • optimistic | • reserved |
| • open-minded | • even-tempered | • lazy |
| • cheerful | • sensitive | |
| • self-confident | • moody | attentive |
| • hard-working | • sociable | |

VI. Use a character adjective to fill in the blanks. Search the context of each sentence for clues about which adjectives would make sense.

1. He's the type of person who's always whistling at work. He rarely gets angry or depressed, so I'd say he's a rather _____ person.
2. She's a bit difficult to keep up with. One day she's happy, the next she's depressed. You could say she's a _____ person.
3. Peter sees the good in everybody and everything. He's a very _____ coworker.
4. He's always in a rush and worried he's going to miss something. It's hard to work with him because he's really _____.
5. Jennifer always makes sure that everybody is taken care of. She's very _____ to the needs of others.
6. You can believe anything she says and rely on her to do anything. In fact, she's probably the most _____ person I know.
7. Don't count on any work getting done with him around. He doesn't usually work very hard and can be pretty _____.
8. I'd say she can't be disturbed by anything and she's happy to do whatever you'd like. She's very _____.
9. Be careful about what you say to Jack. He's so _____ that he might start to cry if you made a joke about his strange-looking shirt.
10. I swear she'd give the deed to her house to anyone that needed it. To say she is _____ is an understatement!

<https://www.thoughtco.com/building-character-adjectives-vocabulary-1212268>

VII. Watch *the Video* and learn the new vocabulary. Think of people you know well and describe them using the personality adjectives. Explain why you describe them like this. Give examples.

VIII. Look at the people in the photos below. What kind of personality do you think each person has?



IX. Listen to the three people talking. Was your description of them accurate? Person A speaks first.

X. Choose a person from your group to describe his/her personality. Let your groupmates guess who s/he is.

Unit 2. Personality Types



I. Answer the questions.

1. If you have free time on the weekend, would you prefer sharing a deep conversation with a friend or mingling at a party filled with people you've never met before?
2. Are you outgoing and talkative or quiet and thoughtful?
3. Do you like to be the center of attention or at the background?
4. Do you mind team work? Why (not)?
5. What are some of the things you love and hate that demonstrate your personality?

II. Do the *Quiz* to find out what kind of person you are. Do you agree with the results? Why (not)?

III. Read the encyclopedia entry about the psychiatrist Carl Jung and say what two personality types he described.

Carl Jung

Carl Jung (1875–1961) was a Swiss psychiatrist who had a lasting influence on psychology and society. He studied medicine at the University of Basel from 1894 to 1900, specialising in psychiatric medicine.

Jung developed ideas about personality types which still interest and influence people today. He identified two personality types which he called introverts and extroverts. According to Jung, extroverts find meaning *outside* themselves, in the surrounding world. However, introverts are introspective. They look into themselves and find meaning in themselves.



Extroverts seem to like other people. It is easy for them to form close relationships. They enjoy the excitement of crowds. They tend to be assertive, self-confident, and are often leaders in groups. They are energetic and lead busy lives. In general, they are talkative, adventurous and sociable. Introverts, on the other hand, feel comfortable alone. They avoid large crowds. They are relaxed, thoughtful and reflect before they act. They are often quiet, cautious and have good powers of concentration. They often have creative ideas.

Jung's influence on our society and culture has been enormous. Two well-known tests (Myers-Briggs and David Keirsey) are based on his theory of personality types. His ideas have influenced writers as well as film-makers like Fellini and Kubrick. Jung's ideas have even influenced video games and rock music groups. There is still great interest in his theories on the interpretations of dreams.

IV. Read the text again and say if the statements are true or false.

1. Jung studied medicine in Zürich.
2. He identified the following personality types: extroverts, introverts, balanced personality.
3. Extraverts like to be in large groups of people.
4. Introverts think carefully before they do things.
5. People are interested today in his theories on dreams.

V. What personality type are you? Explain why you think like this.

The *Article on Personality Types* may help you decide what personality you are.

VI. Which kind of personality do you think each of these jobs would attract? Why?

Make notes about four of them, and then compare with a partner.

actor, artist, computer programmer, film director, inventor, journalist, librarian, musician, police officer, politician, tax inspector, teacher, writer

VII. Work with a partner to discuss the following questions.

1. What are the advantages and disadvantages of having a strong personality?
2. What is a 'personality clash'? Have you had a personality clash with someone? What happened?
3. What tells you more about a person's personality: their appearance, their voice, their attitude or something else?

Unit 3. Charisma

I. Answer the questions.

1. What is charisma? How would you describe a charismatic person?
2. Why do you think some people have more friends than others?
3. What are the benefits of displaying characteristics to make others feel good around you?

II. Watch the video *How To Become CHARISMATIC* and answer the questions.

1. What are the five tips for becoming more charismatic (according to the video)?
2. Do you agree with the speaker's opinion on these things? Why or why not?
3. Here are some vocabulary words and expressions from the video. How many do you know already? Guess what they mean.

appeal(ing)	disposal	verbal	out of the box
intangible	boost	trustworthy	have (one's) best interest at heart
rejuvenate	(to) master	pioneer(s)	rhetorical question(s)
innate	gist	jealous	one on one
persuasive	lofty	simplify(-ing)	stand out
trait(s)	integrity	fearlessness	follow in (one's) footsteps
affability	metaphor	impactful	weigh in
gesture(s)	simile	involvement	off the bat

<https://eslgold.com/five-tips-instantly-charismatic/>

Tell a partner what you learned from the video. Use several of the words above in your summary.

III. Read the text and answer the questions.

1. What is the definition of charisma?
2. Are you a charismatic person?
3. Can a person learn to be charismatic?

What is Charisma?

Charisma is the quality of being able to attract, charm and influence those around you. It is usually easy to identify when someone is charismatic. It is, however, often much harder to say exactly what skills or qualities those people have that other, less charismatic, people lack.

To make things more complicated, there are different types of charismatic people. Some may be quieter, perhaps relying more on their personal charm than their words to influence others. Others are passionate communicators, sweeping everyone along with their enthusiasm.

Ultimately, charisma is the result of excellent communication and interpersonal skills. It is therefore possible to develop and improve your charisma.

This page explains more about the skills that make up charisma.

Defining Charisma

Researchers at the University of Toronto carried out a large-scale study into charisma, involving over 1,000 people.

They found that charisma consists of a mixture of what they called ‘*affability*’ and ‘*influence*’.

- Influence was defined as leadership ability and strength of ‘presence’.
- Affability was defined as being approachable and pleasant.

It turns out to be possible to quantify charisma (see box). It also seems that self-rated charisma levels are surprisingly accurate when compared with ratings by other people.

Quantifying Charisma

<p>Rate yourself on a scale of one to five (where five is high) against these six statements: I am someone who...</p> <ol style="list-style-type: none">1. ...has a presence in a room2. ...has the ability to influence people3. ...knows how to lead a group4. ...makes people feel comfortable5. ...smiles at people often6. ...can get along with anyone <p>Divide the total score by six to get a charisma value. Anything over 3.7 is considered ‘higher than average’.</p>
<p>Source: Tskhay, K. O., Zhu, R., Zou, C. & Rule, N. O. (2018). Charisma in everyday life: Conceptualization and validation of the General Charisma Inventory. <i>Journal of Personality and Social Psychology</i>, 114(1), 131–152.</p>

There are a number of skills that make up influence and affability. Each of these can be developed, given time and effort.

Developing Influence

The statements used to assess charisma show that influence generally has three main parts:

- presence,
- ability to influence, and
- ability to lead.

Presence is perhaps the most difficult to define and pin down. However, those with presence can generally be said to be confident and believe in themselves, and also be optimistic and resilient in the face of setbacks.

Charismatic people are confident people – or at least have the ability to appear confident.

Being confident to communicate in a variety of situations, one-to-one, in groups and in front of audiences is a skill that many people struggle with. A charismatic person can not only appear confident in communication, but they can also help others feel confidence too, thus aiding and enhancing the communication process. Charismatic people are confident in a positive way, without being boastful or egotistical.

<https://www.skillsyouneed.com/ips/charisma.html>

IV. Work with a partner to discuss the following.

1. If you were choosing photographs of people for an article about charismatic people, who would you choose?

2. Is charisma the most important quality to possess if *you* want to be successful in your career? If not, what other qualities are important?

Unit 4. Famous People

I. Look at the photos. Do you know these people?



What qualities do you associate with these people?

II. Read the article about famous and answer the questions.

1. What people are mentioned in the article?
2. What do (or did) they do for leaving?
3. Why is Bill Clinton so good at giving talks?
4. What mistake do people make about charisma?
5. Why is Oprah Winfrey famous?
6. What kind of relationship does she have with people who attend her shows?
7. How did Joe DiMaggio feel about Marilyn Monroe's charisma?

An Indefinable Quality

Most people will recognise the man in this photograph. He is, of course, Bill Clinton, ex-President of the United States. Bill Clinton is a very popular speech giver and regularly gives talk all over the world, to many different audiences. He

is so effective at giving talks because he has a special quality which we call 'charisma'.



Nowadays, psychologists are becoming very interested in charisma and want to redefine its meaning. People often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as fame. Charisma is a kind of magic and is relatively rare. A well-known American psychologist thinks that charismatic people are basically brilliant communicators. However, they have other qualities such as sensitivity, self-confidence, eloquence and vision.

Charismatic personalities are able to draw people to them, and people feel happy in their company. There is a sense of

'togetherness' when a charismatic person is with other people. A good example of this ability, some say, is the famous American, Oprah Winfrey. She is a highly-successful businesswoman and is probably best known as the presenter of a very popular talk show. Oprah is able to relate to audiences at her shows and they respond well to her. Her charismatic personality has made her one of the richest women in the world. She owns several houses and publishes her own magazines.

Currently she is presenting a new series of the Oprah Winfrey show. She also runs a book club, which influences the nation's reading habits and may be one of the reasons why people are reading more these days in the USA.

A woman who had extraordinary charisma was the film star, Marilyn Monroe. A beautiful woman and a talented but underrated actress, she was always the centre of attention wherever she went. She married an ex-baseball player, Joe DiMaggio, and later a famous writer, Arthur Miller. Marilyn Monroe's charisma was so great that DiMaggio was overshadowed by her. As he put it so well, 'It's no fun being married to an electric light.'

Unlike fame, charisma doesn't fade and disappear over time. Even now, nearly fifty years after her death, when young people see Monroe in her films, her charisma seems as fresh and powerful as ever.

III. Find words in the article that mean the following.

1. a former leader and head of state
2. describe something again, and in a better way
3. not understand correctly
4. better than people think or say
5. a former baseball player
6. less important and successful than another person

Underline the prefixes in the words you found. Match each prefix with one of these meanings.

Incorrect before again too much not enough

IV. Look at the words below. What do the underlined prefixes mean in each?

- a) bicycle
- b) antisocial
- c) monorail
- d) outperform
- e) semicircle
- f) discomfort

Think of a word with a prefix that means the same as the underlined phrase in these sentences.

1. He was always too confident.
2. He ran faster than the police officers and escaped.
3. She asked her former boss for advice.
4. His mum's French and his father's Italian, so he's able to speak two languages.
5. He told me to do the essay again.
6. Her expertise was not used enough.
7. When children behave badly, parents should stop them.
8. We don't like that kind of music.

V. Imagine you are going to meet a famous person, dead or alive (e.g. a famous leader in history, a film star, a pop star; a character in a book). Write down five questions you would like to ask them. Compare your questions with a partner.

VI. In groups discuss the following questions.

1. What are some characteristics of your personality?
2. What makes you happy?
3. What are some things that make you angry?
4. Are you happy with your personality?
5. Would you like to be different?
6. Are you a determined person? Are you a stubborn person?
7. Are you shy? In which occasions are you shy?
8. Do you consider yourself selfish? Why?
9. Is your personality suited to your job?
10. In what way has your personality changed? Why has it changed??
11. Are you more introverted (focused on your inner world) or more extraverted (focused on other people and the outer world)?
12. Do you think you can change a major characteristic of your personality if you try?

13. Do you think you have an unusual personality? Why?
14. If you could change any aspect of your personality, what would it be?
15. What personality traits do you consider important in a good friend / a boss / a partner?
16. Do you consider yourself to be even-tempered?
17. What is one thing that many people don't know about you?
18. Do you think birth order makes a difference in your personality?

2. TRAVEL

Unit 1. Why We Travel



I. Read the quotes below and explain their meanings. Which of them do you agree with?

1. Man cannot discover new oceans unless he has the courage to lose sight of the shore.

Andre Gide

2. Wherever you go becomes a part of you somehow.

Anita Desai

3. The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

Marcel Proust

4. Wandering re-establishes the original harmony which once existed between man and the universe.

Anatole France

5. Travel – the best way to be lost and found at the same time.

Brenna Smith

<https://www.myglobalviewpoint.com/inspirational-travel-quotes/>

II. Complete the questions with the words in the box.

destinations	abroad	trip	travel	journey	package	home
--------------	--------	------	--------	---------	---------	------

1. What's the furthest you have travelled from home?
2. Have you ever been _____? Where did you go to?
3. Have you ever been on a business _____? Where to?
4. Do you like _____ holidays where everything is arranged for you?

Why / Why not?

5. What is the longest _____ you have been on?
6. Do you think that _____ broadens the mind? Why / Why not?
7. What are the most popular _____ for people from your country?

In pairs or small groups, ask each other the questions.

III. Listen to Nadia, a Swedish student who has travelled a lot. Tick (V) the questions in Exercise II which she answers.

IV. Listen again and make notes on her answers to the questions she answers from Exercise 1. Are they similar to your answers?

V. Complete the reasons for travelling with the words in the box.

broaden	experience	meet	learn (x2)	get	explore	find	become	see
---------	------------	------	------------	-----	---------	------	--------	-----

People travel in order to...

1. see new sights.
2. _____ different cultures.
3. _____ a new language.
4. _____ themselves.
5. _____ more independent.
6. _____ away from it all.
7. _____ new people.
8. _____ new places.
9. _____ new skills.
10. _____ their horizons.

Discuss with a partner:

1. How important are the different reasons for travelling, do you think?
2. What are the three most important ones? Why?
3. What are the reasons you travel? What about your friends and relatives?

Unit 2. Travel and Tourism

I. Work with a partner to discuss the following questions.

1. What's the difference between a tourist and a traveller?
2. How much of your own country have you visited?
3. Is it possible to travel without leaving home?

II. Read the article quickly and choose the most suitable heading for each paragraph. There are two extra headings.

- | | |
|------------------------------|---------------------|
| a) Virtual tourism | d) Holiday at home |
| b) Tourist or traveller? | e) Holiday problems |
| c) Most popular destinations | |

TRAVEL AND TOURISM

Getting away from it all?

1 _____

What's the difference between travel and tourism? Well, being a traveller is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay in holiday resorts, not travellers. Travellers go for the experience and their journeys are usually much longer and more challenging. For example, travellers tend to avoid tourist traps and like to go off the beaten track to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention. Thomas Cook is often described as the first travel agent because he arranged the first 'package tour': a 19-kilometre trip for 500 people, in 1841.

2 _____

Going overseas in order to experience a different way of life is what many people think of as travel, but travel does not necessarily mean going abroad. How many people can say they have visited every part of their own country? Many people who live in vast countries such as Russia and the USA have only visited a small part of their own country, and so domestic travel is also very exciting. It's a surprising fact that about 75 percent of US citizens do not own a passport, so travelling does not mean leaving the country for them.

3 _____

Some people can't travel or don't like the physical reality of travelling to faraway destinations. These days it is easy to be an 'armchair traveller'. People can visit distant corners of the world or even little known of their own country without leaving their living rooms. Television documentaries make the world a small place and some people argue that travel is no longer necessary. Perhaps soon people will use interactive computer programmes and virtual travel will become common. Enthusiasts argue that by doing this we will have all the benefits of travel without the inconvenience.

III. Read the article again and answer the questions.

1. How is a traveller different from a tourist? Give three examples.
2. How did tourism start?

3. What does the text say about people who live in large countries?
4. What is an 'armchair traveller'?
5. How has television affected attitudes to travel?
6. How could travel develop in the future?

IV. Discuss the following questions.

1. Are you a tourist or a traveller? Explain why you think like this.
2. What are the most interesting places you have visited in your own country and abroad?
3. Where else would you like to visit? Explain why.

V. Complete these travel tips with the words in the box.

accommodation be find out inoculations respect take customs documents insurance read
--

1. Read about local laws and customs.
2. _____ aware of people acting suspiciously.
3. Obtain comprehensive travel _____.
4. Check what _____ and healthcare you need.
5. Make copies of _____, e.g. tickets, passport, insurance policy, and leave one copy at home.
6. _____ enough money.
7. _____ about local tricks used on tourists.
8. Never carry packages through _____ for others.
9. _____ local dress codes; think about what you wear.
10. Stay in locally owned _____ and try to eat in locally owned restaurants.

VI. Work with a partner. Think of as many travel tips for visitors to your country as you can, and write the five most important.

Unit 3. Holiday Types

I. Chose the type of holiday that appeals to you most. Describe your ideal holiday.

Adventure holiday, backpacking, package holiday, year out/ gap year, safari, study tour, summer camping, three-day weekend/ long weekend, cruise, daytrip, domestic holiday, eco-tourism, family holiday, glamping, hiking, spa resorts, trekking, solo travelling, working holiday (e.g. grape picking, au pair), health resorts, bicycle touring, fishing, driving tour, beach holiday.

II. Watch the video *Useful Phrasal Verbs for TRAVEL in English* and the video *Phrasal Verbs for TRAVEL*. Write these phrasal verbs down and remember them.

stop over	get on (off)	drop off	check in (out)	get in
touch down	get away	see off	take off	set out
pick up	look around	stop off	set off	get to

III. Complete the sentences the phrasal verbs above.

1. We _____ very early, before dawn, and drove south.
2. To see this world, we have only to _____ us here, now.
3. He decided to _____ that merry-go-round because he felt dizzy.
4. When Harriet once again _____ her _____ at Penzance station it was this time with a sense of relief.
5. We should run over there later and _____ some sort of bouquet.
6. We got a hundred miles before we _____ Willoughby.
7. I thought maybe you could _____ in Los Angeles a couple of hours.
8. Sometimes, you're there to see them touch down before they _____ and land somewhere else.
9. You need to go to airline desk to _____ two hours before the plane leaves.
10. We managed to _____ for a week in August and it was fabulous time.

IV. Work with a partner. Describe a journey of a person you know using some of the phrasal verbs.

V. Read the text and answer the questions.

1. Which mode of transport does not cost money?
2. Why do some people not enjoy travelling?
3. Which mode of transport is ideal for travelling between countries connected by land?
4. What is your favourite mode of travel?
5. Do you think people travel too much?
6. Do you think tourism will harm the earth?

HOW CAN YOU TRAVEL?

Travel is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become very unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land. A train driver will stop at train stations on route to allow passengers wishing to proceed to the scheduled destination to board the train.

A number of destinations can be travelled to by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby. This is often encouraged as certain modes of transport have been said to produce harmful emissions and damage the environment.

<https://www.excellentesl4u.com/esl-travel-reading.html>

VI. Imagine you were going to make a day trip to Canyonlands. Read and answer the questions.

Canyonlands National Park is an area of rocky mountainous desert in south western America. It covers over 1,000 square kilometres and is home to black bears, foxes, and eight species of snakes including the prairie rattlesnake. Summer temperatures reach 32 degrees C.

1. What problems might you have?
2. What would you take with you, and what safety precautions would you take?

VII. Read the text and see if any of the problems you thought of are mentioned.

What did Aron Ralston take with him and what precautions did he take?



Aron Ralston

https://commons.wikimedia.org/wiki/File:Aron_Ralston_on_Independence_Pass.jpg

Escape From the Canyon

Early in the morning of April 26, 2003, Aron Ralston left his home in the city of Aspen, Colorado, and headed west across the desert in his truck. A *passionate* climber, 28-year-old Ralston was making for the Canyonlands National Park in the neighbouring state of Utah, where he'd planned a day hiking alone in the Blue John *Canyon*. Five hours later he passed through the town of Moab, known locally as 'the end of the world'. He was about to enter one of the *remotest* parts of the American West. With the *magnificent* desert landscape stretching for miles all around, he parked the truck and continued on his bike until the track ended.

For many it would be difficult *terrain* for hiking, but the experienced Ralston leaped confidently over the smooth rocks. For him it was an easy day's *outing*. He was just starting to climb down into the canyon when he put his hand on a boulder and it came loose. He lost his balance for a second and slipped down to the bottom of the canyon. The *boulder* came crashing after him and landed on his arm. In a few seconds the outing had turned into a *nightmare*.

Above, a *sliver* of blue sky was all he could see of the world outside. He knew that shouting for help would be pointless. To make matters worse, he had no mobile phone and he hadn't told anyone where he was going. All he had was 350 ml of water, two sandwiches and a small knife.

It didn't take him long to realise that he wouldn't be able to pull himself free or move the rock, which was later weighed at 360 kilograms. His only chance of survival would be to do something almost *unthinkable*: he would have to cut off his own arm. But there was no way his tiny knife could cut through the bone.

The nightmare continued for five days as he tried to keep his spirits up and think of a solution. But by the fifth day the situation was clearly hopeless. His arm was *decomposing*, and he knew that without medical attention he would soon die. Certain

that the end was coming, he carved RIP in the wall of the canyon and made a goodbye video for his family.

Then, on the sixth day, he had a brainwave: he realised that he could use the weight of his body to bend his arm until the bone broke. He could then cut through the flesh with his knife and he'd be free. He later said that this was the most beautiful moment of his life. The knowledge that he'd soon be out of the canyon gave him strength to tolerate the appalling pain. In an hour he was free from the rock. But it was still a thirteen-kilometre walk back to his car and he had lost a litre and a half of blood. He knew he could survive for half an hour at the most.

Amazingly, he managed to rappel down a 20-meter cliff one-handed and get out of the canyon. He then started walking towards the road, but he was getting weaker by the minute. For all his bravery and determination, it looked as though he was going to die in the desert after all. But at this critical point luck intervened, and a Dutch family who were hiking nearby saw him and raised the alarm. Minutes later a rescue helicopter arrived and took him to the hospital in Moab.

* * *

Aron Ralston made a complete recovery, and in 2011 a film was made about his adventure – 127 Hours. He has praised the film's accuracy, saying it was 'as close to a documentary as you can get and still be a drama.' Ralston is now married with a young son and lives in Boulder, Colorado. He continues to hike and climb.

VIII. Explain the meaning of the underlined words in the text.

IX. Say if the following sentences are true or false.

1. Aron Ralston went hiking in the desert near his home in America.
2. He climbed to the bottom of a canyon and couldn't get back out.
3. He didn't call for help because he knew nobody would hear him.
4. He didn't tell his family where he was going.
5. He couldn't get out of the canyon because his arm was trapped.
6. He soon realised he would have to cut off his arm, but he was afraid.
7. At one point he was sure he was going to die.
8. He eventually realised he could get out if he broke his own arm.
9. Once he had got out of the canyon, his problems were over.
10. Aron Ralston gave up hiking after his experience in the canyon.

X. Use words from the text to complete the sentences.

1. On flat _____, cycling is easy. Hills, of course, are more challenging.
2. We visited a _____ village, two-hours' drive from the nearest town.
3. They had a lucky escape when a huge _____ rolled down the hill and nearly hit their car.

4. The royal palace is absolutely _____. You really should go and see it.
5. We had no idea what to do, and then Janet had a _____.
6. The journey home was a _____. Our plane was delayed and we lost our luggage.
7. My brother is _____ about mountain biking. He rides every day.
8. The weather was _____ – cold and wet with high winds.

<https://www.elbase.com/article-171-escape-from-the-canyon>

XI. Read the report about ecotourism. Answer the questions.

1. What do you think of ecotourism?
2. What are the benefits of ecotourism?
3. What problems are there if animals become tamer?
4. Why do people feel they must visit animals in the wild?
5. How can we best help animals in the wild?
6. What will ecotourism look like in the future?
7. How can we respect animals more?
8. What will be the state of animals' natural habitat in the future?
9. What questions would you like to ask the researchers?

Ecotourism

Ecotourism is a (1) ____ business that many tour operators cite as being helpful to nature. Every year, millions of people (2) ____ on protected and pristine natural areas to observe rare species. However, a new report (3) ____ doubt on the value of this form of tourism. In fact, it suggests that ecotourism is more damaging than helpful to nature. Details are in a report published in the journal 'Trends (4) ____ Ecology and Evolution'. Researchers believe tourists are disrupting animals in their natural (5) _____. They pointed to a recent event where sea turtles in Costa Rica had problems laying their eggs because of the hordes of tourists who had (6) ____ to watch the turtles' nesting habits.

The report says that ecotourism is making animals bolder and that this could (7) ____ the animals. A regular human presence might make animals tamer and (8) ____ cautious about other animals around them, and this could put them at risk of being attacked by their natural (9) _____. "Then they will suffer higher mortality when they encounter real predators," the report says. It added: "When animals interact in 'benign' ways (10) ____ humans, they may let down their guard." The report said it was essential, "to develop a more comprehensive understanding of how different species in different situations respond (11) ____ human visitation and under what precise conditions human exposure might put them at (12) _____."

XII. Put the correct words from the table below in the above article.

1. (a) brimming (b) booming (c) blooming (d) bombing
2. (a) rescind (b) descend (c) decant (d) reside
3. (a) lurches (b) spirals (c) peels (d) casts
4. (a) by (b) in (c) at (d) to
5. (a) habitual (b) habitat (c) cohabitante (d) inhabit
6. (a) congealed (b) congaed (c) congregated (d) congratulated
7. (a) engender (b) endgame (c) endanger (d) endemic
8. (a) lessen (b) lesser (c) less (d) lessening
9. (a) threatens (b) treaties (c) treats (d) threats
10. (a) with (b) by (c) at (d) of
11. (a) to (b) for (c) as (d) on
12. (a) riskiness (b) risky (c) risk (d) risked

Unit 4. Top Travel Destinations

I. Watch the video *25 Top Places to Visit in USA* and make up the new vocabulary list (up to 12 expressions) you can hear in the video. Answer the questions.

1. What have you learned about Lake Tahoe?
2. What are Redwoods?
3. What is the author's favourite US state?
4. Who accompanies the author in most of his journeys?
5. What is the name of the magazine that gives advice about top travel destinations?
6. Which place is a must-see in Seattle?
7. Which place is popular with surfers? Why?
8. Where are the Brooklyn Bridge and Times Square situated?
9. What can you say about the Yellowstone National Park?
10. Which of these places would you like to visit? Why?

II. Read the text and answer the questions.

1. Why could not many people travel to other countries?
2. What kind of holidays in each of the 5 categories can be offered to travellers?
3. What is Hokkaido famous for?
4. Which places would you add to the list?
5. Can you give examples of innovative conservation efforts of people?

Top 25 travel destinations for 2022 revealed

Foreign travel has been beyond most of us for the past 18 months because of restrictions caused by the coronavirus pandemic. However, there are signs of hope for us to resume our sojourns to exotic and faraway places. The National Geographic magazine has released its list of the top 25 travel destinations for 2022. The list is split into five categories: adventure, culture and history, family, nature and sustainability. George Stone, Nat Geo's executive editor for travel, explained the rationale behind the list and how covid-19 helped shape it. He said: "In many ways, the pandemic provided a moment for travellers and communities around the world to reflect and regroup on how we explore the world."

The list includes a visit to London's Tin Pan Alley, famed for its music history, and a tour of Hokkaido, Japan, renowned for the unique heritage of its indigenous Ainu people. For nature lovers, exploring Namibia's Caprivi Strip is recommended for its abundance of natural wildlife. Mr Stone said the pandemic has made people choosier about their vacations. He said: "People are going to be making much more conscientious choices...so we wanted...specific ideas about what is a unique, revealing and safe destination for the year ahead." He added: "These superlative destinations speak of resilient communities, innovative conservation efforts, and thrilling opportunities for future exploration."

III. Read the text again. Find English equivalents to the following Russia expressions.

- вновь отправиться в экзотические места
- опубликовать список самых популярных направлений
- подумать о том, как мы исследуем мир
- славиться, быть известным (*2)
- коренные жители
- более ответственно подходить к выбору мест отдыха

IV. Render the text into Russian. Write at least 7 sentences.

V. Write a summary of the following passage. You may need to use a thesaurus or the Internet to find alternative words to use that have similar meanings.

Safety when Travelling

Nowadays, safety is one of the main concerns people have when travelling somewhere. They often think carefully in order to choose a mode of transport which will safely get them to their destination. When using a car it is important to wear a safety belt. A child will need to be placed into a special child seat for the purpose of safety. If a person takes a taxi, it is likely that the driver will demand that passengers put their seatbelt on before setting off. A helmet is necessary when riding a bicycle and a motorcycle as a rider is prone to injury if they fall from the bicycle or motorcycle at a high speed. On passenger ships and aircraft a life jacket is used in emergency situations if it is necessary for them to abandon the craft. It is not often that

they need to be used, but the procedure will usually be explained to the passengers before departing from the port.

People that choose to reach their destination by walking must adhere to the rules of the road by keeping to the footpath and crossing only when it is safe to do so. It is especially important to sit properly in a crowded bus as most buses do not have seatbelts, but instead rely on handrails. Most forms of transport pay particular attention to making sure disabled or elderly people are able to travel safely. Special designated areas and seats are provided for this purpose.

In England, most vehicles need to pass a test to ensure that it is roadworthy and safe to use. This is to prevent accidents and make sure that using transport to travel is considered safe. People must be seen to follow the rules of the road and consider other vehicles at all times. If a driver fails to do this they may find themselves in trouble with the police.

<https://www.excellentesl4u.com/esl-travel-writing.html>

VI. Work with a partner. Think of your safety rules both for travellers and the environment.

VII. In groups discuss the following. Use active vocabulary where possible.

1. Could you live in another country for the rest of your life?
2. Describe the most interesting person you met on one of your travels.
3. What was your best trip?
4. What was your worst trip?
5. What are popular tourist destinations in your country? Have you been to any of them?
6. What are some benefits of travel?
7. Do you like to travel with your mother? Why or why not?
8. Do you prefer summer vacations or winter vacations?
9. Do you prefer to travel alone or in a group? Why?
10. Have you ever been in a difficult situation while travelling?
11. Have you ever taken a package tour?
12. If you were going on a camping trip for a week, what 10 things would you bring? Explain why.
13. What are some countries that you would never visit? Why would you not visit them?
14. What do you need before you can travel to another country?
15. What is the most interesting city to visit in your country?
16. What is the most interesting souvenir that you have ever bought on one of your holidays?
17. What place do you want to visit someday?
18. Would you like to take a cruise? Where to? With who?
19. Do you prefer travelling on a hovercraft or a ferry?

20. Would you rather visit another country or travel within your own country?

21. Which would you recommend if you could only recommend one? Why?

22. Do you prefer active or relaxing holidays? Why?

23. Would you like to go back to the same place?

24. If you could choose one place to go this weekend, where would it be?

25. Is there any difference between young tourists and adult tourists?

<http://iteslj.org/questions/travel.html>

3. WORK

Unit 1. Work-related Vocabulary

I. Read the quote below and explain what the quote means.

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.” Steve Jobs

II. Look at the picture story.



Match sentences A-I with pictures 1–9. Then tell the story from memory.

- A. ___ She decided **to set up** an online business selling birthday cakes.
- B. ___ Her business is **doing very well**. Clare is a success!

- C. ___ She **was unemployed**, and had to **look for a job**.
 D. ___ They had an argument, and Clare **was sacked**.
 E. ___ Clare **worked for** a marketing company.
 F. ___ She **applied for** a lot of jobs, and sent in CVs.
 G. ___ She had a **good salary**, but she didn't like her boss.
 H. ___ She had some interviews, but didn't **get the jobs**.
 I. ___ She had to work very hard **and do overtime**.

III. Complete the verb phrases with a word or phrase from the list.

apply for
*do (*2)*
was made

got promoted
resign
retire

was sacked
set up
work

1 Dan has to <u>do</u> a lot of overtime.	He has to work extra hours.
2 Matt ___last week.	He was given a more important job.
3 Most nurses have to ___shifts.	Sometimes they work during the day and sometimes at night.
4 A man in our department ___yesterday.	The boss told him to leave. (also be fired)
5 Colin ___redundant.	He lost his job because the company didn't need him anymore.
6 The minister is going to _____.	He has decided to leave his job. (AmE quit)
7 Lilian is going to _____next month.	She's 65, and she's going to stop working.
8 Angela has _____a business to sell clothes online.	She had the idea and has started doing it.
9 Everyone in the office has to _____ a training course.	They need to learn how to use the new software.
10 She _____ a job.	She replied to an advert and sent in her CV.

Cover the first sentence and look at the second. Can you remember the verb?

IV. Do you know anybody who...

- is applying for a job? What kind of job?
- is doing a temporary job? What?
- has a **part-time job**? What hours does he/ she work?
- has a **casual job**? How many hours does he/ she work per week?
- is **self-employed**? What does he / she do?
- has been **promoted** recently? What to?
- was **sacked** from his / her job, or was made redundant? Why?
- has just **retired**? How old is he / she?

V. Read about different types of jobs. Find English equivalents to the following expressions.

человек, работающий на себя

больничный лист

ежегодный отпуск

почасовая оплата труда

уходить из компании

предоставлять уведомление

выставлять счета

оплачивать налоги

пенсионные выплаты



Full Time	Part Time	Casual	Contracting
<ul style="list-style-type: none"> • A set amount of hours each week – the average is 38 hours • Regular pay: monthly, fortnightly or weekly • You are entitled to a set amount of time off work including sick leave, annual leave, public holidays • If you decide to leave the company you will usually have to provide a certain amount of notice 	<ul style="list-style-type: none"> • Similar to full time you usually have a set amount of hours per week, however this is usually less than the average 38 hours • You have all the same entitlements as a full time employee though things like your sick leave and annual leave will be earned according to the hours you work. • If you decide to leave the company you may also have to provide a certain amount of notice 	<ul style="list-style-type: none"> • Hours may change from week to week • Your pay will change dependent on the number of hours you work each week • You hourly rate may also change depending on WHEN you work. You can earn higher rates for working weekends, public holidays and overtime. • Hourly rates of pay for casual employees are usually higher than Full Time and Part Time employees. • This is because as a casual you don't accrue sick leave or annual leave 	<ul style="list-style-type: none"> • If you are an independent contractor, you are essentially self-employed, and offer your services for specific jobs for an agreed price. • You will need an ABN and will issue invoices for work you complete. • In this situation you will need to arrange to pay your own tax and your own superannuation contributions • You will not get paid leave as a contractor (unless you pay yourself)

VI. Surf the Internet to find the difference between the following words: *work, job, occupation, career, profession*. Give a definition in English to each word and find at least two sentences where the word is used. Do these terms have the same meaning in Russian language as they do in English?

VII. Translate the sentences from English into Russian.

1. Decorating that room was hard work.
2. Why don't you apply for a part-time job?
3. Urgent need for money forced him to take that job.
4. I'd hate to see your career cut short.
5. In the space marked "occupation" she wrote "police officer".
6. The report notes that 40 percent of lawyers entering the profession are women.

VIII. Translate the sentences from Russian into English.

1. Он завершит работу через два часа.
2. Почему бы тебе не устроиться на работу на полный рабочий день?
3. Она начала свою актерскую карьеру в телевизионных рекламных роликах.
4. В поле ниже укажите свое имя, возраст и род занятий.
5. По профессии он режиссер.

IX. Work with a partner. Answer the questions below.



1. Think of the phrase “an unusual job”. What are unusual jobs? What kind of work do they involve? What type of people do this job?
2. Why do people seek out unusual jobs?
3. List top 5 weird jobs. Share your ideas with a partner.






X. Read the text and do the exercises below.

Unusual Jobs

There are a lot of people out there who are not satisfied or just plain bored with their office work. There is also a small group of people who are doing jobs you will never believe exist – for some serious cash. Get ready to see jobs that obliterate the concept of a 9–5.

There are the most unusual jobs you have never heard about. Would you want to switch to one of these?

<p style="text-align: center;">Professional Snuggler</p> <p>If you need to be hugged, cuddled, and snuggled, but you’re all alone, then your answer is a professional snuggler. You’ll be surprised to find a number of companies offering the most enjoyable and relaxing professional cuddling experience. You get to hug somebody, and you get paid between \$60 and \$80 an hour! Bear in mind: nothing more than hugs.</p>	
<p style="text-align: center;">Golf Ball Diver</p> <p>If you enjoy scuba diving and being outdoors, then you are a perfect candidate for this unusual job. Golf ball divers are responsible for collecting all the golf balls from the bottom of ponds on courses. Sounds easy and enjoyable! Well, the truth is that many ponds are not well taken care of, and you can find a lot of nasty mud, algae, and even snakes down there. Gross.</p>	

<p style="text-align: center;">Pet Food Tester</p> <p>Pets are our friends, and we have to make sure that they eat delicious and nutritious meals. Call in the pet food testers! They taste pet food to evaluate the flavors and check if it's up to quality standards. Nobody deserves bad food, especially the favorite member of the family.</p>	
<p style="text-align: center;">Paper Towel Sniffer</p> <p>You might have noticed that all paper towels either smell delicious or have almost no smell. It's not a coincidence but the fruits of hard work from paper towel sniffers. They sniff paper towels for manufacturers to make sure they don't have any undesirable smells. Don't get too excited because it's literally easier to get a job as a brain surgeon than this job, which might be one of the smallest job niches out there.</p>	
<p style="text-align: center;">Water Slide Tester</p> <p>It's day 5 of your family vacation, and your kids are driving you crazy. It's aqua park time, a day for your kids to release all their pent-up energy and for you to let loose a little. A perfect water park has fun (for kids) and safety (for adults). A water slide tester's responsibility lies in taking multiple trips down the slide to see how much water it needs, how quickly you can reach the bottom, and how safe and fun it is. What a hard job!</p>	
<p style="text-align: center;">Snake Milker</p> <p>Snake venom (poison) can be used for many things, but the most important is its use in medical research or to produce "antivenom." As a result, there is a high demand for snake poison every year. Snake milkers spend their days pushing snakes (certain types only) into a plastic container to extract or milk the snake. These true heroes literally save lives by milking snakes.</p>	
<p style="text-align: center;">Body Part Model</p> <p>Turns out you don't need to be beautiful and have an incredible body to be a successful model. If you have attractive hands or beautiful feet, the world is waiting for you. Besides, some products are also looking for ugly feet or hands. Successful body models are well paid, so there is always a way to reach your dream, hot or not.</p>	

Stunt Tester

You've probably seen shows like X-Factor or Fear Factor, where one of the challenges is to eat live bugs or insects. To make sure that disgusting food is suitable for eating, companies hire stunt testers. They try obscure or terrible food to make sure that nobody will get hurt...except them. As high risk is involved, they are highly paid.



A. Which of the unusual jobs mentioned above imply that an employee:

- has to deal with poisonous animals?
- spends enjoyable time with you for money?
- eats the food animals usually eat?
- eats bugs or insects?
- spends time in an aqua park?
- can be seen in commercials?
- can get caught in algae?
- deals with lots of napkins?

B. Find the word in the text. Mind the words in the word list below which are odd.

Word list: *pent-up, delicious, algae, milker, coincidence, multiple, scuba diving, stunt, hug, venom, nutritious, undesirable, gross, evaluate.*

- an underwater plant – _____;
- nourishing, efficient as food – _____;
- the activity of swimming underwater using a scuba – _____;
- snake poison – _____;
- a nasty, unpleasant thing – _____;
- an exciting, dangerous action – _____.
- a concurrence of events – _____;
- hidden, unable to be expressed – _____.

C. Write if the sentence is true or false.

1. A water slide tester's responsibility is to see how much water is needed for the slide.
2. A person must be very pretty to work a body part model.
3. A snake milker milks only poisonous snakes.
4. Golf ball divers usually enjoy their swimming underwater.
5. Stunt testers are highly paid.
6. It is easy to become a paper towel sniffer.

D. Say which of the jobs mentioned in the text are

- | | | |
|--------------------|--------------------|---------------------|
| Dangerous | the easiest | the most unpleasant |
| the hardest to get | the most enjoyable | highly paid |

Explain your choices.

XI. Work with a partner. Discuss the questions.

1. Which of the unusual jobs from the text would you like to try? Why?
2. Which you would never do? Why?

Unit 2. A Job for Life

I. Discuss with a partner the following questions.

1. What is your dream job?
2. Would you like to work for one company only?
3. Why and how often should people change their careers and/or employers?

II. Look at the title of the article and the four photos of Emma Rosen.



What job do you think she's doing in each photo?

III. Read the article once and check your answers to II. Then answer the questions below.

1. What qualification did Emma need for her job as a civil servant?
2. What did she see as the pros and cons of the job?
3. How did she prepare for her year trying out different jobs?
4. Did you want to do any of the jobs Emma mentions when you were growing up?

A Job for Life?

25 jobs before she was 25

Emma Rosen had one of the best, most sought-after graduate jobs in the country, in the civil service. 20,000 people apply, but fewer than 1,000 are offered jobs. But it turned out that she did not like commuting and she didn't like sitting at a desk all day, and she struggled to see how what she was doing would make much difference to

anything. ‘I thought, ‘Get over it, you’re being a snowflake¹ millennial²,’ she says. ‘I had a job for life. I thought, ‘I’m so lucky to be here, I can’t believe I’m not enjoying it. What’s wrong with me? Why am I so ungrateful and selfish?’

Emma could have gone to work every day and complained about her job until she reached retirement age. Instead, she decided to find out what made her happy, what her skills were, and what sort of career would use them. She wrote a bucket list³ of the jobs she had wanted to do since childhood and set about getting two-week placements in all of them, over the course of a year. She was 24 years old, and before her 25th birthday she wanted to have tried out at least 25 different jobs. She spent the months before she resigned from the civil service saving up her salary to cover the cost of her year off, and spent all her free time setting up the different jobs.

‘There was archaeology in Transylvania, property development for a company in London, alpaca farming in Cornwall, wedding photography, travel writing, interior design, journalism, landscape gardening marketing, TV production, publishing – all things that I thought I might want to do.’

IV. Do you know anyone who has had the same job for his lifetime?

Do you think you will be able to work in the same job throughout your life?

V. You're going to listen to an interview with Emma. Which of the jobs she mentions in the last paragraph of the article do you think she liked the most/the least? Listen to Part 1 and check.

With a partner, look at the points below and see if you can remember any of the information from Emma's answers. Then listen again and make notes about:

- how she got the jobs.
- what she could find out about a job in two weeks.
- why it didn't matter that she didn't have qualifications for the jobs.
- what the job she liked best involved.
- what she didn't like about her least favourite job.

VI. Now listen to Part 2. Choose a, b, or c.

1. One thing Emma learned from the experience was that .
 - a) she enjoyed things that she was good at
 - b) she discovered what her ideal job was
 - c) she might end up doing many different jobs

¹ **snowflake** (informal, disapproving) a person who is too sensitive to criticism and easily upset

² **millennial** a person who became an adult in the early 21st century

³ **bucket list** a list of things people want to do in their lifetime, e.g. places they'd like to travel to

2. She thinks that in the future __.
 - a) young people will still be doing 9–5 jobs
 - b) people will no longer retire in their 60s
 - c) people will need many more technical skills
3. One thing she thinks young people need to learn is how to __ that might help them in their career.
 - a) form relationships
 - b) choose subjects
 - c) get qualifications
4. At the moment Emma __.
 - a) only works as a writer
 - b) teaches journalism in a public school
 - c) doesn't have one specific job
5. Emma believes that what jobs she does in the future may depend on __.
 - a) where she decides to live
 - b) how old she is
 - c) how many children she has

VII. Imagine you have decided to do the same thing as Emma. Make a list of five jobs you would like to try. Then compare with a partner and explain why you chose the jobs. Do you both agree with Emma's view that a career for life no longer exists?

Unit 3. Attending a Job Interview

I. Discuss the following questions.

1. Have you heard any strange interview stories?
2. When was the last time you attended or held an interview? Was it successful? Why/why not?
3. Have you attended many job interviews? Tell your partner about your experience.
4. What's the most difficult part of job interviews?

II. In pairs, complete the definitions with the words/phrases below.

against your will fit for hiring for nationwide nerve-racking sticks out

1. If a situation is _____, it causes a lot of stress.
2. If something _____ in your mind, you remember it very clearly.
3. If somebody makes you do something _____, you do not want to do it.
4. If something is _____, it takes place all over the country.
5. If a company is _____ a position, they are looking for a new employee.

6. If you are the perfect _____ a job you are the best candidate to fill the position.

III. Work in pairs. You are going to read about an American survey of HR managers on the most unusual things they have seen during job interviews. Below are eight incidents that actually happened according to the survey. Try to guess what exactly happened.

Complete the sentences and then read the article to see how close you were.

1. The candidate took a _____ off the interviewer's desk and put it in her purse.

2. The candidate started screaming in the interview _____.

3. The candidate said his ideal job was a painter of birdhouses. He was applying for the position of _____.

4. Instead of talking, the candidate decided to _____.

5. When _____ asked why he wanted the position, the candidate replied that

his _____ wanted him to get a job.

6. The candidate started feeling the interviewer's _____.

7. The candidate had a live _____ under his shirt.

8. The candidate took a phone interview while he was sitting on _____.



IV. Read the text and do the exercises below.

Job interviews: Recruiters reveal the strangest things candidates have done

From stealing family photos to trying to read the interviewer's fortune against his will – these are the candidates who stood out for all the wrong reasons.

1. There are fewer things more nerve-racking than a job interview but think about these poor candidates who have stuck out in their potential employer's minds – and for all the wrong reasons.

2. A nationwide survey of HR managers in the US by the recruitment company CareerBuilder has found some of the strangest things that have ever happened during a job interview.

3. From theft to attempting to read the interviewer's fortune against his will, these are some things not to do in a job interview:

- Candidate took a family photo off the interviewer's desk and put it into her purse.
- Candidate started screaming that the interview was taking too long.

- Candidate said her main job was being a psychic/medium and tried to read interviewer's palm, despite interviewer's attempts to decline the offer.
 - When asked what his ideal job was, the candidate said "painter of birdhouses." (Company was hiring for a data entry clerk.)
 - Candidate sang her responses to questions.
 - Candidate put lotion on his feet during the interview.
 - When asked why he wanted the position, candidate replied, "My wife wants me to get a job."
 - Candidate started feeling interviewer's chest to find a heartbeat so they could "connect heart to heart."
 - Candidate had a pet bird in his/her shirt.
 - Candidate took phone interview in the bathroom — and flushed.
4. The survey also found that failing to make eye contact, not smiling and being caught in a lie were the biggest — and most common — mistakes candidates could make.
5. Rosemary Haefner, chief human resources officer for CareerBuilder, said: "Preparing for an interview takes a lot more than Googling answers to common interview questions.
6. "Candidates have to make a great first impression with their appearance, have a solid understanding of the target company, know exactly how to show that they're the perfect fit for the job and control their body language."

*Adapted from The Independent,
by Caroline Mortimer, 15 January 2016*

<https://www.independent.co.uk/news/business/analysis-and-features/job-interviews-recruiters-reveal-the-weirdest-things-candidates-have-done-a6814851.html>

1. Read the article again and complete the tips below with suitable verbs. Which of these tips are the most important? Why?

1. _____ eye contact.
2. _____ a great first impression with your appearance.
3. _____ for the interview.
4. Don't _____ in a lie.
5. _____ a solid understanding of the company.
6. _____ your body language.

2. Find a word or phrase in the article which means...

1. were noticed/remembered very easily (phrasal verb, SUBTITLE) _____,
2. the crime of stealing something (noun, P3) _____,
3. the inside surface of your hand (noun, P3) _____,
4. emptied the toilet (verb, P3) _____,
5. finding something in Google (verb, P5) _____,
6. the company you are interested in (2-word noun, P6) _____.

3. Using the words and phrases from the previous task, make up three sentences in English. Read your sentences to your partner. Your partner's task is to translate the sentences from English into Russian.

V. In order to avoid awkward situations during the interview, it is necessary to prepare for the upcoming event in advance. What do you think needs to be done to make the interview a success? Share your ideas with your group.

VI. Linda Spencer who is assistant director of the Office of Career Services and coordinator for Harvard Extension School career advising, shares 5 tips how to prepare for an interview. Watch the video called *How to Ace an Interview: 5 Tips from a Harvard Career Advisor*.

1. According to Linda Spencer, which strategies can help an interviewee to feel more confident throughout the interview process?

2. Which of these tips are the most important and useful? Why?

VII. Watch the video *A Millennial Job Interview* and the video *Job Interview* to complete the table:

	Amy	Mr. Wang
Does an interviewee make a great first impression with his/her appearance?		
Does an interviewee make eye contact?		
Has an interviewee prepared for the interview?		
Does an interviewee have a solid understanding of the company?		
Does an interviewee control his/her body language?		
Is the interviewee's speech formal or informal?		
What are the candidate's strengths?		
What are the candidate's weaknesses?		
What is your impression of the interview?		
What would you recommend the candidate to change in his/her behavior?		
What would you absorb from candidate's behavior?		

VIII. Read the information below carefully and answer the questions below.

While no two job interviews will follow the exact same format, there are some questions that are very popular among employers when screening potential candidates. By preparing confident answers to some of the most common interview questions, you can give yourself the edge over other potential candidates. However, some employers enjoy asking weird questions to look at their candidate's reaction. These kinds of questions are called killer questions. There are several examples of them:

1. Tell about the biggest mistake you've made and what you've learned from it.
2. Describe my appearance.
3. What was the least satisfying job in your life?
4. If you could have a magic wand, what problem in the world would you solve and why?
5. Would you fire your relative if s/he performed poorly?
6. Choose 1.000.000 dollars now or 100 dollars every time somebody lies to you.
7. Imagine that you've become a boss in our company and your colleagues don't respect you. Your actions?
8. Sell this pen to me.
9. Why are you not suitable for this job?
10. Where would you like to be in 5 years? What is your career goal?
11. What is more important to you – career, money or job satisfaction?

How would you answer the questions above?

Would it be stressful for you to get one of the killer questions? Why/why not?

IX. Discuss with a partner how to deal with killer questions. Make up 5 techniques that can help to cope with them.

X. Take part in a job interview. One person is a candidate, another is an interviewer. Allow around 15 minutes, and then change your roles. You will find some useful phrases for your interview below:

Useful Phrases for Job Interviews		
How to start the interview	Describing your skills	Explaining your experience
– I'm pleased to meet you!	– I graduated from...in...with a degree in... – I am qualified in...	– My role at...I succeeded in...

Useful Phrases for Job Interviews		
How to start the interview	Describing your skills	Explaining your experience
<ul style="list-style-type: none"> – Thank you for taking the time to meet with me today. – I really appreciate being considered for this role. – I'm looking forward to talking about my skills and experience. 	<ul style="list-style-type: none"> – I completed a course in...which gave me skills in... – I have a ... certificate with a score of... 	<ul style="list-style-type: none"> – I am proud of the work I did at... – An example of a problem that I solved is... – I consider my strengths to be...and I think these are important for this role because... – I have a proven track record in...
Answering questions about your future	Asking questions to your interviewer	Phrases for after the interview
<ul style="list-style-type: none"> – In five years time, I'd like to be responsible for...and I believe this role is the first step to achieving that. – This role aligns with my long-term career goals, which are... – I would like to build my career at this company because... 	<ul style="list-style-type: none"> – I was doing some research on the company and I found out...I really admire this, can you explain more about it? – Can you tell me about the long-term goals for this company? – Are there any training programmes available to employees? – What do you enjoy most about working here? – I just want to reiterate again that I think my experience and background really fits this role because... – Could you explain what the next steps are? 	<ul style="list-style-type: none"> – I really enjoyed interviewing for the role at your company. – I'd be thrilled to work for this organisation, and, as mentioned, I feel that my background/skills in...are a great fit for the position.

<https://blog.esl-languages.com/blog/career/useful-phrases-for-job-interviews-english/>
<https://www.esolcourses.com/content/englishforwork/jobvocab/job-interview-positive-personality-adjectives.html>

Unit 4. CV vs RESUME



“The scariest moment is always just before you start. After that, things can only get better.”

Stephen King

I. Work with a partner. Answer the questions.

1. What is a resume?
2. What is a CV?
3. How is a CV different from a resume?
4. Is a CV the same as a resume? Explain your answer.

II. Watch a video called *Resume vs. CV* and check your answers to the questions.

III. Work with a partner. Are these sentences **TRUE** or **FALSE**? Put ‘**T**’ (True) or ‘**F**’ (False) next to each statement below.

1. A CV is a document with information about you.
2. You use a CV to get a job.
3. You should put your photo on your CV.
4. Your CV should be 3 or 4 pages long.
5. It’s OK to have mistakes (spelling, grammar...) on your CV.
6. All information on your CV must be in full sentences.
7. Employers usually look at a CV for about 2 minutes.

IV. What parts does a CV have? Match the parts with their meaning.

1- Personal details	A. jobs you did before
2- Education and qualifications	B. things you enjoy (e.g. playing a sport)
3- Work Experience	C. your name, address, date of birth, email, phone number
4- Skills	D. the name of your school / college; exams you passed
5- Personal Skills	E. things you can do (e.g. speak a language; drive a car; use a computer)
6- Interests	F. names of people who know you (e.g. your teacher or your boss), and who can say that you’re good for a job
7- References	G. Personal characteristics which make you a good candidate
1- 2- 3- 4- 5- 6- 7-	

V. Nisa Thaoto is a nurse from Thailand. Look at the details from her CV (a-f), and match them with the correct heading.

1. Personal details	A. Date of birth: 30 April 1992
2. Education and qualifications	B. 2011–2012 nurse at Bumrungrad International Hospital, Bangkok
3. Work experience	C. I enjoy football and played for the women’s team at school.
4. Skills	D. Languages: Thai (fluent); English (elementary). UK driving license
5. Personal Skills	E. 2010–2011 Boromarajonani College of Nursing, Bangkok (Thailand). Diploma in Nursing
6. Interests	F. Mr Mark Hargreaves, ESOL lecturer, Beechen College mhargreaves@beecheen.ac.uk
7. References	G. organized- eye for detail- team player
1- 2- 3- 4- 5- 6- 7-	

VI. Looking at Nisa’s CV, answer these questions.

1. Why did Nisa write this CV?
2. What does Nisa do now?
3. What words are in bold on Nisa’s CV?
4. What information did Nisa put in brackets (like this)?
5. How many full sentences (with a verb and a full stop) are there in Nisa’s CV?
6. Who are Mr Hargreaves and Ms Dangda? What does Nisa need to ask them?

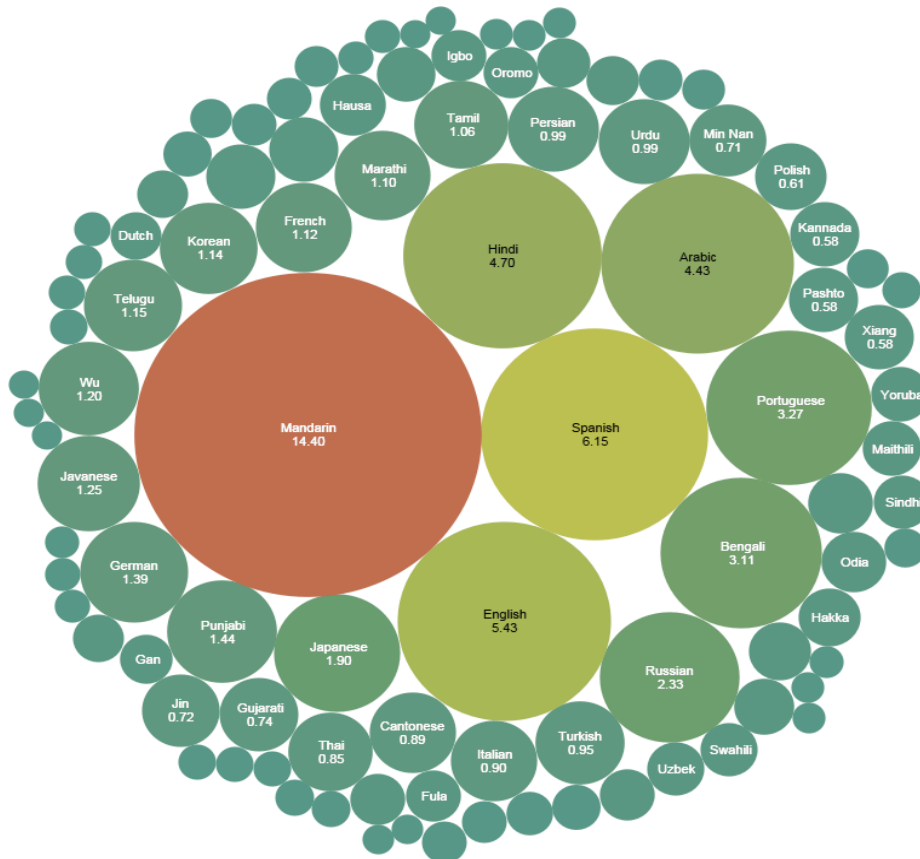
VII. Write your own CV or resume to apply for an internship/a job.

4. LANGUAGE

"A different language is a different vision of life."

Federico Fellini

Unit 1. Languages of the world



List of languages by number of native speakers by "Jroel" –
Licensed under CC BY-SA 4.0

I. What do you know about languages that are spoken on our planet?

Look at the diagram above and answer the following questions:

1. How many languages are there in the world?
2. How many people speak your native language?
3. What are the most spoken languages in the world?
4. Do you know how many languages have died?
5. Why do languages die out, you think?

What is lost if a language is lost? Some people argue that languages die as the human race evolves. Obviously, there could be great benefits if everyone in the world spoke the same language – some industries already reflect this, with English essential for pilots and air traffic controllers. But there are more important things than convenience. As languages are lost, whole ways of life and knowledge may be lost along with them. Put simply, language expresses something about identity, about our place in the world. Ani Rauhihi, a Maori teacher in New Zealand's North Island, sums it up: 'If you grow up not speaking your language, you won't know who you are.'

From '50 facts that should change the world' by Jessica Williams

IV. Read the article again and find the following words.

- 1) a verb and a phrasal verb meaning 'to stop existing' (par. 1)
- 2) a noun used when something stops existing, usually used with plants, animals or volcanoes (par. 1)
- 3) the noun related to one of the verbs in 1) (par. 2)
- 4) the adjective related to the noun in 2) (par. 3)
- 5) a verb meaning 'to damage something very badly' (par. 4)
- 6) an adjective meaning 'very bad' or 'ending in failure', often used with the words *consequences*, *results* and *effects* (par.4)

V. Surf the Internet to find information about a dying language (name, number of people speaking, the reason of dying) and make a short report on it to your group.

Unit 2. Words and their Meanings

I. Discuss these questions.

1. Do you think the meaning of words has always been the same?
2. Do you know any words that have changed their meaning throughout centuries?

II. Read the articles about some English words. Which words do you think changed their meaning the most?

A *deer* originally meant 'any large animal'

- In Old English, 'deer' meant 'large wild animal', e.g. lion, bear, camel.
- In the 13th century, the French word *beste* entered English and became the word 'beast'.
- 'Beast' also meant 'large wild animal'.
- 'Deer' changed meaning to describe a specific kind of animal.
- By the 15th century, this was the only meaning of 'deer'.

***Naughty* originally meant 'having nothing'**

- The word first appeared in English in the 15th century and originally meant 'having nothing'.
- It referred to someone who was very poor and had no possessions, or someone who had no morals or manners.
- Today's meaning emerged in the 17th century, to describe a badly behaved child.
- Subsequently, the other meaning fell out of use.
- We still use the word 'nought', meaning 'nothing', in modern English, e.g. in numbers *0.1, 0.2*, etc.

A *blockbuster* was originally a bomb

A blockbuster is literally a bomb large enough to destroy an entire block of buildings. The first blockbuster was dropped on the German city of Emden in March 1941. The wartime press was quick to pounce on the nickname 'blockbuster', and soon it was being used to describe anything that had an impressive or devastating effect. The military connotations gradually disappeared after the war, leaving us with the word we use today to describe bestselling films and books.

A *girl* originally referred to a girl or a boy

When the word 'girl' first appeared in the language, in the early 1300s, it was used to mean 'child' regardless of the gender of the child in question. That didn't begin to change until the early 15th century, when the word 'boy' – possibly borrowed from the French *embuie*, meaning a male servant – began to be used more generally for any young man. As a result, 'girl' was forced to change to mean a female child.

A *cupboard* used to mean a table

In the late 1300s, a cupboard was just a board on which to place your cups. Or put another way, a cupboard was originally a table. No one is entirely sure why, but in the early 16th century, that meaning suddenly disappeared from the language – a cupboard was no longer a tabletop on which to use one's crockery, but a piece of furniture in which to store it.

III. Read the extracts again. Which word...?

1. ...has a modern meaning which refers to the way something is made;
2. ...has a modern meaning which refers to the same kind of activity;
3. ...used to refer to two things but changed to only one;
4. ...changed its meaning as a result of its use by the media;
- 5.... changed its meaning for an unknown reason.

IV. Look at the highlighted words in the extracts; all of them are used metaphorically. What is their literal meaning?

Unit 3. Simplifying English

I. Discuss the questions.

1. How important is correct spelling in a language?
2. What about correct grammar?
3. Are you good at spelling and grammar in English? In your language?

II. A recent Oxford Dictionaries survey identified some of the most commonly misspelt English words. Listen and write the missing words. How many did you spell correctly? Why do you think the words are often misspelt?

1. The hotel can _____ 250 guests.
2. _____ do you prefer, coffee or tea?
3. We _____ a very warm welcome.
4. I won't leave _____ she gets here.
5. Something unexpected _____ on their journey.
6. I saw her on three _____ occasions.
7. The _____ is planning to raise taxes.
8. We'll _____ be there by 7.00.

III. How much do you know about the English language? Answer the questions with a partner.

1. What two other languages have had the strongest influence on English?
2. How many letters are there in the English alphabet?
3. How many different sounds are there in English?
4. Which has changed more over the years, English pronunciation or English spelling?
5. Do children in English-speaking countries learn to read more quickly or more slowly than children elsewhere?

IV. Read the information from the website of the English Spelling Society below. Check your answers to II. Then answer the questions.

1. What is the Society trying to do?
2. What's the knock-on effect on children's education if it takes them a long time to learn to read and write?
3. What does the website say is the best way to teach children to read and write in English?
4. What effect does low literacy have on adult offenders?

English spelling is broken. Let's fix it!

English spelling is broken. There are countless examples, such as *comb*, *bomb*, and *tomb*, or *height* and *weight*. The English Spelling Society exists to repair our

broken spelling. The Society is working on a way to simplify current English spelling in order to improve access to literacy.

Why English spelling is exceptionally irregular

English as a language is relatively simple to learn. But its spelling system is possibly the most irregular of those based on an alphabet. Not only is it hard to predict the spelling from the pronunciation, but it is not always possible to predict the pronunciation from the spelling, for example, *thorough*.

English words derive mainly from old German and Norman French, and its alphabet of 26 letters makes it impossible to represent each of its 46 speech sounds with just one symbol. But that is not the only reason why many English spellings are irregular. In other languages, as pronunciation changed, the spelling changed too. However, in spite of the many ways in which English pronunciation has evolved over the centuries, words have often maintained their original spelling, which reflects the original pronunciation, but not how many words are pronounced today. For example, *blood* used to be pronounced to rhyme with *good*.

The economic and social costs of English spelling

- Children in English-speaking countries take almost twice as long to learn to read and write compared to children in other countries. A longer time needed for learning to read and write means less time for other subjects.
- There has been much expensive research into how to teach reading and writing in Anglophone countries, but there is no standard method, and much disagreement, about how best to teach English literacy.
- Education is the proven best way to prevent criminals from reoffending. In countries where the literacy rates of prisoners are generally higher, improving their education while behind bars is also much easier. The poor literacy skills of many English-speaking offenders make this more difficult, and repeated returns to jail more likely.

V. Look at a quote from Masha Bell, of the English Spelling Society. Underline all the examples of simplified spelling. Do you find it easy to read?

If u hav a por memory, yor chances of becumming a good speller ar lo. But wors stil, yor chances of lerning to read ar not good either, because of nonsens like 'cow-crow, dream-dreamt, friend-fiend' and hundreds mor like them.

VI. Do you agree that English spelling should be simplified? Do you think the English Spelling Society could ever succeed in its aim? Why (not)?

VII. Work with a partner to discuss the following.

1. Texting seriously affects young people's ability to write good English.
2. Texting will be permitted in exams within five years.

3. Students will soon prefer to study British English rather than American English.
4. In twenty years' time, nobody will write letters.

VIII. Read the website below. Underline the arguments for and against texting.

Is SMS Good for Young People?

Does SMS seriously affect young people's ability to write good English? Recently, a Scottish teenager wrote her entire English exam in text language. Should she be allowed to do that?

SMS is on the increase but is it sending the right message to young people and teachers? Some teachers believe that SMS is having a negative effect on young people's literacy skills. They say that texting is preventing young people from writing properly. Because texting is fast and users have to be brief, good grammar, spelling and sentence structure is forgotten. As a result, young SMS users are not able to write correct English.

Other teachers, however, say that young people should be permitted to express themselves and that texting is just a modern means of communication. Teachers who want to ban it are 'old-fashioned'. One educational expert commented: 'Children need to learn to communicate in a range of ways.'

A lot of teachers and lecturers refer to the story of the teenager who wrote an entire English essay in text language. Her essay started: 'My summr hols wr CWOT. B4t, we used 2go2 NY 2C my bro. ILNY, it's a gr8 plc.' The translation of this is: 'My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother. I love New York. It's a great place.'

Here are some comments from the readers of the website:

- Text language should only be used for texting! (That's why it's called TEXT language.) We'll never get a good education if we keep using text language instead of correct English. Lucy, 17, Oxford
- I don't think that students should be allowed to text because it will create problems for the teachers. Most of them simply don't understand text language. Chris, 18, Leeds
- No way! I think it's OK for emails and texts, but NOT for schoolwork, because it will affect your spelling when you're older. Jordan, 16, London
- I think teachers should let us use text in classes. Over thousands of years our language has changed a lot. Text is a new type of the language and teachers should learn it. Ahmed, 17, Bradford

What do you think about texting?

IX. Complete the summary below using the words in the box. There are more words than you need to fill the gaps.

<p>affected listening increasing teachers literacy improve means understanding students allowed</p>

It is clear that the use of SMS is 1 _____. But some teachers believe that the 2 _____ skills of young people may be 3 _____ if they use text for everything. These teachers believe that good grammar, spelling and sentence structure will suffer if texting is 4 _____ in class. Other teachers disagree and say that texting is just another modern 5 _____ of communication. Young people have different points of view. One person argued that education will suffer if we keep using text language instead of correct English. However, another view was that text is just a new type of language, and that first people to learn SMS language should be 6 _____.

Unit 4. Learning Languages

I. Discuss with a partner.

1. Babies begin learning their native language long before they are born. Do you agree with the statement?

2. What are the differences in learning a language as a child and as an adult?

3. How important is motivation when it comes to learning a language?

4. Is it easier to learn to speak or to learn to write? Why?

II. Read the article once and complete the headings.

III. Read the article again and mark the sentences T (true) or F (false).

Correct the F sentences.

1. Babies can distinguish between different voices before they are born.

2. Newborn babies can recognize languages other than their own.

3. The first kinds of words a toddler learns are words describing coloured objects.

4. Children watch adults carefully when trying to learn new words.

5. Until they are two years old, children can only name people or objects.

6. Small children all learn and say single words before they learn and say groups of words.

7. Children tend to learn regular verb forms before irregular ones.

8. Making mistakes is an effective way to learn language.

9. Children pick up grammar rules without being taught.

How children learn language

There are five things that every parent should know about how children learn language.

1. It begins e _____

Children don't even wait until they are born to start listening to language. Speech can be heard in the womb clearly enough to identify the basic rhythm and certain features of the speaker's voice. At birth, babies prefer their mother's voice to other female voices, the language of their parents over other languages, and they are able to recognize that an English sentence does not sound the same as a French sentence.

2. It happens f_____

Between age two and six, children average ten new words a day. By age six, they have a vocabulary of about 14,000 words, and over the next few years, they learn as many as twenty new words per day. At the beginning, they rely on simple strategies. One is to assume that new words refer to objects, rather than to colour, or texture, or activities. If a father points to a sheep and says sheep, his eighteen-month-old daughter assumes that 'sheep' refers to the animal itself, not to the fact that it's white, or woolly, or munching on grass. Perhaps the most important strategy involves noticing subtle clues in the behaviour of adults. For example, realizing that adults tend to look at the thing they are talking about makes it a lot easier to understand the meaning of what is said.

3. No two children are the s_____

Some children are initially better than others at identifying individual words and at pronouncing them clearly. By eighteen months, they can name people (*Daddy*, *Mummy*) and objects (*cat*, *car*), and they use simple words like *up*, *hot*, and *hungry* to describe how they feel and what they want. Other children memorize and produce relatively large chunks of speech, even though they are often poorly articulated: *whatsat* (What's that?), *dunno* (I don't know), *awgone* (It's all gone), and it's unlikely that children know what the component parts are.

4. Errors are g_____

Children make many mistakes when they learn language, such as 'goed' for *went* or 'eated' for *ate*. Mistakes mean that children are discovering the rules of English – adding -ed to a verb is the basic way to form the past tense in English. It may take several hundred exposures to the right past tense form of a verb before all the errors are eliminated, but mistakes are a normal part of the language acquisition process, and they disappear as a normal part of that same process.

5. It's w_____ you say 1

Children most need to hear language being used to talk about things they can see and feel, what they have just experienced or are about to experience. This provides the raw material they need to figure out what words mean, where a subject or a direct object fits into a sentence, how to ask a question, and all the other things that make up language. So, talk to children about what matters to them. They will take care of the rest.

IV. Discuss the following in small groups.

1. Do you have any difficulty when communicating to people speaking English with different accents?
2. Do you know what RP is?
3. Do you think your accent prevents your effective communication in English?

Understanding accents

Many English words can be pronounced in different ways, depending on where you come from. For example, *herb* is pronounced differently in British English (/hɜ : b/) and in American English (/ɜ : b/); *bath* is pronounced differently in northern England (/bæθ/) and in standard English (/bɑ : θ/), or RP (Received Pronunciation)

RP is the accent used in dictionaries to indicate the pronunciation of a word. Listening to speakers with different accents will make a huge difference to your ability to communicate with English speakers.



V. Listen to eight people talking about where they're from. Answer the questions.

1. Which person, 1–8, do you think speaks with RP?
2. Which two people do you think don't speak English as a first language?
3. Can you match any of the accents to the countries from the list?

Australia	England (RP)	Ireland	Lithuania
Scotland	South Africa	Spain	the USA

VI. Listen and check which countries the people are from. Who describes the place they're from as...?

- a) a city well-known for both its university and its industry
- b) a very multicultural city with fantastic facilities and beaches
- c) a village on the coast, friendly but a bit inward-looking
- d) a city of economic and cultural importance with several universities
- e) a small and welcoming country town
- f) a city with a big student and tourist population, where there is always something going on
- g) a city with beautiful old buildings and a mountain nearby
- h) an area 'where you can enjoy both nature and shopping

VII. Which people did you find easiest to understand? Was it because of their accent, or for some other reason?

VIII. Why do people study foreign languages? What are your reasons for learning English? Study the reasons given below and divide them into following groups.

personal cultural intellectual career social

1. Foreign language study creates more positive attitudes and less prejudice toward people who are different.
2. Foreign languages expand one's world view and limit the barriers between people: barriers cause distrust and fear.
3. Studying a foreign language will improve your chances of getting a job.
4. Studying a new culture helps you meet new and interesting people.
5. The study of foreign languages boosts confidence.
6. International travel is made easier and more pleasant through knowing a foreign language.
7. Analytical skills and skills like problem solving, dealing with abstract concepts are increased when you study a foreign language.
8. Foreign languages provide a competitive edge in career choices: one is able to communicate in a second language.
9. Foreign language study enhances listening skills and memory.
10. One participates more effectively and responsibly in a multi-cultural world if one knows another language.
11. Foreign language study offers a sense of the past: culturally and linguistically.
12. The study of a foreign tongue improves the knowledge of one's own language.
13. The study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.
14. Foreign languages expand one's view of the world, liberalize one's experiences, and make one more flexible and tolerant.
15. Foreign languages open the door to world art, music, dance, fashion, cuisine, film, philosophy, science...
16. Dealing with another culture enables people to gain a more profound understanding of their own culture.

IX. Which reasons are the most important/common to your mind?

5. ADVERTISING

Unit 1. Best Adverts

I. Pair work. Discuss these questions.

1. Think of a memorable advert. Discuss it.
2. Have you ever bought something just because of an advert? When?
3. Have any adverts impressed you? Which one(s)? Why?

II. Find adjectives in the first two texts below which mean the following things.

1. attracting your attention because it is easily remembered
2. very noticeable
3. amusing and enjoyable, easy to remember
4. very bad, upsetting
5. works well and produces the results you want
6. able to make people do or believe something
7. funny and clever
8. not interesting or exciting
9. imaginative, using completely new and different ideas
10. unusual and exciting because it comes from a distant country

III. Match the words connected with advertising with their meanings.

sponsorship	an advert on TV or radio
misleading	financial support a company gives in order to get publicity for themselves
commercial (n)	a short phrase that is easy to remember
slogan	to say publicly that you support or approve of something
endorse	giving the wrong idea or impression
promote	special design that a company puts on all its products or adverts
logo	to try to sell a product by special advertising

IV. Choose the correct answer.

A: OK, let's brainstorm how we are going to *promote/endorse* this product.

B: Well, we could get a famous celebrity like David Beckham to endorse it.

A: I think that would be much too expensive. *Commercial/Sponsorship* of a TV programme would also cost a lot. And a *TV logo/commercial* is out for the same reason. I've seen some great TV shots which are visually beautiful and really *eye-catching/shocking*, often set in romantic or *dull/exotic* locations.

But I don't think they've been very *effective/witty* as people can't remember the product they are advertising.

B: I agree, but we don't want something *catchy/dull* and boring. How about advertising on the radio-would the budget run to that?

A: Yes, we could stretch to that.

B: And would you like something witty and *eye-catching/catchy*?

A: Maybe. I want something new and dull/original. But most importantly, it must be *persuasive /misleading*. It must get people to buy the product.

V. Complete the sentences with the words.

1. We've got a famous singer to e ____ our new soft drink.
2. That's a really e ____ -C ____ image. Where was it photographed?
3. We've just agreed as ____ deal with a Formula 1 racing team.
4. If we make a radio advert, we'll need to have a c ____ dong that everyone knows.
5. Coca-Cola must have the most famous l ____ in the world.
6. It's rather dull s ____ . Can we make it wittier?
7. How about having the actors drinking the product in a really e ____ location with a beach, islands and palm trees?

VI. Match the words to make word combinations.

advertising	food
TV	message
vast	mouth
mail	order
product	manager
interactive	website
fast	food
junk	placement
persuasive	commercial
word-of-	sums

VII. Reading exercise: Read the text and do the exercise below.

First of all, an advert has to be attention-grabbing and powerful. You need a strong image that is eye-catching, a catchy slogan, a joke or something shocking. In advertising, we talk about the AIDA formula. A is for attention. I is for interest. D is for desire. A is for action. An ad needs to do more than get

our attention. It also has to be effective and persuasive. It must get us interested, make us want the product and motivate us to go out and buy it.

Michael Hamilton, advertising executive.

Advertising has changed over the years. Adverts are no longer purely informative and focused on the product. Many of the adverts that we see today are short stories telling inspirational tales that are often witty, humorous and sophisticated. People do not want to remember that life can be dull. They want to see something original and creative. The adverts take away the ordinariness of everyday life and take us to somewhere exotic or romantic.

Miranda Hoyles, head of US advertising agency

Many people talk about advertisements that are exciting and intriguing. But for me, an instantly recognizable logo is really important. Good logos have been built up so they are recognizable. Part of what makes a good advert is a clear symbol that people immediately identify with the company. A good slogan also helps you make a connection. "The real thing" makes you think of Coca-Cola immediately. It's also important that your slogan does not become irritating.

Christies Peterson, illustrator

VIII. Discuss whether these statements are true or false.

1. Michael Hamilton says that adverts must attract attention and be persuasive.
2. He also states that an advert should encourage us to buy the product it is advertising.
3. Miranda Hoyles states that adverts nowadays are different from years ago.
4. Hoyles also says people like adverts that reflect everyday life.
5. Christies Peterson focuses on slogans and logos.
6. She says that excitement is more important than an image of the company.

IX. Work with a partner to discuss the following.

1. Which opinion do you agree with the most?
2. Which opinion mentions an advert for a soft drink?
3. Which opinion(s) might these ideas for adverts illustrate?
 - a) a fast car with lots of action
 - b) an advert with a clever use of a few words
 - c) an advert set on a beautiful island

X. Listen to three people talking about different adverts. And answer the questions.

1. What type of product is advertised in each advert?
2. Which brand was advertised?
3. Did the speaker enjoy the advert?
4. What adjectives did the speaker use to describe the advert?
5. Which advert was the most effective and why?

XI. You are going to discuss some photos for use in adverts. Look at your photos and describe them to your partner. Discuss the questions below.

1. Which product could you advertise using the picture(s) below?
2. How would you use the picture(s) for advertising?
3. What slogan would you choose?



Unit 2. Manipulating Images in Advertising

I. Work with a partner to discuss the following questions.

1. Do you believe everything you see in adverts? Why (not)?
2. What image has been very memorable? Why?
3. Is it acceptable to manipulate images of people in advertising?

II. You are going to read a FOR and AGAINST article in a magazine on the above topic. Work in pairs. Scan your texts and find out what it says about these people. Then share your information with your partner.

1. Amanda Fortini
2. Julia Roberts
3. Kate Winslet
4. Britney Spears
5. Christine Loiritz
6. Brad Pitt
7. Chuck Close

III. Read your text again and make notes on the key points.

IS IT ACCEPTABLE TO MANIPULATE IMAGES IN ADVERTISING? FOR

In recent years, digitally manipulating images, or 'photoshopping', has become increasingly common, particularly in the advertising industry. It is now usual practice for the photos of celebrities and models to be retouched and altered to make them look more physically 'perfect' than they really are. Photoshopping has caused a great deal of controversy over the years, with those against it arguing that it promotes an unrealistic and distorted image of what people, particularly women, look like.

But is photoshopping as bad as many people believe? An expert on fashion, Amanda Fortini, certainly does not think so. **She** writes articles on fashion and popular culture for the *New York Times* and has come out strongly in defence of photoshopping images. She argues that adult women and men are well aware that images of celebrities are retouched. She quotes Christine Loiritz, editor of French *Marie Claire*, to support **her** opinion, 'Our readers are not idiots, especially when **they** see those celebrities who are 50 and look 23.' Her point is that young people have seen programmes about airbrushing on television and in the newspapers. **They** are not without knowledge of the techniques advertisers use.

Fortini also points out that images of famous people have been altered and exaggerated for many years – this technique is not new. Ever since advertising began, images of a beautiful, wealthy and youthful world have been used to sell products. We should accept that airbrushed images are a fiction, a fantasy. We should enjoy **them**, not criticise them.

Manipulated images are powerful. **Some** are subtle and **others** are instantly recognisable as fakes. **Many** are witty. We want to manipulate the world in which we

live and this is reflected in our willingness to produce and consume those images. Advertisers should be free to produce whatever images **they** think are beautiful and will help sell **their** products.

So, is it acceptable to manipulate images? Of course, it is. Amanda Fortini is right. We know what images are fake, and we should use our critical skills when viewing images. As she says, the problem isn't altered photos, **it's** our failure to alter our expectations of them.'

IV. Look at the FOR text again and decide who or what the highlighted words refer to.

V. Look at these verbs from the texts connected to 'change'. Match them to their meanings below.

alter enhance manipulate distort exaggerate

- a) to improve something
- b) to skillfully control or move something
- c) to change
- d) to change the shape or sound of something
- e) to make something seem better, larger, worse, etc. than it really is

VI. Complete the sentences with an appropriate form of the verbs above. Use each verb only once.

1. Her face had not _____ much over the years.
2. You can _____ photos using various software programmes.
3. Tall buildings can _____ radio signals.
4. Benitez said everyone hated him, but he was _____.
5. Salt _____ the flavour of food.

VII. Read your text again and make notes on the key points.

IS IT ACCEPTABLE TO MANIPULATE IMAGES IN ADVERTISING? AGAINST

Advertisers regularly edit and touch up images to make their models more attractive so that consumers will spend more money on their products and services. However, this manipulation of images has been attracting increasing criticism from the general public and also from celebrities. There is a feeling that photoshopping has gone too far and that it is harmful to society, and especially to young people.

The argument is simple. Constant exposure to digitally-enhanced pictures that show apparently 'perfect' people is distorting children's and young adults' view of the world. It can cause young people to have unrealistic expectations about their body image and can lead to eating disorders and emotional problems. No wonder that fifty percent of women between sixteen and twenty-one say they would consider cosmetic

surgery. And some teenagers are even having their school photographs airbrushed to make them appear like models.

Thankfully, governments are beginning to put pressure on the advertising industry. In the United Kingdom, the Advertising Standards Authority banned an advertisement by Lancôme featuring the actress Julia Roberts. They said that the flawless skin seen in the photo was too good to be true. Other governments are proposing that all digitally-enhanced images should have a warning label.

There have also been developments in the celebrity world, with a number of famous people taking action. Kate Winslet famously took action against *GO* magazine for digitally altering her body in its photographs, making her unrealistically thin. When Brad Pitt appeared on the cover of *W* Magazine, he requested that there should be no retouching and selected a photographer, Chuck Close, who was well known for his detailed portraits that showed skin flaws. Britney Spears agreed to show ‘un-airbrushed images of herself next to the digitally-altered ones.’ Her aim was to ‘highlight the pressure put on women to look perfect’. The ‘before’ and ‘after’ images of Britney Spears were striking. Some of the changes made to her original photographed body included slimmer hips, a smaller waist, and the removal of cellulite.

Manipulating images of people in commercials is not acceptable because it is particularly damaging to young people. They are being set impossible standards of body image by the widespread use of this technique – photoshopped images destroy young people’s self-esteem. We need to follow the example set by some celebrities and refuse to accept this practice. And we need to put pressure on our government to introduce more legislation.

VIII. Work with your partner. Using only your notes, summarise your text for your partner. Evaluating arguments. Which arguments do you think are stronger – FOR or AGAINST? Why?

IX. Work with a partner to make up a dialogue. One of you is for manipulating images in advertising, the other is against. Discuss pros and cons.

X. Listen to the recording and write a summary of what you have heard.

Write at least 12 sentences. Check your summary (spelling, grammar)

Unit 3. Advertising Techniques

I. Match the meaning of each bold word of phrase.

1. I don't like negative advertising. I can't understand its **appeal**.
 a. title b. attraction c. product
2. This **brand** of toothpaste is the best one on the market.
 a. management b. kind c. design
3. The ad **campaign** was expensive, but it didn't produce great results.
 a. poster b. sample c. promotion
4. Many ads **claim** that products have fantastic benefits, but don't give any proof.
 a. image b. state c. suppose
5. We need to come up with a **jingle** that people will like and sing along to.
 a. song b. concept c. message
6. Everyone wore T-shirt showing the company's new **logo** of a jumping tiger.
 a. example b. design c. product

II. Listen to the presentation about the advertising techniques and match the ad with the technique it uses.

Seattle Security	makes people laugh
Robertson's Black	claims the product is very popular
Ben's Diner	links the product with positive ideas
Arizona Rodeo	gives key information over and over again
Spareks Body Refresher	focuses on feeling and emotions

III. Listen again and mark the statements as true or false.

1. There is no charge for a security assessment from Seattle Security.
2. Robertson's Black is a chocolate bar made in Switzerland.
3. The Arizona Rodeo takes place next Saturday.
4. The rodeo starts at noon.
5. There's no charge for teenagers at Ben's Diner.
6. The special offer at Ben's Diner is available all week.
7. There are three varieties of Sparks Body Refresher.

IV. Discuss which advertising technique is the most effective? Why?

V. **Work in groups of 3 persons.** Find a video of any advertising and analyze the techniques which are used in it.

Unit 4. Ways of Advertising

I. Work with a partner to discuss the following.

- What are the most common ways of advertising products and services today?
- What ways of advertising do you think people used before paper was invented?

II. Read the text and answer the questions about the paragraphs of the article.

Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. But even then, people advertised by putting inscriptions on walls, for example to display political slogans and to offer household goods for sale. Also, in Rome and Greece, in ancient times, it was common for people to use papyrus, a kind of paper, to advertise things they had lost or found. Papyrus was also used for posters to advertise political campaigns.

Many traces of these advertisements have been found in the ruins of Pompeii, a city destroyed by a volcano which erupted in 79AD. The tradition of wall or rock painting as a way of advertising goods is even more ancient and examples can still be found in parts of Asia, Africa and South America.

Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills – small printed notices and advertisements – became common. Then, by the 17th century, advertisements started appearing in weekly newspapers in England, including classified adverts for personal goods and services. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the 'unique selling points', the USPs of products. These are the qualities that make a product different from competitors' products.

These days, advertisers have come up with new ways of promoting their products. For example, product placement is now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For example, Tom Cruise's character with the Nokia logo on it, and his watch was clearly made by Bulgai.

TV commercials are a very effective medium for advertisers, though these are very expensive. If an organization wants to have a 30-second TV advert during the annual Superbowl game in the United States, they have to pay about \$2.5 million.

Perhaps the most interesting development is the use of famous personalities to endorse a product. The basketball player, Michael Jordan, endorsed Nike products and wore them while playing. David Beckham, the footballer, endorsed Police sunglasses.

Getting well-known personalities to endorse a product can be very expensive, but endorsements certainly increase a product's sales, especially if the personality has a positive image in the eyes of the public.

VI. Choose one of the products/services from the list below and write a brief description of how you would advertise it. Include a slogan if necessary. Make a speech to present your ideas.

an expensive ring
a new range of computers
raising money for a charity
a lost wallet
an unwanted new mobile phone
financial advice
a request for information about a crime
a household item, e/g/ a carpet
a valuable antique chair

6. EDUCATION



“Education is not the filling of a pail, but the lighting of a fire.”
W. B. Yeats

Unit 1. Types of Education

I. Surf the Internet to find the quote about education or learning that you like most. Use the forum to explain why you find it most interesting (give at least TWO reasons for your choice). Read other students' posts and comment on any TWO that you liked most.

II. Work with your partner to discuss the following questions about education in Russia.

1. What age do children usually start **primary** (or **elementary**) **school**? Do you think children should start their education earlier or later? Why?
2. What age do children usually leave **secondary school**?
3. What is **compulsory education**? At what age does it finish? Do you think this is the correct age?
4. Do most people go on to **higher education**? Why (not)?
5. Are **exams** or **continuous assessment** more common? Which is the better way of monitoring progress? Why?

III. Give your own definitions to the phrases below.

education, primary (elementary) school, secondary school, compulsory education, formal education, higher education, exams, continuous assessment, university, high school.

IV. Match the terms with their definitions.

education	the process of teaching and developing knowledge
primary (elementary) school	a school where children generally are assigned to one classroom and one teacher for an entire academic year.
secondary school	a school intermediate between elementary school and college, commonly known as high school , where children learn about general subjects, such as English, math and science, and complete elective courses.
compulsory education	the name given to the legally-required period of time that children are expected to attend school. The period is often determined by the child's age.
higher education	also called tertiary , or post secondary education , which is the non-compulsory educational level that is normally taken to include undergraduate and postgraduate education, as well as vocational education and training.
exam	a test of a student's knowledge or skill in a particular subject.
continuous assessment	the system in which the quality of a student's work is judged by various pieces of work during a course and not by one final exam.
educational system	a system established to provide education and training, often for children and the young.

V. Read the text about the types of education to get ready to give definitions to basic terms and compare the system described in the text with the educational system in Russia.

What Is Education?

Education refers to the process of teaching and developing knowledge. In the United States, education consists of both required and elective programs from preschool to adult education.

Types of Education

In the formal sense, education is structured learning. From children to adults, students receive their education mainly through classroom instruction. Technological aids, such as online and distance education, are common methods for collegiate education. The five main areas of education are contained in the following list:

- Preschool education
- Elementary education
- Secondary education
- Post-secondary education
- Continuing education

Preschool Education

Preschool education, or early childhood education, provides a structured learning environment for children under five. Also called nursery school, preschool education is designed to prepare children for elementary school by teaching them the basics of reading, writing and math.

Elementary Education

Elementary education encompasses grades one through eight. Elementary education continues to develop basic skills while also introducing students to other subjects, such as history, science and health education. In all 50 states, attending elementary school is mandatory. In some cases, parents might elect to provide home schooling for their children.

Secondary Education

The four years of high school following completion of primary education is called secondary education. In most states, secondary education consists of grades 9 through 12; in others, secondary education might start as early as grade 6. Secondary education further develops social skills while also preparing students for college or, through vocational courses, a trade occupation.

Post-secondary Education

Upon completion of secondary education, many people choose to pursue post-secondary education by attending college. Degree programs in specific areas of study prepare college students for a particular career. For some, post-secondary education might extend beyond a 2- or 4-year degree, leading to a graduate or doctoral degree.

Continuing Education

In most cases, continuing education refers to study beyond the academic programs offered by colleges and universities. In some careers, continuing education is a requirement to retain professional licensure or certification. Continuing education might consist solely of classroom instruction, or it could combine classroom teaching with seminars, online instruction or workshops.

https://learn.org/articles/What_is_Education.html

VI. Give Russian equivalents to the following expressions.

preschool education (nursery school)	
primary (elementary) school	
secondary school	
compulsory education	
higher education	

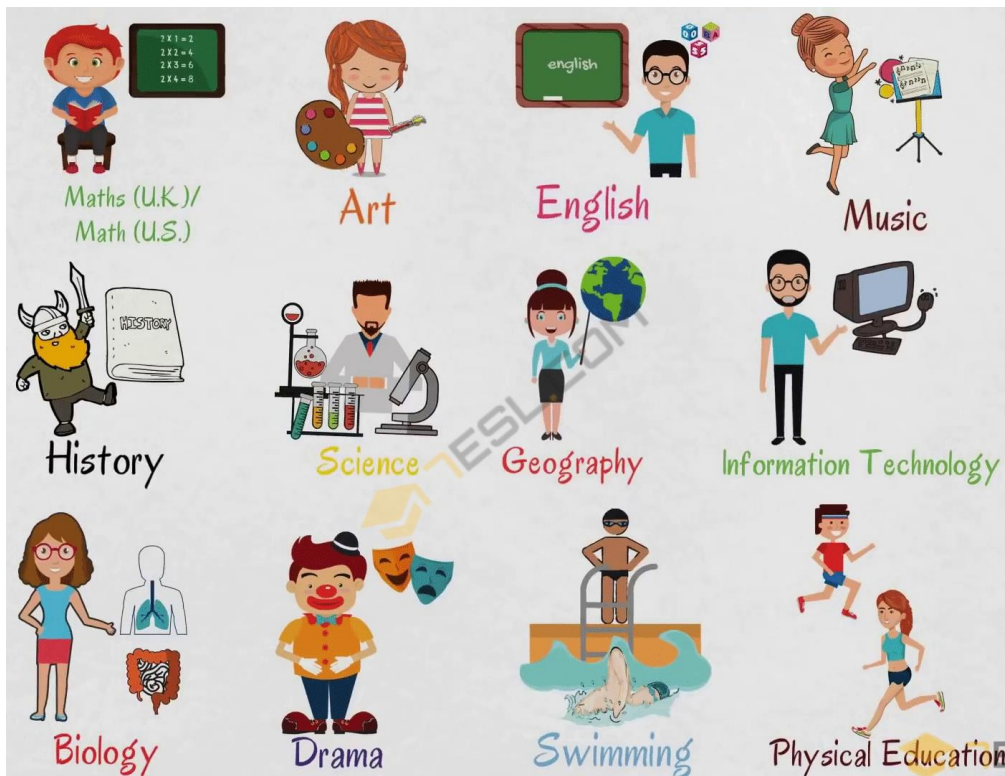
continuous assessment	
vocational education	
continuing education	
formal education	
undergraduate	
postgraduate	
academic year	
required and elective programs	
be mandatory	
attend school	
complete courses	
provide home schooling	
pursue post-secondary education	
retain professional licensure	

VII. Give English equivalents to the following expressions.

- обязательная программа
- дошкольное образование
- приобретать знания
- очное обучение (аудиторное)
- дистанционное образование
- охватывать период с 1-го по 8-й класс
- домашнее обучение
- обеспечивать обучение на дому
- посещать начальную школу
- после завершения среднего образования

VIII. Answer the questions.

1. What are the types of education mentioned in the text?
2. Describe each type briefly.
3. How can you compare the educational system in Russia with the system described in the text?
4. What can you say about the formal education you have received (preschool education, home schooling, or high school)?



<https://7esl.com/school-subjects-vocabulary-english/>

IX. Provide the sentences below with the correct term*. Translate the sentences into Russian.

- Most children in the UK go to a детский сад but it isn't compulsory.
- I want to teach in a средней школе when I finish my teacher training as I really enjoy working with older pupils.
- Most of Vijay's friends wanted to leave school and get a job as soon as possible but he was determined to go on to высшее образование to improve his career prospects.
- We are going to have real curriculum reform that stresses среднее техническое образование.
- Домашнее образование produces better academic results than public or private schools.
- The new system of universal обязательное образование was established for children.
- It involves constant learning and систему непрерывной оценки знаний and that's tough.

* the following expressions should be used: *compulsory education, continuous assessment, higher education, secondary school, home-schooling, preschool, vocational education*

X. Study the sample dialogue.

- which country is the person (answering the questions) from? How did you know?
- which expressions are new to you? Do you understand them all right?
- what could you answer to the questions of the dialogue?

DIALOGUE

– *At what age do children begin school in your country?*

– **Formal education** starts at five years of age but most children go to **preschool** when they are around three. This isn't **compulsory** but really helps them to develop socially.

– *What kind of school did you go to as a child?*

– My family moved around a lot when I was growing up so I went to many different schools including three **primary schools**, a **grammar school**¹ and a **co-educational**² **comprehensive**³ **school**. I even attended a private school⁴ for a year.

– *Did you enjoy your time at school?*

– I can't say that I particularly enjoyed my early **education**. With changing schools so often, I was always the new kid which I found hard.

– *Would you say you were a good student?*

– Yes, I was definitely a good **pupil**. I was a quiet, shy child who never caused my **teachers** any trouble or **played truant**⁵. I worked hard on my **coursework** and got on well with my **peers**.

– *Did you do any extra-curricular activities?*

– Back in my day, there weren't many opportunities to do **extra-curricular activities**. However, I was in the school choir at my **secondary school**. We use to put on concerts and one year we did a tour of Germany.

<https://www.ieltsjacky.com/education-vocabulary.html>

XI. Use this dialogue as a sample dialogue for your speaking with a partner.

¹ **grammar school** (UK) – state secondary school that selects their pupils by means of an examination taken by children at age 11.

² **co-educational/mixed** – a school where girls and boys are taught together.

³ **comprehensive school** – a state school that accepts pupils regardless of their level of academic ability or achievement.

⁴ **private school** – a school that is not supported by government money, where education must be paid for by the children's parents.

⁵ **to play truant** – to be absent without permission from parents or teachers.

Unit 2. Educational Systems



I. Scan the text and complete the sentences below the text.

EDUCATION

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling

starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70 % of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

https://www.myenglishpages.com/english/reading_education.php

1. A definition of education includes:
 - a) the process of teaching;
 - b) the process of teaching and learning.
2. Everywhere in the world children go to primary schools:
 - a) at the same age;
 - b) the age may differ.
3. Tertiary education refers to:
 - a) primary education;
 - b) secondary education;
 - c) post secondary education.
4. Tertiary education is:
 - a) optional;
 - b) compulsory.

II. How would you pronounce the words below? Check up with the pronunciation dictionary at <https://dictionary.cambridge.org/dictionary>

encompass conduct aesthetic pedagogy curricula
oblige signatory parties curriculum adolescence tertiary
receipt

III. Give your definition to the words from II.

IV. Read the text again to find the answers to the following questions.

- 1) What is education and what does it focus on?
- 2) Can you see the difference between education and formal education?

- 3) What does the following expression mean "The right to education is a fundamental human right"?
- 4) What is understood by the term 'educational systems'? How do the systems work?
- 5) Why and when *social engineering* can be dangerous?
- 6) Based on the information from the text describe Russia's educational system.

V. Read the text paying special attention to the words in bold.

British schools

In Britain, pupils wear a school uniform. As well as a particular skirt or pair of trousers, with a specific shirt and jumper, they also have a school PE kit (clothes that they wear to play sports at school).

Most children go to state-run primary and secondary schools. Schools are mostly mixed (girls and boys sit in the same classes), although there are some single-sex schools (schools for girls or boys only) and a few schools are private, where parents pay school fees.

Schools try to have clear rules for acceptable behaviour. For example, pupils (school children) have to show respect to their teachers. Often they have to stand up when their teacher comes into the classroom and say "Good morning". If pupils break the rules, they can expect to be sent to the headmaster or headmistress, or to do detention, when they stay behind after the other pupils go home.

Most schools have lessons in the morning and in the afternoon. Pupils can go home for lunch, or have their lunch in school. Some have a packed lunch (where they bring lunch from home, such as sandwiches, fruit etc) and some eat what the school prepares. These "school dinners" vary in quality, and there has recently been a lot of media interest in providing healthy school dinners for pupils.

Pupils can expect to get homework for most subjects, and there are regular tests to check progress. At the end of each of the three school terms, teachers give each pupil a report. Schools also have a parents' evening each year, when the parents can meet the teachers to discuss their child's progress.

School isn't just lessons and homework though. Most schools arrange a sports day once a year, as well as school trips to places of interest.

<https://www.english-at-home.com/vocabulary/english-studying-vocabulary/>

VI. What are Russian equivalents to the following expressions?

PE kit, school fees, headmaster or headmistress, do detention, packed lunch, school terms, report, parents' evenings, sports day.

VII. Speak about Russian schools using the words and expressions from the text in VI.

VIII. What sort of student were you? What about friends of yours?

Use some of the words below:

stellar = a star performer

hard-working = someone who tries

straight A = a student who always gets top marks

plodder = someone who works consistently, but isn't particularly brilliant

mediocre = not bad, average

abysmal = terrible

IX. Study Harry's school report. If you parents received your school report, what would have been written in it?

Mathematics	Harry's work has shown a marked improvement this term. However, his attention occasionally wanders in class.
English	Harry has a natural talent for English. He achieved full marks ¹ (100 %) in the last class test.
French	There is room for improvement in Harry's work in French. He seems to find it difficult to learn vocabulary by heart .
Geography	Harry has a thirst for knowledge and is a quick learner . It is a pity that sometimes his concentration in class wavers ² .
Science	Harry has demonstrated an ability to apply what he learns to the wider world. He showed considerable initiative in the way he approached his project on energy.
Physical Education	Although Harry has a proven ability ³ for tennis, he will not make any progress until he stops playing truant ⁴ . This must not continue.

X. Complete this teacher's letter to the parents of a problem pupil.

Dear Mr and Mrs Wolf,

We are very concerned about Peter's behaviour. He has played (1) _____ from school three times this month and has been seen in town in school hours. When he does come to class, his attention (2) _____ and he does not seem able to concentrate on his lessons. He does not seem to understand the work and yet he never asks any questions or requests any help. The only time he (3) _____ any initiative is in devising excuses for not having done his homework.

Although he has a (4) _____ talent for art, he is not even taking any interest in art lessons. This is disappointing, as last year there was a (5) _____ improvement in Peter's work and we hoped he might (6) _____

¹ **full marks** (100 %)

² **concentration wavers** (concentration is not steady)

³ **a proven ability** (ability proven by his achievements)

⁴ **playing truant** (being absent without permission)

_____ a scholarship. However, unless he starts to (7) _____ school regularly and to put more effort into his studies, he will certainly not even meet the (8) _____ for the college course he has plans to (9) _____ on next year.

I would be grateful if you could come into school to discuss this situation further.

Yours sincerely,
Thomas Chips
Headteacher

Unit 3. Universities and Colleges



I. You are going to listen to the news story titled *No Loss of Marks for Spelling Mistakes at UK University*.

1. What do you think made educators to make such a decision?
2. Is it a good idea not to punish students for spelling mistakes? Why (not)?

II. Listen to the recording and answer the questions in pairs.

1. What do you think about the reasons given for the decision?
2. What advice do you have for people learning English grammar?
3. Does insisting on well-written English discriminate against people?
4. What do you think of writing, spelling and grammar tests?
5. How important is it to write English well?
6. What do you think made educators to make such a decision?
7. Do you think this decision is going to decrease the quality of university education?

III. In what context the following expression have been used?

- drop out from universities
- dyslexia
- judge students on their ideas and knowledge
- discourage students
- high proficiency in written English

IV. Pair work: Make a list of reasons for going to university.

V. Read the article quickly. Are the reasons given in the article the same as yours?

Read the article and fill the gaps with these extracts.

- a) As it is, with the current virtually non-existent level of financial support in this country, students already often have to take out loans to pay for general living costs.
- b) many graduates have to accept positions which are not challenging or well-paid.
- c) and most accept that they should pay something towards the benefits they receive from a university education.
- d) but the proposed increase is too much.
- e) The intended increase in university fees has come at the wrong time.

THE TRUE COST OF EDUCATION

The recent government announcement of an increase in university fees for the coming academic year has angered young people planning to go to university. In addition, it has caused some of them quite understandably to question the value of a university education.

In an ideal world, university education would be free and open to all. However, in most western countries, students do contribute to the cost of going to university, 1) _____. These benefits include the opportunity to get good jobs in the future, and this of course leads to higher salaries and a more comfortable lifestyle.

But is it that simple? It is true that university graduates may get better jobs, but this clearly means that they will then pay higher taxes, which contribute to the economy of the whole country. So, isn't adding further increase to university fees in effect asking students to pay twice? 2) _____. This can result in them getting heavily into debt. Annie Costello, who became President of the National Union of Students earlier this year, says that the average student debt already runs into thousands of pounds. Furthermore, many students have to depend on their parents to finance their education.

3) _____. It will discourage some students from going to university because they simply cannot afford it. This is not good news for the Government, whose states aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when

they graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: 4) _____. Therefore, the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in university fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to contribute to the cost of a university education, 5) _____. We call on the Government to reconsider their decision or risk losing a generation of educated young people.

VI. Find reasons in the article for NOT going to university.

VII. Discuss the following in small groups.

1. Is it worth going to university?
2. Should almost everyone go to university?
3. Should you have to pay to go to university?

VIII. Watch the YouTube video titled *Let's Learn English! Topic: College and University* to learn more about higher education in Canada and get ready (take notes and write down phrases) to answer the following questions.

1. According to the speaker, how different are universities and colleges?
2. What are the stages you have to go through to get enrolled in a university?
3. Is there such a thing as free higher education in Canada?
4. What are the ways to pay for your university education?
5. What's the difference between an entrance scholarship and a full ride scholarship?
6. What is a major and a minor?
7. What degree did the speaker earn?
8. Where can students choose to live during an academic year?
9. What can you say about student life of those living on campus? What does the expression 'have a meal plan' mean?
10. What is said about university faculty, syllabus and university facilities?
11. Which extracurricular activities mentioned in the video would you rather be engaged in?
12. Which words are used to speak about students in their first, second, third, fourth year and those who have chosen to continue their education further?
13. What can you say about graduation ceremony?
14. Who are 'empty nesters'?
15. Do you have a habit of pulling an all-nighter or do you hit the books on a regular basis?

Unit 4. Online Education



I. You are going to listen to the news story titled *Online learning and lessons to continue in 2021*. What do you think the recording is going to be about?

II. What are the good and bad things about learning on line? Complete this table with your partner(s).

	Good Things	Bad Things
Teacher		
Computer		
Other students		
Classroom		
Technology		
Interaction		

III. You are going to hear the following words. What will the article say about them? What can you say about these words and your life?

tumultuous / globe / online platforms / transformation / education / devices / tablet / initiative / device / success / pilot / project / method / expansion / sign language

IV. Listen to the story and fill in the gaps.

The year 2020 has been (1) _____ for educators. Hundreds of thousands of teachers across the globe had to get to grips with online (2)

_____ their lessons. Millions of students were stuck at home doing their lessons via websites like Zoom. This has created an unprecedented transformation (3) _____ technology has taken centre stage. The quality (4) _____ around the world according to the quality of Internet connections, the level of preparedness of teachers and their competence (5) _____ the technology. It also depended on what kind of devices students had at home. Many students were (6) _____ because they had no computer, tablet or smartphone.

The Education Ministry in Malaysia has rolled out (7) _____ to help underprivileged children. Around 150,000 eligible pupils from 500 schools will (8) _____ to enable them to participate in online lessons. The Education Minister hopes to build (9) _____ of this initial rollout to expand the programme. He said: "Apart from assisting pupils and schools in need, (10) _____ is to find the best implementation method before it is proposed for expansion." The plans include enhancing educational television programming for students with (11) _____, and employing sign language interpreters to help the (12) _____. A teacher said she was happy her government was prioritizing students' needs.

V. How do you understand the following expressions?

- be a tumultuous year
- get to grips with
- be stuck at home
- take centre stage
- be deprived of
- roll out an initiative
- eligible pupils
- enhance educational television programming
- employ sign language interpreters
- prioritize the needs

VI. Talk to a partner to compare the year 2020 and to share your online learning experiences. What was the most difficult thing for you as students during 2020? Feel free to ask follow-up questions. Be ready to tell other students about interesting things you have found out. Make extensive use of the vocabulary where possible.

VII. Role-play: Work in groups of four. Act according to the situation describe below (each student is to take on one role only).

<p>Role A – English You think English is the best subject to learn online. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the worst of these to learn online (and why): yoga, chemistry or art.</p>
<p>Role B – Yoga You think yoga is the best subject to learn online. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the worst of these to learn online (and why): English, chemistry or art</p>
<p>Role C – Chemistry You think chemistry is the best subject to learn online. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the worst of these to learn online (and why): yoga, English or art.</p>

Role D – Art You think art is the best subject to learn online. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the worst of these to learn online (and why): yoga, chemistry or English.

VIII. Read the text and compare the ideas with those you discussed with your partner earlier.

STUDENTS: ‘UNI DEFINITELY NOT GOOD VALUE THIS YEAR’

Only about a quarter of students in the UK thought they **got good value for money** from university in the pandemic.

An annual survey found students felt their **fees and living costs were not justified** by the **disrupted teaching they received** this academic year.

Students **were particularly aggrieved by a lack of in-person teaching**, found the survey of 10,000 students from the Higher Education Policy Institute.

Universities UK said the results were "disappointing, albeit not surprising".

One comment was: "Fees have not changed even considering the changes made with Covid." Others included: "Everything seems too high a price for what we are receiving" and: "Because of Covid I haven't met any of my classmates or tutor."

Lack of contact

These were the lowest-ever satisfaction ratings in the survey going back to 2006, in a **report produced by the higher education think tank** and Advance HE.

There were 27% who thought they had good or very good value, down from 39% last year – with the pandemic **putting much teaching online** and students **unable to socialise on campus for much of the year**.

Students felt they **had missed out on learning alongside other students** and talking to staff face-to-face – and more than 40% wished they had either **deferred a year** or taken another course or gone to another university.

The worries about poor value included:

- Tuition fees and living costs
- Lack of in-person classes
- Teaching quality
- Course facilities

Education Secretary Gavin Williamson, responding at a Higher Education Policy Institute conference, suggested universities in England should have minimum entry grades – related to **GCSEs** – and this would be part of a consultation.

"Is it really in anyone's interest if entry requirements relax so much that an 18-year-old who has not yet passed their English or maths GCSE should progress straight to an **honours degree**?"

A number of universities already have such an English and maths GCSE requirement for applicants – as well as **the A-level** or equivalent grades needed for specific courses.

Mr Williamson also promised to back efforts to **tackle the "scourge" of essay mills**, where students buy essays from online firms.

Student view: 'They just want us to shut up'

"It's definitely not been value for money," says Beth Stevens, a student at Lancaster University.

She only went to one in-person class in a first year so disrupted by the pandemic that she's decided to take this year again.

"I felt like I **had imposter syndrome**," she says, about the university year that "didn't feel real" – at home or online for much of the time and following a previous year in which she didn't take her cancelled A-levels.

"It was really hard to meet people," she says, and she would have much preferred to **be taught in-person rather than online**, where she **found the teaching less effective**. She also wanted to **get involved in sports** and that was difficult too.

Beth says universities had promised a **blend of online and face-to-face teaching**, but in practice, for her geography course, it turned out to be much more online.

"They wanted us on campus – so they said there would be a blend," she says.

Other students had many more lessons in class and she says that it was unfair to charge the same fees – students should **receive a significant rebate on fees and rent**, she says.

She's annoyed at what she sees as unfair treatment: "I feel we've been shoved to one side. They just want us to shut up really."

Students in England, who pay the highest tuition fees in the UK of £9,250, were the least likely to say they had good or very good value, at 24%.

In Wales, where fees are £9,000, 29 % said they had value for money and in Northern Ireland, where fees are £4,530, 27 % said it was good or very good value.

However in Scotland, without tuition fees but with costs such as rent, 50 % thought they were getting good or very good value from their courses.

<https://www.bbc.com/news/education-57586742>

IX. Explain the phrases in bold in your own words in English and make your own vocabulary list (provide your list with Russian equivalents of the phrases in English).

X. Choose the task below that you find most appealing.

1. Retell the article making use of the expressions in bold.
2. Speak whether you agree with the opinions expressed in the article. Why (not)? Take advantage of the vocabulary.
3. Speak whether students in Russia feel that they had value for money. Give at least three reasons to support your ideas. Take advantage of the vocabulary.

XI. Read the article and put the four sub-headings from the article in the correct place (1 to 4).

- The future: more international students
- The political aspect
- One solution
- Global market share

UK HIGHER EDUCATION: INTERNATIONAL STUDENTS AND E-LEARNING

1 _____

Politicians in the UK want e-learning to be part of the Higher education (HE) system. The political vision for a 21st century HE system in the UK is one that involves personalisation, choice and independence. Furthermore, the EU also believes it is important to have educational innovation including language learning and support.

In the UK, the Higher Education Funding Council for England (HEFCE) produced an e-learning strategy in 2005. This strategy outlined the need to help higher education to use new technology effectively. HEFCE's aim is for technology to become a normal part of the activities of HE institutions.

2 _____

The British Council's 'Vision 2020' document predicted that the global demand for international education will increase from 2.1 million (in 2005) to 5.8 million by 2020. This figure includes all types of students going abroad to study in any country. Over the same period, the demand in the HE sector worldwide is likely to triple to 850,000 students. This increase is partly being caused by cheaper transport, new technologies and improved communications.

3 _____

Thus, the international student market is growing worldwide. However, competition is also growing in both the world higher education market and within the UK.

The fight for student market share has even led many countries such as France and Germany to develop postgraduate programmes taught in English. This is due to the fact that English is the language that the majority of international students will have learned in their home education environment. This has resulted in the USA and the UK losing some of the world market share between 2000 and 2004.

Therefore, UK HE institutions now have to become more competitive in the global market. They can no longer rely on the market share that they currently have. In addition, individual HE institutions will have to become more competitive to keep their share of the UK international student market.

4 _____

There is possibly one solution that can provide an answer to two of these issues. Universities in the UK should develop English language e-learning for international students.

By doing this, universities will make themselves more attractive to international students. Therefore, this will make them more competitive. Furthermore, it will also satisfy the political drive to introduce educational innovation. Such e-learning can support international students and give them personalisation, choice and independence.

XII. Are the following statements true, false or not given?

1. Politicians in the UK want British universities to use e-learning as part of their education activities.
2. HEFCE disagrees with politicians in the UK about e-learning.
3. Global demand for international education worldwide is expected to increase by at least three times between 2005 and 2020.
4. French and German universities are now offering some degree programmes which are taught in English.
5. International student numbers in the UK decreased between 2000 and 2004.
6. France and Germany are offering degree programmes in English because English is the language used in most academic books and journals.
7. The numbers of international students at British universities could start to decrease if those universities do not change.
8. There are two main reasons why it is good idea for British universities to develop English language e-learning.

7. BUSINESS



“Whether you think you can or whether you think you can't, you're right!”
Henry Ford

Unit 1. Business Vocabulary

Today's business environment is much different from the way it was in the past, and there are quite a few business vocabulary words that are best left out of communications. If a buzzword* or phrase looks complicated, don't use it. Stay genuine and always use language that is plain and clear.

buzzword* – a word or phrase, often an item of jargon, that is fashionable at a particular time or in a particular context.

I. Match the words in the left column with their synonyms in the right column. Ask a partner 2 questions using the words from the left column.

benefit	plan
participate	money
schedule	talk
target	buy
agenda	count
negotiate	goal
estimate	evaluate

funds	profit
purchase	take part
enterprise	time-table
calculate	employ
recruit	business

II. Match the people with their jobs and activities.

customer	makes goods
entrepreneur	selles directly to the public
manufacturer	starts a new business
partner	is one of the owners of a business
retailer	buys large quantities of goods from producers and sells them to shops and businesses
supplier	buys directly from a company or a shop
wholesaler	provides goods to shops and businesses

III. Complete the statements below with the italicised words and make up a sentence with each statement.

law; customer; competitor; wages; community; loss; prices; profit; staff; taxes

- make a big _____;
- never break the _____;
- value your _____;
- avoid paying _____ to the government;
- pay employees low _____;
- charge high _____;
- believe the _____ is always right;
- invest in the local _____;
- put your _____ out of business;
- be prepared to make a _____ for at least the first year.

IV. Look through the following words and their definitions. Can you give their Russian equivalent? Do you know any stem words (the words with the same root)?

e.g. facilitate (v) – facilitation (n) – facilitator (n)

Facilitate means to make things easier and help them run more smoothly.

Coordinate means to arrange for two or more parties (people or groups) to work together.

Prioritize is to deal with things in their order of importance or urgency. Things that are more important are given a higher priority so they get done before the less important things.

Process as a verb means to put something through a series of actions to achieve a certain result. The noun *processing* describes the series of actions and steps needed to produce a certain result.

Collaborate is to work together with another person or group to achieve a common goal.

Supervise means to direct and be in charge of someone or something.

Budget as a verb means to make a plan for the amount of money to spend on something. *Negotiate* means to formally discuss something and come to an agreement.

Implement is to effectively start using or enforcing an action or plan. You might implement a set of measures or rules, for instance.

Authorize means to give approval or permission to someone to do something. Authorization, or the act of giving approval, is commonly given in the form of a signature.

Merchandise is a noun that refers to the products or goods that are bought and sold by your company.

Turnover is a noun that may refer to the amount of money your company receives in sales, or the rate at which your company's merchandise is sold and replaced by new stock. It could also mean the rate at which staff leave your company and are then replaced by new people.

Distribution refers to the delivery of products or merchandise to your store or business.

Profitability refers to the profit or amount of money gained from your sales or business.

V. Fill in the gaps in the sentences below with the words from IV.

1. If you're organizing a year-end office party, you'll have to work out a _____ for it.
2. After a week of _____, we still can't agree on the terms of the contract.
3. We're now ready to _____ security measures that we hope will make this office building a safer place for our employees.
4. You may submit your business loan application today. It usually takes up to two to three weeks to _____ the documents.
5. The course _____ is there to provide guidance and encouragement for the group to find out the answers for themselves.

6. We need someone to _____ the conference call with our business partners in Europe and Asia.

7. I have eight emails waiting in my inbox. Let me _____ which ones I should answer first.

8. Higher management wants us to _____ with our partners in Britain to develop a better product.

9. The contractor will be in later to supervise _____ the office remodeling.

10. Our total sales _____ this year is higher than the past two years combined. You can all expect a bonus at the end of the year.

VI. Read the post from a FluentU Business English blog about business administrating.

– Find the key words to describe the job responsibilities of a business administrator.

– Explain each of the characteristics of a successful business administrator given in the text.

– When do you think a person should be successful business administrator: when he has his own business or when he works for a corporation/small company? Why?

Do you plan on starting your own business? Or maybe you work for a major corporation?

Whether you work for yourself or for a big company, every business operation needs a highly skilled administrator in order to succeed.

Business administrators are responsible for the organizing, managing and operating functions of a company. You may have met business administrators who go by the job titles of Chief Executive Officer (CEO), General Manager or Operations Manager. Business administration involves running the day-to-day operations of an organization. This may sound easy, but your scope of work may include managing products, people and the direction of your business. Below are some words to describe a successful business administrator:

- Enterprising
- A team player
- Goal-oriented

Unit 2. Starting your own business



I. Read the post below and do the following tasks.

1. Think of a heading (the main idea) to each of the paragraphs of the text.
2. Name 2–3 key words to speak on each of the ideas briefly.
3. Would you follow these tips if you made up your mind to start your business? Why?

Top 5 Tips to Start a Business

There comes a time in our lives when the monotony of our 9–5 job gets exasperating to the point that we start cultivating ideas to do something on our own. We have all been in such situations but the majority of us only cook such ideas in our heads. Setting up a business from scratch is a tough task. However, with the right resources and astute vision, you can get there. If you have decided to set up your own business, here are a few tips that would come in handy during your journey.

Pick a business you have knowledge of. Do not venture into uncharted territories. As this business will potentially shape your future, you need to ask yourself:

1. What are you good at?
2. What is the next big thing?
3. How will you manage the business in the long run?

For instance, if you love sports, especially contact sports, such as Martial Arts, Wrestling or Soccer, you can set up an academy to train athletes. After all, what is more rewarding than making a career out of what you love? But beware: if you take such a bold step, you and your athletes are likely to get injured. Therefore, it is wise to consult a top injury law firm before starting such a kind of business.

Ever wondered why so many startups die every year? It is because they lack a solid foundation and a vision. Businesses that start without a plan are like ships without a captain. A solid business plan outlines your company's aims and future

endeavors. Mostly, it describes the first 2–5 years of your business strategy. It does not matter how small or large your business is, nailing down a solid business plan translates to increased success in all spheres of your venture.

Even the most brilliant of ideas require capital to hit the ground running. Do not fool yourself into thinking if your business belongs to the service sector, you will not need investment. When I was setting up my online blog, I was under the impression that the costs would be minimal. I had to afford a web developer, a graphic designer, a SEO (search engine optimizer) expert, a P.R guy. All this cost me in excess of 2 thousand dollars. In addition, with time, the costs may mount up. There is no investment formula that applies to all businesses; startup costs depend on the industry you are operating in. What's most important is you secure funding by getting into a partnership or seeking the aid of an angel investor.

Even if you know the basics of your business, you can still get some help from seasoned professionals. The key is to surround yourself with the right people. These are individuals, who boast a wealth of experience as active contributors to your industry. As the adage goes, there is no substitute to experience. I remember the difficulties I was having while publishing content on my site (it was made in PHP). A friend of mine recommended shifting to WordPress because it is easy to use and update. I heeded upon his advice and now I am able to publish, optimize and change features of the website on my own.

You have the business plan and have secured investment, what do you need next? Fulfill the legal formalities of business. Whether you want to be a sole proprietor or go into a partnership is up to you. Nonetheless, there are certain legal requirements you need to fulfill. Such as registering a business name, and filing of local taxes, business trademarks, and the necessary licenses. All these can be very confusing, hence I suggest you get in touch with a legal consultant.

As a new kid on the block, it would be difficult for you to penetrate the market, but thankfully, you are living in the age of the internet. With resources like social media and search engines, you can appeal to the right audience with bare minimum expense. Some of the commonly used marketing techniques include content marketing, affiliate marketing, email marketing, and social media marketing.

<http://www.tellmehow.co/top-5-tips-start-business/>

II. Read the post below suggesting some business ideas. Which of them (if any) would you choose to start your own business? Why?

You know you want to start a business, but you're having a tough time articulating your idea. If you want to become an entrepreneur, it's important to start with a great business idea. All you need is a bit of inspiration. It all starts with an idea that has room to grow over time.

You don't need money to become a small business owner. The first step in starting a business with no money is to keep your current job and launch your small business as, for now, a side pursuit. Then, develop your business plan and analyze your consumer base, market, and potential challenges. Near the final stages of this planning, you'll better understand how much money you need to start your business. You can find this money through crowdfunding

platforms and investors. Consider taking out a business loan only as a last resort.

This list of business ideas includes 15 great types of business to help you find success in 2021 and beyond. If you find an area you want to pursue, be sure to review the steps for how to start your own business.

Consultant	Freelance copywriter
Online reseller	Home care service
Online teaching	Shop assistant
Medical courier service	Translation service
App developer	Food truck
Professional organizer	Real estate agent
Cleaning service	Graphic designer
	Pet sitting

<https://www.businessnewsdaily.com/2747-great-business-ideas.html>

III. Read the post about how to write a business plan and do tasks A and B.

A. Match the headings in bold type below with the corresponding paragraphs.

Market analysis
Financial projections
Appendix
Marketing and sales
Funding request
Service or product line
Company description
Executive summary
Organization and management
e.g. 1.– Executive summary



When you write your business plan, you don't have to stick to the exact business plan outline. Instead, use the sections that make the most sense for your business and your needs. Traditional business plans use some combination of these nine sections.

1. Briefly tell your reader what your company is and why it will be successful. Include your mission statement, your product or service, and basic information about your company's leadership team, employees, and location. You should also include financial information and high-level growth plans if you plan to ask for financing.

2. Use your company description to provide detailed information about your company. Go into detail about the problems your business solves. Be specific, and list out the consumers, organization, or businesses your company plans to serve.

Explain the competitive advantages that will make your business a success. Are there experts on your team? Have you found the perfect location for your store? Your company description is the place to boast about your strengths.

3. You'll need a good understanding of your industry outlook and target market. Competitive research will show you what other businesses are doing and what their strengths are. In your market research, look for trends and themes. What do successful competitors do? Why does it work? Can you do it better? Now it's time to answer these questions.

4. Tell your reader how your company will be structured and who will run it.

Describe the legal structure of your business. State whether you have or intend to incorporate your business as a C or an S corporation, form a general or limited partnership, or if you're a sole proprietor or limited liability company (LLC).

Use an organizational chart to lay out who's in charge of what in your company. Show how each person's unique experience will contribute to the success of your venture. Consider including resumes and CVs of key members of your team.

5. Describe what you sell or what service you offer. Explain how it benefits your customers and what the product lifecycle looks like. Share your plans for intellectual property, like copyright or patent filings. If you're doing research and development for your service or product, explain it in detail.

6. There's no single way to approach a marketing strategy. Your strategy should evolve and change to fit your unique needs.

Your goal in this section is to describe how you'll attract and retain customers. You'll also describe how a sale will actually happen. You'll refer to this section later when you make financial projections, so make sure to thoroughly describe your complete marketing and sales strategies.

7. If you're asking for funding, this is where you'll outline your funding requirements. Your goal is to clearly explain how much funding you'll need over the next five years and what you'll use it for.

Specify whether you want debt or equity, the terms you'd like applied, and the length of time your request will cover. Give a detailed description of how you'll use your funds. Specify if you need funds to buy equipment or materials, pay salaries, or cover specific bills until revenue increases. Always include a description of your future strategic financial plans, like paying off debt or selling your business.

8. Supplement your funding request with financial projections. Your goal is to convince the reader that your business is stable and will be a financial success.

If your business is already established, include income statements, balance sheets, and cash flow statements for the last three to five years. If you have other collateral you could put against a loan, make sure to list it now.

Provide a prospective financial outlook for the next five years. Include forecasted income statements, balance sheets, cash flow statements, and capital expenditure budgets. For the first year, be even more specific and use quarterly – or even monthly – projections. Make sure to clearly explain your projections, and match them to your funding requests.

This is a great place to use graphs and charts to tell the financial story of your business.

9. Use your appendix to provide supporting documents or other materials that were specially requested. Common items to include are credit histories, resumes, product pictures, and letters of reference, licenses, permits, patents, legal documents, and other contracts.

<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>

B. Make up 5 questions to your group mates about how to make a business plan. You may ask the same question twice but to different students.

Unit 3. Negotiations

I. Read the text paying special attention to the words in bold.

Negotiation

When people negotiate, they talk in order to reach an agreement which is to their mutual (profitable for them both) advantage. There can be:

- customer-supplier negotiations;
- merger or takeover negotiations;
- wage negotiations;
- trade negotiations.

Negotiations also take place to settle disputes such as:

- contract disputes;
- labour disputes;
- trade disputes.



Someone who takes part in negotiations is a negotiator, and someone who is good at getting what they want is called “a tough” negotiator.

Bargaining

Another word for 'negotiate' is bargain. This is used to talk specifically about to negotiate over the terms of a purchase, agreement, or contract. So, another name for “a negotiator” is “a bargainer”.

II. Read the headlines below and relate them with the situations described in I.

Think of your own examples of situations to describe different types of negotiations.

CAR WORKERS IN TWO-YEAR PAY DEAL TALKS WITH FORD;
FRANCE BANS US FILMS FOLLOWING TALKS BREAKDOWN;

WORLD TRADE ORGANIZATION MEMBERS IN WIDE-RANGING DISCUSSIONS;

EUROTUNNEL ATTACKS CONSTRUCTION COMPANIES FOR LATE COMPLETION;

EMPLOYERS REFUSE TO NEGOTIATE WITH STRIKING MINERS;

PHARMACEUTICAL GIANTS SAY THAT COMBINING WOULD BE TO THEIR MUTUAL ADVANTAGE

e.g. CAR WORKERS IN TWO-YEAR PAY DEAL TALKS WITH FORD – wage negotiations

III. Read the text and study the tips for successful negotiations. Do the tasks A and B below.

Preparing to negotiate

John Roy is an expert on negotiation. He says: 'Before negotiations begin, preparing and planning are very important'.

a. Get as much information as possible about the situation. If dealing with people from another culture, find out about its etiquette and negotiating styles: the way people negotiate what they consider to be acceptable and unacceptable behaviour, and so on.

b. Work out your initial bargaining position: what are your needs and objectives (the things that you want to achieve)? Decide on your priorities (the most important objectives).

c. Try to estimate the needs and objectives of the other side.

d. Prepare a fallback position: conditions that you will accept if your original objectives are not met.

e. Perhaps you are in a position to influence the choice of venue: the place where you are going to meet. If so, would you prefer:

– be on your own ground/ on home ground (in your own offices)?

– go to see the other side on their ground (in their offices)?

– meet on neutral ground, for example in a hotel?

f. If you are negotiating as part of a negotiating team, consult your colleagues about the above-mentioned points and allocate roles and responsibilities

A. Jose Orriva is head of Zania, a Brazilian aircraft manufacturer. He is preparing for negotiations with Zebra, an engine supplier. Match the points in Jose's notes (1–6) with the tips a–f.

1. Zebra is well-known in the industry for using its strong negotiating techniques;

2. Organize preparatory meeting with head of manufacturing and head of purchasing strategy;

3. Rumour says that Zebra are in financial difficulty: they badly need orders;

4. Persuade Zebra representatives to come to our office in San Paulo;

5. Acceptable price – up to USD 550,00 if specifications are good;

6. Principal objective: delivery of first 20 engines in six months;

Other objectives:

– flexible payment, strong quality guarantees,

– price – less important, but aim – for USD 500,00

Find out more about Zebra's priorities

a) prepare a negotiating team

b) know your partner's position

c) negotiating style

d) bargaining position

e) fallback position

f) influence the choice of venue

B. Work in groups. Prepare and conduct negotiations using the tips from exercise III. Try to make a good deal for your company.

Buyer's conditions	Seller's conditions
Quantity: 2000 bicycles Price: USD 120 per piece Delivery: April 7–15 Payment: on delivery (at 5 % discount); after 30 days (payment in installments) or after 50 days (full price)	Quantity: 2500 bicycles Price: USD 140 per piece Delivery: April 25–30 Payment: in advance (at 3 % discount); on delivery (payment in installments) or after 30 days (full price)

Unit 4. Presenting your company

I. Read about some of the most famous companies in the world. Do tasks A and B.

A. Guess what words are missing (the name of the company/founder). Give your arguments (what key words or facts helped you).

_____ is one of the world's top sporting brands. It is based in Germany and _____ includes other brands like Reebok in its group. The three parallel bars form its logo that is known worldwide. The company bought these "Three Stripes" from a Finnish sports company in the 1950s. _____ has provided quality sporting goods for decades. They create a very strong brand loyalty among consumers. Many people wear _____ clothes and shoes as a fashion statement. The company also manufactures other products such as bags, glasses and watches. _____ is heavily into sponsoring sports stars and teams.

_____ is one of the world's best-known and perhaps favourite companies. It has earned the reputation as being an innovative leader in the fields of personal computers, software, music players, mobile phones and digital music distribution. The company was started by _____ and _____ in 1976. In 2010, it became the world's most valuable computer company. _____ has succeeded by providing consumers with high quality, groundbreaking products. The brand loyalty the company enjoys is the envy of any business. The company's product range is a list of stunning commercial successes.

_____ is the world's largest cosmetics and perfume company. It's also one of the oldest. It was founded in New York in 1886 by a door-to-door book salesman David H. McConnell who gave away perfume to encourage sales. The perfume became more popular than the books so he established the California Perfume Company. Since then it has become a multinational corporation selling to people in 140-plus countries. The company uses a mix of sales strategies, relying on door-to-door selling, catalogues and retail stores. The company has expanded quickly into China and Russia and has also targeted the market for male cosmetics.

_____ is a major aerospace and defense company founded by William E. _____ in Seattle in 1917. It is the world's largest aircraft manufacturer and third largest maker of military aircraft and weapons. _____ is a major service provider to NASA and helps operate the Space Shuttle and International Space Station. The company has a long tradition of aerospace leadership and innovation. Its revenues are in excess of \$60 billion a year, making it the USA's largest exporter. It is also a huge employer, with around 160,000 employees. _____ became a leader in manufacturing commercial jet airliners in 1958 with the introduction of the _____ 707, a four-engine, 156-passenger airliner. Successive versions of this aircraft lead to today's super jumbo 747 and 777 jets and the new 787 Dreamliner.

_____ is a Swedish furniture and home products retailer that has stores all over the world. It is famous for well-priced flat pack furniture that customers assemble at home. It also sells accessories and bathroom and kitchen items. It is the world's largest furniture retailer. _____ was started in 1943 by 17-year-old Ingvar Kamprad from Elmtaryd in Agunaryd, South Sweden. The company operates over 300 stores as franchises in 37 countries. It has over 12,000 products in its catalogue. The company employs over 125,000 people worldwide. _____'s vision is "to create a better everyday life for the many people... by offering a wide range of well-designed, functional home furnishing products at prices so low that as many people as possible will be able to afford them".

_____ is a brand of baby products that started out as a manufacturer of disposable diapers (nappies). They are now part of the Procter & Gamble group of companies. The company was founded in 1961. This brand is the most popular on the market and the word "_____ " has almost become a generic noun for all diapers.

_____ Inc. is one of the world's largest global payments technology companies. Contrary to popular belief, it does not issue credit cards but allows financial institutions to issue cards that _____ then processes transactions on. _____ started in 1970, developing Bank of America's BankAmericard credit card program. It is accepted in over 200 countries worldwide and can handle 10,000 requests per second. Its website says: "_____ connects cardholders, merchants and financial institutions around the world with products and services that make payments more convenient and more secure." It adds: "_____ payment products and services have reshaped how the world does business."

_____ is one of the most famous brands in the world. It is the world's largest chain of hamburger restaurants with 31,000 eateries. It operates in 119 countries, serving 47 million customers a day. The business began in 1940 when brothers Richard and Maurice _____ opened their first restaurant. In 1948, they introduced the "Speedee Service System" which started the modern fast-food phenomenon. The golden arches trademark was introduced in 1962. McDonald's has rarely been out of the headlines for controversies over its unhealthy menus and working conditions. The term "McJob" was added to Merriam-Webster's Dictionary in 2003, meaning "a low-paying job that requires little skill and provides little opportunity for advancement".

B. Tell your group mates about a world-known company omitting its name (as in stories above). Try to give some commonly known facts.

II. Read the tips about how to present your company. Using the plan and the prompts, make a presentation of your "dream company".

Presenting your company

You may need to present your company to visitors, potential investors or partners, or new suppliers and clients. Here is some useful English vocabulary to learn that will help you talk clearly, concisely and positively about what your company does.

Giving the history of your company:

We were founded / set up / established in 1998.

We merged with X company in 2010.

We set up a subsidiary in the UK.

The subsidiary was sold off two years after and the remaining company was split into five different divisions.

We floated on the stock exchange last year, and we are now listed on the London Stock Exchange.

Talking about your products and services:

We make / produce packaging material.

We manufacture car engines.

We supply paper products.

We launched a new washing powder last month. It has revolutionized the washing process. We have pioneered new ways of reducing energy costs in domestic appliances.

We are researching new products for the home entertainment industry. We hope to roll them out early next year.

We are developing new software for the internet. Our R&D department is working closely with our international partners.

Company performance:

We are the market leaders in three countries.

We have expanded our operations.

Our company has grown by one-third.

We make annual profits of \$1 million.

Our turnover is in excess of \$2 million.

Company structure:

At the head is the President, or CEO.

Below the President is the Managing Director, who has overall responsibility for the day-to-day running of the company.

The company is divided into different departments, each with its own director. The Marketing and Sales department consists of the sales team and customer services. The Administration department also includes Human Resources.

We employ more than 2000 people worldwide.

Responsibilities:

I report to the Marketing Manager.

I deal with customer enquiries.

We work closely with the sales team, who are in charge of customer accounts.

We co-operate with our offices worldwide.

We have more than one branch in some countries.

We are responsible for our own markets.

8. TRENDS

Unit 1. Trend Vocabulary

I. Discuss these questions in small groups.

1. What is a fad?
2. Do you pay attention to fads?
3. What were some fads when you were in high school?
4. What are some fads now?
5. What are some differences between fads and trends?

<http://tigertesl.blogspot.com/2007/06/fads-and-trends.html>

II. Look at the list of trends below and work with a partner to discuss the questions.

1. Which are current trends in your country?
2. Which are trends in other countries?
3. Which could become trends in your country in the future?
4. Which are old-fashioned trends which you think could return?
 - recycling and looking after the environment
 - being concerned about diet and health
 - having cosmetic surgery
 - retiring at 70 years old
 - reality TV shows
 - sunbathing
 - getting married later in life
 - American-style coffee shops, e.g. Starbucks
 - wearing sportswear / training shoes (when not playing sport)
 - beauty competitions

III. Think of another trend for each of the four categories in II.

IV. Study the verbs that are frequently used to describe changes. Pay special attention to their meaning and use in the sentences.

No	Word/ Phrase	English meaning	Example(s)
1	climb	If a price, number, or amount climbs, it increases	<ul style="list-style-type: none">• As a result, our costs have climbed rapidly in the last few years.• In contrast, her new novel climbed high on the bestseller list.

№	Word/ Phrase	English meaning	Example(s)
2	go up	to move higher, rise, or increase	<ul style="list-style-type: none"> • The area has recently become very fashionable and house prices are going up. • We'd like to see the baby's weight going steadily up.
3	grow	to increase in size or amount	<ul style="list-style-type: none"> • Therefore, the labour force is expected to grow by two per cent next year. • As a result, football's popularity continues to grow.
4	increase	to (make something) become larger in amount or size	<ul style="list-style-type: none"> • As a result, car use is increasing at an alarming rate. • As a result, we have managed to increase the number of patients treated. • As a result, incidents of armed robbery have increased over the last few years.
5	jump	to increase suddenly by a large amount	<ul style="list-style-type: none"> • Furthermore, exports jumped by 500 per cent during the decade. • Therefore, the cost of building the road has jumped by 70 per cent.
6	rise	to increase	<ul style="list-style-type: none"> • Salaries will continue to rise in line with inflation. • Rising unemployment is our biggest problem. • Used car sales have risen because of the increased cost of new cars.
7	rocket	to rise extremely quickly	<ul style="list-style-type: none"> • Inflation rocketed in the period between the wars. • Stock prices rocketed to their highest level yesterday.
8	soar	to increase quickly in amount, number, value, or level	<ul style="list-style-type: none"> • Temperatures will soar over the weekend, say the weather forecasters. • Pollution levels are soaring all the time. • Property prices have soared in the last two years.
9	boom	to increase or become successful and produce a lot of money very quickly	<ul style="list-style-type: none"> • The leisure industry is booming. • The housing market is booming. • Interest in archaeology is booming.
10	raise	to increase the amount, level, or quality of something	<ul style="list-style-type: none"> • Finally, the government plan to raise taxes. • In contrast, there is increasing pressure on exporters to raise prices in foreign markets. • The increase in interest rates will raise the cost of living.

<https://ejoy-english.com/blog/22-upward-trend-verbs/>

V. Make a table with the verbs that can be used to describe a downward trend. Make sure to include at least 5 verbs.

VI. Translate the sentences from Russian into English using the verbs from the tables.

1. Прибыль компании Zoom выросла в 30 раз.
2. Уровень моря растёт уже на протяжении десятилетий.
3. Ожидается, что спрос на детские товары возрастет к концу года в преддверии новогодних праздников.
4. В прошлом году правительство Германии повысило налоги на собственность на 15 процентов.
5. Из-за эпидемии коронавируса и вызванного им кризиса цены на товары растут очень быстро.
6. В этом году значительно вырос интерес к командным видам спорта.
7. Благодаря новым мерам количество финансовых преступлений снизилось на 7 процентов.
8. Правительство вынуждено было сократить бюджет на здравоохранение на 20 процентов.
9. На следующий день температура резко упала и началась настоящая зима.
10. Цены на жильё в этом районе начали снижаться.

Unit 2. Trends in Fashion

I. Answer the questions below.

1. How often do you buy clothes?
2. Are you aware of the most recent fashion trends?
3. How do you learn what is in trend these days?
4. How important is it for you to be fashionable?
5. What do you do with the clothes you do not wear?
6. Don't you think people buy too many things?

II. Scan the text and fill in the gaps with the correct heading from the list below.

- a) What is Fast Fashion?
- b) Can Fast Fashion Change?
- c) When Did Fast Fashion Start?
- d) How Fast Fashion Exploits Workers
- e) Why is fast fashion bad for the environment?

III. Read the text and answer the questions from II.

Is It Time to Give Up Fast Fashion?

Can big clothing retailers change and become more ethical and sustainable? Or is it time to give up fast fashion for good?

1. _____

There was a time when most of our clothing was hand-sewn and produced carefully by local tailors and seamstresses. Clothing was not easily purchased off the rack, and therefore it had to be taken care of, mended, and handed down. But times have changed dramatically since then. Now, it just takes a few clicks of the mouse, and you have thousands of cheaply priced, mass-produced garments at your fingertips. Suddenly everyone could afford to dress like their favourite celebrity or wear the latest trends fresh from the catwalk. The idea is to get the newest styles on the market as fast as possible, so shoppers can snap them up while they are still at the height of their popularity and then, sadly, discard them after a few wears.

While that may be good for a quick dopamine hit, how much damage are we doing by making all of these rash clothing purchases? It might only cost \$15 for a cute dress you'll wear once to that post-lockdown wedding, but what about the cost for the planet, or for the factory workers? Can we make the fast fashion industry kinder and more sustainable, or is it time to give it up for good?

2. _____

To understand how fast fashion came to be, we need to rewind a bit. In 1830, French tailor Barthélemy Thimonnier patented the first-ever sewing machine. He was tasked with mass-producing uniforms for the army, but around 200 other tailors in the country were having none of it. Concerned the little machine that could stitch all by itself would ruin their industry, they destroyed his invention.

But their outrage didn't stop progress in the sewing industry. In 1846, Elias Howe from Massachusetts patented another, new and improved sewing machine. And it turns out, those French tailors were right to be nervous. The invention ultimately led to the mass-produced fast-fashion model that we know today.

It wasn't immediate domination for fast fashion. It was a slow buildup, hindered by two world wars, but its eventual take-off in the 1960s was quick.

By the 1960s and 70s, young people were creating new trends, and clothing became a form of personal expression, but there was still a distinction between high fashion and high street.

In the late 1990s and 2000s, low-cost fashion reached its zenith. Online shopping took off, and fast-fashion retailers like H&M, Zara, and Topshop took over the high street. These brands took the looks and design elements from the top fashion houses and reproduced them quickly and cheaply. With everyone now able to shop for on-trend clothes whenever they wanted, it's easy to understand how the phenomenon caught on.

3. _____

The Zaras, Boohoos, and H&Ms of the world produce billions of dollars worth of clothing every year, much of which is considered old by consumers of today after one or two wears, and subsequently thrown out.

The average consumer throws away around 70 pounds of clothing per year; much of that sits in the landfill and doesn't biodegrade. It's a lot of waste for an industry that eats up significant amounts of natural resources, like water and land.

To put fashion's footprint in perspective, here are some sobering statistics:

- It can take 2,700 liters of water just for one cotton t-shirt.
- The fashion industry emits 10 percent of the world's annual greenhouse gas emissions.
- Textile dyeing is the second largest cause of global water pollution.
- It takes around 70 million barrels of oil every year to make the world's supply of polyester.
- That same polyester can take over 200 years to biodegrade.

And then there's the human cost.

4. _____

Most fast fashion companies use factories in Asian countries, including Cambodia, Myanmar, Bangladesh, China, Sri Lanka, and India. Many of the workers in these factories are women, and an increasing amount of evidence suggests that the majority of them are exploited and treated as second-class citizens.

A 2018 report by international labor rights forum Global Labor Justice, based on 569 interviews at 50 supplier factories, uncovered multiple accounts of sexual harassment, physical abuse, and forced overtime. These factories supplied to major brand names in the fast fashion space, including H&M and Gap.

Safety often isn't a priority in these facilities. In 2019, 40 workers died at a garment factory fire in New Delhi. There was no emergency escape route or fire certification to keep people safe. It wasn't an isolated incident; in 2012 a Bangladesh factory fire killed more than 100 people.

After the pandemic was declared, things got worse. Major retailers cancelled billions of dollars worth of orders. Many factories were forced to shut, and millions of workers were sent home without an income to feed themselves or their families.

5. _____

The fashion industry's problems are serious and complex. But this is a lot to put on the invention of the sewing machine, so let's call out where the blame really lies: excessive production, overconsumption, and a lack of corporate responsibility.

But saying that, no system is without hope. The fashion industry can change. And many believe it will change, because it doesn't have a choice.

Consumers are more clued in to the fashion industry's impact on the planet and people than ever before, and they're looking for ethical brands, or at least brands that are trying to do better. That's where Good On You app comes in; the app gives honest, informed ratings of more than 3,000 companies, judging them on the way they treat the environment, people, and animals. The lowest rating a retailer can score is "We Avoid"; the highest is "Great."

You can use Good On You to find vegan and sustainable alternatives to your favorite fast-fashion items, and discover new, upcoming ethical brands. The accompanying website also provides a wealth of tips, guides, and information around shopping sustainably.

<https://www.livekindly.co/give-up-fast-fashion/>
<https://goodonyou.eco/what-is-fast-fashion/>

IV. Explain the meaning of the highlighted expressions in your own words.

V. Discuss these questions with your partner(s).

1. Are planning to buy no new clothes this year? Have you ever made rash clothing purchases?

2. Don't you think that fast fashion encourages a 'throw away' culture?

What is your opinion about the culture?

3. Would you favour buying second-hand clothes? Why (not)?

4. Do you have a habit of mending your clothes?

5. Could you give up buying new clothes for a year?

6. Would you do it over concerns with the environment?

7. Do you buy clothes produced by companies mentioned in the text?

8. Which argument for giving up fast fashion is the strongest?

9. What can make producers and retailers more responsible?

VI. Speak about what fast fashion is and your attitude to the idea of giving up fast fashion. What do you think the following list of the tips and tricks on how to quit fast fashion? Explain what is meant by each tip.

– educate yourself;

– shop second-hand;

– buy less;

– host a clothes swap party;

– shop sustainably;

– rent items of clothing;

– be careful of greenwashing;

– follow the right people.

– choose high quality;

<https://www.titanicspa.com/blog/how-to-quit-fast-fashion>

VII. Surf the Internet to find information about a brand which chose to commit to the planet. Write a paragraph about this brand (100-150 words).

Unit 3. Trends in Education

I. Brainstorm in small groups: How has the way English is studied and taught changed in the past 20 years? Think of some ideas with your classmates.

II. Read the text and answer the following questions.

1. When do children start studying English in Vietnam?

2. True or False: IELTS is the most popular test in higher education.

3. How has technology changed the study of English? What technology has not changed?

4. How is the way English is taught changing?

5. What is CLIL? Is studying about trends in English education an example of CLIL?

6. Your opinion: What do you think of the trends mentioned in the article?

Reading: Trends in English Language Education (ESL)

English language education continues to gain importance worldwide. In countries such as Saudi Arabia and Vietnam, students are beginning to study English in primary school. English testing has also become an even bigger business. Many universities in English-speaking countries require international students take IELTS, which passed TOEFL as the most popular test for higher education in 2007. In Japan, companies still seek workers with high TOEIC scores. In Europe, exams such as FCE, CAE, and CPE from Cambridge are popular.

Technology has changed the way people are studying. Although the textbook still plays an important role in classrooms, students nowadays are also learning through online videos, websites, mobile apps and games. Best of all, much of this content is available for free. Students who are willing to pay are using Skype to take lessons from online tutors.

People with more money continue to study abroad, which is not a new trend. They believe that immersion is the most effective way to improve their English.

Teaching philosophies are also changing. More teachers see language now as something that is constantly evolving. New words are being created, old words are receiving new meanings, and spelling and even grammatical patterns are becoming outdated. These teachers are focusing on how language is actually used in the real world, not how it appeared in a textbook twenty years ago. In connection with this, the goal of English class has shifted towards to fluency in communication and competency in completing tasks. This focus on communication has begun to overshadow the idea of trying to imitate a native speaker or reproduce set grammatical forms.

Lastly, more students are improving their English through the study of another subject. Followers of this trend, called Content and Language Integrated Learning (CLIL), believe the English can be a means to learn other content, such as business or science.

[Sources: <http://blog.tesol.org/8-current-trends-in-teaching-and-learning-efles/>, <https://stancarey.wordpress.com/2010/02/16/descriptivism-vs-prescriptivism-war-is-over-if-you-want-it/>]

III. Match the words with their meaning as used in the article.

1. seek (v)	a. the ability to do something successfully or efficiently
2. play a role (idiom)	b. a tool or way to achieve a goal
3. immersion (n)	c. a theory or attitude that guides your behavior
4. philosophy (n)	d. be a significant part of something
5. evolve (v)	e. develop gradually, especially from simple to more complex forms
6. competency (n)	f. appear more important or prominent than something else
7. overshadow (v)	g. act like something/somebody else; to copy someone's behaviour
8. imitate (v)	h. learning a foreign language in an environment where it is used everywhere
9. means (n)	i. look for

IV. Speak about trends in language education. Do you think the trends described in the article are true to language education only? Give your arguments and examples.

V. Make up a dialogue.

Student A: You are a student who needs an English tutor. On a telephone pole you see a sign for “Great English Tutor – (416) 888-8888.” You have decided to phone the number. First, think of some questions you want to ask the tutor. Then, when you are ready, make the phone call. In the end, decide if you want to have classes with him/her.

Student B: You are an English teacher. You need students, so you have been putting up posters around your city. You hope that someone will call you soon. You need money. (Soon, your phone will ring).

<https://www.englishcurrent.com/trends-english-language-education-upperintermediate-esl-lesson-plan/>

Unit 4. Describing Trends

I. Complete the table with the words and phrases from the list below. Use a dictionary to check whether each word and phrase is a noun or a verb, or both.

increase	level off	grow	stabilise
drop	rise	go up	remain stable
decline	fall	decrease	

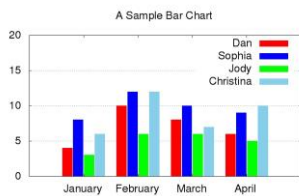
Noun	Verb	Both

II. Representing data

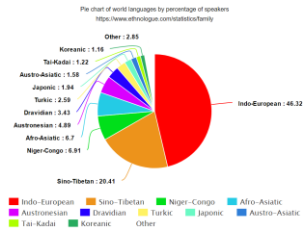
In meetings, reports, and presentations we describe and compare number data (like profits or sales numbers) and trends from diagrams graphs, charts or tables. Diagrams, graphs and charts are important because they present information visually and can help your reader to understand your findings and see how they compare with other data.

Label the images below with the following terms.

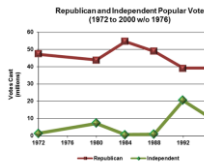
<i>a bar graph</i>	<i>a line graph</i>	<i>an area graph</i>
<i>a pie chart</i>	<i>a spreadsheet</i>	<i>a Venn diagram</i>



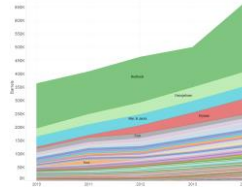
1 _____



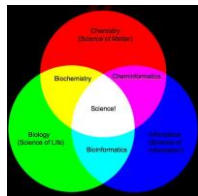
2 _____



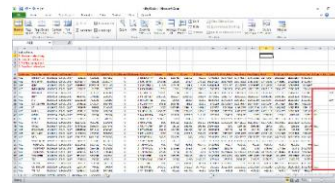
3 _____



4 _____



5 _____



6 _____

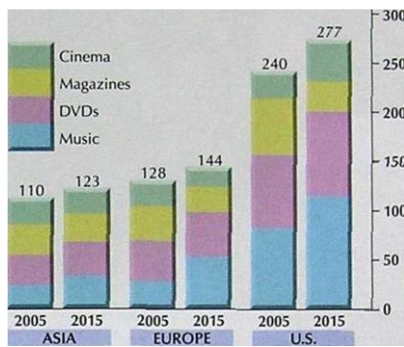
Which visuals are best for...

1. showing a trend over time?
2. comparing two or more factors among different categories?
3. showing qualitative relationships?
4. showing how something is composed?
5. comparing two trends?

III. Read the extract from a report on spending on entertainment in different parts of the world, and match each paragraph with its purpose.

- a) gives the main trend
- b) gives the conclusion
- c) gives more detail and any surprising or opposite trends
- d) gives where the information comes from and what it shows

This bar chart shows the **results** of a study **carried out for** World Statistics Inc into spending on entertainment in Asia, Europe and the United States. The **study** compares spending in 2005 with a forecast for 2015 across different sources of entertainment: cinema, DVDs, music and magazines.



Overall, the survey **shows** that total spending on entertainment in the US is **double** that of Europe and Asia combined, in both 2005 and 2015. Also, the US will show the **greatest increase** in spending between 2005 and 2015. The level of spending for Europe and Asia between the two years shows a **slight** increase.

For all three markets the biggest change in spending will be on music and DVDs, which both show a **sharp rise**. Interestingly, the only **significant decrease** in spending between 2005 and 2015 is on magazines. For all markets the spending on cinema will remain **fairly constant**.

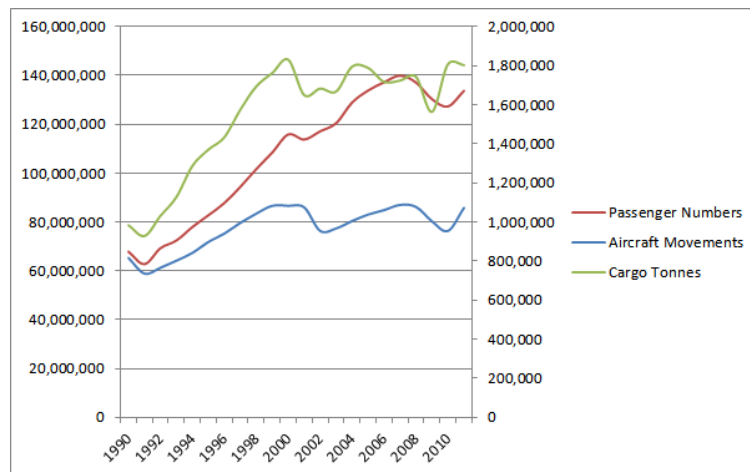
We conclude that there is no point at present in entering the magazine or cinema market, but there are real possibilities in the music market. More research into this market is recommended.

IV. Avoiding repetition. Read the extract again and replace the words in bold with one of the expressions in the box.

- | | | |
|------------------|-------------------|-----------------|
| commissioned by | rise | largest rise |
| findings | marked fall | sudden increase |
| finds | relatively stable | small |
| twice as much as | urvey | |

V. Go to the website to practice *Vocabulary for describing trends*.

VI. Use active vocabulary to describe the graph on London Airport statistics below.



9. CRIME

Unit 1. Real Crimes

I. What crimes do you see in the given photos? Are they serious crimes? Why?



II. Work in groups. Look at the following activities. In your opinion, is each one:

- quite a serious crime?
- a crime, but not a serious one?
- not a crime at all?
- writing graffiti
- making personal phone calls from work
- taking small items from hotel bedrooms when you are a guest
- saying nothing when you get too much change in a supermarket

- parking in a space for disabled drivers
- driving at 20kmh more than the speed limit on a motorway
- finding a wallet/purse containing money and not taking it to the police
- buying an essay on the Internet
- making your CV/resume better by not including information or putting incorrect information
- not giving all the facts when making an insurance claim

III. Think of one more activity for a) quite a serious crime; b) a crime, but not a serious one; c) not a crime at all. Then discuss your ideas in groups.

IV. Look at the following vocabulary and say how many words and phrases are familiar to you.

Give Russian equivalents where possible.

armed robbery	using a weapon to steal
arson	setting fire to a place on purpose
assault	hurting another person physically
attempted murder	trying to kill someone (but failing)
burglary	going into another person's home or business with force
cybercrime	criminal activities carried out by means of computers or the internet
domestic violence	physical assault that occur within the home
drug trafficking	trading illegal drugs
drunk driving	driving after having too much alcohol
fraud	lying or cheating for business or monetary purposes
hijacking	holding people in transit hostage (usually on a plane)
murder	taking someone's life through violence
shoplifting	stealing merchandise from a store
theft	stealing
vandalism	damaging public or private property (for example with spray paint)
mugging	attacking someone and stealing their money
pickpocketing	stealing things out of pockets or bags secretly
smuggling	the act of taking things or people to or from a place secretly and illegally
kidnapping	taking a person to a secret location using force
rioting	a violent disturbance of the public peace by three or more persons assembled for a common purpose

Stalking	the crime of illegally following and watching someone over a period of time
looting	the activity of stealing from shops during a violent event
blackmail	the act of getting money from people or forcing them to do something by threatening to tell a secret of theirs or to harm them
robbery	the crime of stealing from somewhere or someone

V. What are English words for criminals who commit the crimes listed in the table above?

VI. Below are some expressions related to criminal activities and types of punishment.

Use some of the words to write a story (Write at least 10 sentences).

fine	pay money as punishment for minor/petty crime
house arrest	remain in one's home for a certain period of time
community service	do volunteer work such as teaching children about crime or cleaning up garbage
jail time	spend a certain amount of months or years locked away from society
life in prison	spend the rest of one's life in prison with no chance of going back
arrest sb for	seize (someone) by legal authority and take them into custody
commit an offence	do something illegal/wrong
ban	officially or legally prohibit
break in	force entry to a building
break out	escape
break the law	to act contrary to a law
getaway	an escape or quick departure, especially after committing a crime
hijack	illegally seize (an aircraft, ship, or vehicle) while in transit and force it to go to a different destination or use it for one's own purposes
commit a crime	to do something illegal or something that is considered wrong.
rob	take something from a place or person
steal	to take something illegally
investigate	carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc) so as to establish the truth

Unit 2. Cyber Crimes

I. You are going to read a text about a teenager who did something wrong. What kind of things do teenagers do that are against the law? Discuss your ideas with a partner.

II. Read the newspaper report and answer the questions.

1. What did the boy buy?
2. Where did he live?
3. How did he buy it?
4. Who supplied what he ordered?
5. Who paid?
6. How long did it take for the product to arrive?
7. What happened to the boy and the chocolate?

Dublin's first cyber criminal

A teenage boy with a sweet tooth has become Ireland's first Internet criminal after ordering £1,600 of chocolate on the credit card of an Argentinian.

The case began in Dublin, where a 15-year-old boy was surfing the Net on his parents' computer. He found an American company offering home deliveries of chocolate. The boy called up the order form, filled in his name and address and placed an order for \$2,000 of chocolate. When asked for his credit card number, he made one up. He typed in 16 digits at random. Four days later, while his parents were out, a courier delivered the chocolate. The boy, who cannot be named for legal reasons, hid the goods in his room.

Meanwhile, the credit card holder in Argentina was distressed to discover that he had paid \$2,000 to an American company supplying chocolates. He denied any knowledge of the order. The American suppliers checked the order form, realised the order had gone to Dublin rather than to Argentina and contacted the Irish police. The Irish fraud squad began investigating its first case of Internet fraud.

Police called at the boy's home and witnessed him eating the evidence. According to one Irish weekend newspaper, his parents were 'dumbfounded' at the discovery. All three cooperated fully with the police and recovered the remains of the chocolate.

As a juvenile, the boy will not be charged with obtaining goods by false pretences and the American company donated the chocolate to a children's charity in Dublin. The offender is said to be 'remorseful and sick of the sight of chocolate'.

III. Read the text again and choose the correct answer.

1. The Argentinean felt:
a) unhappy and upset; b) angry and worried; c) surprised and annoyed.
2. The boy's parents felt:
a) angry; b) surprised; c) amused.
3. At the end of the story the boy felt:
a) sorry; b) worried; c) angry.

Tell a partner about a time when you experienced these feelings.

distressed

dumbfounded

remorseful

IV. Underline all the words and phrases in the report connected with the topics in the table. Write them in the correct column and decide if they are verbs, nouns or adjectives.

Crime/ law	Technology	Money/ business
criminal (noun	surf (verb)	credit card (noun

Find words in the crime column of the table that mean the following.

1. an event that the police look into
2. relating to the law
3. the crime of tricking people to get money
4. to try to discover the truth
5. to see something happen
6. facts or things which prove the truth
7. a young person, not yet an adult
8. to say officially that someone is accused of a crime
9. a person who has committed a crime

V. In groups discuss the following.

- 1 In your opinion, did the boy commit a real crime?
- 2 Imagine that you are involved in this case. What would you do if you were:
 - the American company?
 - the boy's parents?
 - the police?
 - the Argentinean?
- 3 At what age do you think people are responsible for their actions?
- 4 Is there such a thing as a perfect crime?

VI. Write a short letter to the newspaper giving your views on the case. Use the beginning and ending below to help you.

Sir,

I read with interest your story yesterday about the young Internet criminal. My view of this case is...

... and I think you will find that the majority of sensible people feel the same way.

Name, Place of writing

VII. Watch the video about Cybercrime Awareness and answer the questions.

1. What are the dangers of cybercrime?
2. Why do you think cyber bullying is particularly common between teenagers?
3. What punishment fits cybercriminals?
4. How can people protect themselves on the Internet?

Unit 3. The Causes of Crime

I. What are the main reasons why people commit crime? Think of some recent famous crimes in your country. Why do you think the offenders committed them?

II. Listen to three extracts from interviews with criminals. Which of the reasons you thought of in Exercise 1 are mentioned?

Listen to the extracts again. Complete the table with information from the interviews.

	1 Carlos	2 Frank	3 Gina
1 Crime?			
2 Age of Criminal?			
3 Reason for crimes?			
4 Plans for future?			

III. Read the text. Look at the summery statements below and match them with one of the three causes of crime mentioned in the text (genetic, environment, choice).

1. Anti-social adults often produce anti-social children.
2. Criminals think carefully before they decide on a life of crime.
3. Young people who behave badly tend to become criminals.
4. People used to think that someone's physical features were a cause of crime.
5. Some experts now believe that people commit crimes because of their genes.
6. Criminals consider what they can lose and gain by committing a crime.

Why do We Commit Crimes?

All adults at some time or another commit a crime, sometimes by accident, but why do some people intentionally commit crimes? Here are three theories that try to explain the causes of criminal behaviour.

Genetic Causes

The idea that some people commit crimes because of biological factors has a long tradition. This theory suggests that criminals are born, not made. In the 19th century people even thought brain sizes and skull shapes could explain criminal behaviour. Although experts today no longer believe this, they do argue that human behaviour can be linked to an individual's genes. Studies of adopted children who show criminal behaviour suggest that their behaviour is more similar to their biological parents' behaviour than their adoptive parents', showing a genetic link.

Environment

This theory states that a person's surroundings influence their behaviour. Just as children learn good behaviour from their parents and siblings, so children can learn bad behaviour from their families and other close relationships. Researchers in this area argue that early anti-social behaviour in childhood often leads to a future of criminal behaviour. It is a vicious circle, as one expert states: 'Problem children tend to grow up into problem adults, and problem adults tend to produce more problem children.'

Choice

The central idea of the theory is that crime is a career decision, an alternative way of making a living. The theory argues that most criminals are rational people, who know what they want and the different ways of getting it, i.e. work or crime. They are able to balance the risks of committing a crime, such as going to prison, against its benefits, i.e. what they gain if they aren't caught. The conclusion is: if there are more benefits than risks, do it, but if there are more risks than benefits, don't do it.

Research is continuing into people's motivation for committing crimes as understanding this may help us apply the correct punishments for crime. It's important to understand the causes of crime. With more knowledge, it will be easier to prevent crime and to help criminals to lead a more useful life.

Which reason in the text do you think is the most common cause of crime?

IV. Find words in the text that can be used with the nouns below.

1 _____behaviour (x5)	4 _____relationships
2 _____tradition	5 _____decision
3 _____link	6 _____circle

V. Complete the sentences with phrases from the grid above.

1. He spent many years in prison of his _____.

2. Her parents were away from the house so often that she was unable to form _____ with either of them.
3. The United States has a _____ of allowing its citizens to own guns.
4. There are some teenagers in our town whose _____ is beginning to annoy us – they write on walls and shout at people all the time.
5. Some people make a _____ at an early age, but others need time to decide what to do in their lives.

Unit 4. Juvenile Delinquency

I. Read the text about youth crime and answer the following questions.

1. What is the current situation with crime among young people according to the text? What is it in your neighbourhood?
2. What explanations do the professional people find to why youth crime is increasing?
3. What could according to the professionals be a solution –or a step in the right direction – to reduce the rate of crime?
4. What do you believe is the reason for the increase in the crime rate?
5. What kind of crime is “common” in your neighbourhood or country?

Youth Crime – What can we do about youth violence?

Youth crime is such a big issue that there isn't one simple solution. The Government are looking at lots of different ways to tackle youth crime and disorder, from tougher prison sentences, to a new youth justice system, more education and money for community projects.

Experts agree that education needs to play a role, “Many young people that we work with don't always appreciate the dangers of carrying knives or fully understand the law,” says Jane Edmonds. “It's simply not enough to tell young people to stop carrying knives, we need to give them strategies, tactics and confidence.”

“We criminalise young people and give up on them, but every human being feels hurt sometimes. But to be honest, I don't know what the solution is. Society has created this underground culture, which has thrived with the break-up of families, poverty and deprivation. Young people want respect, need to make money and want to belong, so a gang is the perfect answer and only answer in the current culture.”

Adolescent psychiatrist Cathy Smith says: “Some of the young people that commit violent crime come from a family where domestic violence is the norm, they may not understand that violence is wrong. Or they may have been treated violently themselves. And knowing right from wrong is a big part of this problem – and it's all of our problem. Years ago God, the Church and family elders told us what was acceptable behavior. These days we don't know what the moral guidelines are, for example, some people wouldn't dare park in a disabled parking space, whereas others think it's fine if there are no drivers with disabilities around that need that space. But unless there is something written down that everyone understands and agrees with then we don't know where to start.

Jane, Morris and Cathy all agree that communication is the first step to resolving problems and the big gap between young people and adults. “In the Med* parents eat with their children and go out with their children at night, the whole family, including the grandparents dress up and go for a walk through the town, people know each other and talk to each other, they celebrate and value children and young people – I think we could take a leaf out of their book. The first step is to start talking to your children and young people,” says Cathy.

*Mediterranean

II. Find words in the text that can be used with the nouns below and form word combinations.

1 _____ youth crime and disorder	5 _____ guidelines
2 _____ prison sentences	6 _____ behavior
3 _____ justice system	7 _____ culture (*2)
4 _____ projects	8 _____ the dangers

<https://ru.scribd.com/document/449840436/youth-crime>

III. Work in groups. Suggest your ideas for community projects aimed at tackling youth crime

IV. In groups discuss the following.

1. Criminals are born, not made.
2. Most criminals are either greedy or lazy.
3. Crime doesn't pay.
4. Petty crimes lead to serious crimes.
5. Once a criminal, always a criminal.
6. Television programmes are a major cause of crime
7. Are some parts of this city considered more dangerous than others?

Which parts?

8. Are there any places you are afraid to visit because of the high crime rate? If so, where?
9. Do you think graffiti is vandalism or art?
10. Do you agree that terrorism is the evil of the 21st century?
11. What are the roots of terrorism?
12. Do you think that capital punishment is a good idea? Why or why not?
13. Do you think that punishment for violent crimes should be the same for juveniles and adults? Why/why not?
14. What is your attitude to the death penalty?
15. Is there a death penalty in in your country?

16. If you think it should exist, what kind of criminals should be sentenced to death?
17. Which punishment is more severe, the death penalty or life imprisonment?
18. Do you think there will be more or less crime in the future?
19. Can a crime be perfect?
20. Can more police on the street reduce crime?

10. COMMUNICATION

Unit 1. Being a Good Communicator

We have two ears and one mouth so that we can listen twice as much as we speak.
– Epictetus, a Greek philosopher

I. Discuss these questions in small groups.

1. What does this quote mean? Do you agree with it?
2. How do you communicate with the people below, and how often?
 - friends
 - neighbours
 - virtual friends
 - followers (on social media)
 - family members
 - colleagues
3. When did you last...
 - send an SMS/text message?
 - send an email?
 - write a letter (on paper)?
 - send a greeting card?
 - make a phone call?
 - use social media to contact someone?
 - speak to someone face to face?
 - make a presentation/speech?
4. How do you prefer people to communicate with you?
5. Which forms of communication do you use most often?
6. Which forms of communication are most common in your country?
7. When did you last have a communication problem? Who was it with? What happened?
8. When we communicate, what is more important: listening or talking?

II. Listen to seven people talking about what makes a good communicator. Match the person with the main point they make.

They...

- a) listen carefully
- b) don't ramble
- c) clarify difficult expressions
- d) don't digress too often
- e) don't confuse listeners
- f) explain clearly
- g) don't interrupt

III. Fill in the gaps with one word. The first two letters are given to help you.

1. It's not enough to speak well. You have to have a good ap_____ too.
2. His grammar is good but he doesn't have an extensive vo_____.
3. He has a terrible sense of hu_____. His jokes are terrible.
4. He is a ra_____. He can never talk about one topic.

5. He is boring to listen to because he speaks at a slow pa_____.
6. I could tell you about how I planned the project but I don't want to di_____.
7. I don't trust him. He never makes eye co_____.
8. Everybody loves John. He has so much ch_____.
9. Don't only listen to the words. Read the body la_____.
10. I never pass exams because I suffer from ne_____.
11. It's important to know that there are differences between cu_____, especially between the Japanese and the Americans.
12. He is a wonderful li_____ – he never interrupts and is very sympathetic.

IV. Complete the table with words that go with these verbs. Some words can be matched to more than one verb.

feedback	ideas	message
misunderstanding	miscommunication	meaning
thoughts	confusion	animosity
receive	share	grasp
prevent	interpret	lead to

V. Fill in the sentences with the correct form of the verbs from the table above and then discuss these points.

1. Asking people questions usually _____ miscommunication.
2. One of the most common reasons that _____ misunderstandings is the use of complicated sentence structures.
3. It only makes sense to _____ positive feedback as it keeps everyone happy.
4. People with various knowledge, experience and cultural background _____ messages in a different way.

VI. Complete the sentences below with the words from the table.

appearance	language	digressions
eye	vocabulary	nerves
pace	cultures	
charisma	listener	

WHAT MAKES A GOOD COMMUNICATOR?

A good communicator is someone who:

1. is a good _____ and shows interest in other people.
2. has an awareness of body _____.
3. is not a _____ and doesn't get easily sidetracked.
4. doesn't suffer from _____ and is relaxed when meeting new people.
5. is sensitive to people from other _____.
6. has an extensive _____.
7. has a good sense of _____.
8. has an attractive _____.
9. maintains _____ contact with the listeners.
10. speaks at a reasonable _____ not too fast and not too slow.
11. has _____ and can hold the attention of the listeners.
12. keeps to the point and doesn't have a lot of the long _____.

VII. Which of the points do you agree/disagree with? Is there anything else you would add?

VIII. Ask and answer the following questions.

1. How do you feel when someone interrupts you?
2. What do you do when someone isn't paying attention to you?
3. How do you deal with someone who is rambling?
4. What techniques do you use to explain complicated things?
5. Is it always bad to digress when talking?

Unit 2. Miscommunication

I. Watch the first part of the video (to 3:10) titled *How Miscommunication Happens (and How To Avoid It)* and choose correct answers.

1. The transmission model:
 - means that communication is a one-way process
 - involves communicating complex concepts
 - includes feedback from the other person
2. In the transactional model:
 - there is no exchange of information
 - just one person assigns meaning
 - people give and receive feedback
3. Perceptual filters...
 - improve communication by adding extra information
 - limit the number of messages we receive
 - change meanings and interpretation of messages we receive

II. Complete these rules of good communication with words from the box.

filters	gut	open	express	engage
---------	-----	------	---------	--------

1. _____ actively with the verbal and nonverbal feedback of others, and adjust your message to facilitate greater understanding.
2. Listen with your eyes and ears, as well as with your _____. Remember that communication is more than just words.
3. In the rush to _____ ourselves, it's easy to forget that communication is a two-way street. Be _____ to what the other person might say.
4. Be aware of your personal perceptual _____. Elements of your experience, including your culture, community, and family, influence how you see the world.

III. Watch the second part of the video (from 3:10) and check your answers in the previous exercise.

IV. Discuss the rules above. What do they mean? How easy do you think it is to follow these rules?

V. Discuss the questions.

1. Do you think that people tend to use too many words to communicate their ideas?
2. What can we do to be better communicators?
3. In what kinds of situations do you have to ask someone to rephrase what they have said?

VI. Match the phrases below to the following categories.

1. You want someone to clarify what they've said	3. You want to explain/clarify something you've already said
2. You didn't hear something	4. You want to check if you understand what someone has just said

- | | |
|--|---|
| <ul style="list-style-type: none"> • In other words ... • I don't quite follow... • Can you elaborate on that? • I don't fully understand... • Could you be more specific? • I didn't catch that. • Could you repeat? | <ul style="list-style-type: none"> • To put it another way... • Just to be clear, you're suggesting that... • To be more specific... • Can you say that again? • I don't get it... • Would you mind speaking more slowly? |
|--|---|

- So, you're saying that...
- If I understand you correctly...
- Correct me if I'm wrong, but you're saying that...
- Let me clarify that...

VII. What would you say in these situations? Use the expressions from the previous task to complete these dialogues.

1. A: First, you need to know the nuts and bolts of running a business.
B: _____
A: It means that you need to know at least basic details about running a business.

2. A: I'm going to finish this task soon.
B: _____. Everyone's waiting for you.
A: Yeah, I'll finish by Friday.

3. A: So, I asked her if she knows... and how about... But she...
B: I'm sorry, but I've just switched off. _____

4. A: He wasn't really honest with us.
B: _____
A: Yes, he was a liar.

5. A: Your name, please.
B: Jane Kowalski. K – O – W – A – L – S – K –
A: Sorry, _____. Would you mind speaking more slowly?

6. A: You should present the product, talk about all its advantages, give them the price and make sure they buy it.
B: If I understand you correctly, I just need to sell it.
A: Yeah, _____, just sell it.

VIII. Make 2–3 short dialogues similar to the ones in the previous task.

Unit 3. Improving Communication

I. In groups, tell each other how you feel when you have to:

- give a presentation.
- participate in a seminar or meeting.
- meet new people.

What advice would you give to people who were nervous about all the situations above?

II. Read the leaflet below quickly. Are any of the points similar to your answer to the questions above?

Do you want to communicate confidently?

If you find it difficult to speak up during seminars or if you can't get a word in edgeways when others are talking, then this small, friendly group will help you to manage these situations with more ease and confidence.

More and more people are taking communication courses these days to help them in both work and home life.

The course lasts for 12 weeks and aims to help you communicate more effectively.

You will learn how to:

Week

1. Remain in control of your emotions and your voice
2. Maintain good posture
3. Prepare what you want to say before the event
4. Use tone to engage people with interest and excitement
5. Dress smartly to make a good impression
6. Communicate in an assertive and not a passive or aggressive style
7. Stay calm and polite at all times
8. Participate actively in seminars
9. Consider your potential listeners
10. Be a good listener
11. Understand cultural differences
12. Be yourself

Dates: 10 Sept to 30 Nov

Location: Frobisher Library meeting room

How to join: Please ring Student Services on 020 5312 3310

Facilitator: Andrea Barnard

Andrea is currently carrying out research for her doctorate on communication barriers. She was voted best communicator of the year while she was studying for her Masters at Edinburgh University.

III. Read the leaflet again. Match the following extracts from Andrea Barnard's course handouts with the weeks in the leaflet.

A. Decide what you want to say before the seminar. Review it in your mind. Keep rehearsing it until you can say it confidently. There's truth in the old saying: "Think before you speak".

B. People from Britain and the US often leave more space around them than other nationalities. They are more likely to move away when they feel that others are invading their space.

C. People judge you very quickly so it is very important to make a good first impression. You look much more confident and capable when you have made an effort to smarten your appearance.

D. Your voice gives people a clear indication of how you are feeling. If we are stressed, our voices can crack under pressure and get louder – giving away our emotions.

E. Even when you are sitting still, your body is communicating with everyone in the audience. Aim to look confident. Remember: “Actions speak louder than words”.

IV. Read the statements below. With your partner, decide whether they are true or false.

This course...

1. will help you if you have a speech impediment such as a stammer.
2. will teach you how to walk properly.
3. will teach you how to be assertive and aggressive.
4. will teach you to understand and be aware of your listeners.
5. will teach you how to interact successfully with other participants in a seminar.
6. will not help you to prepare for a presentation.
7. will help you to show your true nature.

V. Which communication skills mentioned in the leaflet are you good at? Which areas do you need to develop?

VI. Match the idioms with their definitions.

1. actions speak louder than words	a) talk about the most important thing immediately
2. think before you speak	b) share similar ideas
3. (can't) get a word in edgeways	c) hear about a rumour passed from one person to another
4. hear it on the grapevine	d) (not) get a chance to say something
5. be on the same wavelength	e) talk briefly to someone
6. get straight to the point	f) what you do is more important than what you say
7. have a quick word with someone	g) don't start talking until you have thought about what you want to say

VII. Write an idiom to describe each situation.

1. He could have told her he liked the present. Instead he told her it was the wrong colour.

2. It's amazing. I bought him the new book by David Steel and he bought the same book for me!

3. Simon told Jane and Peter told me.

4. He sounds polite, but look at the way he eats. Disgusting!

VIII. In pairs, answer the following questions.

1. Does it irritate you when people do not get straight to the point?
2. When was the last time you felt you were really on the same wavelength as someone else?
3. Who was the last person to ask to have a quick word with you?
4. What have you heard on the grapevine recently?

IX. In groups, talk about current trends in communication. Think about:

reading texting the audio telephoning writing writing using
Internet books letters emails libraries
for
research

X. Watch the Video 10 Barriers to Effective Communication

Give some details to each of these barriers and share your own opinion.

1. physical barrier
2. attitudes
3. language
4. physiological barrier
5. problems with structure design
6. cultural noise
7. lack of common experience
8. ambiguity
9. information overload
10. jumping to conclusion

Unit 4. Who does the Talking?

I. What do you think the book titled *You Just Don't Understand* about?

II. Listen to an introduction to a radio programme about Deborah Tannen. What is she famous for?

III. Listen again. Say when Deborah Tannen did these things, or if the information is not given.

1. publish *You Just Don't Understand*
2. write *Talking from 9 to 5*
3. appear on the Larry King and Oprah shows
4. join the Linguistics Faculty at Georgetown University

IV. Work in pairs. Do you agree with these statements?

1. Women talk far more than men.
2. Men talk about sport. Women talk about their feelings.
3. Women and men communicate differently.

V. Read the extracts below and check what the author says about the statements above.

You Just Don't Understand

Extract 1

I was sitting in a suburban living room, speaking to a women's group that had invited men to join them for the occasion of my talk about communication between women and men. During the discussion, one man was particularly talkative, full of lengthy comments and explanations. When I made the observation that women often complain that their husbands don't talk to them enough, this man volunteered that he heartily agreed. He gestured toward his wife, who had sat silently beside him on the couch throughout the evening, and said, 'She's the talker in our family.'

Everyone in the room burst into laughter. The man looked puzzled and hurt. 'It's true,' he explained. 'When I come home from work, I usually have nothing to say, but she never runs out. If it weren't for her, we'd spend the whole evening in silence.' Another woman expressed a similar paradox about her husband: 'When we go out, he's the life of the party. If I happen to be in another room, I can always hear his voice above the others. But when we're home, he doesn't have that much to say. I do most of the talking.'

Who talks more, women or men?

... Women are believed to talk too much.

Yet study after study finds that it is men who talk more – at meetings, in mixed-group discussions, and in classrooms where girls and young women sit next to boys or young men. For example, communications researchers Barbara and Gene Eakins tape-recorded and studied seven university faculty meetings. They found that, with one exception, men spoke more often and, without exception, spoke for a longer period.

Extract 2

For most women, the language of conversation is primarily a language of rapport: a way of establishing connections and negotiating relationships. Emphasis is placed on displaying similarities and matching experiences. From childhood, girls criticise peers who try to stand out or appear better than others. People feel their closest connections at home, or in settings where they feel at home – with one or a few people they feel close to and comfortable with – in other words, during private speaking. But even the most public situations can be approached like private speaking. For most men, talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill, and by holding centre stage through verbal performance such as story telling, joking, or imparting information. From childhood, men learn to use talking as a way to get and keep attention. So they are more comfortable speaking in larger groups made up of people they know less well – in the broadest sense, 'public speaking'. But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport.

VI. Read the extracts again and complete these statements with M

(men) or W (women).

1. _____ like to stand out.
2. _____ prefer private speaking.
3. _____ often speak for longer.
4. _____ are concerned about their rank and position.
5. _____ like to find things that are almost the same between people.
6. _____ don't like speaking in front of large audience.

VII. Match the expressions a-d with the ideas in 1-4.

- | | |
|-------------------------------|--|
| a) burst into (laughter) | 1. get a lot of attention |
| b) run out of (things to say) | 2. fun and exciting to be with |
| c) the life of the party | 3. suddenly start to do smth. (e.g. cry) |
| d) hold centre stage | 4. use all of (something) |

VIII. Complete the text with the four expressions from the task above.

Eduardo is a really good communicator. He puts people at ease and listens carefully to you. He never _____ topics of conversation. He doesn't try to _____ all the time and dominate a group, but he is always _____. He doesn't really tell jokes but he is very funny and people often _____ around him.

IX. In groups, talk about the following problems.

- problems you have experienced recently communicating with men and women
- problems you have experienced communicating in your life

11. ENVIRONMENT



*Environmental pollution is an incurable disease. It can only be prevented.
Barry Commoner, biologist and ecologist, 1917–2012*

Unit 1. Local Environment

I. Read the article below and answer the following questions.

1. What are the two most pressing world-wide problems in cities?
2. Which of the problems mentioned has your local environment experienced yet?
3. Can you define any other problems of your local environment?

Urban Threats

Urbanization spurs a unique set of issues to both humans and animals.

The promise of jobs and prosperity, among other factors, pulls people to cities. Half of the global population already lives in cities, and by 2050 two-thirds of the world's people are expected to live in urban areas. But in cities two of the most pressing problems facing the world today also come together: poverty and environmental degradation.

Poor air and water quality, insufficient water availability, waste-disposal problems, and high energy consumption are exacerbated by the increasing population density and demands of urban environments. Strong city planning will be essential in managing these and other difficulties as the world's urban areas swell.

Threats

- Intensive urban growth can lead to greater poverty, with local governments unable to provide services for all people.
- Concentrated energy use leads to greater air pollution with significant impact on human health.
 - Automobile exhaust produces elevated lead levels in urban air.
 - Large volumes of uncollected waste create multiple health hazards.
 - Urban development can magnify the risk of environmental hazards such as flash flooding.
- Pollution and physical barriers to root growth promote loss of urban tree cover.
- Animal populations are inhibited by toxic substances, vehicles, and the loss of habitat and food sources.

Solutions

- Combat poverty by promoting economic development and job creation.
- Involve local community in local government.
- Reduce air pollution by upgrading energy use and alternative transport systems.
 - Create private-public partnerships to provide services such as waste disposal and housing.
 - Plant trees and incorporate the care of city green spaces as a key element in urban planning.

<https://www.nationalgeographic.com/environment/article/urban-threats>

II. Do you live in an urban or rural area? Discuss your local environment with your group: put the problems below in order of importance for you in your area. Compare your ideas with your group mates.

abandoned vehicles	young people misbehaving
people drinking in the street	vandalism
dog mess	noisy neighbours
graffiti	air pollution
stray animals nuisance	flooded sewers
litter	heavy traffic

Unit 2. Changing Environment

I. Watch the video on *Environment Vocabulary* and make a list of words and expressions to help you discuss environmental issues.

II. Do the following exercises to practice the vocabulary.

a) Match the words and word combinations from the first column in the table below with the appropriate definitions in the second column. Make 2 questions using the words and ask them to your groupmates.

1. biodiversity	a) cutting down of trees in the forest to obtain timber of crops and vegetation
2. endanger	b) to put smb./smth. at risk or in danger of being harmed, damaged, or destroyed
3. feral animals	c) a variety of species of plants and animals
4. deforestation	d) no longer in existence; lost or especially having died out leaving no living representatives
5. toxic waste	e) chemical products or substances that are harmful to humans and the environment
6. landslide	f) domestic animal turned wild, almost exclusively to a species that is "non-native" to an area
7. extinct species	g) rapid displacement of the rock or soil moving down the slope

b) Read the definitions and guess what the underlined words mean. Give the equivalent in your native language. Choose 3 words and make up sentences with them.

Drought is lack of water in the soil, caused by the prolonged absence of rain in strong heat or dry hot winds and leading to complete or partial burnout.

Carbon footprint is the total amount of greenhouse gases produced by human beings.

Fossil fuel is a fuel that is made from decomposing ancient plants and animals.

Fertile/infertile soil is soil which is good/not good for plants to grow in and reproduce.

A landfill is a place where waste is kept.

Exhaust fumes is gas or steam produced when the engine of a vehicle is running.

Habitat is the area or natural environment in which an organism or population normally lives.

Sewage is a mixture of water (from the community's water supply), human excreta, used water from bathrooms, food preparation wastes, laundry...or the system of carrying away waste.

Pest is an insect or small animal that is harmful or damages crops, livestock, and forestry or cause a nuisance to people, especially in their homes.

c) Give your definitions of the words below and describe environmental issues they are connected with:

tsunami; eco-friendly; conservation; endangered species; global warming; a pollutant; renewable resources; natural disasters; recycle

III. Read the interview with Gary Prime, an American rock star known for his support of environmental campaigns. Do the tasks below.

a) Match the collocations in italics with definitions given below the interview.

b) Find some more collocations about environment in the interview and make five sentences using these collocations.

Interviewer: Would you agree that climate change is the most urgent issue facing us today?

Prime: Definitely. You only have to look at the changing weather patterns in many parts of the world. It's absolutely vital that we change our ways before it's too late. Parts of Europe which used to be cooler now experience intense, *searing* heat, and temperatures soar above the average every summer. Other areas suffer widespread flooding on a regular basis. We can't continue in this way without there being *dire* consequences.

Interviewer: So is there anything people can do in the face of this irreversible climate change?

Prime: Yes, there is. We can all reduce *our carbon footprint* by flying less, and reduce our *food miles* by buying local products. Some airlines have schemes now for *offsetting carbon emissions*.

Interviewer: Flying's only one part of it, though. Most of the problems come from vehicle emissions and power stations.

Prime: True, but there are things we can do about that too. Buy a *hybrid car*, develop alternative energy sources for homes, solar heating for instance, and build more *offshore* wind farms. Oil supplies will *run dry* within 50 years. Renewable energy can make a real difference. And politicians shouldn't be afraid of introducing *green taxes* and incentives to encourage eco-friendly design in architecture. With sufficient will, we can find a solution.

Interviewer: Gary Prime, thank you for giving up your time for this interview.

Prime: No problem, I've got just enough time to catch my flight to Los Angeles.

Definitions: finish; paying for an equivalent amount of carbon dioxide to be saved elsewhere; a car which can alternate between different energy sources (e.g. petrol and battery); extremely serious; extreme; at sea, away from the coast; amount of carbon dioxide created by an activity / person / business; distance food has to travel between where it is grown or made and where it is consumed; taxes which relate to the protection of the environment

IV. Major Environmental Issues We Face Today: How Do They Affect Us?

A. Study the list of environmental issues the humanity faces today. Speak on each of the problems using key words in brackets.

The Biggest Environmental Issues of 2021

Genetic Modification Of Crops (man-made chemicals; genetically-modified plants)

Waste Production (landfills; generate methane; greenhouse gas; soil pollution; global warming potential)

Population Growth (a lack of fresh water; habitat loss for wild animals; overuse of natural resources; species extinction)

Water Pollution (fresh water; sources; human activities; sewage, agricultural and industrial waste; infectious diseases; marine life)

Deforestation (cut down; landslide; soil erosion; loss of habitat for many species)

Urban Sprawl (expansion of urban areas; air and water pollution; climate change, waste production, habitat destruction)

Acid Rain (air pollution; burning fuels; water acidity; damage trees, poison soils)

Ozone Layer Depletion (release of chemicals, UVB radiation; skin cancer and eye disease, affect plant life; reduction of plankton in marine environments)

Air Pollution (heavily-populated cities; industrial sources and motor vehicles; high levels of pollutants; health problems)

Plastic Pollution (harm wildlife habitats; 400 years to decompose; recycle; irreversible effects)



Natural Resource Use (increased resource use; continuing industrialization; agriculture; water consumption; such environmental issues as...; energy crisis)

Transportation (growing population; natural resources; greenhouse gases; such environmental issues as...)

Climate Change (rise of global temperatures; emissions of greenhouse gases; cause weather events; catastrophic consequences)

Biodiversity Loss (pollution on ecosystems; climate change; species extinction; endangered species; illegal wildlife trade, vulnerability of plants to pests).

B. Read about four more environmental issues. Summarize the content of each paragraph to three-four sentences.

Poor Governance

According to economists like Nicholas Stern, the climate crisis is a result of multiple market failures.

Economists and environmentalists have urged policymakers for years to increase the price of activities that emit greenhouse gases. To cut emissions quickly and effectively enough, governments must not only massively increase funding for green

innovation to bring down the costs of low-carbon energy sources, but they also need to adopt a range of other policies that address each of the other market failures.

A national carbon tax is currently implemented in 25 countries around the world, however, according to the 2019 OECD (Organization for Economic Co-operation and Development) Tax Energy Use report, current tax structures are not adequately aligned with the pollution profile of energy sources. For example, the OECD suggests that carbon taxes are not harsh enough on coal production. A carbon tax has been effectively implemented in Sweden; the carbon tax is USD \$127 per ton and has reduced emissions by 25 % since 1995, while its economy has expanded 75 % in the same time period.

Further, organizations such as the United Nations are not fit to deal with the climate crisis: it was assembled to prevent another world war and is not fit for purpose. Anyway, members of the UN are not mandated to comply with any suggestions or recommendations made by the organization. For example, the Paris Agreement, an agreement within the United Nations Framework Convention on Climate Change, says that countries need to reduce greenhouse gas emissions significantly so that global temperature rise is below 2 degrees Celsius by 2100, and ideally less than 1.5 degrees. But signing on to it is voluntary, and there are no real repercussions for non-compliance. Further, the issue of equity remains a contentious issue whereby developing countries are allowed to emit more in order to develop to the point where they can develop technologies to emit less, and it allows some countries, such as China, to exploit this.

Melting Ice Caps and Sea Level Rise

The climate crisis is warming the Arctic more than twice as fast as anywhere else on the planet. Seas are now rising an average of 3.2 mm per year globally, and are predicted to climb to a total of 0.2 to 2 m by 2100.

In the Arctic, the Greenland Ice Sheet poses the greatest risk for sea levels because melting land ice is the main cause of rising sea levels. According to satellite data, the Greenland ice sheet lost a record amount of ice in 2020: an average of a million tons per minute throughout the year.

If the entire Greenland ice sheet melts, sea level would rise by six metres.

Meanwhile, the Antarctic continent contributes about 1 millimeter per year to sea level rise, which is a third of the annual global increase.

The sea level rise will have a devastating impact on those living in coastal regions: according to research and advocacy group Climate Central, sea level rise this century could flood coastal areas that are now home to 340 million to 480 million people, forcing them to migrate to safer areas and contributing to overpopulation and strain of resources in the areas they migrate to.

Take Shanghai's megalopolis for example, which is built around the low-lying Yangtze river delta. Any flooding caused by a higher rainfall can potentially be catastrophic in relation to evacuation, water management and property damage.

Ocean Acidification

Global temperature rise has not only affected the surface, but it is the main cause of ocean acidification. Our oceans absorb about 30% of carbon dioxide that is released

into the Earth's atmosphere. As higher concentrations of carbon emissions are released thanks to human activities such as burning fossil fuels as well as effects of global climate change such as increased rates of wildfires, so do the amount of carbon dioxide that is absorbed back into the sea.

The smallest change in the pH scale can have a significant impact on the acidity of the ocean. Ocean acidification can have a ripple effect across marine ecosystems and species, its food webs, and provoked changes in habitat quality. Once pH levels reach too low, marine organisms such as oysters, their shells and skeleton could even start to dissolve.

However, one of the biggest ocean acidification effects can be seen with coral bleaching and subsequent coral reef loss. This is a phenomenon that occurs when rising ocean temperatures disrupt the symbiotic relationship between the reefs and algae that lives within it, driving away the algae and causing coral reefs to lose their natural vibrant colours. Some scientists have estimated coral reefs are at risk of being completely wiped by 2050. Some studies have also found that ocean acidification can be linked as one of the effects of plastic pollution in the ocean. The accumulating bacteria and microorganisms derived from plastic garbage dumped in the ocean to damage marine ecosystems and contribute towards coral bleaching.

Food and Water Insecurity

Rising temperatures and unsustainable farming practices has resulted in the increasing threat of water and food insecurity.

With the global population expected to reach 9 billion people by mid-century, the Food and Agriculture Organization of the United Nations (FAO) projects that global food demand may increase by 70 % by 2050. Around the world, more than 820 million people do not get enough to eat.

The UN secretary-general António Guterres says, "Unless immediate action is taken, it is increasingly clear that there is an impending global food security emergency that could have long term impacts on hundreds of millions of adults and children." He urged for countries to rethink their food systems and encouraged more sustainable farming practices.

Meanwhile, a third of the food intended for human consumption- around 1.3 billion tons- is wasted or lost. This is enough to feed 3 billion people. Food waste and loss occurs at different stages in developing and developed countries; in developing countries, 40 % of food waste occurs at the post-harvest and processing levels, while in developed countries, 40 % of food waste occurs at the retail and consumer levels. At the retail level, a shocking amount of food is wasted because of aesthetic reasons; in fact, in the US, more than 50 % of all produce thrown away in the US is done so because it is deemed to be "too ugly" to be sold to consumers- this amounts to about 60 million tons of fruits and vegetables. Food waste and loss accounts for 4.4 gigatons of greenhouse gas emissions annually.

In terms of water security, only 3 % of the world's water is fresh water, and two-thirds of that is tucked away in frozen glaciers or otherwise unavailable for our use.

As a result, some 1.1 billion people worldwide lack access to water, and a total of 2.7 billion find water scarce for at least one month of the year. By 2025, two-thirds of the world's population may face water shortages.

While these are some of the biggest environmental problems plaguing our planet, there are many more that have not been mentioned, including overfishing, toxic superfund sites and land use changes. While there are many facets that need to be considered in formulating a response to the ecological crisis, they must be coordinated, practical and far-reaching enough to make enough of a difference.

V. Read the article about plastic pollution and do the tasks A and B.

A. Summarize the content of each paragraph to 2 sentences:

Our planet is drowning in plastic pollution – it's time for change!



While plastic has many valuable uses, we have become addicted to single-use or disposable plastic – with severe environmental consequences. Around the world, one million plastic drinking bottles are purchased every minute, while 5 trillion single-use plastic bags are used worldwide every year. In total, half of all plastic produced is designed to be used only once – and then thrown away.

In the early 2000s our output of plastic waste rose more in a single decade than it had in previous 40 years. Today we produce more than 300 million tons of plastic waste every year. That's nearly equivalent to the weight of the entire population. About 60% of that plastic has ended up in either a landfill or the natural environment.

We're seeing some other worrying trends. Since the 1950s, the rate of plastic production has grown faster than that of any other material. We've also seen a shift away from the production of durable plastic, and towards plastics that are meant to be thrown away after a single use. More than 99 % of plastics are produced from chemicals derived from oil, natural gas and coal – all of which are dirty, non-renewable resources. If current trends continue, by 2050 the plastic industry could account for 20 % of the world's total oil consumption. These single-use plastic products are everywhere. For many of us, they've become integral to our daily lives.

We need to slow the flow of plastic at its source, but we also need to improve the way we manage our plastic waste, because right now, a lot of it ends up in the environment. Only 9 % of all plastic waste ever produced has been recycled. About

12% has been incinerated, while the rest – 79% – has accumulated in landfills, dumps or the natural environment. Cigarette butts – whose filters contain tiny plastic fibres – were the most common type of plastic waste found in the environment in a recent global survey. Drink bottles, bottle caps, food wrappers, grocery bags, drink lids, straws and stirrers were the next most common items.

Rivers carry plastic waste from deep inland to the sea, making them major contributors to ocean pollution.

A staggering 8 million tons of plastic end up in the world's oceans every year. How does it get there? A lot of it comes from the world's rivers, which serve as direct conduits of trash from the world's cities to the marine environment. These 10 rivers alone carry more than 90 % of the plastic waste that ends up in the oceans:

Chang Jiang (Yangtze River) 1,469,481 tons

Indus 164,332 tons

Huang He (Yellow River) 124,249 tons

Hai He 91,858 tons

Nile 84,792 tons

Meghna, Brahmaputra, Ganges 72,845 tons

Zhujiang (Pearl River) 52,958 tons

Amur 38,267 tons

Niger 35,196 tons

Mekong 33,431 tons

Plastic waste – whether in a river, an ocean, or on land – can persist in the environment for centuries. The same properties that make plastics so useful – their durability and resistance to degradation – also make them nearly impossible for nature to completely break down. Most plastic items never fully disappear; they just get smaller and smaller. Many of these tiny plastic particles are swallowed by farm animals or fish that mistake them for food, and thus can find their way onto our dinner plates. They've also been found in a majority of the world's tap water. By clogging sewers and providing breeding grounds for mosquitoes and pests, plastic waste – especially plastic bags – can increase the transmission of vector-borne diseases like malaria. If current trends continue, our oceans could contain more plastic than fish by 2050.

The global volume of plastic waste continues to grow, and some of the biggest producers don't manage their waste effectively. But the world is waking up to the problem, and governments are starting to act. There are a number of things that governments can do – from running public awareness campaigns, to offering incentives for recycling, to introducing levies or even banning certain products outright. In the last decade, dozens of national and local governments around the world have adopted policies to reduce the use of disposable plastic. And the number continues to grow. Africa stands out as the continent where the most countries have adopted a total ban on the production and use of plastic bags. An impressive – and growing – number of national and local governments have taken action against plastic pollution.

<https://www.unep.org/interactive/beat-plastic-pollution/>

B. Find the synonyms to the following words used in the article:

use (n);	decomposition;
once and for all;	transmissive;
inseparable;	tendency;
non-reusable;	dependent;
whole;	degrade;
of long-term use;	accept

Unit 3. Alternative Sources of Energy

Read the article below and do the task below.

a) Ask two questions to your group mates on the content of each paragraph of the article;

b) In groups discuss pros and contras of use of each of the sources in your region.

Our current level of dependence on fossil fuels puts us on track for a rapid depletion of these finite materials but we're now able to reduce our dependence on fossil fuels like oil, coal, and natural gas, thanks to the growth of alternative energy sources.

Sources of energy can be divided into renewable and non-renewable ones.

A non-renewable energy source is a source with a limited supply that can be mined or extracted from the earth, and it'll eventually run out. Most of these energy sources are "dirty" fossil fuels, which are generally bad for the environment.

The major types or **sources of non-renewable** energy are:

Petroleum

Hydrocarbon gas liquids

Natural gas

Coal

Nuclear energy

Renewable energy comes from natural sources or processes that are plentiful, sustainable, naturally replenished and good to the environment:

1. Solar Energy

The primary source of energy is the sun. Large solar panel fields are often used in the desert to gather enough power to charge small substations, and many homes use solar systems to provide for hot water, cooling and supplement their electricity.

The issue with solar is that only certain geographical ranges of the world get enough of the direct power of the sun for long enough to generate usable power from this source. Besides, it requires high initial investments for productive use as solar electricity storage technology has not reached its optimum potential yet.

2. Wind Energy

Wind power is becoming more and more common. The new innovations allowing wind farms to appear are making them a more common sight. By using large turbines

to take available wind as the power to turn, the turbine can then turn a generator to produce electricity. It requires high investment, and wind speed is also not uniform every time, which affects the generation of power. While this seemed like an ideal solution to many, the reality of the wind farms is starting to reveal an unforeseen ecological impact that may not make it an ideal choice.

3. Geothermal Energy

Geothermal energy is the energy produced from beneath the earth. Geothermal plants typically have low emissions if they pump the steam and water they use back into the reservoir.

The biggest disadvantage of geothermal energy is that it can only be produced at selected sites throughout the world. Another disadvantage is, where there are no underground reservoirs, creating geothermal plants may increase the risk of an earthquake in areas already considered geological hot spots.

4. Hydrogen Energy

Hydrogen is available with water (H₂O) and is the most common element available on earth. Water contains two-thirds of hydrogen and can be found in combination with other elements.

Hydrogen is a tremendous source of energy and can be used as a source of fuel to power ships, vehicles, homes, industries and rockets. It is completely renewable, can be produced on demand and does not leave any toxic emissions in the atmosphere.



5. Tidal Energy

Tidal energy is one of the renewable sources of energy and produces large energy even when the tides are at low speed.

Huge investment and limited availability of sites are a few of the drawbacks of tidal energy. The high civil construction and high power purchase tariff make the capital cost for tidal energy power plants very high.

6. Wave Energy

Wave energy is generated from the waves that are produced in the oceans. Different techniques for transforming wave energy to electric power have been studied with dam-like structures or ocean floor –anchored devices on or just below the water's surface.

Wave energy is renewable, environment friendly and causes no harm to the atmosphere. It can be harnessed along coastal regions of many countries and can help a country to reduce its dependence on foreign countries for fuel.

However, producing wave energy can damage the marine ecosystem and can also be a source of disturbance to private and commercial vessels. It is highly dependent on wavelength and can also be a source of visual and noise pollution.

7. Hydroelectric Energy

What many people are not aware of is that most of the cities and towns in the world rely on hydropower. The power of the water is non-polluting, entails no waste or produces no toxic gases, and environment friendly.

The problems faced with hydropower right now have to do with the aging of dams. Many of them need major restoration work to remain functional and safe, and that costs enormous sums of money. The drain on the world's drinkable water supply is also causing issues as townships may wind up needing to consume the water that provides them power too.

8. Biomass Energy

Biomass energy is produced from organic material and is commonly used throughout the world. Biomass generally includes crops, plants, trees, yard clippings, wood chips and animal wastes. Biomass energy is used for heating and cooking in homes and as a fuel in industrial production.

However, this type of energy produces a large amount of carbon dioxide into the atmosphere. In the absence of sufficient ventilation, while cooking indoor, fuels such as dung cause air pollution, which is a serious health hazard. Moreover, unsustainable and inefficient use of biomass leads to the destruction of vegetation and hence degradation of the environment.

9. Nuclear Power

While nuclear power remains a great subject of debate as to how safe it is to use, and whether or not it is really energy efficient when you take into account the waste it produces – the fact is it remains one of the major renewable sources of energy available to the world.

While almost every country has nuclear generators, there are moratoriums on their use or construction as scientists try to resolve safety and disposal issues for waste.

Nuclear energy is produced from uranium, a non-renewable energy source that is found throughout the earth's crust, but most of it is too difficult or too expensive to mine and process into fuel for nuclear power plants.

Unit 4. Saving our Planet

I. Read a Greenpeace leaflet below. Would you join any of the actions suggested by Greenpeace? Discuss the ways we can prevent plastic pollution and choose the best solution for your local environment.

Solutions

Where do we go from here? Short-term goals could include eliminating unnecessary packaging that is difficult or impossible to recycle, and expanding the use of reusable and refillable systems for transporting and storing goods. In the long term, we'll need to change our consumption habits. We must, for example, buy fewer of the processed products and ready meals that leave behind so much waste.

Or you can join the global movement to reduce single-use plastic:

Tell the world's biggest plastic polluters to invest in reusable solutions:
Join the Plastic-Free Future Facebook group:

Take Action Today:

Organize a Zero Waste Event:

Whether you're planning a cozy dinner, a breezy picnic, or even a large-scale community event, there are creative ways to avoid single-use plastics.

Support Restaurants That Choose to Reuse:

Take the reusable container challenge and join the movement that is already changing the way we eat! Let's make reusable the new normal!



Support Supermarkets That Choose to Reuse:

Take the reusable container challenge and join the movement that is already transforming the way we shop for groceries!

Lobby for Single-Use Ban in Your Community:

One of the best ways to make change is to lobby at the local level. Your elected officials represent you so let them know what you think!

Become a Citizen Scientist:

Citizen activists are cleaning up local riverbanks, parks, and beaches and using these events to identify the companies that are polluting their hometowns.

Empower the Next Generation of Activists:

The classroom is a great place to start discussing plastic pollution and how to address it. Kids can develop their science knowledge and leadership skills, all while learning how to build a better future. Educators—you can inspire youth to change the world!

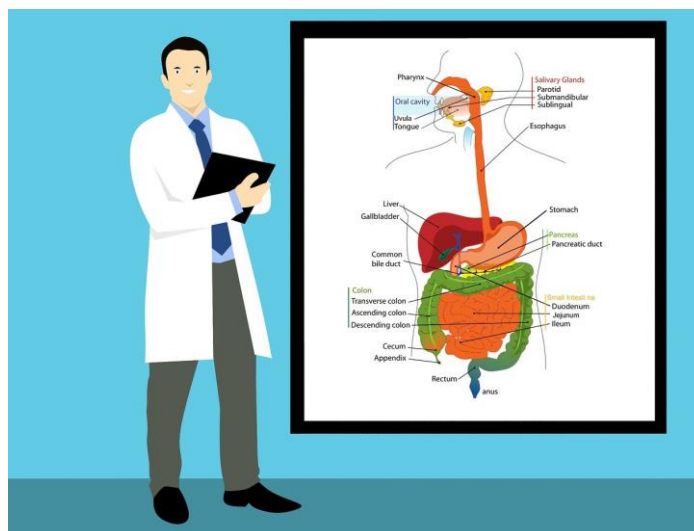
<https://www.greenpeace.org/international/campaign/toolkit-plastic-free-future/learn-about-plastic-pollution/>

II. Do you know who Greta Thunberg is? Have you heard any of her speeches? Watch *Greta Thunberg's full speech to world leaders at UN Climate Action Summit 2019* and discuss the content of the speech and your impressions of it. Ask 2–3 questions to a partner.

III. Discuss the ways we can change the situation and raise environmental awareness of citizens. Add your ideas to the list below.

- Start a green blog
- Use social media to raise environmental issues
- Green club
- Start a tree campaign
- Support car pooling
- Help waste management

12. MEDICINE



Unit 1. Medical Vocabulary

I. Work in pairs. Discuss the questions below.

1. What comes to mind when you hear the word 'medicine'?
2. Do you hate taking medicine?
3. How often do you take medicine?
4. Should all medicine be free?
5. Is laughter the best medicine?
6. Does medicine always work for you?
7. Do you have any side effects after you take medicine?
8. What do you think of alternative medicines like homeopathic medicine and aromatherapy?
9. What medicines are in your medicine cabinet?
10. Do you think medicine weakens your body's immune system?

II. Work in pairs. Look at the statements. Which do you agree with? Which are the most important? Give your reasons.

A good doctor...

- knows the names of all his/her patients.
- listens sympathetically to people who are not really ill.
- accepts alternative treatments such as hypnosis, acupuncture and aromatherapy.
- tells people how to live a healthy life.

- uses everyday language rather than medical terms in discussions with patients.
- acts on instinct rather than using logical reasoning.
- makes home visits in the evenings and/or at weekends.
- recognises emergency cases immediately.
- usually prescribes medication, for example, anti-depressant tablets.
- treats the person rather than the disease.

III. Build up active vocabulary on health and medical condition.

1. Study the text to find English equivalents to the Russian expressions below.

Maintaining good health

Do you want to enjoy good health? Or perhaps you want to reduce your stress levels? Build up your strength by doing plenty of exercise. It's better to start with gentle exercise unless you already do a lot of sport. It's equally important to watch what you eat. There's no need to go on a diet: just eating the right food will help you to build up resistance to disease.

- быть в хорошей форме
- поддерживать хорошую физическую форму
- снизить уровень стресса
- выполнять много упражнений
- следить за питанием
- соблюдать диету
- набраться сил
- начать с легких упражнений
- выработать невосприимчивость к

2. Study the text to find English equivalents to the Russian expressions below.

Treatment

When Alexa was diagnosed with a serious medical condition, she was worried that she might have to have an operation. However, her doctor first prescribed a course of medication. Fortunately, she responded well to treatment, and made a full recovery.

- назначить курс лечения
- хорошо реагировать на лечение
- перевести операцию
- серьезное заболевание
- полностью выздороветь
- поставить диагноз

3. Translate the text into Russian paying special attention to the phrases in bold.

PATIENT INFORMATION LEAFLET

- Do not **exceed the recommended dose**.
- If you think you have **taken an overdose**, consult a doctor immediately.
- If you **suffer** any of the **side effects** mentioned in this leaflet, or any other **adverse reactions**, consult your doctor or pharmacist.

4. Illness: what do phrases in bold mean? Explain in other words in English.

- 1) I've had a **streaming cold** for days now.
- 2) I wish I could **shake off this cold**.
- 3) My grand's **been in poor health** for years.
- 4) There are a number of **infectious diseases** which mainly affect children.
- 5) The baby was born with a **rare illness**.
- 6) She's still **critically ill** in hospital.
- 7) The accident has left three people **fighting for their lives**.
- 8) The boxer **fell into a coma** after receiving a blow to the head and didn't **come out of the coma** for five days.
- 9) He suffered a **massive heart attack**.
- 10) We were all saddened by the young woman's **untimely/premature** death.

Give English equivalents to the following expression:

впасть в кому, бороться за жизнь, выйти из комы, сильный насморк, преждевременная смерть, избавиться от простуды, тяжелый сердечный приступ, заразные болезни, редкое заболевание, болеть (иметь слабое здоровье), находиться в крайне тяжелом состоянии.

IV. Translate from Russian into English using active vocabulary.

- 1) – Вам помогло лекарство, которое прописал доктор?
– Да, но у него было довольно неприятное побочное действие.
- 2) – Ты всё ещё болеешь?
– Да, никак не могу отделаться от этой простуды.
- 3) – Я вчера видел твою тетю. Она выглядела не очень хорошо.
– Да, у нее слабое здоровье с детства, а 2 года назад ей поставили диагноз диабет.
- 4) – Почему они продают эти таблетки только в маленьких упаковках?
– Они стараются, чтобы не было случаев передозировок.
- 5) – Что сказал доктор по поводу жалоб твоей мамы на боль в ноге?
– Он направил её к хирургу. Ей придется лечь на операцию.
- 6) – Нужно ли менять режим питания, если ставят диагноз диабет?
– Ну, диабетикам приходится придерживаться диеты и следить за питанием.
- 7) – Что говорят врачи по поводу состояния твоего отца после операции?

– Отец всё ещё слаб, но врачи говорят, что он полностью восстановится.

8) – Как твои родители реагируют на лечение?

– У отца была сильнейшая побочная реакция – сыпь по всему телу, но сейчас оба идут на поправку.

9) – Какое у него состояние?

– У него редкое, но излечимое заболевание.

V. Watch the video *Learn MEDICAL Vocabulary in English*, add more words and expressions to your active vocabulary. Answer the questions.

1. What is the difference between an illness and a disease?

2. What kind of injuries do people going skiing or cycling may suffer when they fall down?

3. How do a cold and flue differ?

4. If someone says 'There's a bug going around' what does s/he mean?

5. Is benign tumor dangerous?

6. Which diseases are terminal?

7. What are English equivalents to the Russian expressions 'лечить болезнь, залечивать рану'?

8. What are some synonyms to the word 'doctor'?

VI. Make up short 2–3 dialogues using active vocabulary.

Unit 2. Medical Breakthroughs

I. Discuss the questions below.

1. What does the expression 'medical breakthrough' mean?

2. What medical breakthroughs can you think of?

3. What are the best remedies that people have been using for many years to treat illnesses and diseases?



II. Listen to the recording *Better than antibiotics* and sum up the content in English. Write down at least 7 sentences. Make sure you have included most English equivalents to the words below.

– ходить к врачу
– получить лечение
– кашлять

– супербактерия (супербаг)
– вылечить кашель
– хорошо известное лекарство

- не принимать никаких лекарств
- лекарство, отпускаемое без рецепта
- становится устойчивым к антибиотикам

- уменьшить боль/снять воспаление в горле

III. You are going to read about some important medical advances. Work in pairs. Each student reads two texts. Make sure you and your partner are going to read different texts.

While reading, make notes about the medical advances, using the questions below. You may not find answers to all the questions.

- What? Where? How? Results/benefits? Who? When? Problems?

Using your notes, tell your partner about the two breakthroughs.

The first text is about...

1. X-RAYS

X-rays are images which are used to diagnose disease. They were discovered by Wilhelm Rontgen, a German scientist working in Munich, in 1895. He was working on a cathode ray tube developed by one of his colleagues, when he noticed that it was projecting a green light on the wall. Strangely, the light was passing through some materials, including paper, wood and books.

As he experimented by placing other materials in the way, he noticed that the outline of the bones in his hand was projected onto the wall. In the following weeks he continued to investigate the new rays, which he temporarily called X-rays. Two months later, he published his paper 'On a new kind of X-rays', and in 1901 he was awarded the first Nobel Prize in Physics. Although the new rays would eventually be



known as Rontgen rays, he always preferred the term *X-rays*. Today, Rontgen is considered the father of Diagnostic Radiology, a medical speciality using images to diagnose disease. Nowadays, radiologists can examine all areas of the body for different types of disease.

2. PENICILLIN

This was the first effective antibiotic. It was discovered by Alexander Fleming, who was a brilliant medical researcher at St Mary's Hospital, London. He was so careless, and his laboratory was often untidy. In 1928, after returning from holiday, he noticed a glass dish that had some mould growing on it. His analysis of this and its effect on the bacteria in the dish led to the discovery of penicillin. This paved the way for the treatment of infectious disease. Fleming published his findings in 1929, but little attention was paid to them. He continued his research, but found it was difficult to grow penicillin mould and even more difficult to refine it.



Fleming shared the 1945 Nobel Prize in Physiology or Medicine with Ernst Chain, who worked out how to isolate and concentrate penicillin. Howard Florey also shared the prize for his work on mass producing penicillin. Fleming's accidental discovery marks the start of modern antibiotics. It is estimated that penicillin has saved nearly 200 million lives.

3. ASPIRIN



Aspirin is one of the most effective painkillers in the world. Hippocrates, a Greek physician, wrote in the 5th century about a powder made from the willow tree, which could help aches and pains and reduce fever. However, it was not until 1897 that Felix Hoffman, a German chemist, synthesised the ingredient acetylsalicylic acid to treat his father's arthritis. This was the first synthetic

drug, which means it was a copy of something already existing in nature. Aspirin was patented on 6 March 1899. It was marketed alongside another of Hoffmann's products, a synthetic of morphine, called heroin which he invented 11 days after aspirin. To start with, heroin was the more successful of the two painkillers and was thought to be healthier than aspirin. However, aspirin took over and has become the world's best-selling drug. In 1969, it even went to the moon with Neil Armstrong. Today, it is still one of the most effective painkillers, despite having a number of side effects. Aspirin is also effective against many serious diseases such as heart disease, diabetes and arthritis.

4. ANAESTHESIA



Anaesthesia is a way of preventing patients from feeling pain during surgery. Crawford Williamson Long was the first person to use ether as an anaesthetic during operations in 1842. Then on 30 September 1846, in Boston, Massachusetts, William Morton, an American dentist, performed a painless tooth extraction after giving ether to a patient. He also gave the first public demonstration of the use of ether to anaesthetize a patient on 16 October 1846. Following the demonstration, Morton tried to hide the identity of the substance as he planned to patent it and profit from its use. However, it was quickly

shown to be ether, and it was soon being used in both the US and Europe. It was soon discovered that ether could catch fire easily, so in England it was replaced with chloroform. Nevertheless, Morton's achievement was the key factor in the development of modern surgery.

IV. In pairs, discuss these questions about the medical advances.

- Which do you think is the greatest of the advances?

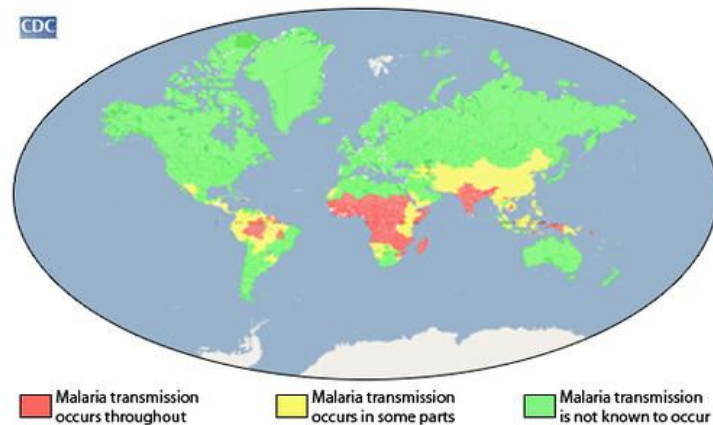
- What other medical inventions do you think are very important, e.g. the thermometer, the scalpel, the stethoscope?

V. Look at these general issues about medicine and the medical profession. Talk about them in small groups.

1. Should people have to pay for health care?
2. Do you think nurses and midwives are paid enough in your country? Why /Why not?
3. Soon medical advances will allow people to live to a very old age. Is this desirable? Why/ Why not?
4. Should new drugs be tested on both animals and humans before being prescribed by doctors?

VI. In groups of 3 students prepare the presentation about one of the latest medical breakthroughs.

Unit 3. Malaria



I. Discuss the questions.

1. Which illnesses are the biggest killers in your country? In the world?
2. Do you know what scientists are doing to try to prevent these illnesses?
3. Which diseases require effective drugs urgently?

II. Listen to a talk by Professor John Dodge, honorary Professor of Child Health at the University of Wales, Swansea. Answer the questions.

1. What reasons does he give for some people not getting effective drugs?
2. Why do we need new anti-malarian drugs?
3. Why are pharmaceutical companies unlikely to develop them?
4. What can international agencies do?

5. Is malaria a problem in your country? What do you know about malaria and ways of fighting it?

III. Scan the four passages about malaria and check your answers to question 5 above.

1. Africa Malaria Day

The Roll Back Malaria partnership has decided that Africa Malaria Day will be commemorated on 25 April every year. In Africa many countries will be organising events and activities in the run-up to 25 April and on Africa Malaria Day itself. In Europe, coalitions and alliances against malaria will be lobbying in parliaments. And the malaria community of the United States will be highlighting this day with its Malaria Awareness Day. Many governments are planning to increase their funding in the fight against malaria.

2. World Swim against Malaria

The Carleton Place Water Dragons (Ontario, Canada) will be doing their swim between December 5 and 9. On Friday December 9, from 6 to 7 p.m., the club will be asking parents, friends and siblings to swim and help the global initiative reach their target of one million swimmers and increase funds for the fight against malaria.

3. Facts about malaria

- Malaria kills more people than any infection from HIV/Aids.
- **Malaria is spread by the single-celled parasite *plasmodium* and it is endemic in parts of Asia, Africa and Central and South America.**
- 90 % of malaria deaths occur among young children in sub-Saharan Africa.
- **Malaria kills up to 2.7 million people a year.**
- Symptoms of malaria include neck stiffness, fits, abnormal breathing and fever.
- Alexander the Great and Genghis Khan died of malaria. John F. Kennedy and Mahatma Gandhi **contracted malaria but recovered.**
- There is currently no effective vaccine against malaria.

4. Insect can resist disease

A genetically-engineered mosquito could be the key to stopping humans catching malaria. Scientists in the US have created a mosquito with a gene that prevents it being infected by the malaria parasite.

In experiments, equal numbers of genetically modified and ordinary “wild” mosquitoes were allowed to feed on malaria-infected mice. As they reproduced, more of the genetically-altered mosquitoes survived. After nine generations, 70% of the insects belonged to the malaria-resistant strain.

However, when both sets of insects were fed non-infected blood they survived equally well. For resistant mosquitoes to be useful in the wild, they must survive better than non-resistant mosquitoes even when not exposed to malaria.

Nevertheless, the researchers at John Hopkins University in Baltimore, Maryland, concluded: “The results have important implications for implementation of malaria control by means of genetic modification of mosquitoes.”

1) Find words in “Fact about malaria” which mean the following thing.

1. a disease in part of your body caused by bacteria or a virus
2. A plant or animal that lives on or in another plant or animal and gets food from it
3. something that shows you have an illness
4. a symptom of illness in which you have a very high body temperature
5. to get a serious disease
6. a substance used to protect people against a disease, which contains a weak form of the virus that causes the disease

2) Correct each sentence by replacing the words in bold with one of the others.

1. Keep indoors out of the cold or you might get an **anaesthetist**, like a sore throat.
2. There are many different types of **parasite** which can affect your heart, lungs, kidneys or other parts of your body. For many, there is still no cure.
3. He’s got a **vaccine**. We need to bring his temperature down.
4. There is still no **contracted** for Dengue Fever.
5. Does he have any of the **cancer** of the disease?
6. He **fever** malaria when he was on holidays in Africa.
7. Before your operation you will see the **infection** to make sure you don’t feel a thing.
8. The **symptoms** gets into your blood and affects the whole body.

3) Scan the texts again and find the following information.

- two famous people who were killed by malaria
- three continents where malaria is common
- a university
- a North American swimming club
- the name of the parasite that spreads malaria
- the animal that was infected by malaria in tests
- the date of Africa Malaria Day

4) Are the statements about the information in the texts true or false?

1. It is not possible to recover from malaria.
2. The “Swim against Malaria” campaign wants one million swimmers to raise money.
3. Malaria Day takes place only in Africa.
4. The genetically-modified mosquitoes can’t be infected by malaria.

IV. In pairs, plan a day to raise awareness for an illness (similar to the Africa Malaria Day) and write the text for a poster or a leaflet for the awareness-raising day.

Unit 4. A New Face

I. Answer the following questions.

1. What do you think of organ transplants?
2. Which organs are most commonly transplanted?
3. Are there any parts of the body that cannot be transplanted?
4. What problems can arise after someone receives an organ transplant?

II. Listen to the recording *Head transplants possible by 2030, say doctors* and do the tasks below.

1. What do these expressions refer to?
 - come on leaps and bounds
 - be commonplace
 - brain and spinal cord together
 - consciousness would move with
 - muscular dystrophy
2. Talk to your partner about what you have heard. Do you believe it would become possible at all?
3. Sum up the content of the recording in English. Write down at least 7 sentences.

III. Read the article quickly and answer the following questions.

1. Why did Isabelle Dinoire need a transplant?
2. Was it successful? How do you know?
3. Is the operation likely to be repeated?

The world's first partial face transplant.

Most people agree that November 24 and 25, 2005 are important dates in the history of modern medicine. At that time, a team of surgeons in France achieved a remarkable medical breakthrough when they succeeded in performing the first partial face transplant.

A 38-year-old Frenchwoman, Isabelle Dinoire, had been badly disfigured when her dog tried to wake her after he had taken some sleeping pills. After the dog's "attack", she had terrible injuries. She had lost most of her nose, lips and chin. As a result, she had difficulty eating and drinking. The doctors at the hospital decided to improve the quality of her life by giving her a partial face transplant.

Ms Dinoire is making a good recovery after her operation. However, she will have to take drugs for many years to come so that her body does not reject the new face tissue. No one really knows what the effects of these drugs will be on her health in the long term. She will probably also need psychological counseling as she adjusts to her "new face".

Dr. Jean-Michel Dubernard, a leading transplant expert who participated in the surgery, explained that the woman's face "will not exactly resemble her face before, but neither will it completely resemble that of the donor." He said, "It will be a new face."

While some people approve of the operation, others have been more critical. They question whether Ms Dinoire was able to consent fully to the operation when she was in such an emotional state at the time. Other medical experts say that the team should have tried more conventional reconstruction surgery before risking a face transplant.

The operation was the first partial face transplant using skin from another person. Apparently, skin from another person's face is usually a better match than skin from another part of the patient's body.

Since the French operation, surgeons in other countries have received permission to perform face transplants. In a few years' time, surgeons in such countries as the United States, Britain and China will probably have carried out many such transplants, and the debate about the ethical and moral issues relating to face transplants will undoubtedly continue.

Indeed, the whole issue of the modern medical practice of organ transplants will be a subject for ethical debate for some time: the need for organ transplants definitely won't decrease in the future, and, even more controversial, some scientists predict that by the end of the next decade, it will have become legal for people to buy and sell organs for transplant on the Internet.

IV. According to the article, which of the following will probably happen? Find the actual predictions in the text to support your answers.

1. Isabelle Dinoire will need to be on medication for many years.
2. She will need to see a psychologist.
3. There may be many transplants in the US, UK and China.
4. There is unlikely to be further discussion of the pros and cons of face transplants.
5. It will be illegal to buy and sell organs on the Internet.

V. Write the prepositions that follow these verbs. Then check your answers in the article.

- | | | |
|-----------|-----------|---------------|
| 1 succeed | 2 adjust | 3 participate |
| 4 approve | 5 consent | 6 relate |

VI. Scan the article *Isabelle Dinoire, Recipient of First Partial Facial Transplant, Dies at 49* and answer the questions.

1. What are the arguments of supporters and opponents of transplant surgery?
2. What are the statistics on facial transplants given in the article?
3. What role did the news media play in the life of Isabelle Dinoire?
4. What do you think about this case?

VII. In groups, discuss the following ethical questions.

1. Should people who have a better chance of survival be given priority over other people urgently needing organ transplants?
2. Should young children be given priority for transplants?
3. Should those whose lifestyle choices (smoking, obesity, etc.) have damaged an organ be given the chance of an organ transplant?
4. Should financial incentives be offered to encourage people to donate organs?

13. GLOBALIZATION



Unit 1. Definition of Globalization

I. Discuss these questions in small groups.

1. What images spring to mind when you hear the word 'globalization'?
2. What is globalization? What do we mean by globalization?
3. Could globalization have happened without the Internet?
4. What are the good things and bad things about globalization?
5. Do you think it's possible to ignore globalization?
6. How has globalization affected your life?
7. Is globalization good for the world? Has globalization improved people's lives?
8. What do you think of the concept of a global village?
9. How has popular culture added to globalization?
10. What will globalization look like fifty years from now?
11. Do you think globalization will make us all the same in the future?
12. Which countries do you think like or hate globalization most?
13. What concept do you think will come after globalization?

<https://esldiscussions.com/g/globalization.html>

II. Complete the description of the term globalization with the words from the box.

communications	experience	improvements	life	world
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Globalization is a term used to describe the way in which the (1) _____ is developing a single economy and culture. This is as a result of (2) _____ in technology and (3) _____ and the influence of

large multinational companies. Globalization is changing people's (4) _____ of everyday (5) _____ all over the world.

III. Work with a partner to discuss the following questions.

1. What are the causes and results of globalization? Make the list together with your partner.

2. Which of the following causes/results of globalization are the most important for you? Why?

3. Are there any causes/results that are not in the list below?

- cheap travel
- availability of global brands and products, e.g. Sony, Adidas, Nestle, etc.
- communication advances, e.g. email, mobile phones
- entertainment, e.g. music, TV, films, shows from other countries
- world events, e.g. the Olympic Games, the World Cup
- opportunities to work and study abroad
- international organizations, e.g. the United Nations, the World Health Organization, etc.

IV. Complete the sentences with the nouns from the box.

companies	competition	cultures	environment	gap
industry	poverty	standards	understanding	workers

Globalization:

1. exploits _____ in poorer countries.
2. widens the _____ between the rich and the poor.
3. reduces _____ and increases wealth.
4. promotes global _____ and tolerance.
5. destroys local _____ and traditions.
6. damages the natural _____.
7. improves the quality of manufacturing _____, leading to more jobs and better pay.
8. creates _____ and increases the choice of goods and services.
9. encourages better _____ for environment, literacy, health, working conditions.
10. gives multinational _____ too much power.

V. Discuss the sentences about globalization in IV.

- Which do you agree/disagree with?
- Make up a list of what you consider advantages and disadvantages of globalization. Mention at least three points for and three points against globalization

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

- compare your ideas (from ex. 5) with those mentioned in the text;
- give Russian equivalents to the expressions in bold;
- find the statements that speak for and against globalization and examples to support these statements;
- make up at least 7 questions (questions should begin with question words and require answers other than 'yes' or 'no')

GLOBALIZATION

Your shirt was made in Mexico and your shoes in China. Your CD player comes from Japan. You can travel to Moscow and eat a Big Mac there and you can watch an American film in Rome. Today **goods** are made and sold all over the world, thanks to globalization.

Globalization lets countries move closer to each other. People, companies and organizations in different countries can live and work together. We can exchange goods, money and ideas faster and cheaper than ever before. Modern communication and technology, like the Internet, **cell phones** or satellite TV help us in our daily lives.

Globalization is growing quickly. A German company can produce cars in Argentina and then sell them in the United States. A businessman in Great Britain can buy a part of a company in Indonesia on one day and sell parts of another business in China the next, thanks to globalization. Fast food companies open shops around the world almost every day.

History of Globalization

Globalization is not new. For thousands of years people have been trading **goods** and travelling across great distances. During the Middle Ages, **merchants** travelled along the **Silk Road**, which connected **Europe and China**.

The modern **age** of globalization started with the Industrial Revolution at the end of the 18th century. New machines were able to produce cheaper **goods**. Trains and **steam-powered** boats transported products **farther** and faster.

Since 1980, globalization has been **moving at a faster** pace. Today it is easier for companies to work in other countries. The Internet gives them the chance of reaching **more** customers around the world. **Teleworkers** work for firms that may be far away.

However, there is a **growing** debate **over globalization**. **Governments are** in favour of **globalization** because the economy can grow. Other people are not so sure that there are only advantages. Here are some arguments from both sides:

Good sides

- Globalization lets countries do what they can do best. If, for example, you buy cheap **steel** from another country you don't have to make your own steel. You can focus on computers or other things.
- Globalization gives you a larger market. You can sell more goods and **make more money**. You can **create more jobs**.

- Consumers also **profit from globalization**. Products become cheaper and you can get new **goods** more quickly.

Bad sides

- Globalization causes unemployment **in industrialized countries** because **firms move their factories to places where they can get cheaper workers**.

- Globalization may lead **to more environmental problems**. A company may want to build **factories** in other countries because environmental laws **are not as strict** as they are at home. Poor countries in the Third World may have to cut down more trees so that they can sell wood to richer countries.

- Globalization can lead **to financial problems**. In the 1970s and 80s countries like Mexico, Thailand, Indonesia or Brazil got a lot of money from investors who hoped they could **build up new** businesses there. These new companies often didn't work, so they had to close down and investors pulled out **their money**.

- Some of the poorest countries in the world, especially in Africa, may get even poorer. Their population is not as educated as in developed countries and they don't have the new technology that we do.

- Human, animal and plant diseases can spread more quickly through globalization.

Many experts say that we need a different kind of globalization in our world today. There must be ways to make sure **that all countries profit from the good sides of globalization**. We should help poorer countries by giving them better education and showing them how new technology works.

Every year, **leaders** of the world's biggest industrial countries **get together to discuss economic problems**. This meeting is called the G8 summit. In the last few years groups against globalization have organized protest marches and demonstrations to point out that not everyone is happy with how the world's economy is developing.

<https://www.english-online.at/economy/globalization/advantages-and-disadvantages-of-globalization.htm>

VII. Give definitions to the following expressions:

goods, merchants, the Silk Road, teleworkers, consumers, profit, the Third World, industrialized countries, investors, the G-8.

VIII. Work in small groups. Ask and answer the questions from III. Use active vocabulary where possible.

Unit 2. Pros and Cons of Globalization



I. Give English equivalents to the following expressions.

- увеличить богатство
- приводить к большему количеству рабочих мест и увеличению зарплат
- содействовать взаимопониманию между народами и толерантности
- снижать уровень бедности
- приводить к разрушению окружающей среды
- увеличивать разрыв между богатыми и бедными
- уничтожать местную культуру
- приводить к улучшению стандартов
- эксплуатировать работников, зарабатывать на сотрудниках
- развиваться всё более быстрыми темпами
- вызывать рост безработицы в промышленно развитых странах
- переводить производство (фабрики) туда, где есть более дешёвая рабочая сила
- закрывать предприятия
- выводить деньги

II. Translate into English.

- 1) Многие верят, что глобализация только увеличивает пропасть между бедными и богатыми.
- 2) Считается, что снижение налогов стимулирует рост уровня жизни населения и снижает уровень бедности. Она приводит к большему количеству рабочих мест и увеличению зарплат.

3) Принято считать, что загрязнение воздуха выбросами производственных компаний приводит к разрушению окружающей среды.

4) Многие считают, что глобализация несёт больше вреда, чем пользы, например она уничтожает местную культуру и дает крупным транснациональным компаниям слишком много власти.

5) Многие утверждают, что с глобализацией ухудшились условия труда рабочих. Кроме того, использование детского труда стало общей практикой. Неужели кто-то считает, что детский труд приводит к развитию экономики и улучшению стандартов производства?

6) Считается, что эксплуатация работников является нарушением прав человека.

7) Принято считать, что глобализация увеличивает разрыв между богатыми и бедными, но при этом увеличивается количество рабочих мест.

8) Высока вероятность, что глобализация увеличивает благосостояние только развитых стран.

9) К сожалению, уровень жизни многих людей зависит от глобализации. А международные компании не только эксплуатируют работников из-за безграничной жадности корпораций, но и способствуют разрушению окружающей среды.

III. *Viewpoint* is a weekly current affairs programme. Read the opinions on the *Viewpoint* message board (below the table) and complete the chart for the first four messages.

Message	For or against globalization	Reasons
1. Mike		
2. Cindy		
3. Ingrid		
4. Marco		
5. Michel		
6. Doug		
7. Astrid		
8. John		
9. Maria		

IS GLOBALIZATION A GOOD THING?

1. Globalization is definitely about progress. It leads to better products, which are more cost effective to produce and therefore cheaper for everyone. It's about consumer choice. Globalization also connects people by means of communication and offers them new opportunities for travel, work and education. It means a faster rate of development for the whole world. Many poorer countries have benefited from investment as a result of globalization. *Mike, USA*

2. The global economy simply means sweatshops in poor countries so that rich countries can have cheap goods. There is a lot of inequality involved in globalization and the desire for cheaper products. It also leads to the destruction of natural resources. Globalization benefits the rich nations, who control prices, who influence the economies of poor countries and cause populations to migrate in order to try and improve their lives. *Cindy, China*

3. Globalization is just another aspect of evolution. It is a new name for an old process. Surely the coming of the railways and industrialization hundred of years ago was globalization. It enable products to be produced wherever it is most efficient to do so. I think it means great social and economic progress for developing countries. I don't understand this anti-globalization movement and feeling. Surely free markets and the free movement of people, goods and services are beneficial to economies all over the world. *Ingrid, Germany*

4. Globalization's only good for those who are already economically strong. It's the big multinational companies who really benefit, and it worries me that sometimes they seem to have more power and influence over our lives than elected governments. Some of them are actually richer than whole countries, which must be a bad thing. *Marco, Italy*

IV. Listen to some other views from the podcast of last week's show and complete the table.

V. Choose two of the messages and summarise each person's point in 1–3 sentences. Which of the opinions in the messages do you agree with? Which do you disagree with? Why?

VI. Complete the word combinations with the words from the box.

change	choice	greed	rights	trade
1. consumer _____			4. fair _____	
2. climate _____			5. human _____	
3. corporate _____				

child	free	global	multinational	national
-------	------	--------	---------------	----------

6. _____ resources
 7. _____ warming
 8. _____ companies
9. _____ labour
 10. _____ markets

VII. Discuss the impact of globalization up to now on the following:

1. your own life 2. your country 3. the world

Are you optimistic or pessimistic about the future? Why?

VIII. Write your opinion (up to 120 words) on globalization for the Viewpoint message board.

Unit 3. Historic Roots of Globalization



I. You are going to listen to the news story titled *Thousands March Ahead Of G20 Summit*. Take notes to do the tasks below.

1. What figures, names and slogans have been mentioned in the recording.
2. What are the figures and names refer to?
3. What is the recording mainly about?
4. Why do people protest? Who are these people?
5. Do you think that the people's concerns are caused by globalization?
6. When do you think globalization started to emerge?

II. Read the text paying special attention to the phrases in bold.

GLOBALIZATION?

by Andrew Rossiter

*Like it or not, globalization is **here to stay**. The question is not "Should it continue?" but "How can it work for everyone?"*

Mention the word "globalization", and you **are likely to** get a reaction.

Globalization, the creation of a new world economic system dominated by huge **corporations** and the "**G8**" nations, is an idea that has its **fervent supporters** and its **bitter opponents**.

For its opponents, globalization is seen as a system designed **to impose the American economic model** on the whole world, **for the sole benefit of** the USA and a few other rich countries. For its supporters, globalization is the way forward to a better world, where everyone will **ultimately be better off** than they are today.

Globalization is a process about which both supporters and opponents can justify some of their arguments. Yet in spite of the hopes of many of its critics, there is one thing about which there can no longer be any doubt. "Globalization" is not a future development that we can **accept or reject**; it is a process that has already largely taken place; and it is one from which – in all but the most catastrophic future scenarios – **there can be no going back**.

The other day in Paris, I **attended an international symposium on globalization** that **brought together politicians** and economists, diplomats, **academics, trade unionists** and representatives of humanitarian agencies; there were speakers from Africa, Asia, Europe and the Americas, including Umberto Eco, former French foreign minister Bernard Kouchner, and Harvard economist Jeffrey Sachs. Each had his or her own specific views, but there was one thing on which every speaker agreed; the fact that globalization **is here to stay**.

HISTORIC ROOTS

In many ways, there is nothing new about globalization; it is a process that began to spread some three hundred years ago, when European nations, and Britain in particular, **developed an economic system** that **depended on international trade**. Spices, sugar, tea and coffee were among the first **commodities that were traded globally**. By 1850, Britain – the most developed nation at the time – had an economy that was dependent for its survival on global trade. **Unable to feed its growing population**, the country was importing 25 % of its basic food, most of it from America and the British Empire; and even if Britain was at the time far ahead of other nations in the "globalization" of its economy, other countries such as France and the United States were already moving strongly in the same direction.

Without the globalization of trade, no nation would have been able to **achieve its current state of development**; for no nation in the world, not even the USA, can **supply all its own needs in raw materials, products, or services**.

Over the last two centuries, thanks to this process, **living standards have increased dramatically** in most parts of the world. Yet this huge improvement has not **benefited every nation equally**, and there are indeed some parts of the world where **living standards have actually declined**. In 1820, the difference in wealth between the people in the world's poorest nations and those in the world's richest nations was about 3:1. Today it is about 30:1.

It is this **flagrant inequality** resulting from globalization that is unacceptable to so many people.

Nonetheless, it would be quite wrong to suggest that globalization only benefits the nations of the world that are already rich. In the last fifty years, a whole group of

nations, including China and India, the world's two most populated states, have benefited massively from the advantages of globalization. Not to mention oil-rich states like the Emirates or Dubai. In the 1990's, eighteen out of twenty of the fastest growing economies in the world were in the **developing world**; only two were "western" countries. In the 1990s the Chinese economy, thanks to a huge development of international trade, grew by a massive average of 10.7 % per year, **bringing jobs and a sharp rise in living standards** to millions of people. Without globalization, where would they be?

By contrast, over the same period the economy of Switzerland, one of the world's richest nations, **grew by just 0.6 %** per year.

THE WAY FORWARD

In the end therefore, the question is not "To globalize or not to globalize?" It is a matter of finding ways to make sure that the riches of tomorrow's global economy are **spread more equitably across the world**.

It is not going to be easy. For instance there is a large degree of popular consensus in developed countries that the "Third World Debt", **the vicious circle of poverty** that condemns some of the world's poorest countries to remain poor, is **an injustice that must be set right**; yet even though the first steps in this direction have already been taken, there is still a lot more to be done.

Today, about 25 % of the world's population live in countries that are benefiting very little, or not at all, from the effects of globalization – countries like Chad or Myanmar, countries that **are often hard to reach** and even harder to live in. Until recently, these countries were largely **left to their own devices, left to sink further into poverty**. One man who understood this well was Bin Laden, who though coming personally from a rich family that had benefited massively from globalization, recruited his Taliban and Al Qaida fighters from **the ranks of** those who had been **left out**; Afghans, poor Pakistanis, Chechens, even Burmese.

Paradoxically – both for himself and for the developed world – Bin Laden's terror campaign may **prove to be the event that reinforces globalization rather than destroying it** – notably because of the dramatic way in which it has **highlighted** the dangers of the **growing gap between rich nations and poor ones**. There is only **one feasible way of addressing this problem**, and that is to **involve** the world's poorer countries more closely **in the growing economy**. It will have to happen, because the consequences of failure in this matter will benefit no country.

Bin Laden wanted to destroy America, and with it the global economy; yet were the global economy to collapse, it would not be the world's richest nations that suffer most. It would be the world's poorer and poorest nations. That is no doubt **the most compelling general argument in favour of** continuing globalization.

The most compelling argument against globalization, in its current form, concerns the nature of the economic forces that are at work. Of the 100 largest players in today's world economy, 49 are nations, but 51 are **multinational corporations, unelected bodies** whose interests can sometimes be very different from those of the people of **countries in which they operate**.

The task that now faces world leaders is finding the best way to control future developments, for the greatest benefit of the greatest number of people; it is also – perhaps more importantly – to do so in an **environmentally sustainable way**.

Tomorrow's world economy will continue to be global; but it must be green too. These **two targets are not incompatible with each other**; quite the reverse, they are intimately connected.

<https://linguapress.com/advanced/globalization.htm>

III. Make up vocabulary list to help you to speak about pros and cons of globalization.

IV. Read the article and pick out the following information.

- a) The arguments that some people make against the process of globalization.
- b) The main arguments in favour of the continuing process of globalization.
- c) The aspects of globalization that need to be improved in the years to come.

V. Here are the answers to some questions, based on information in the article. Imagine appropriate questions for each answer.

1. Because they believe that it is the only way to ensure a more prosperous future for most of the people in the world.
2. About three hundred years ago.
3. Britain.
4. China.
5. It grew on average 0.6% per year.
6. Because their economies did not benefit from globalization.
7. The world's poorest nations would suffer most.

VI. Writing: reduce this 1200 word article to about a third of its original length.

VII. Speak about globalization, its roots, pros and cons. Make sure you have included active vocabulary.

5. What don't we spend enough time discussing?
6. What will smaller countries have to do as globalization ends?

VI. Look through the article paying attention to subheadings and say what the article is about.

THE PROS AND CONS OF GLOBALIZATION

Some praise globalization for opening borders and connecting cultures and politics. Others blame it for disrupting local economies and eliminating jobs. The fact is that globalization has been around since ancient times, and it is fully integrated into different aspects of modern life. As a consumer, your clothing, foods and electronic gadgets are often produced by multinational companies located around the world. And as an investor, a financial advisor could help you diversify your portfolio with emerging market funds and other foreign investments. Let's take a look at some of the advantages and disadvantages of globalization.

What Is Globalization?

Globalization is defined as a process that moves businesses, organizations, workers, technology, products, ideas and information beyond national borders and cultures. Supporters say that this is making countries more interdependent on free trade. But critics maintain that it is also concentrating wealth in the corporate elite, disrupting industries and making local economies more vulnerable.

This process has roots in ancient civilizations that traded for valuable commodities that were unavailable in their homelands. But today, you can also see how large corporations similarly thrive as multinational businesses with offices and supply chains stretching around the globe.

In the recent economy, trade agreements have become the cornerstones of globalization, creating and expanding networks for trade and infrastructure. This is the case with NAFTA, which was renegotiated by the Trump administration in 2020 as the United States-Mexico-Canada Agreement (USMCA). Initially, NAFTA incentivized U.S. businesses to relocate partially to take advantage of low-cost labor in Mexico. However, the USMCA has added protections for U.S. workers against this type of competition.

Globalization has also come under scrutiny with President Joe Biden's recent \$2.3 trillion infrastructure and jobs plan. Many large multinational companies like Amazon were singled out by Biden for taking advantage of tax loopholes to avoid paying federal income taxes. The President said that he would raise corporate taxes and eliminate these loopholes and foreign tax credits to fund his plan.

While governments focus on removing national barriers to promote global trade, they are also working on protecting local economies that could easily get disrupted. Let's break down the advantages and disadvantages of globalization.

Advantages of Globalization

1. Globalization Broadens Access to Goods and Services

It's hard to argue with the point that globalization makes more goods and services available to more people, often at lower prices. If you have disposable income and

you're buying a product that comes from abroad, you're benefiting from globalization to some extent. Business owners also benefit by having access to a bigger market for their goods and services.

2. Globalization Can Lift People Out of Poverty

The argument that globalization has lifted people in developing countries out of poverty is somewhat controversial because opinions differ as to the quantity – and quality – of the jobs created by globalization. But the general wisdom is that globalization has increased job opportunities in capital-scarce, labor-rich countries, i.e. developing countries.

3. Globalization Increases Cultural Awareness

Globalization's defenders say it has increased cross-cultural understanding and sharing. A globalized society boosts the rate at which people are exposed to the culture, attitudes and values of people in other countries. That exposure can inspire artists, strengthen ties between nations and dampen xenophobia.

4. Information and Technology Spread More Easily With Globalization

Art and culture aren't the only things that spread more easily in a globalized society. The same goes for information and technology. As examples, see the rise of mobile banking in Kenya or the practice of micro-lending. Civil society groups can look to other countries for inspiration and good ideas can spread more easily.

Disadvantages of Globalization

1. Workers Can Lose Jobs to Countries With Low-Cost Labor

This first argument against globalization is the one that surfaces most frequently in U.S. political discussions about NAFTA and other trade deals. When the U.S. competes with less-developed countries, its big advantage is its access to capital, whereas less-developed countries' big advantage is their cheap labor.

Generally speaking, globalization increases the returns to capital in rich countries like the U.S. and decreases the returns to labor in those same countries. That's a fancy way of saying that low-skill jobs in the U.S. can disappear as a result of globalization (though technology plays a big role in this change, too). The result may be a decrease in the inequality between countries but an increase in the inequality within countries.

2. Globalization Hasn't Protected Labor, Environmental or Human Rights

In theory, globalization can be an opportunity to spread values and practices like environmentalism and labor rights throughout the world. In practice, that spread has been slow and imperfect. For example, rather than exporting the labor protections that a company might have to abide by in the U.S., it might follow lower standards in another country where labor is not protected.

Some argue that globalization has caused a "race to the bottom" in which companies actively seek the countries with the weakest labor and environmental protections and the lowest wages. And while globalization has increased the flow of goods, services and capital, there are still plenty of tax havens, meaning that much of the value added by globalization is not captured and redistributed by governments.

3. Globalization Can Contribute to Cultural Homogeneity

Globalization might lead to more cultural homogeneity as people's preferences converge and products cannot compete with cheaper multinational ones. If everyone

wears jeans, learns English and watches Hollywood movies we may lose precious cultural practices and languages. Some critics of globalization worry that it's creating a mainstream monoculture while driving other diverse cultures underground.

4. Globalization Empowers Multinational Corporations

Another criticism leveled at globalization is that it has empowered multinational corporations at the expense of governments and citizens. This reduces state sovereignty and citizens' ability to hold their leaders accountable for conditions in their countries. It's another reason that labor and environmental protections are harder to enforce than many critics of globalization would like. Multinational corporations may also lobby for favorable provisions in trade agreements (this was an argument invoked against the TPP).

Bottom Line

Supporters and opponents of globalization generally agree that the phenomenon has created winners and losers. Supporters argue that the benefits outweigh the drawbacks, while critics want to either improve the conditions of global trade or, in some cases, roll back globalization.

<https://smartasset.com/mortgage/the-pros-and-cons-of-globalization>

VII. Read the article again and find the expressions that can be translated as:

- разрушать местную экономику
- упразднить рабочие места
- делать местную экономику беззащитной
- каналы поставок по всему миру
- воспользоваться преимуществом доступа к дешевой рабочей силе
- привлечь пристальное внимание
- пользоваться лазейками в налоговом законодательстве
- повысить налоги для корпораций
- устранить барьеры для развития международной торговли
- создавать рабочие места
- укреплять межнациональные связи
- подавлять ксенофобию
- то же самое касается информации и технологий
- сокращение неравенства между странами
- искать страны с наиболее слабым законодательством в отношении защиты окружающей среды
- наделять корпорации большой властью
- привлекать лидеров к ответственности за что-либо
- преимущества перевешивают недостатки

VIII. Choose a role of a supporter or an opponent of globalization and give your arguments in a 2 min speech in English. Use vocabulary from the article extensively. Remember to make an introduction and conclusion. Give at least 3 arguments to support your position.

14. PSYCHOLOGY



“We are what we are because we have been what we have been, and what is needed for solving the problems of human life and motives is not moral estimates but more knowledge.”
Sigmund Freud

Unit 1. Study of Psychology

I. Read the article below. Which of the aspects of psychological study are you interested in? Discuss your point of view with a partner.

What Do Psychologists Study?

Psychologists study everything related to the human mind and human behaviour.

1. Developmental psychologists observe growth and change over time. They are interested in how people change from adolescence to middle adulthood.

2. Behavioural psychologists study behaviour. For example, they may study people's reactions to stress.

3. Social psychologists study the interactions between people. Their interest is empathy – our response to the feelings and sufferings of others. They study submission and domination, how people act in groups, and the different ways people respond to life and to each other.

4. Neuroscientists study the brain and nervous system. They experiment with perception (how we see, hear, and experience life), cognitive function (mental abilities like intelligence, memory, reason and judgment), and emotion.

5. Clinical psychologists treat people with mental disorders. (So do psychiatrists, who are medical doctors specializing in treating mental illness.) They treat addictions, autism, depression, phobias, anxiety, obsessions and severe mental illnesses such as

psychosis and schizophrenia. There are various therapies to help people with these conditions. They include combinations of medications, behaviour modification, psychoanalysis, and other talk therapies.

II. Answer the following questions.

1. What do you know about psychology?
2. Have you ever consulted a psychologist? If not, would you like to?
3. Would you like to study psychology?
4. Have you ever heard the opinion that psychology isn't a science?
5. What do you think about psychological tests? Are they reliable?
6. If you were a scientist, what psychology tests would you create?
7. Have you ever bought a self-help psychology book? Would you like to buy one?

III. Match the psychological terms in the left column with their definitions in the right column.

1. well-being	a) the scientific study of the human mind and its functions, especially those affecting behaviour in a given context
2. empathy	b) a state of mental or emotional strain or tension resulting from adverse or demanding circumstances
3. psychology	c) the element of a person that enables them to be aware of the world and their experiences, to think, and to feel; the faculty of consciousness and thought
4. mind	d) the ability to understand and share the feelings of another person
5. motivation	e) a medical practitioner specializing in the diagnosis and treatment of mental illness
6. disorder	f) a state of confusion
7. personality	g) the treatment of mental or psychological disorders by psychological means
8. psychiatrist	h) a reason or reasons for acting or behaving in a particular way
9. stress	i) the combination of characteristics or qualities that form an individual's distinctive character
10. therapy	j) the state of being comfortable, healthy, or happy

Unit 2. Psychology at Work

I. WORKPLACE PSYCHOLOGY

I. Do you know anything about workplace psychology? Skim the article below and define what workplace psychology focuses on.

II. Fill in the gaps in the text with the words in italics given below the paragraphs. Mind some extra words.

Workplace psychology is the study of day-to-day individual and collective human behaviour in organizations and the workplace to understand how work behaviour can be influenced, changed, and improved to benefit both employees and organizations.

The term workplace psychology – sometimes referred to as industrial and organizational psychology – is concerned with understanding, explaining, and ultimately improving the attitudes and behaviours of individuals and groups in organizations and applying this knowledge to problems at work.

How Can Psychology Be Used in the Workplace?

Using psychology in the workplace can have many benefits to both employees and employers. Typically the goal is to improve the mental well-being of employees so they feel safe, valued and equipped to do their job in an _____ manner. This in turn reduces stress levels and increases productivity of employees which can _____ to better business outcomes for employers.

Many large organizations have organizational psychologists on _____ to deal with psychological issues in the workplace. These professionals use psychology and worker research strategies to _____ workplace environments, identify areas in need of improvement, and develop strategies to address those issues. They also _____ company culture and job requirements to help develop better hiring and training processes.

Assess; increase; study; office; contribute; indifferent; staff; effective

Some ways that workplace psychology is used in organizations:

Stress Management in the Workplace

Stress in workplace psychology is a subtopic that is of great interest to staff and organizations. Stress at work is almost _____, whether people are dealing with a difficult boss, poor working conditions, tight deadlines, excessive workloads or insufficient pay but when work stress becomes chronic, it can become harmful to physical and emotional _____. Organizations are increasingly turning to psychologists, nutritionists and other experts to implement workplace wellness programs that aim to achieve better mental well-being of _____ by providing healthy meals, yoga classes, quiet spaces, and other tools to better understand their stress levels such as cognitive assessment exercises (brain games).

Employees; employers; health; burnout; frequent; unavoidable

Colour Psychology in the Workplace

The psychology of colours and how different colours _____ different moods and feelings is an important consideration in workplace psychology. Interior colour schemes in the work environment can have a serious _____ on the mood and of workers and the behaviour of customers. For example, a recent University of Texas study found that bland grey, beige and white offices induced feelings of sadness and depression, green and blue colours create a sense of well-being that improves

efficiency and focus, yellow might be able to ___ innovation and red creates a sense of unease and alarm that might harm productivity.

Rate; evoke; inspire; productivity; impact; feel

Psychological Harassment in the Workplace

Psychological harassment is any behaviour that is hostile or unwanted from one individual or group in the workplace to another individual or group. This _____ usually occurs in the form of verbal comments, gestures or actions that affect the targeted person's dignity and mental well-being resulting in a hostile work environment. _____ have a moral and many times legal obligation to ensure that none of their employees are subject to unwanted psychological harassment in the workplace as this negatively _____ workers' ability to do their job. This ___ sexual harassment, overbearing supervision, constant criticism or the blocking of promotions.

Impacts; drawback; influence; misconduct; includes; employers; employees

Psychological Safety in the Workplace

According to Harvard Business School professor Amy Edmondson, who coined the term: "Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes." This type of environment has been shown to foster innovation in the workplace because team members feel ___ to take risks and be vulnerable in front of each other without the fear of psychological harassment, ridicule or even losing their jobs. It's about giving _____ feedback, openly _____ mistakes, and learning from other team members so that everyone is improving and becoming ___stressed at work.

Safe; more; important; candid; admitting; less

III. Look at the list of measures recommended by psychologists to employers to reduce employee turnover in companies.

1. Did your managers try any of them when you were in a team?
2. Which of them do you think are the most effective?
3. Can you add any tips to this list?
 - providing off-site or team building – allowing time-off; experiences;
 - training on how to be more attentive; – employee training;
 - pick up on body language cues of co-workers; – support initiatives.

IV. Look at 4C model for intelligent performance in the workplace (see the picture below). Make your own diagram placing the given requirements in the order from the most to the least important. Discuss your diagrams with a partner.



II. TEAM ROLES

I. In small groups discuss the questions.

1. Have you ever worked/played in a team?
2. Was it a successful team? Why? /Why not?
3. What do you think makes a successful team? What sort of people do you need?

II. Look at the adjectives below. Which of them do you think are the most important qualities for people in a team? Why? Add to the list if possible.

diplomatic conscientious creative outgoing ambitious authoritative energetic knowledgeable objective stubborn practical resourceful

III. Read the article about team roles and study the definitions of team roles given in the table below the article.

Team Roles at Work. Belbin Model

The term 'Team Role' refers to one of nine clusters of behavioural attributes, identified by Dr Meredith Belbin's research at Henley, as being effective in order to facilitate team progress.

"The types of behaviour in which people engage are infinite. But the range of useful behaviours, which make an effective contribution to team performance, is finite. These behaviours could be grouped into a set number of related clusters to which the term 'Team Role' is applied."

Meredith Belbin | Taken from: Team Roles at Work










Do you need nine people in a team, each with strength in each Belbin Team Role?

Although there are nine Belbin Team Roles, this doesn't mean that every team requires nine people. Most people will have two or three Belbin Team Roles that they are most comfortable with, and this can change over time. Each Belbin Team Role has strengths and weaknesses, and each role has equal importance.

Are all Team Roles needed at all times?

It's not always necessary to have all Team Roles working simultaneously. It is important to look first at the team objectives, and then work out which tasks need to be undertaken. Once this has been done, discussions can take place regarding how and when each Belbin Team Role behaviour should be utilised.

Using Belbin can give individuals a greater understanding of their strengths, which leads to more effective communication in the team. Managers can put together great teams, enhance the performance of existing ones, and ensure that everyone feels that they are making a difference in the workplace.

Team Role	Contribution	Allowable Weaknesses
Plant 	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator 	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator 	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper 	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator 	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker 	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer 	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher 	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist 	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

IV. Discuss the questions.

1. Which roles do you think you would be good at?
2. Which ones wouldn't you be good at?
3. Do your group mates agree with your opinion?

Unit 3. Psychology in Social Groups

I. Read the leaflet about peer pressure and answer the questions.

1. What do you understand by peer pressure?

2. Which of these are examples of peer pressure?

- wearing fashionable clothes;
- joining with bullying;
- doing something dangerous

because your friends are doing it;

- going to a party when you don't feel like it;
- lying about your real opinion to fit in.

3. What sort of people will probably give in more easily to peer pressure?

4. Can peer pressure lead to bullying?

5. Are bullies mostly unpopular people?



PEER PRESSURE

Peer pressure is the influence wielded by people within the same social group. It is also the term used to describe the effect this influence has on a person to conform in order to be accepted by the group. Often, peers are thought of as friends, but peers can be anyone of a similar status such as people who are the same age, who have the same abilities, and who share a social status.

Peer pressure is commonly thought of in a negative light, but in reality, it's not always a bad thing. While it can be difficult, it isn't always a bad thing. Positive peer pressure can be a valuable part of learning how to socialize and even growing as a person.

Positive peer pressure is when someone's peers encourage them to do something positive or push them to grow in a beneficial way.

Here are a few examples of positive peer pressure:

- pushing a friend to study harder so they can get better grades
- saving money for a big purchase like a car and encouraging friends to do the same
- looking down on illegal or risky behaviour, like under-age drinking or smoking

Negative peer pressure, on the other hand, involves pressure to do something dangerous or damaging to themselves or others.

Here some examples of negative peer pressure:

- convincing a friend to skip school
- pressuring a friend to drink or try drugs
- encouraging a peer to fight someone or bully someone

The way a person responds to peer pressure can indicate who they are as an individual. Natural leaders tend to be less susceptible to bad forms of peer pressure, while followers may be more inclined to go along with it. Most kids and young adults

have a strong desire to fit in and are especially sensitive to being picked on, made fun of, or ostracized. Consequently, they're often eager to do the things their peers tell them to do.

If a teenager is generally seen as weak or different by the majority of their peers, they can become a safe target for bullies. Bullies pick easy targets, people that the group are unlikely to defend or get upset over. Unfortunately, some bullies are popular and liked by many of their peers, which means that others are less likely to call their behaviour bullying. These popular bullies can act appropriately towards teachers and adults so the problem often goes unnoticed. Many victims of bullying feel very lonely, they have low self-esteem and become depressed. Understandably, parents are often deeply worried when their children are being bullied.

II. Look at the list of drawbacks and benefits of peer pressure. Sort them out into corresponding columns in the table. Can you add any drawbacks/benefits to the list?

Drawbacks	Benefits
<ul style="list-style-type: none"> • distractions from academics 	<ul style="list-style-type: none"> • advice
<ul style="list-style-type: none"> • friendship and support • modelling good examples • unhappiness with appearance • anxiety and depression • sudden changes in behaviour 	<ul style="list-style-type: none"> • arguments or distance from family and friends • gaining new experiences • practicing socialization • pressure to engage in risky behaviour • problems with self-esteem and self-confidence

III. Give your examples of positive and negative peer pressure.

IV. Read a psychologist's advice about coping with peer pressure. Choose the correct word and explain your choice.

Tips for Coping with Peer Pressure

If you suspect that your child or another person that you love is being *affected/effect*ed negatively by peer pressure, *encourage/make* them to talk to you. Let them know you are someone they can *trust/believe* and offer them to make a plan for *getting out/leaving* of a bad situation. Sometimes kids and teenagers don't want to *tell/talk* to their parents or close friends about peer pressure. If that's the case,

don't take it *personal/personally*. Encourage them to talk about it with another trusted adult, *like/as* a teacher, a school counsellor, a doctor, or a therapist.



Some strategies that may be useful for helping someone *cope/overcome* with peer pressure might include:

- *Explain/teach* him or her how to *say/tell* no, help them develop the skills to think independently, and encourage self-confidence.
- Ask them to think of how they might leave a situation if it becomes uncomfortable.
- Advise them to *take/make* friends with the right people: people who *share/have* your values are less likely to be the people who will bully you into doing things you don't want to do.

Unit 4. Mental Health and Mental Disorders

I. Skim the article below and answer the questions.

1. What is a phobia?
2. What is the difference between a phobia and a normal fear?
3. What are common types of phobias?
4. Are there any typical symptoms of a phobia?
5. Can phobias be treated?

Phobias and Irrational Fears

Almost everyone has an irrational fear or two – of spiders, for example, or your annual dental check-up. For most people, these fears are minor. But when fears become so severe that they cause tremendous anxiety and interfere with your normal life, they're called phobias.



A phobia is an intense fear of something that, in reality, poses little or no actual danger. Common phobias and fears include closed-in places, heights, highway driving, flying insects, snakes, and needles. However, you can develop phobias of virtually anything. While most phobias develop in childhood, they can also develop in later life.

If you have a phobia, you probably realize that your fear is irrational, yet you still can't control your feelings. Just thinking about the feared object or situation may make you anxious. And when you're actually exposed to the thing you fear, the terror is automatic and overwhelming. The experience is so nerve-racking that you may go to great lengths to avoid it – inconveniencing yourself or even changing your lifestyle. If you have claustrophobia, for example, you might turn down a lucrative job offer if you have to ride the elevator to get to the office. If you have a fear of heights, you might drive an extra 20 miles in order to avoid a tall bridge.

“Normal” fears vs. phobias or “irrational” fears

It is normal and even helpful to experience fear in dangerous situations. Fear serves a protective purpose, with our bodies and minds alert and ready for action, we are able to respond quickly and protect ourselves. But with phobias the threat is nonexistent or greatly exaggerated. For example, it is only natural to be afraid of a snarling Doberman, but it is irrational to be terrified of a friendly poodle on a leash, as you might be if you have a dog phobia.

The difference between normal fear and a phobia

Normal fear	Phobia
Feeling anxious when flying through turbulence or taking off during a storm	Not going to your best friend’s island wedding because you’d have to fly there
Experiencing butterflies when peering down from the top of a skyscraper or climbing a tall ladder	Turning down a great job because it’s on the 10 th floor of the office building
Getting nervous when you see a pit bull or a Rottweiler	Steering clear of the park because you might see a dog
Feeling a little queasy when getting a shot or when your blood is being drawn	Avoiding necessary medical treatments or doctor’s checkups because you’re terrified of needles

Common types of phobias and fears

There are four general types of phobias and fears:

1. *Animal phobias* such as the fear of snakes, spiders, rodents, and dogs.
2. *Natural environment phobias* such as a fear of heights, storms, water, and of the dark.
3. *Situational phobias* (fears triggered by a specific situation) including the fear of enclosed spaces (claustrophobia), flying, driving, tunnels, and bridges.
4. *Blood-Injection-Injury phobia*, the fear of blood, injury, illness, needles, or other medical procedures.

Some phobias, however, don’t fall into one of the four common categories. These include fear of choking, fear of getting a disease such as cancer, and fear of clowns. Other common phobias that don’t fit neatly into any of the four categories include:

Social phobia, also called social anxiety disorder, is fear of social situations where you may be embarrassed or judged. Your anxiety over how you will look and what others will think may lead you to avoid certain social situations you’d otherwise enjoy. Fear of public speaking – an extremely common phobia – is a type of social phobia. Other fears associated with social phobia include fear of eating or drinking in public, talking to strangers, taking exams, mingling at a party, or being called on in class.

Agoraphobia was traditionally thought to involve a fear of public places and open spaces, but is now believed to develop as a complication of panic attacks.

Signs and symptoms of phobias

The symptoms of a phobia can range from mild feelings of apprehension and anxiety to a full-blown panic attack. Typically, the closer you are to the thing you're afraid of, the greater your fear will be.

Physical symptoms of a phobia include: <ul style="list-style-type: none">• difficulty breathing• racing or pounding heart• chest pain or tightness• trembling or shaking• feeling dizzy or light-headed• a churning stomach• hot or cold flashes; tingling sensations• sweating	Emotional symptoms of a phobia include: <ul style="list-style-type: none">• feeling overwhelming anxiety or panic• feeling intense need to escape• feeling “unreal” or detached from yourself• fear of losing control or going crazy• feeling like you're going to die or pass out• knowing that you're overreacting, but feeling powerless to control fear
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When to seek help for phobias and fears

If your phobia doesn't impact your life that much, it's probably nothing to be concerned about. But if avoidance of the object, activity, or situation that triggers your phobia interferes with your normal functioning, or keeps you from doing things you would otherwise enjoy, it's time to seek help.

Consider treatment for your phobia if:

- It causes intense and disabling fear, anxiety, and panic;
- You recognize that your fear is excessive and unreasonable;
- You avoid certain situations and places because of your phobia;
- Your avoidance interferes with your normal routine or causes significant distress;
- You've had the phobia for at least six months.

II. Read the article again. Find the terms and key words and word combinations used in the text to describe phobias. Explain these words by giving synonyms to them or their definitions.

III. Work in pairs. Discuss the questions below.

1. Have you or your friend/relative ever had a phobia? Tell the class about the situation.

2. Do you think phobias are quite common? Do many people suffer from phobias?

IV. Read the leaflet about treating phobias. Put the paragraphs in the logical order.

1._ 2._ 3._ 4._ 5._ 6._ 7._ 8._

Treating a phobia

A. Practice. The more often you practice, the quicker your progress will be. However, don't rush. Go at a pace that you can manage without feeling overwhelmed. And remember: you will feel uncomfortable and anxious as you face your fears, but the feelings are only temporary. If you stick with it, the anxiety will fade.

B. When it comes to conquering phobias, facing your fears is the key. While avoidance may make you feel better in the short-term, it prevents you from learning that your phobia may not be as frightening or overwhelming as you think. The most effective way to overcome a phobia is by gradually and repeatedly exposing yourself to what you fear in a safe and controlled way. Through repeated experiences facing your fear, you'll begin to realize that the worst isn't going to happen; you're not going to die or "lose it." With each exposure, you'll feel more confident and in control. The phobia begins to lose its power.

C. Make a list of the frightening situations related to your phobia. If you're afraid of flying, your list (in addition to the obvious, such as taking a flight or getting through takeoff) might include booking your ticket, packing your suitcase, driving to the airport, watching planes take off and land, going through security, boarding the plane, and listening to the flight attendant present the safety instructions.

D. Understanding your phobia is the first step to overcoming it. It's important to know that phobias are common. (Having a phobia doesn't mean you're crazy!) It also helps to know that phobias are highly treatable. No matter how out of control it feels right now, you can overcome your anxiety and fear and start living the life you want.

E. It's important to begin with a situation that you can handle, and work your way up from there, building your confidence and coping skills as you move up the "fear ladder."

F. Self-help strategies and therapy can both be effective at treating a phobia. As a general rule, self-help is always worth a try. The more you can do for yourself, the more in control you'll feel. However, if your phobia is so severe that it triggers panic attacks or uncontrollable anxiety, you may want to seek additional support. Therapy for phobias has a great track record. Not only does it work extremely well, but you tend to see results very quickly – sometimes in as little as one to four sessions. However, support doesn't have to come in the guise of a professional therapist. Just having someone to hold your hand or stand by your side as you face your fears can be extremely helpful.

G. Work your way up the ladder. Start with the first step and don't move on until you start to feel more comfortable doing it. If possible, stay in the situation long enough for your anxiety to decrease. The longer you expose yourself to the thing you're afraid of, the more you'll get used to it and the less anxious you'll feel when you face it the next time. Once you've done a step on several separate occasions without feeling too much anxiety, you can move on to the next step. If a step is too hard, break it down into smaller steps or go slower.

H. Build your fear ladder. Arrange the items on your list from the least scary to the most scary. The first step should make you slightly anxious, but not so frightened that you're too intimidated to try it. When creating the ladder, it can be helpful to think

about your end goal (for example, to be able to be near dogs without panicking) and then break down the steps needed to reach that goal.

V. In groups discuss situations where these tips can be useful: describe a phobia and suggest some steps which can be taken to overcome it.

VI. Read the article about common mental health challenges students face in the USA.

The Top Mental Health Challenges Facing Students

What are common mental health challenges students face in college?

According to 2018 and 2019 student surveys from the American College Health Association (ACHA), about 60 % of respondents felt "overwhelming" anxiety, while 40% experienced depression so severe they had difficulty functioning. Mood disturbances represent only some of the prevalent mental health issues experienced by college students. Others include serious problems like suicide, eating disorders, and addiction. Mental health professionals stress the importance of talking about such issues, but students tend to consider these stresses a normal part of college life. In other cases, they may lack the time, energy, will, and/or money to seek the support they need. This guide contains information to help students identify potential mental health issues.

Depression

Depression is a mood disorder that involves persistent feelings of sadness, hopelessness, and loss of interest in previously enjoyable activities. Referencing data from two comprehensive surveys, a Reuters article published in August 2019 reported that severe depression rates among U.S. college students doubled from 2007–2018.

Symptoms for depression differ from person to person. Ultimately, depression is a result of a chemical imbalance in our brains. The way one person displays signs of depression is not necessarily the way symptoms emerge in others. According to the American Psychological Association, symptoms of depression include (but are not limited to) the following:

- Changes in sleep habits and appetite changes.
- Sadness, feelings of being overwhelmed, feelings of hopelessness, and feelings of powerlessness.
- Headaches and body pains that have no apparent physical cause.
- Seeing a glass "half-empty," having trouble concentrating and paying attention, difficulty reading and completing work tasks.

Displaying some of these symptoms does not necessarily mean that you are depressed. However, if you begin to experience these symptoms with some regularity, you should seek assistance.

Anxiety

Everyone experiences anxiety from time to time. However, mounting, ongoing feelings of worry, tension, and panic can interfere with daily life. When your daily life is disrupted, anxiety crosses the line to become a medical condition.

In a Pennsylvania State University study published in 2016, 61% of survey respondents identified anxiety as a leading student mental health issue.

Symptoms of anxiety disorders may sometimes be mistaken for everyday stress or simply written off as someone worrying too much:

- Irritability
- Feelings of stress and apprehension
- Trouble concentrating
- Fearfulness
- Sweating and dizziness
- Shortness of breath
- Irregular heartbeat
- Muscle pain and tension
- Headaches
- Frequent upset stomach or diarrhea

Brief and occasional flashes of anxious feelings or behaviour do not automatically indicate a mental illness. However, if anxious feelings persist, or if they begin to manifest in obsessive behaviour or an overwhelming sense of fear, then it's time to seek help. Encourage your friend to visit a campus healthcare centre and discuss their troubles with a professional.

Eating Disorders

Eating can involve both food deprivation and binge eating, which may be followed by purging. 2018 statistics from the National Eating Disorders Association reported that 10–20 % of female college students have an eating disorder, and that rates continue to rise. Male students experience lower incidences of 4–10 %.

Examples of common eating disorders include the following:

Anorexia Nervosa – characterized by an unhealthy fixation on thinness, a distorted body image, and fears of gaining weight, this disorder commonly results in emaciation.

Bulimia Nervosa – a binge eating disorder, involving recurrent and frequent episodes of eating unusually large amounts of food, followed by behaviour that compensates for binging, like purging, fasting, or over-exercising.

Binge Eating Disorder – characterized by constant cravings that occur any time of day and result in binge eating. This disorder is often associated with poor body image and low self-esteem.

Many college students do not seek treatment for their eating disorder, nor do they believe they have developed a problem. When random complaints about weight become all a person can focus on, or when you notice you or your friend have started skipping meals or binging on junk food and then feeling guilty, it may be time to act. Eating disorders can become life-threatening, and it's important to receive treatment as soon as possible.

Addiction

College students frequently use alcohol and recreational drugs, which can become problematic. Statistics from 2019 painted a sobering picture of addiction on American college campuses: alcohol plays a leading role in more than 1,500 annual deaths on college campuses, while 35 % of students admit to recent binge drinking and 25 % abuse stimulants to enhance studying.

You may be at risk if you experience one or several of the symptoms below:

- Fear, anxiety, or paranoia for no apparent reason;
- Slurred speech, bloodshot eyes, or impaired coordination;
- Prone to suspicious behaviours, frequently get into fights, or trouble with the law;
- A sudden need for money or a financial crisis;
- Built tolerance for alcohol and drug use; user needs to use more of the substance to obtain the same effects;
- Deterioration of physical appearance, such as weight loss or gain, and changes in personal grooming habits;
- A sudden change in friends, activities, or hobbies.

Genetics can contribute to your likelihood of developing an addiction, especially if there is a history of alcohol or drug abuse in your family. If you find yourself turning to drugs or alcohol more frequently to distract yourself from feelings of stress or sadness, contact your student health centre. Addictions need to be taken seriously and treated effectively with the assistance of a professional healthcare provider.

Suicide

Remember: If you feel that someone's life is in danger, immediately call 911. It's important that anyone who may be suicidal receives the help they need as soon as possible. A majority of college students who take their lives have a diagnosable and treatable mental illness.

The Association of American Universities reports that 20 % of American college students reported suicidal thoughts in 2018. News articles from 2019 revealed that suicide rates among young Americans were at their highest-ever levels speaking to a crisis that extends beyond campus into society as a whole.

Signs of suicidal ideation (a prevalent pattern of thinking about or planning one's own death by one's own hand) differ from person to person but common warning signs can appear:

Speech

Suicidal people may talk about feeling trapped, feeling as if they are a burden to others, feeling like they have no reason to go on, and ending their lives.

Mood

Individuals experiencing suicidal ideation often display a variety of moods, including anxiety, irritability, loss of interest in activities they enjoyed before, humiliation, rage, and depression.

Behaviour

People considering suicide may exhibit specific behaviours, including giving away possessions they once prized, withdrawing from friends and family, inexplicably visiting people to tell them goodbye, and searching online for means of committing suicide. They may also sleep poorly or too often, behave recklessly, display aggression, and increase their use of drugs and alcohol.

If you see any of the behaviours listed above in a friend/friends, it's important to talk to them about your concerns as soon as possible. Be there for them and remain in contact. Staying in contact makes a big difference and can potentially save the life of a person who is at risk. Listen to what they have to say. They could be in a fragile state, so approach them with patience and help them seek out a mental health professional.

If you're unsure how to approach your friend, you can consult online suicide prevention programs for specific advice.

VII. Compare the situation with common mental health challenges students face in the USA with that one in your country. Give your examples of mental health issues experienced by your peers.

VIII. Discuss the questions with your group-mates.

1. Are there any suicide prevention programs in your country?
2. Do you know what to do in the situations when you see someone having a mental disorder?

11. What does it mean to be polite in your culture?
12. What is considered rude in your culture?
13. If a group of people just came to your country from overseas, what advice would you give them?
14. Do you think 'when in Rome, do as the Romans do' is always good advice? Why (not)?
15. What culture besides your own do you admire and why?

II. Read to build up vocabulary.

Culture can be defined as all the ways of life including arts, beliefs, and institutions of a population that are passed down from generation to generation. Culture has been called 'the way of life for an entire society.' As such, it includes codes of manners, dress, language, religion, rituals, games, norms of behavior such as law and morality, and systems of belief as well as the art.

Go to the website to study *Vocabulary Related To Culture*

<https://www.myenglishpages.com/english/vocabulary-lesson-culture.php>

III. Read the information from the website below quickly and choose an appropriate heading for each section from the box.

- | | | |
|---------------------------|----------------------|-----------------------|
| a) Architecture | e) Geography | i) Life rituals |
| b) Climate | f) Historical events | j) Religion |
| c) Cuisine | g) Institutions | k) Rules of behaviour |
| d) Customs and Traditions | h) Language | l) The arts |
| | | m) Values |

What is culture?

The word 'culture' has a number of meanings, but in its widest sense it refers to everything that makes up the identity of a particular group of people, society or nation.

1___ – the general terrain and physical features such as mountains, rivers, proximity to the sea, whether there is a coastline

2___ – weather conditions in different seasons, length of seasons, average temperatures and types of extreme weather if appropriate, e.g. hurricanes, typhoons, droughts

3___ – written and spoken means of communication used by a particular group of people; this may include particular dialects, and characteristics of grammar, vocabulary and pronunciation

4___ – a particular style of cooking; this will include specialities, unusual dishes and staple diet of a particular area, e.g. rice, potatoes, pasta

5___ – things which are considered important to people and tend to guide their lives, e.g. attitudes to family, money, honesty, superstitions, nature, animals

6___ – characteristic styles of music, theatre, film, painting, opera, literature, etc. and their relative importance and status

7___ – particular faith/belief systems, e.g. Islam, Christianity, Buddhism, Judaism, including sects within a particular tradition

8___ – unspoken/unwritten ways of doing things, e.g. rules of etiquette and manners regarding how to eat, socialise, dress, drive, greet and address each other; punctuality, tipping, the way people treat each other (male/ female/adults/children), etc.

9___ – particular national/public holidays, feast days, festivals (e.g. carnivals), commemorations, anniversaries and activities associated with and performed on these occasions

10___ – (civil) wars, invasions, revolutions, famines, natural disasters, etc.

11___ – birth, marriage, maturity, employment, retirement, death, and how these are treated

12___ – the political system and type of government and/or monarchy, the legal system, education, financial system

13___ – characteristic style of buildings and interior design; also common building materials used, ratio of old/new buildings, the built environment and its heritage

IV. Define the following words: culture, value, traditions, identity, attitudes, status, beliefs, etiquette.

V. Discuss the questions:

1. Which of the 13 factors listed in the text do you think are the most important in defining a culture? Why?

2. Which of the things mentioned make your culture different from other cultures?

3. Are there aspects of any other culture which admire you? frighten? What? Why?

4. Can cultural unawareness cause problems? If yes, what kind of problems?

VI. Listen to the recording *Tourist deported for Buddha tattoo* and explain which factors from the text above caused misunderstanding and accident(s)/inconveniences mentioned in the recording.

VII. Work with a partner. Choose a country (an Arab, an Asian, a Latin American, etc.) and think of things (related to the country's culture) that people should be aware of. Tell your group-mates about your findings.

Unit 2. Cultural Stereotypes

I. Discuss these questions in small groups.

1. Are stereotypes usually accurate?
2. Do you think there are any stereotypes that are good?
3. Do movies show different nationalities as stereotypes?
4. What is the stereotype of someone from your country? Is it fair?
5. Where do stereotypes come from?

II. Read the text and do the tasks below.

A **stereotype** is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Other terms that are associated with the term stereotype are *prejudice* and *cliché*. The term has a Greek origin: *stereos* means *solid* or *firm* and *typos* mean *blow*, *impression*, *engraved* or *mark*. The term was first used in the printing business. The first modern English use of the term was in 1850, meaning 'image perpetuated without change.'

Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states 'One reason for stereotypes is the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals'.

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance and prevent people of stereotyped groups from entering or succeeding in various activities or fields. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotypes may also be used for scapegoating or for making general erroneous judgments about people. Some stereotyping people may feel comfortable when they prevent themselves from emotional identification with the stereotyped group, which leads to xenophobic or racist behavior. Finally another serious consequence of stereotypes is the feeling of inferiority that the stereotyped people may have and which may impair their performance.

Source: Wikipedia

1. Choose the correct variant.

- 1) The word stereotype has:
 - a) a Greek origin;
 - b) an English origin.
- 2) Stereotypes are used to:
 - a) make generalizations about different groups of people;

- b) have an accurate understanding of the stereotyped people.
- 3) If you label people in terms of stereotypes, you will probably:
 - a) be having an exact judgment of their worth;
 - b) be behaving in a discriminatory way

2. Give definitions to the following words:

- | | | |
|---------------|------------|----------------|
| – prejudice | – attitude | – inferiority |
| – familiarity | – behavior | – scapegoating |
| – ignorance | – judgment | |

3. Make up vocabulary list to help you speak about stereotypes. Remember to include English equivalents to the expressions below.

- быть основанным на предрассудках;
- упрощенное представление людей о...;
- соединять вместе разные вещи, сваливать всё в одну кучу;
- объяснять предрассудки, не имеющие под собой оснований;
- оправдывать невежество;
- неохотно пересматривать своё отношение к...;
- формировать неточные и искаженные представления и мнения о людях;
- выносить ошибочные суждения.

4. Retell the text in writing using active vocabulary. Write at least 8 English sentences.

III. Read the text below and say which words give us some clues that the author is ironical about stereotypes.

The 5 steps to becoming a stereotypical Brit

Stereotype No. 1: the British love to drink tea: You must drink endless cups of tea. The mere mention of such wonders as Earl Grey and English breakfast tea should set your heart aflutter and you should refuse to drink absolutely anything else.

Stereotype No. 2: British people are obsessed with Harry Potter: You should, of course, absolutely adore Harry Potter. You must carry a copy of all seven books with you at all times, as well as wand, a broomstick and a cage with an owl in. You should dedicate one day a week (or 19 hours and 38 minutes to be precise) to watching a marathon of all the Harry Potter DVDs and must try to memorise as many of the lines as possible in a bid to impress your friends with your Harry Potter wisdom (because, really, how else would you make friends?!). The same applies to Doctor Who and Sherlock Holmes.

Stereotype No. 3: the British are overly polite: As a Brit, you should start and finish every phrase by excusing yourself with ‘sorry’. Equally, you must repeat ‘please’ and ‘thank you’ at least five times within a sentence. When entering a shop you must be on red alert for absolute maximum politeness is required. If all else fails just take a quick turn about the shop and then make a swift exit, never having got what you actually came in for, but at least avoiding an awkward situation.

Stereotype No. 4: Brits love the Royal Family: An essential quality of every true Brit is that we absolutely love the Royal Family. Every morning should begin with a hearty rendition of our national anthem, God Save the Queen. Please always keep in mind that everything can be decorated with a Union Jack flag. Clothes, bed sheets, sofas... you might even want to try hanging a few from the windows of your house or the roof of your car. In addition, all royal celebrations must be thoroughly prepared for in advance and celebrated with fervour. Flags, cakes and tea must be stocked in abundance. The lack of any one of these will inevitably lead to the failure of any royal-based event.

Stereotype No. 5: it's always raining in Britain: As a Brit, of course you can never leave the house without an umbrella, a raincoat and some wellington boots for good measure. Never let the sun fool you into thinking it might be a nice day. While you might occasionally spy the sun in the sky here in the UK, this is no reason to lose all of your good sense and leave one of these essential items at home. It will rain eventually, don't you worry. And if on the off-chance there ever is a genuinely sunny day... well then you best stay inside, you aren't equipped to handle it.

<https://learnenglishteens.britishcouncil.org/magazine/life-around-world/5-steps-becoming-stereotypical-brit>

IV. Can you think of any stereotypes of Americans? Watch the video 9 *American Stereotypes: True or False?* to compare your ideas.

V. Speak about stereotypes. Give your definition to the term. State your position and support it with at least 3 arguments. Remember to properly structure your answer.

Unit 3. Cultural Know-How

I. Study the sentences below and match each underlined idiom to its correct definition.

- | | |
|---|--|
| 1. At the end of the meal, we decided to go Dutch . | a. change your position in order to make it easier to reach an agreement |
| 2. If you want to win the argument, you should stick to your guns . | b. do something for someone because they have done something for you |
| 3. Thank you for all your help. I hope someday we can return the compliment . | c. do what other people are doing |
| 4. The politician managed to save face by escaping blame for the mistake. | d. keep your position even if people try to criticize you |
| 5. Everyone at the party was wearing special costumes, and we had to follow suit . | e. misunderstood |
| 6. During the negotiation, they decided to give ground in order to reach an agreement. | f. pay 50 % of the bill each |
| 7. We were wined and dined all over the city. | g. protect your reputation |
| 8. I was trying to be polite, but he got the wrong idea . | h. taken out for expensive meals |

II. Translate the sentences into Russian paying special attention to the idioms.

1. Companies use the boxes to **wine and dine** clients and reward top-performing employees.
2. Many countries have introduced travel bans, but the above-mentioned countries do not **follow the suit**.
3. The firm is continuing **to give ground to** its foreign rivals.
4. I learnt a long time ago that there is not point trying to be loyal, fair and decent to a large company in the vain hope that they will **return the compliment**.
5. I used to think that you had to **stick to your guns**, otherwise it was a sign of weakness.
6. We said he left 'to pursue other interests' to let him **save face**, but actually we fired him.

III. Decide whether the statements are true or false and then check your answers by reading the article.

1. In Singapore, the word 'no' is considered impolite.
2. In Greece, you should nod your head upwards to say 'yes'.
3. In Italy, it is a bad idea to turn up late for a meeting.
4. In the Netherlands, it is a bad idea to turn up late for a meeting.
5. In Japan, the business card is very important and should be treated with respect.
6. In Russia, you should not argue during business deals.
7. In Turkey, you should not insist on sharing the restaurant bill with your host.
8. In Mexico, you should be careful about proposing dinner arrangements with your client.

Cultural know-how

Learning about a country's culture can help you secure good working relations on your travels.

1. Do you arrive 10 minutes early for an important business meeting in Rio or 10 minutes late in Amsterdam? In Moscow, is it a good idea to give ground at an early stage of the negotiations? And in Istanbul, should you offer to go Dutch with the host on the restaurant bill?
2. Mastering the local etiquette can be more valuable than learning the language, because so much of the world does business in English. Or a form of English. "Beware that an English word or phrase doesn't always mean the same thing abroad," warns Michael Bennett, who sells security systems in South East Asia. "In Japan and Singapore, people feel that 'no' is an impolite word, and will sometimes say 'yes' to avoid causing offence. What they really mean is 'I understand what you're saying',

not 'I agree'. I'm told that in Indonesia there are 12 words for 'yes' that mean precisely the opposite."

3. Even the movement of your head can be open to misinterpretation. Publisher Robin Touquet has had difficulties in Athens: "The Greeks traditionally use an upward nod of the head to say 'no', and a tilt of the head from side to side to mean 'yes'. I was ready for that, but didn't realise the younger generation have learnt to do it our way. Confusion all round. If in doubt, keep still."

4. The issue of punctuality is almost as complicated. Oil company executive Malcolm Thorburn deliberately turns up a few minutes late for meetings in Brazil "because Brazilians believe latecomers are more likely to be commercially successful than people who arrive early. They're impressed by people who are relaxed enough not to worry about the clock. The Italians take a similar attitude. They believe that arriving late shows who is the boss." However, don't risk that in the Netherlands. "The Dutch frown upon lateness," warns film finance agent James Hindle: "They believe that people who can't use their time wisely cannot be trusted."

5. Hindle has also experienced the ceremony of exchanging business cards in Japan. "The business card is seen as representing the individual, so the whole affair has to be treated with respect. You must accept your client's card with both hands, perhaps admiring it, and then place it carefully in your cardholder."

6. The social side of Japanese commerce can also unnerve the western visitor, who might have to go to a karaoke bar and sing. "Many Japanese businessmen like to conclude business by performing their favourite song in a karaoke bar," says management trainer Nicole Wehden. "You're expected to follow suit."

7. In Russia, the ritual of the business meeting is more theatrical skill. "I've seen temper tantrums, sudden walkouts, table-thumping and so on, but it's all part of the fun," says Michael Bennett. "And they admire you more if you stick to your guns. Seeking a compromise early is seen as a sign of weakness."

8. In almost every business community around the world, the host pays for the meal. Malcolm Thorburn was wined and dined in Istanbul, and all went well until he insisted on paying his share: "It caused real embarrassment," he recalls. "In Turkey, the idea of sharing a bill is quite alien. The best policy is to thank your host and return the compliment at the first opportunity."

9. Insurance underwriter Toni Morrison caused supertime embarrassment in Mexico five years ago. "I was working late with a client, and midway through the evening I felt so hungry I suggested we carry on working at a nearby restaurant. The client thought this was a sign I had a romantic interest in him. When I realised he'd got the wrong idea I started to laugh, which made things even worse. The only way of getting out of it was to enable him to save face, so I accepted all the blame for the misunderstanding."

Adapted from The Independent, 18 June 2007

IV. Find a word or phrase in the article that means...

1. offending people (phrase, paragraph 2);
2. understood incorrectly (phrase, paragraph 3)
3. an upward or downward movement of the head (noun, paragraph 3);
4. do not move (phrase, paragraph 3);

5. people who arrive late (noun, paragraph 4);
6. disapprove of (phrasal verb, paragraph 4);
7. make someone feel nervous or uncomfortable (verb, paragraph 6);
8. sudden periods of uncontrolled childish anger (plural noun, paragraph 7).

<https://www.linguhouse.com/en-GB/esl-lesson-plans/business-english/cultural-know-how>

V. Explain in English the following words and expressions:

- embarrassment – misunderstanding – confusion – misinterpretation
- etiquette – negotiations – business meeting – ritual

VI. Discuss in pairs. Try to use some active vocabulary where possible.

1. What have you learned from the article about other cultures and traditions?
2. What other examples of cultural differences can you give?
3. Do you agree with what is written about Russia and Russians?
4. Which countries have different attitude towards time (tend to be more (or less) punctual)? How this can be explained?
5. Compare business etiquette in different countries.

VII. Choose a foreign country and get ready to speak (for 2 min) about business etiquette and cultural differences. Surf the Internet for more information.

Unit 4. Culture Shock

I. What are some aspects of your local culture that are unique?

Work in groups and generate as many ideas as possible about your local culture (food, wedding customs, housing, greeting, relationships...)

Look at the pictures below and comment on them.



Thailand: long neck woman



Portrait of an Arab woman



A man from Nepal

II. Look at the list of words and cross out those you think won't appear in the text.

- unfamiliar
- homesickness
- purify
- experience
- adaptation
- guidance
- acceptance
- transition
- salary
- anxious
- payment
- conversion
- adjustment
- celebration
- negotiation

III. Read the text and match the heading with the different sections of the text.

Culture shock stages	
Homesickness	
What is culture shock?	

a) ...



Culture shock refers to the feeling of disorientation experienced by people when they move to an unfamiliar cultural environment or when they are suddenly exposed to a different way of life or set of attitudes. This can be the result of immigration or a visit to a new country, a move between social environments, or simply a transition to another type of life.

b) ...

Culture shock consists of four distinct stages: honeymoon, negotiation, adjustment, and adaptation. The honeymoon stage occurs when the individual sees the differences between the old and new culture in a romantic light. In the negotiation stage, the differences between the old and new culture become apparent and may create anxiety. The adjustment stage refers to the period when the individual grows accustomed to the new culture and develops routines. Finally, in the adaptation stage, individuals are able to participate fully and comfortably in the host culture. Adaptation or acceptance does not mean total conversion; people often keep many traits from their earlier culture, such as accents and languages. It is often referred to as the bicultural stage.

c) ...

Culture shock may cause homesickness. This refers to the feeling of longing for one's home. People suffering from culture shock typically experience a combination of depressive and anxious symptoms related to homesickness. Ways of coping with homesickness include developing a hobby, thinking positively and feeling grateful about what one has, and building new relationships.

Cultural shock is a natural phenomenon that occurs when one has a cross-cultural experience. Going through the different stages can take weeks, months or years. But ultimately, the experience can be enriching and may end up with either adaptation with the new culture or a return home.

IV. Choose whether the statements below are true or false (justify your answers).

1. Culture shock occurs only as a result of immigration.
2. The adaptation stage means that there is a complete change of personality.
3. Both homesickness and culture shock refer to the same thing.

V. Answer the questions below.

1. What is culture shock?
2. What are the different stages of culture shock?
3. How can one cope with culture shock?

VI. Find in the text words having the same meaning as:

1. Change (paragraph 1)
2. Familiarized to (paragraph 2)
3. Thankful (paragraph 3)

VII. Work with a partner to answer the question below.

If you move abroad and feel homesick, what will you miss most about your home country? (e.g. food? weather? family? friends?...)

VIII. Write a paragraph summing up the ideas you talked about in VII. You can start your paragraph as follows:

If I ever move abroad I will certainly feel homesick. I will miss many things...

СПИСОК АКТИВНОЙ ЛЕКСИКИ

1. Personality Vocabulary
2. Travel Vocabulary
3. Work Vocabulary
4. Language Vocabulary
5. Advertising Vocabulary
6. Education Vocabulary
7. Business Vocabulary
8. Trends Vocabulary
9. Crime Vocabulary
10. Communication Vocabulary
11. Environment Vocabulary
12. Medicine Vocabulary
13. Globalization Vocabulary
14. Psychology Vocabulary
15. Culture Vocabulary

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