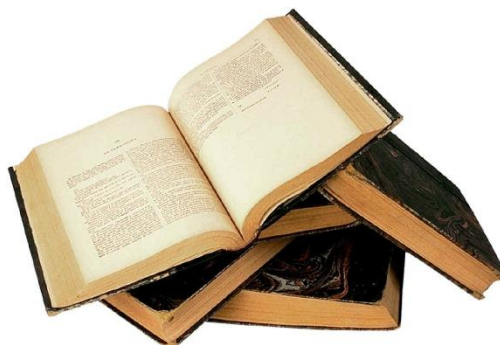


**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**  
**BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY AT CHERKASY**  
**Educational Scientific Institute of Foreign Languages**



# **ENGLISH**

for

# **Advanced Learners**



**Cherkasy – 2015**

Навчально-методичний посібник “English for Advanced Learners” для студентів IV курсу напряму підготовки 6.020303 Філологія (мова і література (англійська)) Галузі знань – 0203 Гуманітарні науки / за редакцією к.ф.н., доц. Пашіс Л.О. – Черкаси: ЧНУ ім. Б. Хмельницького, 2015. – 502 с.

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**Рецензенти:**

**І.В. Лімборський** – доктор філологічних наук, професор, завідувач кафедри прикладної лінгвістики Черкаського державного технологічного університету

**В.Л. Кравченко** – кандидат філологічних наук, доцент кафедри англійської та німецької філології Полтавського національного педагогічного університету імені

В.Г. Короленка

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## ПЕРЕДМОВА

Навчально-методичний посібник “English for Advanced Learners” укладено на основі багаторічних науково-методичних надбань викладачів кафедри практики англійської мови спрямованих на оптимізацію та інтенсифікацію процесу викладання англійської мови як фахової дисципліни у навчально-науковому інституті іноземних мов Черкаського національного університету імені Богдана Хмельницького. Це видання повною мірою охоплює матеріал тем, які викладаються студентам напряму підготовки 6.020303 Філологія (мова і література (англійська)) на четвертому курсі освітньо-кваліфікаційного рівня «бакалавр» у ході вивчення дисципліни «Практика англійської мови».

Це методичне видання підготовлене авторським колективом викладачів кафедри практики англійської мови ННІМ ЧНУ під керівництвом і за редакцією завідувача кафедри практики англійської мови, кандидата філологічних наук, доцента Пашіс Л.О.

Посібник складається з шести розділів (Units) і додатків до кожного з них (Supplements). Матеріали для навчально-методичного посібника розробляли:

Unit 1 “Higher Education” – канд.філол. наук, доц Л.О. Пашіс

Unit 2 “Court System” – канд.філол. наук, доц. Ю.В. Шуба

Unit 3 “Writer and Society” – ст. викл. С.В. Левочкина

Unit 4 “Teaching Experience” – викл. В.С. Білецька

Unit 5 “Family Values” – канд.філол. наук, ст. викл. О.М. Заїковська

Unit 6 “Television” – викл. Л.Б. Калюжна

Метою навчально-методичного посібника є розвиток у студентів комунікативно-мовленнєвої компетенції. Опрацьовуючи розділи навчально-методичного посібника студенти ознайомлюються із актуальною лінгвістичною та соціокультурною інформацією, систематизують і поглиблюють знання з англійської мови в усній та письмовій формах, активізують навички підготовленого та не підготовленого міжособистісного спілкування англійською мовою у різноманітних комунікативних ситуаціях.

## Unit One

### From “The Class”

by E.W.Segal

Erich Wolf Segal (June 16, 1937 – January 17, 2010) was an American author, screenwriter, and educator. He was best-known for writing the novel “Love Story” (1970), a best-seller, and writing the motion picture of the same name, which was a major hit. “The Class” is Erich Segal's 6th novel, published in 1985. “The Class” follows the lives of five young men who will make up part of the Harvard graduating class of '58. It follows their trials and triumphs within the walls of Harvard and after graduation as they stretch their wings. These five men have nothing in common except for the strong bond of Harvard University. Danny Rossi is a musical prodigy, destined for bright lights and glory. Ted Lambros is an outsider just allowed to attend the college but too poor to live in the dorms. Jason Gilbert is the star of Harvard, the big man on campus, the one flaw in his perfection is his Jewish ancestry. George Keller is a Hungarian refugee who wants more than anything to become an American. Last is Andrew Eliot, the newest Eliot to be gracing the halls of Harvard. Andrew's diary entries are scattered throughout the story and provide insight into a young man trying to do his family proud but at the same time not measuring up.

Sara had finished at the top of her class.

Actually, nothing in her previous educational experience gave any hint that she would excel her fellow Radcliffe graduates in the arts of shorthand and typing. But sure enough, at the end of that first summer, she could take down dictation at an admirable 110 words per minute and could type an amazing 75.

*"I don't think any further courses could possibly improve your chances in the job market, Sara,"* counseled Mrs. Holmes, head of the summer course. *"With your speeds and educational background, you're more than ready for an executive secretarial position. I suggest you start following up the want ads."*

Buoyed by this encouragement, Sara and Ted set about checking the newspapers. There seemed to be so many openings in Cambridge that she could probably find something within walking distance of their apartment on Huron Avenue.

Her first two interviews resulted in firm offers and a real dilemma. The job with the vice-president of the Harvard Trust paid a lavish seventy-eight bucks a week, whereas the University Press had an opening with longer hours offering a mere fifty-five. Yet, it was clear which attracted both husband and wife. First of all, the Press was closer (you could even slide there in a snowstorm). Secondly, it offered the possibility of advancement ("With your languages, you might move into copy editing fairly soon," Mrs. Norton, the personnel director, had remarked when she saw Sara's initial reaction to the proposed salary).

Perhaps the most attractive dimension, as they both realized, was that it could be a rich source of top-level information about the Classics world. They would be among the first to know who was writing a book on what, and whether it was going to be accepted or rejected. This sort of intelligence might prove invaluable at Ted's job-seeking time.

Graduate school was much more rigorous than he had ever anticipated. To earn a Ph.D., you had to take some brutally difficult seminars in Linguistics, Comparative Grammar,

Metrics, Greek and Latin Stylistics, and so forth. Fortunately, he was blessed with a nightly dinner partner with whom he could discuss such esoterica.

From as early as the summer they first lived together, Ted had always insisted on cooking the evening meals. But now, since he believed the chef should have his classical studying finished before entering the kitchen, Sara had the uncomfortable prospect of having to wait till nearly ten o'clock before her husband would begin to prepare their deipno (dinner).

This posed some delicate problems of diplomacy. For what sane woman could object to a delicious meal accompanied by choice Greek wine, served with music and soft candlelight by a highly professional waiter who would then sit down and tell you how much he loved you.

How could a woman tell such a husband that, though the evenings were enchanted, the mornings after she could barely stay awake at her typewriter? Sara therefore concluded that the only way to solve this predicament was to learn the secrets of Lambros cuisine from Mama herself. This way, while Ted was still struggling with Indo-European etymologies, she could be starting dinner.

Thalassa Lambros was flattered by her daughter-in-law's interest and did everything she could to accelerate her culinary education. This included detailed memos, which Sara diligently studied.

By January she was confident enough to arrogate the task of cooking dinner. And none too soon. For Ted would be facing a battery of language exams at the end of the spring semester.

The German requirement was killing him. Dammit, he had often thought, why does so much important classical scholarship have to be written in this preposterously difficult language? Here again, Sara, who had taken three years of German in school, was able to help him acquire a feeling for its periodic sentence structure. And by plowing through several articles with him, showed how he could intuit the general meaning of a passage from the classical citations in the text.

After one of these mini-tutorials, he looked at her with unadulterated affection and said, "*Sara, where the hell would I be without you?*"

With Sara's help and encouragement, Ted successfully jumped all the examination hurdles and began a thesis on Sophocles. As a reward he was made a teaching fellow in Finley's Humanities course.

He tossed and turned but still could not get back to sleep.

"*Darling, what's the matter?*" Sara asked, placing her hand gently on his shoulder.

"*I can't help it, honey. I'm so damned scared about tomorrow.*"

"*Hey,*" she said soothingly, "*it's understandable the first class you've ever taught in your life. It would be unnatural if you weren't nervous.*"

"*I'm not nervous,*" he replied, "*I'm absolutely catatonic.*" He sat up on the side of the bed.

"*But, darling,*" she reasoned, "*it's only a Hum Two discussion. The kids will be more frightened than you. Can't you remember your first freshman section?*"

*"Yeah, I guess. I was a scared little townie. But they say the damn undergraduates are getting smarter and smarter. And I keep having this ridiculous fantasy that some world famous professor is going to decide to drop in unannounced tomorrow."*

Sara glanced at the alarm clock. It was nearly 5:00 AM., and there was no point in trying to talk Ted into going back to sleep.

*"Hey, why don't I make some coffee and listen to what you plan to say? It could be a kind of dress rehearsal."*

"Okay," he sighed, relieved to be liberated from the prison of his bed.

She quickly made two large mugs of Nescafe and they sat down at the kitchen table.

At seven-thirty she began to laugh.

*"What the hell's the matter? What did I do wrong?"* Ted asked anxiously.

*"You crazy Greek." She smiled. "You've just talked brilliantly about Homer for nearly two hours. Now, since all you've got to do is kill fifty minutes, don't you think you're adequately prepared to confront your first freshmen?"*

"Hey," he smiled, *"you're some good psychologist."*

*"Not really. I just happen to know my husband better than he knows himself."*

The date, the time, and the place of Ted's first class are indelibly engraved in his memory. On Friday, September 28, 1959, at 10:01 AM., he entered a discussion room in the Aiston Burr Science Building. He unpacked a ridiculous number of books, all with carefully marked passages he could read aloud should he run out of ideas. At 10:05 he wrote his name and office hours on the blackboard and then turned to confront the students.

There were fourteen of them. Ten boys and four girls, their spiral notebooks open and pencils ready to transcribe his every syllable. Jesus, he suddenly thought, they're going to write down what I say! Suppose I make some incredible mistake and one of the kids shows it to Finley? – Worse still, suppose one of them with a million years of prep-school Classics catches me right here? Anyway, Lambros, it's time to start.

He opened his yellow notepad to his meticulously outlined remarks, took a breath, and looked up. His heart was beating so loud that he half-wondered if they could hear it.

*"Uh-just in case somebody thinks he's in a physics class, let me start by saying that this is a Hum Two section and I'm your discussion leader. While I'm taking your names down, you can learn mine. I've written it on the board. It happens to be the Greek word for "brilliance", but I'll leave you guys to make up your minds about that after a few weeks."*

There was a ripple of laughter. They seemed to like him. He began to warm to the task.

*"This course deals with nothing less than the roots of all Western culture, and the two epics ascribed to Homer constitute the first masterpieces of Western literature. As we'll see in the weeks to come, the Iliad is the first tragedy, the Odyssey our first comedy."*

After that moment he never once looked down at his prepared text. He simply rhapsodized about the greatness of Homer, his style, the oral tradition and early Greek concepts of heroism.

Before he knew it, the class was nearly over.

*"Hey" he said with a smile, "I guess I got a little carried away. I should stop here and ask if you have any questions."*

A hand shot up in the back row.



"Have you read Homer in Greek, Mr. Lambros?" asked a young, bespectacled Cliffie.

"Yes," Ted answered proudly.

"Could you possibly recite a bit of it in the original, just so we could get a feel of how it sounded?" Ted smiled. "I'll do my best."

Now, though he had the Oxford texts on the table, he found himself passionately reciting the beginning of the Iliad from memory, putting special stress on words they might possibly comprehend like *heroon* for "heroes" in line four. He reached the crescendo at line seven, emphasizing *dios Achilleus*, "godlike Achilles." Then he paused.

To his utter amazement, the tiny class applauded. The bell rang. Ted felt a sudden surge of relief, elation, and fatigue. He had no idea how it had gone until assorted comments filtered to him as the students left the room.

"God, we lucked out," he heard one say. "Yeah, this guy is dynamite," said another.

The last thing Ted heard or thought he did was a female voice offering the opinion, "He's even better than Finley."

But surely that was the figment of a tired imagination. For John H. Finley, Jr., was one of the greatest teachers in Harvard history.

## Commentary

**Cambridge** is a city in Middlesex County, Massachusetts, United States, in the Boston metropolitan area, situated directly north of the city of Boston proper, across the Charles River. It was named in honor of the University of Cambridge in England, an important center of the Puritan theology embraced by the town's founders. Cambridge is home to two of the world's most prominent universities, Harvard University and the Massachusetts Institute of Technology. Cambridge has also been home to Radcliffe College, once one of the leading colleges for women in the United States before it merged with Harvard.

**Radcliffe College** was a women's liberal arts college in Cambridge, Massachusetts, and functioned as a female coordinate institution for the all-male Harvard College. It was also one of the Seven Sisters colleges. Radcliffe conferred Radcliffe College diplomas to undergraduates and graduate students for the first 70 or so years of its history and then joint Harvard-Radcliffe diplomas to undergraduates beginning in 1963. A formal "non-merger merger" agreement with Harvard was signed in 1977, with full integration with Harvard completed in 1999. **The Humanities** are academic disciplines that study human culture. The humanities include ancient and modern languages, literature, philosophy, religion, and visual and performing arts such as music and theatre. Areas that are sometimes regarded as social sciences and sometimes as humanities include history, anthropology, area studies, communication studies, cultural studies, law and linguistics.

In the Western classical tradition, **Homer** is the author of the *Iliad* and the *Odyssey*, and is revered as the greatest of Greek epic poets. These epics lie at the beginning of the Western canon of literature, and have had an enormous influence on the history of literature. Whether and when he lived is unknown. Herodotus estimates that Homer lived 400 years before his own time, which would place him at around 850 BC, while other ancient sources claim that he lived much nearer to the supposed time of the Trojan

War, in the early 12th century BC. Most modern researchers place Homer in the 7th or 8th centuries BC.

**The Odyssey** is one of two major ancient Greek epic poems attributed to Homer. It is, in part, a sequel to the *Iliad*, the other work ascribed to Homer. The poem is fundamental to the modern Western canon, and is the second oldest extant work of Western literature, the *Iliad* being the oldest. Scholars believe it was composed near the end of the 8th century BC, somewhere in Ionia, the Greek coastal region of Anatolia.

**The Iliad** (sometimes referred to as the *Song of Ilion* or *Song of Ilium*) is an ancient Greek epic poem, traditionally attributed to Homer. Set during the Trojan War, the ten-year siege of the city of Troy by a coalition of Greek states, it tells of the battles and events during the weeks of a quarrel between King Agamemnon and the warrior Achilles.

**Sophocles** is one of three ancient Greek tragedians whose plays have survived. Sophocles wrote 123 plays during the course of his life, but only seven have survived in a complete form: *Ajax*, *Antigone*, *The Women of Trachis*, *Oedipus the King*, *Electra*, *Philoctetes* and *Oedipus at Colonus*. For almost 50 years, Sophocles was the most famous playwright in the dramatic competitions of the city-state of Athens that took place during the religious festivals of the Lenaea and the Dionysia. He competed in around 30 competitions, won perhaps 24, and was never judged lower than second place.

**Classics** (also **Classical Studies**) is the study of the languages, literature, philosophy, history, art, archaeology and other material culture of Ancient Greece and Ancient Rome; especially during Classical Antiquity (ca. BC 600 – AD 600). Traditionally, the study of Classical literature (Greek and Roman) was the principal study of the humanities.

## Speech Patterns

1. There was **no point in trying to** talk Ted into going back to sleep.  
There was no point in trying to apply to Radcliff as the GPA was not high enough.  
There was no point in trying to talk him into taking that job.  
There was no point in trying to talk the Professor to give additional time for the test.
2. **Let me start by saying that** this is a Hum Two section and I'm your discussion leader.  
Let me start by saying that our university is ranked high.  
Let me start by saying that higher education in the US is decentralized.  
Let me start by saying that higher education is of great value.
3. **After that moment he never once** looked down at his prepared text.  
After that moment he never once raised that topic.  
After that moment they never once asked questions.  
After that moment the student never once violated the academic honesty code.

## Phrases and Word-Combinations

to finish at the top of the class  
to give a hint  
to excel in smth  
within walking distance of  
a possibility of advancement  
to be much more rigorous  
to earn a Ph.D  
seminar in (a subject)  
to be blessed with  
to pose some delicate problems  
to solve the predicament  
to struggle with  
to arrogate the task of  
preposterously difficult  
to plow through several articles

to jump all the examination  
hurdles  
a thesis on  
a teaching fellow/ assistant  
to be absolutely catatonic  
to drop in unannounced  
to confront freshmen  
spiral notebooks  
meticulously outlined remarks  
to take the names down  
to get a little carried away  
to reach the crescendo  
to feel a sudden surge of relief  
luck out  
a figment of a tired imagination

## Reading Comprehension Exercises

**1. Consult a dictionary and practise the pronunciation of the following words. Listen to your groupmates' reading of these words. Correct the mistakes if any.**

Erich  
triumph  
prodigy  
flaw  
refugee  
excel  
executive  
Cambridge  
personnel  
Metrics  
esoterica  
cuisine  
culinary  
preposterously  
plow  
intuit

unadulterated  
Sophocles  
catatonic  
indelibly  
confront  
spiral  
Homer  
the Odyssey  
the Iliad  
rhapsodize  
crescendo  
Achilleus  
applaud  
fatigue  
dynamite

**2. Write 10 questions with introduction about the text. Your fellow-students will answer them in the class.**

**3. Study the word combinations and phrases from the text and reproduce the situation they were used in in miniature.**

**4. Make up short dialogues with word combinations from the text and act them out in the class.**

**5. Retell the text:**

- close to the text
- as if you were Sara
- as if you were Ted
- as if you were Ted's mother Thalassa Lambros
- as if you were John H. Finley

**6. Give the summary of the text.**

**7. Make up and act out a dialogue between:**

- Sara and Ted (after his first class)
- Ted and John H. Finley

### **Essential Vocabulary**

**1. hint** *n* 1) something that you say or do in an indirect way in order to show sb what you are thinking, *e.g.* He gave a broad hint (= one that was obvious) that he was thinking of retiring.

2) something that suggests what will happen in the future

*Syn.* sign, *e.g.* At the first hint of trouble, they left.

3) [usually sing.] **hint (of sth)** a small amount of sth

*Syn.* suggestion, trace, *e.g.* a hint of a smile. There was more than a hint of sadness in his voice.

4) [usually pl.] **hint (on sth)** a small piece of practical information or advice

*Syn.* tip, *e.g.* handy hints on saving money

*Idioms* **take a / the hint** to understand what sb wants you to do even though they tell you in an indirect way, *e.g.* I thought they'd never go – some people just can't take a hint.

**hint** *v* ~ **at sth** to suggest sth in an indirect way, *e.g.* What are you hinting at? ~ **that**)..., *e.g.* They hinted (that) there might be more job losses. + **direct speech**, *e.g.* 'I might know something about it,' he hinted.

**2. take sb aback** [usually passive] to shock or surprise sb very much, *e.g.* His sudden change of opinion took us all aback.

**take after sb** [no passive] 1) (not used in the progressive tenses) to look or behave like an older member of your family, especially your mother or father, *e.g.* Your daughter doesn't take after you at all.

2) (NAmE, informal) to follow sb quickly, *e.g.* I was afraid that if I started running the man would take after me.

**take sth away** 1) to make a feeling, pain, etc. disappear, *e.g.* I was given some pills to take away the pain.

2) (BrE) (NAmE **take sth out**) to buy cooked food at a restaurant and carry it away to eat, for example at home, *e.g.* Two burgers to take away, please.

**take away from sth** [no passive] to make the effort or value of sth seem less  
*Syn.* detract from, *e.g.* I don't want to take away from his achievements, but he couldn't have done it without my help.

**take sb back (to ...)** to make sb remember sth, *e.g.* The smell of the sea took him back to his childhood.

**take sth down** 1) to remove a structure, especially by separating it into pieces, *e.g.* to take down a tent

2) to pull down a piece of clothing worn below the waist without completely removing it, *e.g.* to take down your trousers / pants

3) to write sth down, *e.g.* Reporters took down every word of his speech.

**take sb in** 1) to allow sb to stay in your home, *e.g.* to take in lodgers.

2) [often passive] to make sb believe sth that is not true

*Syn.* deceive, *e.g.* Don't be taken in by his charm—he's ruthless.

**take off** 1) (of an aircraft, etc.) to leave the ground and begin to fly, *e.g.* The plane took off an hour late.

2) (informal) to leave a place, especially in a hurry, *e.g.* When he saw me coming he took off in the opposite direction.

3) (of an idea, a product, etc.) to become successful or popular very quickly or suddenly, *e.g.* The new magazine has really taken off.

**take over (from sth)** to become bigger or more important than sth else; to replace sth, *e.g.* Try not to let negative thoughts take over.

**be taken with sb/sth** to find sb/sth attractive or interesting, *e.g.* We were all very taken with his girlfriend.

3. **excel** *v* 1) ~ (**in / at sth / at doing sth**) to be very good at doing sth, *e.g.* She has always excelled in foreign languages.

2) ~ **yourself** (BrE) to do extremely well and even better than you usually do, *e.g.* Rick's cooking was always good but this time he really excelled himself.

4. **anticipate** *v* 1) to expect sth: ~ **sth**, *e.g.* We don't anticipate any major problems. ~**doing sth**, *e.g.* They anticipate moving to bigger premises by the end of the year. ~**sth doing sth**, *e.g.* I don't anticipate it being a problem. ~ **that...**, *e.g.* We anticipate that sales

will rise next year. + **it is anticipated that...**, *e.g.* It is anticipated that inflation will stabilize at 3%.

2) to see what might happen in the future and take action to prepare for it: **~sth**, *e.g.* We need someone who can anticipate and respond to changes in the fashion industry. **~ what, how, that, etc.**, *e.g.* Try and anticipate what the interviewers will ask.

3) **~ (doing) sth | ~(sth doing) sth** to think with pleasure and excitement about sth that is going to happen, *e.g.* We eagerly anticipated the day we would leave school.

4) **~ sb (doing sth)**(formal) to do sth before it can be done by sb else  
*Syn.* forestall, *e.g.* When Scott reached the South Pole he found that Amundsen had anticipated him.

**anticipatory** *adj* (formal), *e.g.* a fast anticipatory movement by the goalkeeper  
**anticipation** *n* 1) the fact of seeing that sth might happen in the future and perhaps doing sth about it now, *e.g.* He bought extra food in anticipation of more people coming than he'd invited.

2) a feeling of excitement about sth (usually sth good) that is going to happen:  
**happy / eager / excited anticipation**, *e.g.* The courtroom was filled with anticipation.

5. **conclude** *v* 1) (not used in the progressive tenses) **conclude sth (from sth) | conclude (from sth) that ...** to decide or believe sth as a result of what you have heard or seen, *e.g.* What do you conclude from that? **~ (that)**, *e.g.* The report concluded (that) the cheapest option was to close the laboratory. **~from sth (that)**, *e.g.* He concluded from their remarks that they were not in favour of the plan. **it is concluded that...**, *e.g.* It was concluded that the level of change necessary would be low. + **direct speech**, *e.g.* 'So it should be safe to continue,' he concluded.

2) **conclude (sth) (with sth)** (formal) to come to an end; to bring sth to an end, *e.g.* Let me make just a few concluding remarks. **~ by doing sth**, *e.g.* He concluded by wishing everyone a safe trip home. + **speech**, *e.g.* 'Anyway, she should be back soon,' he concluded.

3) **conclude sth (with sb)** to arrange and settle an agreement with sb formally and finally, *e.g.* They concluded a treaty with Turkey.

**conclusion** *n* 1) [C] something that you decide when you have thought about all the information connected with the situation, *e.g.* I've come to the conclusion that he's not the right person for the job.

2) [C, usually sing.] the end of sth such as a speech or a piece of writing, *e.g.* The conclusion of the book was disappointing.

3) [U] the formal and final arrangement of sth official  
*Syn.* completion, *e.g.* the successful conclusion of a trade treaty

*Idioms* **jump / leap to conclusions | jump / leap to the conclusion that...** to make a decision about sb/sth too quickly, before you know or have thought about all the facts, *e.g.* There I go again—jumping to conclusions.

6. **preposterous** *adj* (formal) 1) completely unreasonable, especially in a way that is shocking or annoying

*Syn.* outrageous, *e.g.* These claims are absolutely preposterous!

2) unusual in a silly or shocking way

*Syn.* outrageous, *e.g.* The band were famous for their preposterous clothes and haircuts.

7. **smart** *adj* (smarter, smartest) 1) (especially BrE) (of people) looking clean and neat; well dressed in fashionable and/or formal clothes, *e.g.* You look very smart in that suit.

2) (especially BrE) (of clothes, etc.) clean, neat and looking new and attractive, *e.g.* They were wearing their smartest clothes.

3) (especially NAmE) intelligent, *e.g.* She's smarter than her brother.

4) (especially BrE) connected with fashionable rich people, *e.g.* smart restaurants. She mixes with the smart set.

5) (of a movement, etc.) quick and usually done with force

*Syn.* brisk, *e.g.* He was struck with a smart crack on the head.

6) (of a device, especially of a weapon / bomb) controlled by a computer, so that it appears to act in an intelligent way, *e.g.* smart bombs. This smart washing machine will dispense an optimal amount of water for the load.

**smartly** *adv* (especially BrE), *e.g.* smartly dressed. He ran off pretty smartly (= quickly and suddenly).

**smart** *v* 1) ~ (**from sth**) to feel a sharp stinging pain in a part of your body, *e.g.* His eyes were smarting from the smoke.

2) ~ (**from / over sth**) to feel upset about a criticism, failure, etc., *e.g.* They are still smarting from the 4–0 defeat last week.

**smart Alec** (BrE) (NAmE **smart aleck**) (also **smarty-pants**) (BrE also **smart-arse**) (NAmE also **smart-ass**) noun (informal, disapproving) a person who thinks they are very clever and likes to show people this in an annoying way.

**smarten** *v*

**smarten sb/sth up** | **smarten (yourself) up** *phr v* (especially BrE) to make yourself, another person or a place look neater or more attractive, *e.g.* The hotel has been smartened up by the new owners.

**smartish** *adj, adv* (informal, especially BrE) quick; quickly, *e.g.* You'd better move smartish.

8. **ridiculous** *adj* very silly or unreasonable

*Syn.* absurd, ludicrous, *e.g.* I look ridiculous in this hat.

**ridiculously** *adv*, *e.g.* The meal was ridiculously expensive.

*Idioms* **from the sublime to the ridiculous** used to describe a situation in which sth serious, important or of high quality is followed by sth silly, unimportant or of poor quality, *e.g.* *A descent from sublime to the ridiculous is quick.*

9. **carry** *v*

**carry away** 1) to remove forcefully, *e.g.* I carried the bag away with me when I left.

2) (usually passive) to cause (a person) to lose self-control, *e.g.* Sorry that I shouted – I get a little carried away at times.

3) (usually passive) to delight or enrapture, *e.g.* He was carried away by the music.

**carry sb back (to sth)** to make sb remember a time in the past, *e.g.* The smell of the sea carried her back to her childhood.

**carry sth forward** (also **carry sth over**) to move a total amount from one column or page to the next

**carry sth off** 1) to win sth, *e.g.* He carried off most of the prizes.

2) to succeed in doing sth that most people would find difficult, *e.g.* She's had her hair cut really short, but she can carry it off.

**carry on** 1) (especially BrE) to continue moving, *e.g.* Carry on until you get to the junction, then turn left.

2) (informal) to argue or complain noisily, *e.g.* He was shouting and carrying on.

**carry on (with sth) | carry sth on** to continue doing sth, *e.g.* Carry on with your work while I'm away.

**carry sth out** 1) to do sth that you have said you will do or have been asked to do, *e.g.* to carry out a promise / a threat / a plan / an order

2) to do and complete a task, *e.g.* to carry out an inquiry / an investigation / a survey. Extensive tests have been carried out on the patient.

**carry over** to continue to exist in a different situation, *e.g.* Attitudes learned at home carry over into the playground.

**carry sth over** 1) to keep sth from one situation and use it or deal with it in a different situation, *e.g.* Priestley's rational outlook in science carried over to religion.

2) to delay sth until a later time, *e.g.* The match had to be carried over until Sunday.

3) = carry sth forward, *e.g.* This dept has been carried over from year to year.

**carry sb through | carry sb through sth** to help sb to survive a difficult period, *e.g.* His determination carried him through the ordeal.

**carry sth through** to complete sth successfully, *e.g.* It's a difficult job but she's the person to carry it through.

**carry through (on / with sth)** (NAmE) to do what you have said you will do, *e.g.* He has proved he can carry through on his promises.

## 10. **elated** *adj*

**elated (at / by sth)** very happy and excited because of sth good that has happened, or will happen, *e.g.* They were elated at the result. I was elated by the prospect of the new job ahead.

**elation** *n* [U] a feeling of great happiness and excitement, *e.g.* His supporters have reacted to the news with elation.

11. **advance** *n* 1) [C] the forward movement of a group of people, especially armed forces, *e.g.* We feared that an advance on the capital would soon follow.

2) [C, U] **advance (in sth)** progress or a development in a particular activity or area of understanding, *e.g.* recent advances in medical science.

3) [C, usually sing.] money paid for work before it has been done or money paid earlier than expected, *e.g.* They offered an advance of £5 000 after the signing of the contract.

**advances** *pl.* attempts to start a sexual relationship with sb, *e.g.* He had made advances to one of his students.



4) [C] **advance (on sth)** (business) an increase in the price or value of sth, *e.g.* Share prices showed significant advances.

**Idioms in advance (of sth)** 1) before the time that is expected; before sth happens, *e.g.* a week / month / year in advance

2) more developed than sb/sth else, *e.g.* Galileo's ideas were well in advance of the age in which he lived.

**advance v** 1) **advance (on / towards sb/sth)** to move forward towards sb/sth, often in order to attack or threaten them or it, *e.g.* The mob advanced on us, shouting angrily.

2) if knowledge, technology, etc. advances, it develops and improves, *e.g.* Our knowledge of the disease has advanced considerably over recent years.

3) to help sth to succeed

*Syn.* further, *e.g.* Studying for new qualifications is one way of advancing your career.

4) **advance sth (to sb) | advance (sb) sth** to give sb money before the time it would usually be paid, *e.g.* We are willing to advance the money to you.

5) (formal) to suggest an idea, a theory, or a plan for other people to discuss

*Syn.* put forward, *e.g.* The article advances a new theory to explain changes in the climate.

6) (formal) to change the time or date of an event so that it takes place earlier

*Syn.* bring forward, *e.g.* The date of the trial has been advanced by one week.

*Ant.* Postpone

7) (formal) to move forward to a later part of sth; to move sth forward to a later part, *e.g.* Users advance through the program by answering a series of questions.

8) (business) (of prices, costs, etc.) to increase in price or amount, *e.g.* Oil shares advanced amid economic recovery hopes.

**advance adj** [only before noun] 1) done or given before sth is going to happen, *e.g.* Please give us advance warning of any changes.

2) **advance party / team** a group of people who go somewhere first, before the main group, *e.g.* The advance party came a month before the candidate.

**advancement n** (formal) 1) [U, C] the process of helping sth to make progress or succeed; the progress that is made, *e.g.* the advancement of knowledge / education / science

2) [U] progress in a job, social class, etc., *e.g.* There are good opportunities for advancement if you have the right skills.

12. **tutor n** 1) a private teacher, especially one who teaches an individual student or a very small group, *e.g.* I got a tutor to help me with my homework.

2) (especially BrE) a teacher whose job is to pay special attention to the studies or health, etc. of a student or a group of students, *e.g.* his history tutor

3) (BrE) a teacher, especially one who teaches adults or who has a special role in a school or college, *e.g.* a part-time adult education tutor

4) (NAmE) an assistant lecturer in a college, *e.g.* Liam surprised his tutors by twice failing a second year exam.

5) a book of instruction in a particular subject, especially music, *e.g.* a violin tutor

**tutor v** 1) tutor sb (in sth) to be a tutor to an individual student or a small group; to teach sb, especially privately, *e.g.* He tutors students in mathematics.

2) to work as a tutor, *e.g.* Her work was divided between tutoring and research.

**tutorial** *n* 1) a period of teaching in a university that involves discussion between an individual student or a small group of students and a tutor, *e.g.* The methods of study include lectures, tutorials, case studies and practical sessions.

2) a short book or computer program that gives information on a particular subject or explains how sth is done, *e.g.* An online tutorial is provided.

**tutorial** *adj* connected with the work of a tutor, *e.g.* tutorial staff; (BrE) a tutorial college, a private school that prepares students for exams.

## Vocabulary Exercises

**1. Translate into Ukrainian paying special attention to the words from the essential vocabulary.**

**A.**

1. Should I *drop a hint* (= *give a hint*) to Matt?
2. The walls were painted white with *a hint* of peach.
3. Sarah hoped he'd take *the hint* and leave her alone.
4. He was homeless, so we *took him in*.
5. It has been suggested that mammals *took over* from dinosaurs 65 million years ago.
6. I think he's quite *taken with* the idea.
7. They's only four cylinders to these here old' Dodges. I *took one down* one time.
8. It lurched forward with a bellowing roar and this time it *took down* the main support to the left of what had been the window. That section of the roof fell in with a grinding crash. Plaster dust billowed up. The dozer pulled free.
9. I'll *take you down* a peg before I get done with you.
10. My mama *took me down* there a few days later.
11. He *took down* his drink as if it were a drop in the bottom of a glass.
12. The team *excels* at turning defence into attack.
13. As a child he *excelled* at music and art.
14. Our *anticipated* arrival time is 8.30.
15. The eagerly *anticipated* movie will be released next month.
16. The programme *concluded with* Stravinsky's 'Rite of Spring'.
17. The commission *concluded* its investigation last month.
18. A trade agreement was *concluded* between the two countries.
19. It took the jury some time to reach *the conclusion* that she was guilty.
20. New evidence might lead to *the conclusion* that we are wrong.
21. We can safely *draw some conclusions* from our discussion.
22. *In conclusion*, I would like to thank you.
23. If we took this argument to its logical *conclusion* ...
24. That was a *smart* career move.
25. OK, I admit it was not the *smartest* thing I ever did.

26. We set off at a *smart* pace.
27. After he left I just tried *to carry on* as normal.
28. *Carry on* the good work!
29. He *carried on* peeling the potatoes.
30. We live in an age of rapid technological *advance*.
31. She asked for *an advance* on her salary.
32. It's cheaper if you book the tickets *in advance*.
33. People were evacuated from the coastal regions *in advance* of the hurricane.

**B.**

1. The troops were finally given the order *to advance*.
2. They *had advanced* 20 miles by nightfall.
3. This research has done much *to advance* our understanding of language learning.
4. They worked together *to advance* the cause of democracy.
5. We *will advance* you the money.
6. This button *advances* the tape to the beginning of the next track.
7. We need *advance* notice of the numbers involved.
8. No *advance* booking is necessary on most departures.
9. It has been used to signal early warning *in advance* of weather-related disasters.
10. Built-in doesn't mean unmalleable; it means organized *in advance* of experience."
11. The white lines are what's called an *advance* fuel cycle, where you reprocess.
12. More and more, the inventors of things will not be able to say that *in advance*.
13. But these objections are now vanishing through *advances* in materials.
14. So I don't have to plan it out *in advance*, but I can improvise, making it longer or shorter as I go.
15. We have to do it, because to let our movement *advance*.
16. And as humans, we are far better at seeing the problems way *in advance*, but ultimately we knock them down.
17. And I was standing just anonymously in a sweatshirt, putting my hand on and off of a trashcan to signal the *advancement*.
18. He was my personal *tutor* at university.
19. She's in my *tutor* group at school.
20. And some of you all might know, about five years ago I was an analyst at a hedge fund, and I was in Boston, and I was *tutoring* my cousins in New Orleans, remotely.
21. And that's where you gotta *smarten* up..... and cut somebody sometime.
22. So I want to try and convince you in about 15 minutes that that's a *ridiculous* and ludicrous thing to do.
23. And that's an outrageous and *ridiculous* finding, but it's true.
24. And you can say, "That's *ridiculous*, Steve.
25. This is just completely *ridiculous*.
26. Don't be *ridiculous*! You can't pay £50 for a T-shirt!

27. 8,000 animals in the world. You're thinking, "That's just *ridiculous*. No way." So Les did a finer study and he found out it came out about 9,000.

28. It seems to me to be such a plausible, natural extension of the democratic principles we already have, that I'm shocked to think anybody would find that just *ridiculous*.

29. It would be *ridiculous* to claim that we know how we make consciousness in our brains, but we certainly can begin to approach the question, and we can begin to see the shape of a solution.

30. (Laughter) Who folded that thing up there, and why? (Laughter) Some people get *carried away*.

31. So, the wind carries the sand onto the site and then it *carries* the redundant sand *away* from the structure for us.

32. How many people around the world are dancing with *elation* at this very minute?

**2. Complete the following sentences with the phrasal verb take in the correct tense and voice form.**

1. His sudden change of opinion ... .. us all ...
2. Let me ... .. name and number.
3. We ... all ... .. by his story.
4. Military leaders ... .. the country.
5. Whom do you ... .. in your family?
6. Can most of the planes ... .. in any weather?
7. Her trip back to her native village ... her ... to her childhood.
8. The correspondents ... .. every word of the President's speech.
9. Having taken the jewelry the robber ... ..
10. After the accident negative attitude .....

**3. Complete these sentences, using a phrasal verb carry in the correct tense and voice form.**

1. The politician ... his listeners ... with his speech.
2. She was nervous about giving a talk to her colleagues, but she ... it ... very well.
3. I'll try to ... .. the work in spite of difficulties.
4. We all have certain duties and jobs to ... ..
5. His liking for black polo neck jumpers ... .. from when they were fashionable in the sixties.
6. I'm determined to ... this ...
7. We must ... .. in spite of our difficulties.

8. I wish he could afford ... .. his plan.
9. He ... .. the difficult situation with aplomb.
10. The newly elected president ... .. a new policy.
11. The confidence gained in remedial classes ... .. into the children's regular school work.
12. They ... .. a project ... despite difficulties.

**4. Match the phrasal verb with its definition:**

1. carry away	a) to manage to handle successfully
2. carry off	b) to enable to endure, support
3. carry on	c) to continue or preserve
4. carry out	d) to perform or cause to be implemented
5. carry through	e) to cause a person to lose self-control
6. carry over	f) to persist to another time or situation

**5. Translate into English paying special attention to the words from essential vocabulary.**

1. Натяк – це прихована вказівка або підказка.
2. Твоя мати, можливо, натякне, що їй не подобаються твої черевики, а бабуся скаже прямо, що вони огидні.
3. Він зняв із полиці важкий коричневий том.
4. А тепер занотуйте цю важливу інформацію.
5. Чи можу я тобі догодити? Може, мені розпустити волосся?
6. Компанія, яка завжди спеціалізувалася на шкіряних аксесуарах ручної роботи, наразі має успіх у виробництві жіночого взуття.
7. Собака сидить біля дверей, в очікуванні на прогулянку.
8. Чоловік запропонував одружитися і з нетерпінням чекає позитивної відповіді.
9. Розтин показав, що у нього стріляли шість разів, при цьому двічі у голову.
10. Аналогічне опитування, проведене серед 450 дітей з південної Індії минулого року, показало такі ж результати, про які доповідали дослідники у Ланцеті останнього місяця.
11. Він вчинив розумно, коли придбав нові меблі.
12. Я думаю, що найбільша проблема в тому, що ми недостатньо кмітливі, щоб зрозуміти важливість завдань, які ми маємо наразі вирішити.
13. Саме зараз тобі треба зібратися з думками.
14. Отож, я спробую переконати тебе у безглуздісті твого рішення.
15. З такої позиції, це звучить смішно.
16. Твердження : «Гаразд, якщо я не бачу людини, звідки мені знати, що вона працює?», звучить абсурдно, проте це є одним із виправдань менеджерів.
17. Успіх надав йому крила.

18. Закінчення цього проекту викликало у працівників неперевершене відчуття піднесення.
19. Так і живеш: від піднесення до депресії – середнього немає.
20. Щоб перейти на наступну сторінку, натисніть на фото або на стрілку вправо.
21. Завдяки швидкому процесу виготовлення пеніциліну, цей препарат ознаменував один з найбільших проривів у медицині за весь попередній час.
22. Знаєш що? Я почну з 1858, оскільки цей рік став періодом визначних технологічних досягнень на Заході.
23. Хоча батьки й найняли мені репетитора з французької мови, я й досі пасу задніх.
24. Дозволь коротко тебе проінструктувати щодо того, як працюють ці роботи.

### *Part 1. Higher Education in the US*



### **Topical Vocabulary**

<b>Who is who</b>	
<ul style="list-style-type: none"> <li>• applicant/prospective student</li> <li>• freshman</li> <li>• sophomore</li> <li>• junior</li> <li>• senior</li>   <li>• undergraduate student</li>   <li>• graduate (grad) student</li> </ul>	<ul style="list-style-type: none"> <li>• абітурієнт/вступник (що подав заяву про вступ)</li> <li>• першокурсник</li> <li>• другоккурсник</li> <li>• третьоккурсник</li> <li>• студент четвертого року навчання (студент останнього року навчання – у системі з чотирирічним навчанням)</li> <li>• a student at college or university, who is working for their first degree</li> <li>• а) випускник (ВУЗу, особливо такий, що отримав перший ступінь); б) магістрант</li> </ul>

<ul style="list-style-type: none"> <li>• part-time student</li> <li>• transfer student</li> <li>• night student</li> <li>• faculty</li> <li>• teaching assistant</li> <li>• assistant professor</li> <li>• associate professor</li> <li>• (full) professor</li> <li>• counselor</li> </ul>	<p>або докторант (студент, що отримав перший ступінь і навчається далі, у магістратурі чи докторантурі, що приблизно відповідає аспірантурі в укр. ВУЗах)</p> <ul style="list-style-type: none"> <li>• студент, що навчається за індивідуальним планом (має неповне навантаження кожного семестру, бо поєднує роботу і навчання чи з іншої причини. Такий студент закінчує весь курс навчання пізніше, ніж інші студенти)</li> <li>• студент, що перевівся з одного університету до іншого</li> <li>• студент, що навчається на вечірніх курсах</li> <li>• професорсько-викладацький склад</li> <li>• асистент викладача - graduate student at a university who teaches classes</li> <li>• викладач/звання викладача в американських вузах нижче за associate professor/ the lowest rank of professor at an American university</li> <li>• ад'юнкт-професор (звання викладача в американських вузах вище за assistant professor і нижче за (full) professor); доцент</li> <li>• професор (найвище наукове звання викладача університету)</li> <li>• консультант, радник</li> </ul>
<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• dean</li> <li>• assistant dean</li> <li>• department person</li> <li>• President of the University</li> <li>• academic vice-president</li> </ul>	<ul style="list-style-type: none"> <li>• декан</li> <li>• заступник декана</li> <li>• завкафедрою</li> <li>• ректор університету</li> <li>• проректор з навчальної</li> </ul>

<ul style="list-style-type: none"> <li>• student government</li> <li>• board of trustees</li> </ul>	<p>роботи</p> <ul style="list-style-type: none"> <li>• студентський уряд</li> <li>• рада опікунів - a group of people in a company or other organization who make the rules and important decisions:</li> </ul>
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• college (college of Arts and Sciences)</li> <li>• school (school of Education)</li> <li>• evening school</li> <li>• grad school</li> <li>• summer school</li> <li>• college of continuing education</li> <li>• department</li> <li>• career development and job placement office</li> </ul>	<ul style="list-style-type: none"> <li>• коледж – окремий навчальний заклад чи частина університету. Випускники коледжів отримують ступінь бакалавра, коледж гуманітарних і природничих наук</li> <li>• а) інститут, коледж у структурі університету (коледж) б) факультет (факультет педагогіки)</li> <li>• вечірній навчальний заклад, вечірні курси - classes that take place in the evening for people who work during the day</li> <li>• a college or university where you can study for a master's degree or a doctorate after receiving your first degree</li> <li>• літні курси (заняття)</li> <li>• коледж здобуття вищої освіти (вечірні курси для дорослих на базі університету, освітнього центру, але відміну від післядипломної освіти навчання не завершується здобуттям ступеня) - training and education for adults that takes place outside the formal education system, usually in classes in the evenings</li> <li>• факультет/кафедра</li> <li>• біржа праці</li> </ul>
<p><b>Academic Calendar</b></p> <ul style="list-style-type: none"> <li>• fall, spring term/semester</li> <li>• fall, winter, spring, summer quarter</li> </ul>	<ul style="list-style-type: none"> <li>• осінній/весняний семестр</li> <li>• осіння/зимова/весняна/літня чверть</li> </ul>



<ul style="list-style-type: none"> <li>• school/academic year</li> <li>• exam period/days</li> <li>• reading days/period</li> <li>• break/recess</li> <li>• deadline</li> <li>• fall term break</li> <li>• winter recess</li> <li>• summer vacation</li> </ul>	<ul style="list-style-type: none"> <li>• навчальний рік</li> <li>• екзаменаційна сесія</li> <li>• one or more days to read up for an examination</li> <li>• перерва між уроками/канікули</li> <li>• крайній термін</li> <li>• осінні канікули</li> <li>• зимові канікули</li> <li>• літні канікули</li> </ul>
<p><b>Academic Programs</b></p> <ul style="list-style-type: none"> <li>• course (a one/three credit course)</li> <li>• to take a course</li> <li>• to give a lecture</li> <li>• pass/fail course</li> <li>• elective</li> <li>• a major/to major (what's your major?)</li> <li>• a minor(second in importance)</li> <li>• seminars</li> <li>• a student teacher</li> </ul>	<ul style="list-style-type: none"> <li>• заняття/курс/предмет (курс, за який можна отримати один/три кредитних бали)</li> <li>• обрати курс/предмет, вивчати предмет</li> <li>• читати лекцію</li> <li>• курс, за який студенти отримують зарах/незарах</li> <li>• факультативна дисципліна, курс за вибором студента</li> <li>• основний (профільний) предмет, спеціалізація/вивчати щось як такий предмет</li> <li>• другий предмет спеціалізації</li> <li>• семінари</li> <li>• студент-практикант</li> </ul>
<p><b>Grades</b></p> <ul style="list-style-type: none"> <li>• to get/give a grade</li> <li>• pass-fail grading</li> <li>• grades A,B,C,D,E</li> <li>• A-student</li> <li>• to graduate with straight A</li> <li>• a credit</li> </ul>	<ul style="list-style-type: none"> <li>• отримувати/ставити оцінку</li> <li>• система оцінювання зарах/незарах</li> <li>• оцінки A,B,C,D,E</li> <li>• відмінник</li> <li>• закінчити ун-т лише на відмінно</li> <li>• кредитний бал</li> </ul>

<ul style="list-style-type: none"> <li>• to earn a credit</li> <li>• education record</li> </ul>	<ul style="list-style-type: none"> <li>• заробити кредит</li> <li>• таблиць успішності</li> </ul>
<p><b>Tests</b></p> <ul style="list-style-type: none"> <li>• quiz</li> <li>• to take/to give an exam</li> <li>• to retake an exam (a retake)</li> <li>• to flunk a course</li> <li>• to flunk smb</li> <li>• to drop out/to withdraw</li> <li>• a pass/fail test</li> <li>• multiple choice test</li> <li>• essay test</li> <li>• SAT</li> <li>• ACT</li> <li>• GPA (grade point average)</li> </ul>	<ul style="list-style-type: none"> <li>• коротка контрольна робота</li> <li>• складати іспит</li> <li>• перескладати іспит (перескладання)</li> <li>• не скласти курс/предмет</li> <li>• завалити кого-небудь (на іспиті)</li> <li>• відмовитися від (предмету</li> <li>• тест, який оцінюють як зарах/незарах</li> <li>• тест множинного вибору</li> <li>• написання есе</li> <li>• an examination that American high school students take before they go to college <ul style="list-style-type: none"> <li>• American College Testing program</li> <li>• середній бал за період навчання</li> </ul> </li> </ul>
<p><b>Red Tape</b></p> <ul style="list-style-type: none"> <li>• to register (academically and financially)</li> <li>• to enroll for admission</li> <li>• to sign up for a course</li> <li>• to select /classes/courses</li> <li>• to drop a course</li> <li>• to add a course</li> <li>• a student ID</li> <li>• library card</li> <li>• transcript</li> <li>• degrees: BA, MA, PhD</li> </ul>	<ul style="list-style-type: none"> <li>• зареєструватися</li> <li>• а) вступити до вузу, записатися на курс; б) зарахувати до вузу, записатися на курс <ul style="list-style-type: none"> <li>• записатися на курс</li> <li>• обирати предмети/курси</li> <li>• відмовитися від предмету</li> <li>• додати курс/факультатив</li> <li>• студентський квиток</li> <li>• читацький квиток</li> <li>• виписка оцінок зі школи, вузу <ul style="list-style-type: none"> <li>• ступені: бакалавр гуманітарних наук, магістр гуманітарних наук, доктор</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• to confer a degree</li> <li>• to confer tenure</li> <li>• thesis</li> <li>• paper</li> <li>• dissertation</li> </ul>	<p>філософії</p> <ul style="list-style-type: none"> <li>• надавати/присвоювати ступінь</li> <li>• надавати/присвоювати постійну (до виходу на пенсію) посаду викладача в університеті чи право займати таку посаду</li> <li>• дисертація - a long piece of writing about a particular subject that you do as part of an advanced university degree such as an MA or a PhD</li> <li>• доповідь, письмова робота, дисертація</li> <li>• дисертація</li> </ul>
<p><b>Financing</b></p> <ul style="list-style-type: none"> <li>• full-time fees</li> <li>• part-time fees</li> <li>• grant</li> <li>• student financial aid</li> <li>• to apply for financial aid</li> <li>• to be eligible for financial assistance</li> <li>• scholarship</li> <li>• academic fees</li> <li>• housing fees</li> <li>• a college work-study job</li> </ul>	<ul style="list-style-type: none"> <li>• оплата за стаціонар</li> <li>• оплата за неповну програму</li> <li>• грант, стипендія, субсидія - an amount of money given to someone, especially by the government, for a particular purpose</li> <li>• фінансова допомога студентам</li> <li>• подати заяву на отримання фінансової допомоги</li> <li>• мати право на фінансову допомогу</li> <li>• стипендія - an amount of money that is given to someone by an educational organization to help pay for their education</li> <li>• плата за навчання</li> <li>• плата за проживання</li> <li>• робота та навчання на території університету</li> </ul>

**1. Agree or disagree with these statements. Use topical vocabulary while providing the grounds.**

1. The great aim of education is not knowledge, but action (*Herbert Spencer*).

2. Education is what survives when what has been learned has been forgotten (*B. F. Skinner*).
3. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (*Anatole France*).
4. Education... has produced a vast population able to read but unable to distinguish what is worth reading (*G. M. Trevelyan*).
5. Good teaching is one-fourth preparation and three-fourths theater (*Gail Godwin*).
6. The object of education is to prepare the young to educate themselves throughout their lives (*Robert Maynard Hutchins*)
7. Education is a progressive discovery of our own ignorance (*Will Durant*).
8. Education is the ability to listen to almost anything without losing your temper or your self-confidence (*Robert Frost*).
9. Education is the movement from darkness to light (*Allan Bloom*).
10. You can get all A's and still flunk life (*Walker Percy*).
11. Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand (*Native American Saying*).
12. What we learn with pleasure we never forget (*Alfred Mercier*).
13. Education is simply the soul of a society as it passes from one generation to another (*G. K. Chesterson*).
14. Whatever is good to know is difficult to learn (*Greek Proverb*).
15. Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught (*Oscar Wilde*).
16. Some people drink from the fountain of knowledge, others just gargle (*Robert Anthony*).
17. The only person who is educated is the one who has learned how to learn and change (*Carl Rogers*).
18. To be able to be caught up into the world of thought - that is being educated (*Edith Hamilton*).
19. A child without education, is like a bird without wings (*Tibetan Proverb*).
20. The aim of education is the knowledge not of fact, but of values (*Dean William R. Inge*).
21. Education is not the filling of a pail, but the lighting of a fire (*William Butler Yeats*).

**2. Read these basic facts about higher education in America and prepare to speak about the characteristic features of getting a degree in the US.**

## Higher Education in America



Over 3,300 institutions, public and private, in 50 states.

Over 1 million new students every year.

Four basic types:

- Technical schools (mechanics, computers, cooking, beauty, etc.) with programs of various lengths offering certificates;
- Junior or Community colleges offering two year Associate's Degree (AA);
- Colleges, public and private, offering four year Bachelor's Degree (BA, MS, MFA, MBA, etc.) or Doctorate (Ph.D.) degrees as well as professional degrees such as doctors (MD), dentists (DDS), and lawyers (JD).

Requirements for entering college typically include: finishing high school, attaining an acceptable score on a standardized test like the SAT (Scholastic Aptitude Test), fulfilling financial requirements, and completing an interview.

Public education, while technically free, is not. Students must pay for books, housing, food, and an assortment of "fees". Scholarship, Loans, Grants, Work-Study Programs, as well as Teaching and Research Assistantships are available. The cost of private education is, especially at prestigious institutions is prohibitive (well over \$10,000/year).

The typical college "freshman" is 18 years old, so by the time he/she has passed through four years as, progressively, a "sophomore," "junior," and "senior," they will graduate at age 22. There is no mandatory minimum or maximum age for entering or completing college.

If they so desire, college graduates can continue their education as "grad students". Acceptable grades from college, plus acceptable scores on a graduate level standardized test (GRE, LSAT, MCAT, GMAT), and an interview are usually necessary. Master's degrees typically take from one to three years, and doctorates begin at around two to three years. A Master's requires the writing of a thesis, and a doctorate of a dissertation.

Collegiate athletics is big business in America.

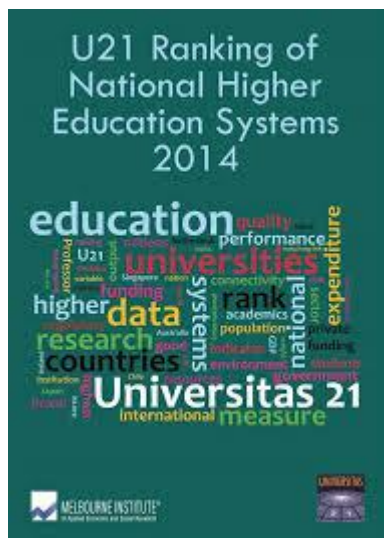
The academic year can be divided into semesters, trimesters, or quarters, and summer vacations are typical. Winter and spring "breaks" are also common.

Students typically need around 130 credit hours to graduate with a BA. Credit hours are calculated as the number of official in-class hours students devote to a course per week,

typically from 2 to 4. Students usually “major” in a subject, which usually requires some 35-40 credits, and can “minor:” in a subject at half the credit requirement of a major. Students may choose to double-major and/or minor.

Professional type work is almost impossible to get without at least a Bachelor’s, and, increasingly, a Master’s.

**2. Read this short info about the best US universities and say why they occupy the first positions in the university ranking. For additional info check these universities websites.**



## National University Rankings

Schools in the National Universities category, such as the University of Chicago and the Massachusetts Institute of Technology, offer a full range of undergraduate majors, plus master's and Ph.D. programs. These colleges also are committed to producing groundbreaking research.

### Princeton University

The ivy-covered campus of Princeton University, a private institution, is located in the quiet town of Princeton, New Jersey. Princeton was the first university to offer a "no loan" policy to financially needy students, giving grants instead of loans to accepted students who need help paying tuition.

Tuition and fees: \$40,170 (2013-14)

Enrollment: 5,336

Setting: suburban

### Harvard University

Harvard University is a private institution in Cambridge, Massachusetts, just outside of Boston. This Ivy League school is the oldest higher education institution in the country and has the largest endowment of any school in the world.

Tuition and fees: \$42,292 (2013-14)

Enrollment: 6,658

Setting: city

### Yale University

Yale University, located in New Haven, Connecticut, offers a small college life with the resources of a major research institution. Yale students are divided into 12 residential colleges that foster a supportive environment for living, learning and socializing.

Tuition and fees: \$44,000 (2013-14)

Enrollment: 5,405

Setting: city

### **Columbia University**

Columbia University has three undergraduate schools: Columbia College, The Fu Foundation School of Engineering and Applied Sciences (SEAS), and the School of General Studies. This Ivy League, private school guarantees students housing for all four years on campus in Manhattan's Morningside Heights neighborhood in New York City.

Tuition and fees: \$49,138 (2013-14)

Enrollment: 6,068

Setting: urban

### **Stanford University**

The sunny campus of Stanford University is located in California's Bay Area, about 30 miles from San Francisco. The private institution stresses a multidisciplinary combination of teaching, learning, and research, and students have many opportunities to get involved in research projects.

Tuition and fees \$43,245 (2013-14)

Enrollment: 7,063

Setting: suburban

### **University of Chicago**

The University of Chicago, situated in Chicago's Hyde Park community, offers a rich campus life in a big-city setting. Since 1987, the private institution has hosted the University of Chicago Scavenger Hunt, a four-day event that is regarded as the largest scavenger hunt in the world.

Tuition and fees:\$46,386 (2013-14)

Enrollment:5,590

Setting:urban

### **Duke University**

Located in Durham, North Carolina, Duke University is a private institution that has liberal arts and engineering programs for undergraduates. The Duke Blue Devils sports teams have a fierce rivalry with the University of North Carolina—Chapel Hill Tar Heels and are best known for their outstanding men's basketball program.

Tuition and fees \$45,476 (2013-14)

Enrollment: 6,655

Setting: suburban

### **Massachusetts Institute of Technology**

Though the Massachusetts Institute of Technology may be best known for its math, science and engineering education, this private research university also offers architecture, humanities, management and social science programs. The school is located in Cambridge, Massachusetts, just across the Charles River from downtown Boston.

Tuition and fees: \$43,498 (2013-14)

Enrollment: 4,503

Setting: urban

### **University of Pennsylvania**

Founded by Benjamin Franklin, the University of Pennsylvania is a private institution in the University City neighborhood of Philadelphia, Pennsylvania. Students can study in one of four schools that grant undergraduate degrees: Arts and Sciences, Nursing, Engineering and Applied Sciences, and Wharton.

Tuition and fees: \$45,890 (2013-14)

Enrollment: 9,682

Setting: urban

### **California Institute of Technology**

The California Institute of Technology focuses on science and engineering education and has a low student-to-faculty ratio of 3:1. This private institution in Pasadena, California, is actively involved in research projects with grants from NASA, the National Science Foundation and the U.S. Department of Health and Human Services.

Tuition and fees \$41,538 (2013-14)

Enrollment: 997

Setting: suburban

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>

**4. Sum up the info of this article. Focus your attention on the methodology for ranking universities. If info is not enough feel free to check other sources.**

### **World's top 100 universities 2014: their reputations ranked by Times Higher Education**

*Harvard university has retained its number one spot on the Times Higher Education's world reputation ranking of universities, with US institutions taking eight of the top 10 positions.*

*Massachusetts Institute of Technology (MIT) and Stanford follow to make up the top three. Cambridge and Oxford are both down one place on last year's rankings which puts them in fourth and fifth place respectively. The University of California, Berkeley, Princeton, Yale, California Institute of Technology and the University of California, Los Angeles take the remaining places in the top 10.*

The US, with 46 institutions in the top 100, is named as an “undisputed superpower when it comes to university brands” by the creators of the list. In the release, they also highlight what they call “worrying evidence of reputational decline among UK institutions.”

As in the past with these rankings, the UK has the second highest number of top 100 representatives and they've actually increased since last year - up one from nine in 2013. But the Times Higher Education argue, the UK's overall showing has worsened since 2011, when it had 12 representatives and warns of “polarisation between the ‘golden triangle’ (London, Oxford and Cambridge) and the rest of the UK.” Six London universities make the top 100 - more than any other city in the world.

Both Imperial College and the London School of Economics and Political Science (LSE) have moved up a place, to 13th and 24th respectively while University College London (UCL) has dropped five places to 25th. King's College London is one of the most improved institutions in this year's tables, rising from the 61-70 band to joint 43rd. The University of Edinburgh remains at 46th position, while the University of Manchester has dropped from 47th in 2013 to the 51-60 band. The London Business School and the London School of Hygiene and Tropical Medicine are both new entries to the list.

Commenting on the rankings, Bahram Bekhradnia, president of the UK's Higher Education Policy Institute, said:



Given the UK's size, this survey suggests we are still punching above our weight as far as research performance is concerned: at more than four times our size, the US has only around four times the number of universities in the top 100. What is worrying though is the apparent deterioration in the reputation of a number of our universities. At a time when despite economic problems others have sought to protect their research investment, we have seen a real-terms decline, which could amount to over 20 per cent in 10 years. We should expect our research output to follow: it is difficult to imagine why not.

“While reputation surveys do not tell you anything objective about quality, they nevertheless do reflect visibility and awareness by others of a university's activities: academics are likely to be more aware of those with whom they've recently collaborated, those with recent relevant articles and those presenting at conferences. So a reputation survey such as this is likely to be a harbinger of things to come and a predictor of subsequent trends.

The rankings also highlight a big improvement for Germany which now has six universities represented in the top 100 - the third highest representation in the list behind the US and the UK.

The annual world reputation rankings, a subsidiary of the Times Higher Education world university rankings, are based on the results of the Academic Reputation Survey carried out by Ipsos MediaCT for Thomson Reuters. The full methodology for the rankings along with the individual scores by university can be found on the Times Higher Education site.

Here are some other findings from the release:

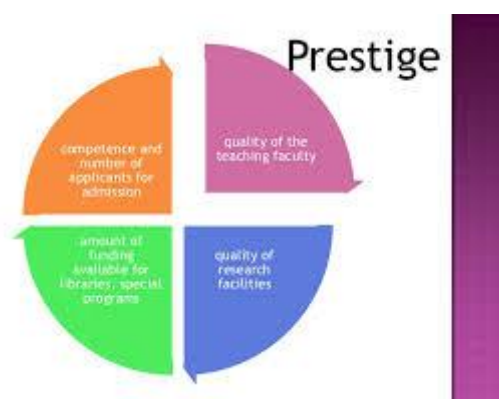
- Five countries are represented in the top 20: the US, UK, Japan, Canada and Switzerland and overall 20 countries are represented in the top 100
- The University of Tokyo at 11th place, is the highest ranking university outside of the UK or US (down two places on last year's rankings)
- Three institutions included in the reputation rankings fail to make the top 200 of the Times Higher Education World University Rankings: Moscow State, Middle East Technical and São Paulo
- King's College London is Europe's biggest riser – up from 61-70 to joint 43rd

You can see the full 2014 world reputation rankings below, we have also included the 2013, 2012 and 2011 positions in the downloadable spreadsheet which also contains breakdowns by country.








*World Reputation Rankings 2014 by university can be found in Supplement.*

**5. Look through the ranking of world universities. How can you account for the fact that in the first 20 most of the universities are American?**

## **Academic Ranking of World Universities**



World Rank	Institution*	Country /Region	National Rank	Total Score
1	Harvard University		1	100
2	Stanford University		2	72.1
3	Massachusetts Institute of Technology (MIT)		3	70.5
4	University of California-Berkeley		4	70.1
5	University of Cambridge		1	69.2
6	Princeton University		5	60.7
7	California Institute of Technology		6	60.5
8	Columbia University		7	59.6
9	University of Chicago		8	57.4
9	University of Oxford		2	57.4
11	Yale University		9	55.2
12	University of California, Los Angeles		10	51.9
13	Cornell University		11	50.6

14	University of California, San Diego		12	49.3
15	University of Washington		13	48.1
16	University of Pennsylvania		14	47.1
17	The Johns Hopkins University		15	47
18	University of California, San Francisco		16	45.2
19	Swiss Federal Institute of Technology Zurich		1	43.9
20	University College London		3	43.3

The 2014 Academic Ranking of World Universities (ARWU) is released today by the Center for World-Class Universities at Shanghai Jiao Tong University. Starting from 2003, ARWU has been presenting the world Top 500 universities annually based on transparent methodology and reliable data. It has been recognized as the precursor of global university rankings and the most trustworthy one.

Harvard University remains the number one in the world for the 12th year, other Top 10 universities are: Stanford, MIT, Berkeley, Cambridge, Princeton, Caltech, Columbia, Chicago and Oxford. ETH Zurich (19<sup>th</sup>) takes first place in Continental Europe, followed by Pierre & Marie Curie (35<sup>th</sup>), University of Copenhagen (39<sup>th</sup>) overtakes Paris-Sud (42<sup>nd</sup>) in France as the third best university in Continental Europe.

<http://www.shanghairanking.com/ARWU2014.html>

**6. Compare values and expectations in the field of education of the students in the US and Ukraine. Summarize the major issues covered in these texts.**



**Education: Values and Expectations**

**Diversity in Higher Education**

Young students, middle-aged students, and senior citizens who wish to continue or extend their education have a variety of institutions of higher learning from

which to choose in the United States. Some communities have adult schools as well as two-year colleges (which are also called "junior colleges" and "community colleges"). Not all students pursue a specific degree as their goal. They may simply want to receive specific vocational training that will assist them in their jobs (e.g., computer programming or language instruction). Alternatively, if they have substantial leisure time (as many retired people do), they may take courses to pursue interests for which they were too busy when they were younger. Many four-year colleges or universities also have graduate programs for people seeking advanced degrees.

There is a saying in the American culture that "you are never too old to learn." Increasingly, one sees older and younger people studying together in American institutions of higher learning. Women are encouraged to gain new skills to be able to enter the job market after their children are grown. Other people change careers, which often requires additional education. Institutions are attempting to meet the diverse needs and goals of these students.

### **Active Participation**

Student participation in the classroom is not only accepted but also expected in most subjects. Some instructors and professors \* base part of the student's grade on oral participation. Courses are often organized around classroom discussions, student questions, and informal lectures, although large classes can involve formal lectures during which the student has a passive role.

In a small percentage of the more informal classes, students may even decide the topics for study and choose "appropriate books and articles. Allowing the student to take the load in this manner is confusing for people in many other cultures. A Japanese student was shocked when her professor told the class, "I want you to come up with an outline for the course; and a list of books to read".

\*The term "instructor" is usually used for teachers in adult schools (sometimes referred to as "night schools"), and junior, city, and community colleges. The term "professor" is usually used for teachers in four-year colleges and universities. In this reading, "instructor" and "professor" are used interchangeably.

She felt that the professor was not doing his job and was totally incompetent. The student knew that the professor had always received extremely good evaluations from his students in previous courses. However, she could not bring herself to accept his authority when he treated his students as if they were equals and as if they possessed as much knowledge as he had.

In some courses (mainly graduate seminars), the teacher has only a managerial role and the students do the actual teaching through discussions and presentations. It is common for instructors to guide students to take the initiative and to be responsible for their learning. Especially students pursuing advanced degrees are expected to be actively involved in their own education. They must be ready to critique theories, formulate models, and interact with the professor. Students who do not ask questions and do not bring up their own ideas may appear to be uninterested in the course.

A professor's teaching style is another factor that determines the degree and type of student participation. Some instructors and professors prefer to guide the class without dominating it. Many encourage students to question and challenge their ideas. Students who contradict teachers must be prepared to defend their positions. In general, confident and experienced instructors do not object to students who disagree with them.

Instruction in science and mathematics is usually more traditional, with teachers presenting formal lectures and students taking notes. However, the educational trends that have influenced the teaching of the humanities and social sciences have also affected mathematics and the "hard sciences." Students may be asked to solve problems in groups or to design projects. Classes that are considered applied rather than theoretical stress such "hands-on" involvement.

### **The Teacher-Student Relationship**

Many teachers believe that the responsibility for learning lies with the student. If a reading assignment is given, instructors expect students to be familiar with the information in the reading, even if they do not discuss it in class or give an examination. The ideal student is considered to be one who is "motivated to learn for the sake of learning, not the one who is interested only in getting high grades. Unlike in some other countries, in the United States courses are not usually designed merely for students to pass exams. A teacher does not respect a student who only comes to class on the last day to take an exam.

Many instructors hold a belief, reflecting cultural values, that an informal, relaxed classroom environment is conducive to learning and innovation. It is common for students to have easygoing and friendly relationships with their professors. The casual professor is not necessarily a poor one and is still respected by students. Although students may be in a subordinate position, some instructors try to treat them as equals within the limits of the teacher-student relationship (egalitarianism and informality are characteristic American traits).

Professors and instructors may establish social relationships with students outside of the classroom, but in the classroom they maintain the teacher's role. A professor may go out for coffee with a student, but still expects the student to meet deadlines and study for exams. The teacher may give extra attention outside of class to a student in need of help, but probably will not treat the person differently when evaluating schoolwork.

Professors have several roles in relation to students: they may be counselors and friends as well as teachers. Students must realize that when a professor's role changes, they must appropriately adapt their behavior and attitudes. An American professor and his Middle Eastern graduate student became friends, but the student was not able to adjust to the different roles the professor had to play. When the student would come to the office and sit for one to two hours at a time, the professor became resentful of what he perceived was an intrusion. However, the student did not intend to anger his professor/friend. The student had a more relaxed attitude about time that was tied to his culture, and he, unlike the professor, did not

separate work (or study) from socializing. The American professor compartmentalized his work and social time. The distinction for the student was unclear.

### **Trust, Honesty, and the Honor System**

Trust is an important expectation in American education. The "honor system," imposed by the teacher and the school, demands that the student be honest in all areas of schoolwork. Violation of the honor system can result in failing a course, having a permanent record of the violation in the student's files, and even being suspended or expelled from the university. Many students are also aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. Some instructors leave their classrooms when students are taking an exam. They may or may not say, "I expect you all to abide by the honor system" (which means, "Don't cheat!"). Even if the words are not stated, the student is expected to work alone and not share answers.

In one midwestern university handbook, the following behaviors are listed as examples of academic dishonesty:

- Plagiarism – Using other people's work and submitting it as your own without citing the source.
- Cheating – This includes tests, take-home exams, and papers submitted for credit.
- Fabrication – Reporting false or inaccurate data.
- Aiding . . . dishonesty – Knowingly providing information to another student that would be used dishonestly.
- Falsification of records and official documents – This includes forging signatures or falsifying information on academic documents.

College officials take these rules seriously and punish accordingly. (Although some American students do try to cheat, they know what the consequences are.) Plagiarism, or presenting another's ideas (either in written or oral form) as one's own, is a concept tied to cultural beliefs. Americans believe in respect for other people's property, and this includes their ideas as well as their research. The words and ideas of academicians, scholars, and researchers are considered private property. If others' research and ideas are to be used in someone else's work, they must be acknowledged by a citation (a written reference indicating the source of the material). Sometimes, it is necessary to obtain written permission to use an extended piece of information (or ideas) in a book or article to be published. When international students are accused of plagiarism, it may be that they omitted the citation out of ignorance and not because of dishonesty. In the academic world, Americans consider the lack of citation as tantamount to a "stolen" idea. Many students from other countries do not share similar ideas about private property, especially private property in the form of ideas or research. Still, they have to adapt to the rides of their college or university.

Students from countries where "beating the system" is a survival technique have to adjust to the fact that in the United States any kind of falsification of official school documents is considered dishonest and is punishable. In an attempt to "beat the system," several Eastern European students were expelled from their college after it was discovered that they had given false information about their prior schooling on their applications for admission. Their attempt to take advantage of the system in order to better themselves may have been a natural response to having struggled in a society with many bureaucratic barriers. Nevertheless, the American university administrators could not excuse this kind of dishonest behavior, despite the students' cultural background.

### **Competition und Grading**

Relationships between students in the classroom can be either cooperative or competitive. In programs or courses where a degree is not being pursued or where grades are not given, there is usually a friendly exchange of information among students. Likewise, when courses are taken for credit only (i.e., the students will be graded either "pass" or "fail" only), students are willing to share notes and be helpful toward each other. However, in some courses, an individual's grades are calculated in relation to others' scores. Therefore, in classes where such a grading "curve" is used, students may be reluctant to share lecture notes or other information for fear that their own grades will suffer.

There are other reasons for the presence of competition among students. A high grade-point average (GPA) is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate programs. In addition, when facing a competitive job market, graduates may be hired largely on the basis of their grades and faculty recommendations. Generally, American students are fairly grade conscious and often look for ways to improve their GPA. Some instructors give students opportunities to do extra-credit assignments.

Occasionally, students disagree with the grade they have been given by their instructor. In this circumstance, if evidence is shown that the grade (whether for an exam or for the entire course) does not reflect the students' work, they may approach their professor with their objection and ask for a change in the grade. It is extremely important that students be polite and respectful (yet assertive) and not express anger.

### **Student Stress and Coping**

Younger students sometimes have emotional problems in their educational environment. The stress of taking exams and of meeting deadlines can cause difficulty for those not used to responsibility and intense work. On the other hand, older students with children or with experience in jobs or the military adapt to pressure and stress more easily. A student who is also the parent of three children, for example, knows that grades, exams, and reports are not the most important

aspects of life. Older students are also less likely to be intimidated by instructors or professors.

When some American students find it difficult to cope and have excessive stress, they may seek counseling (usually with college counselors or psychologists). Many schools offer "peer counseling" in which students with experience actually advise other students. Younger students living away from home for the first time may not know how to handle their newly found freedom and responsibility, and may prefer to talk to someone close in age who has had similar problems. For many international students and new immigrants in the United States, counseling, whether by peers or older psychologists, is not culturally comfortable. (In many cultures, one does not talk to strangers about personal problems.) There are certain things that students can do on their own to cope with problems. In one university handbook, students are advised to try to manage stress by doing the following:

1. Exercise regularly.
2. Make certain you get enough sleep during stressful times.
3. Learn to relax your body.
4. Set priorities; think about one concern at a time.
5. Learn to accept what you cannot change.
6. Learn to say, "No" (i.e., do not let yourself be persuaded to do things you do not want to do).
7. Talk it out: share your stress with someone you trust.
8. Know your limits.
9. Take care of yourself.
10. Make time for fun.
11. Avoid self-medication with drugs and alcohol.
12. Develop a support network of friends.

### **International and Immigrant Students in the United States**

There are some "predictable" problem areas for international students and immigrants studying in the United States. Making friends is a challenge (this is also true for some American students). Many colleges and universities offer a variety of student clubs and organizations where both foreign-born and American students have a greater chance of meeting people with shared interests. Information about these extracurricular activities is often posted in the student center and listed in the student newspaper. Sometimes foreign students and immigrant students find Americans to be "cliquish." (Americans find some non-U.S.-born students to be cliquish as well.) If people feel excluded from the social aspects of American college life, they should actively seek people with shared interests. It is unlikely that students will make friends just by passing people in the hallways.

Foreign or immigrant students may be disoriented during the first few weeks at a new school because they do not understand the system and are not willing to ask questions. Many students do not take advantage of the numerous services offered on campus that assist students in developing new skills and social groups. Some colleges offer students tutorial support in such subjects as writing, language study,



computer skills, and other basic subjects. Students who appear to be most successful in "learning the ropes" are those who take the initiative to ask questions, locate resources, and experience new social situations.

The American classroom is governed by numerous culturally dictated attitudes and expectations. For example, educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence. Foreign and immigrant students should anticipate that cross-cultural misunderstandings may arise as a result of differences. Having an awareness of cultural differences and flexibility with regard to one's own expectations and behavior are important factors in enhancing successful learning.

**8. Read the text “The Times I Called Home from College” and say when you call your parents. Comment on ridiculous occasions described in the story.**



### **The Times I Called Home from College**

- When I got off the plane
- When I met my roommate
- When I wanted my stereo sent to me
- When I fought with my roommate
- When I needed money
- When I needed to know how to make mashed potatoes
- When I put liquid dish soap in the dishwasher
- When I wanted to know how to get soy sauce out of rayon
- When I got in a car accident
- When I failed a test
- When I met a special girl
- When I lost a special girl
- When I got lonely
- When I got a kitten
- When I got fleas
- When I didn't want to study
- When I needed money
- When they sent me a care package

- When I got a good grade
- When I got published in the school newspaper
- When it was my mom's birthday
- When it was my birthday
- When I needed help moving out of the dorms
- When I changed majors
- When I changed majors again
- When we won the big game
- When we went to war in the Gulf
- When there were riots
- When I gave up meat
- When I wanted my parents to give up meat
- When I needed money
- When I got the flu
- When my parents had an anniversary
- When Grandpa died
- When there was an earthquake
- When I met someone famous
- When I needed money
- When I got a night job
- When I needed advice
- When a friend from high school got cancer
- When I felt no one understood
- When I wanted a ticket home
- When I won an award
- When I needed a relative's address
- When I ran out of stamps
- When I wanted some homemade cookies
- When I needed money
- When I just wanted to tell them I loved them

**9. Familiarize yourself with this text and make up the list of things that are vital for being a good roommate.**



## Learning How to Be Roommates

by Elsa Lynch

I was never very neat. Later in life I learned to attribute this flaw to my creative genius, saying that my bouts of disorganization were simply the flip side of my unique gifts and talents. Yet, when I arrived at college, I hadn't come up with any impressive reasons for my big messes. They just were – and my roommate didn't seem to appreciate their contribution to my bright future.

I'm not sure why they stuck us together. I don't think they could have possibly picked two more different people to room together. Kim was extremely organized. She labeled everything and each item she owned had its place. She even had one of those cute little pencil holders – and used it! Mine had become a collection spot for bits and pieces of paper, odds and ends. I think one pen may have found its way into the pencil holder but I certainly didn't put it there.

Kim and I fed off each other. She got neater and I got messier. She would complain about my dirty clothes, I would complain about Lysol headaches. She would nudge my clothing over to one side and I would lay one of my books on her uncluttered desk.

It came to a head one fateful October evening. Kim came into the room and had some kind of fit because one of my shoes had found its way (inexplicably) beneath her bed. I don't know what was so significant about that shoe but it infuriated her! She picked it up, tossed it toward my side of the room and managed to knock my lamp onto the floor. The lightbulb shattered, covering the layer of clothes I had been planning to fold that very night. I leapt off the bed in horror and immediately started yelling about her insensitivity and rudeness. She yelled back similar frustrations and we each ended up pushing toward the door to be the first to slam our way out of the room.

I'm sure we wouldn't have lasted a day or two longer in that room. Probably not even a night, if it hadn't been for the phone call she received. I was sitting on my bed, fuming. She was sitting on hers, fuming. It was later in the evening and the room was so thick with unspoken expletives that I don't even know why we had both returned to each other's company.

When the phone rang she picked it up and I could tell right away it wasn't good news. I knew Kim had a boyfriend back home and I could tell from her end of the conversation that he was breaking up with her. Though I didn't mean for it to happen, I could feel the warm feelings of empathy rising up in my heart. Losing a boyfriend was something no girl should go through alone.

I sat up in my bed. Kim wouldn't look at me and when she hung up the phone she quickly crawled under her covers and I could hear her quiet sobbing. What to do? I didn't

want to just walk over (I was still a little miffed) but I didn't want to leave her either. I smiled as I got the idea.

Slowly, I began to clear up my side of the room. I took back the book I had set on her desk and I cleaned up the socks and the shirts. I put some pencils in my pencil holder and made my bed. I straightened the dresser top (but not the drawers – I had my limits!) and swept the floor, even on her side. I got so into my work that I didn't even notice that Kim had come out from under the covers. She was watching my every move, her tears dried and her expression one of disbelief. When I was finally done I went and sat at the end of her bed. Not really saying anything but just sitting. I guess I didn't know what to say. Her hand was warm. I thought it would be cold, probably because I always thought the organized were pretty heartless. But no. Her hand was warm as it reached over to grasp mine. I looked up into Kim's eyes and she smiled at me. "Thanks."

Kim and I stayed roommates for the rest of that year. We didn't always see eye to eye, but we learned the key to living together. Giving in, cleaning up and holding on.

**10. Put each of the following words or phrases into its correct place in the passage below.**

- |                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| 1. amount       | 6. calendar   | 11. class hours | 16. college     |
| 2. course       | 7. credits    | 12. curriculum  | 17. electives   |
| 3. graduation   | 8. major      | 13. number      | 18. opportunity |
| 4. outlines     | 9. prospectus | 14. specified   | 19. subjects    |
| 5. requirements | 10. technical | 15. three       | 20. week        |
|                 |               |                 | 21. selecting   |

### Selecting Courses

The courses given by a ... or university are called its curriculum. The ... of the institution ... the complete ... . It gives the ... for entry to each course, as well as the credits given for the ... .

Each course is designated as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ...credits towards graduation. Schools using the semester ... require about 120 credits for ... . Between 30 and 40 of the required ... must be in the student's ... subject.

Schools vary considerably in the ... of freedom given students in ... their courses. Almost all schools have a certain ... of required ... . Students can also usually choose non-required courses called.... . Liberal-arts colleges usually give students more ... to choose than do ... schools.

**11. Put each of the following words into its correct place in the passage below.**

- |              |                   |                    |                |
|--------------|-------------------|--------------------|----------------|
| 1. authority | 7. Bachelor's     | 13. bodies         | 18. campuses   |
| 2. degree    | 8. co-educational | 14. co-ordinate    | 19. courses    |
| 3. located   | 9. freshmen       | 15. graduates      | 20. junior     |
| 4. special   | 10. school        | 16. separate       | 21. sex        |
| 5. women     | 11. students      | 17. undergraduates | 22. university |
| 6. classes   | 12. year          |                    |                |

**Students**

The student body of a ... or college is divided into ... and undergraduates. Graduates have already received their ... degree, while ... have not. The undergraduates belong to one of four ..., according to their ... of study. These are ..., sophomore, ..., and senior classes. Most schools also admit ... students who take a number of ..., but are not working towards a ... .

Students ... vary considerably from ... to school. Some institutions are ... , with both men and ... students. Others admit ... of only one ... .

A ... institution has ... men's and women's colleges. They are controlled by the same central ... and are usually ... on the same campus or nearby ...

**12. Put each of the following words into its correct place in the passage below.**

- |                 |                  |             |                |
|-----------------|------------------|-------------|----------------|
| 1. achievements | 7. adjustment    | 13. admit   | 18. attitude   |
| 2. average      | 8. colleges      | 14. common  | 19. failure    |
| 3. grade        | 9. letter        | 15. marking | 20. method     |
| 4. minimum      | 10. occasionally | 16. pass    | 21. percentage |
| 5. perfect      | 11. progress     | 17. record  | 22. reports    |
| 6. school       | 12. teacher      |             |                |

**Grading**

Grading is a ... used in schools to ... student achievements. Almost every ... keeps a record of each student's ... in order to have some basis for measuring his ... . The record supplies information for ... to parents. Universities and ... often use this information to help determine whether they should ... a student.

For a long time, the most ... method of recording achievement was by ..., with a mark, or ..., of 100 per cent representing ... achievement. The ... mark for a ... was usually 70 per cent, and for ... work, about 80 per cent. Today, the letters A, B, C, D, E, and ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means ... .

A few schools use no ... system at all. Instead, each ... writes a detailed ... to the parents. Such letters report the student's progress..., activities, and social ...

### 13. Read the essay and do the tasks after it.



## My First Week at a College: A Time of Transition

by Thomas Goldstein

A first date. A first kiss. A serious injury. A death in the family. By anyone's account, all of these things are major events in life. Not surprisingly, nearly everybody I know has experienced one or more of these occurrences — well everyone, that is, except me. Yes, I have led what Henry David Thoreau called a "life of quiet desperation." All throughout high school I was faced with the same monotonous routine: wake up, brush teeth, go to school, study, come home, study some more. I was so busy studying, in fact, that I rarely found time to grow as an individual. After one full week at college, however, my whole world came tumbling down: I realized that life would never be the same again.

My metamorphosis into full-time college student did not begin immediately. In fact, August 21, 1998 – the day I departed for college – started out just like any typical summer day. I first, arose and then walked briskly for thirty minutes on my treadmill. After a quick shower, I ate my breakfast: scrambled eggs, a biscuit, and two strips of bacon. Finally, I left home for the last time. "Don't worry, Thomas," said my mom on the drive up to Newark International Airport. "You'll do spectacular at college." Once at the airport, I began to doubt my mother's words. As a matter of fact, I started to entertain serious reservations about my entire future. Would I flunk out at college? Would I experiment

with drugs? Would I make it back home alive? By the time I boarded the plane, I was so grief-stricken I could hardly breathe.

Despite all that, my time on the airplane proved therapeutic. Since I had not flown for more than eight years, the sensations I experienced were practically new. For example, the mere fact of getting off the ground reduced my body weight. This, in turn, put me in a state of deep relaxation. Looking out of the airplane when it was 10,000 feet above sea level provided me with sights of miniature cars and houses that were simply awesome. Being up in the air, if nothing else, restored my perspective. For the first time, I felt that I was in control of my college education.

I arrived at Mitchell Hall in high spirits. My room was nice: it contained a marble sink in one corner, an oak desk in another, and a twin-sized bed. After laboriously unpacking, I found time to grab a quick snack and head off campus. Since I needed a new shirt, I decided to visit the Hechts' Metro Center Store downtown. On my way, I walked past the most beautiful building ever built: the White House. Once again, I entered a state of complete awe — so much, that I even entertained thoughts of one day becoming President of the United States. At the end of my first day, I believed that college would be one of the easiest transitions of my life.

I was not until my fourth day away from home — the day classes began — that I began to panic. English, my first course of the day, proved to be every bit as scary as I thought. "Good morning students," proclaimed the professor. "Welcome to English 10. This semester, we will be studying a variety of literary prose. In addition, you will do plenty of writing. Your grade will be based on six essays and one final exam." Since I have poor writing skills, I started to suspect the worst: I would wind up with a "C" in composition class. There was nothing I could do, however, but listen to the professor lecture for fifty minutes. The next class, Finite Mathematics, proved to be less intimidating, mainly because math is one of my "strong" subjects. Chemistry 003, the final class of the day, was by far the most stressful. Due to its meticulous detail, I always thought science difficult. That class progressed at such a frenzied pace that I nearly collapsed as I was taking notes. After taking five pages of messy notes, I realized that college was a far cry from my simple courses of high school.

On the telephone that evening, I was so shook up that I practically screamed. "Mom! My workload is just so overwhelming! I don't know what to do!" Despite warm reassurances from my mother, I remained in a lugubrious mood. Not surprisingly, I was unable to sleep that night. In the midst of my insomnia, I looked out at the pitch-black sky and began to ask myself questions. How many hours each day should I study? To which courses should I devote the most time? Will I ever have any occasion to pursue enjoyable activities? I didn't know.

The next day was just as grueling. The courses – Microeconomics and Introduction to Sociology – were objective. Despite this positive trait, both classes required much study. For example, three hours elapsed before I finished reading all 27 pages of Chapter 1 in my sociology book. Moreover, that was the day I started to focus extensively on school-work. I originally had set out to spend seven hours studying. However, I became exhausted — my hands were aching, my heart was pounding, and my eyes were having trouble remaining open. After studying for only four and one-half hours, I was forced to quit. "I'm a loser?" I told myself. "I'll never make it through college." I went to sleep that night feeling more dejected than ever.

My negative attitudes were altered, almost entirely, by one single event — a conversation I had with my mother. For two days, I had told my mother how dissatisfied I was with college life. Finally, my mother became tired of my complaining. "Your father and I are paying a ton of money so that you can go to college! Our hopes do not involve you receiving straight A's. We want you to balance schoolwork with a normal social life. You need to make some friends and begin to socialize. Thomas, you have no right to moan and groan if you do not take the steps to help yourself." It had been a long while since my mother had been this angry with me. Her wrath, combined with the shame I felt as a result of my whining, made me realize that these next four years were to be a time of acquiring both knowledge and lifelong friends.

I began to take action almost immediately. I began by introducing myself to my neighbors. Then I offered to help my neighbors with the task of tidying up their rooms. While some individuals responded with a cold shoulder, a surprising number showed appreciation for my overture of kindness. By week's end, no less than three of my new friends invited me to go to the movies.

In addition, I was able to function more efficiently. The amount of work, which had seemed insurmountable a few days earlier, became less intimidating. To restore some sense of sanity, I established a set of guidelines. First, I would study no more than six hours on weekdays and seven hours on weekends. Second, I would allow myself several study breaks during the day. Third, I would socialize for at least a half an hour each day. These three rules significantly reduced my stress level. I was finally convinced that college was not designed to make people feel miserable.

College, it appeared, will be radically different than my boring life in high school. There will be new teachers, new subjects, new exams, and new friends. I know that I must keep an optimistic attitude. Like all turning points, however, the outcome depends largely on the magnitude and depth of my efforts.

**13 a. Fill out the missing translation of the phrases.**



<ul style="list-style-type: none"> <li>• to experience occurrences</li> <li>• a life of quiet desperation</li> <li>• to tumble down</li> <li>• treadmill</li> <li>• to do spectacular at college</li> <li>• to entertain serious reservations</li> </ul> <p>(doubts, misgivings, to be dubious, hesitant, to have mixed feelings)</p> <ul style="list-style-type: none"> <li>• to flunk out</li>   <li>• to be grief-stricken</li>   <li>• to be awesome (extraordinary, remarkable, amazing, prodigious)</li> <li>• to unpack laboriously</li> <li>• to grab a quick snack</li> <li>• to head off campus</li> <li>• the easiest transition of one's life</li>   <li>• to prove to be every bit as scary as one thought</li> <li>• to wind up with a C</li> <li>• to be less intimidating</li>   <li>• a meticulous detail</li> <li>• to progress at a frenzied pace</li> <li>• to collapse as taking notes</li> <li>• to be a far cry from smth</li> <li>• an overwhelming workload</li> </ul>	<ul style="list-style-type: none"> <li>• пережити випадки/події</li> <li>•</li> <li>• впасти/перетворитися на руїни</li> <li>• бігова доріжка</li> <li>•</li> <li>•</li>   <li>• вилетіти з університету за неуспішність</li> <li>• бути убитим горем</li>   <li>• чудовий/незвичний</li> <li>•</li>   <li>• швидко перекусити</li> <li>• податися зі студмістечка</li> <li>• найлегший перехідний період / зміна у житті</li> <li>• виявитися настільки жахливим як і уявляв</li> <li>• закінчити на / отримати оцінку C</li> <li>• бути не таким лякаючим/страхотливим/жахливим</li> <li>• найдрібніша деталь</li> <li>• просуватися скаженим темпом</li> <li>• не встигати писати конспект</li> <li>• сильно відрізнятись від чогось</li> <li>•</li> </ul>
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<ul style="list-style-type: none"> <li>• to remain in a lugubrious mood</li> <li>• to pursue enjoyable activities</li> <li>• a grueling day</li> <li>• a positive trait</li> <li>• to elapse (about hours)</li> <li>• to set smth out</li> <li>• to make it through college</li> <li>• to feel dejected</li> <li>• to alter</li> <li>• to moan and groan</li> <li>• to take steps</li> <li>• one's wrath</li> <li>• a lifelong friend</li> <li>• to respond with a cold shoulder</li> <li>• to function more efficiently</li> <li>• to be insurmountable</li> <li>• to restore some sense of sanity</li> <li>• to establish a set of guidelines</li> <li>• to be designed for smth</li> <li>• a turning point</li> <li>• the magnitude and depth of efforts</li> </ul>	<ul style="list-style-type: none"> <li>• залишатися понурим/сумним</li> <li>• займатися приємними справами/розважатися</li> <li>•</li> <li>• позитивна риса</li> <li>•</li> <li>• збиратися щось робити</li> <li>•</li> <li>• почуватися сумним, пригніченим</li> <li>•</li> <li>• стогнати/скаржитися</li> <li>•</li> <li>• гнів</li> <li>• друг на все життя</li> <li>• прийняти холодно, непривітно</li> <li>•</li> <li>• бути непереборним, нездоланим</li> <li>•</li> <li>•</li> <li>• бути створеним для чогось</li> <li>• вирішальний момент</li> <li>•</li> </ul>
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**13 b. Answer the following questions and do the tasks.**

1. What are the major events in a person's life?
2. What is a life of quiet desperation?
3. Was Thomas' high school life interesting?
4. Single out the thesis statement in the first paragraph.

5. Paraphrase the following: “*World came tumbling down*”.
6. Describe the day he departed for college.
7. What were the mother’s farewell words? Did he take them for granted? What were his fears?
8. Did he enjoy the flight?
9. What is Mitchell Hall?
10. Describe Thomas’ room.
11. Did he do some shopping?
12. Did he do any sightseeing?
13. What was the end of his day?
14. What classes did Thomas take?
15. What was the system of assessment in English 10?
16. What were his expectations in English 10?
17. What was characteristic of Chemistry 003?
18. Did college courses resemble his high school courses/subjects?
19. Was the next day easier than the first one?
20. Did home assignments take much time?
21. In what mood did he go to bed the second day?
22. What helped him to take a more positive view of things?
23. What actions did he take after mother was angry with him?
24. What set of guidelines did he establish to restore?

## ***Listening 1***

### **The Animal School**

#### **Pre-Listening**

##### **1. Study the following words and word combinations**

- to meet the problem
- to administer the curriculum
- to take all the subjects

- to drop swimming
- average
- at the top of the class
- “exertion” – overexertion
- “Charlie horse”
- a problem child
- to be disciplined severely
- valedictorian
- to burrow
- a badger
- a gopher

**2. Check if you know the translation of these words:**

eagle ['i:gl]

eel [i:l]

prairie dog ['prɛəriɒdɒg]

badger ['bædʒə]

groundhog ['graund hɒg]

gopher ['gəʊfə]

**3. Paraphrase the following sentences**

1. They adopted an activity curriculum.
2. The duck made only passing grades in flying.
3. He was only average in swimming.
4. The rabbit stayed at the top of the class in running but had a nervous breakdown because of so much make-up work in swimming.
5. He also developed a “charlie horse” from overexertion.
6. In the climbing class he beat all the others.
7. The administration would not add digging and burrowing to the curriculum.
8. They apprenticed their children to a badger.

## **Listening 2**

### **How to Get an A on Your Final Exam**

**Listen to the story very attentively and say what moral this fable has.**

## Pre-Listening

- Study the new word combinations and their meaning

<i>to administer and proctor the exams</i>	to provide/organize officially the exam and to watch people who are taking an examination and make sure that they do not cheat;
<i>a cumulative final exam</i>	a general final exam (one embracing all the aspects studied during the semester);
<i>a blue book</i>	a book with a blue cover that is used in American colleges for writing answers to examination questions;
<i>to turn in the papers</i>	to hand the papers in;
<i>to be indoctrinated into the system</i>	to be well-acquainted with/introduced to the system;
<i>a sneaky guy</i>	a guy who is doing things in a secret and often dishonest or unfair way/sly/underhand;
<i>to beat the system</i>	to find ways of avoiding or breaking the rules of the system in order to achieve what you want;
<i>a stack of books</i>	a neat pile/a heap of books;
<i>to surrender the exam</i>	to hand in/to give in/ to turn in the examination paper;
<i>to huff and puff</i>	to breathe out in a noisy way, especially when you do smth that involves a lot of physical effort
<i>to walk away with one's shoulders slumped</i>	to leave with one's shoulders bend forward because one is unhappy, tired, or unconscious;
<i>to shove smth into smth</i>	to put something somewhere carelessly or without thinking much/thrust/stick

- Before listening to the text could you share your opinion of how to get an A at the exam

**Listening:** Listen to the story attentively and be ready to answer the questions.

**Post-Listening:** Answer the questions and do the tasks using the above-explained expressions from the text:

1. What was Mr. D'Angelo during his senior year in college? What did his work consist in?
2. Describe the procedure of taking the exam.
3. What happened during the final exam? In what way did that sneaky guy want to beat Mr. D'Angelo's system?
4. Why did the student walk away with his shoulders slumped?
5. Why did the freshman turn around with a hint of arrogance?
6. Was Mr. D'Angelo concerned about the question asked by the young man?
7. How did the guy manage to cope with the tricky situation he had got into?
8. What would you do if you were in the freshman's shoes? What would you do if you were in the teacher's shoes?
9. Think of the possible end of the story.

### *Part 2.*

#### HIGHER EDUCATION IN GREAT BRITAIN



#### **Topical Vocabulary**

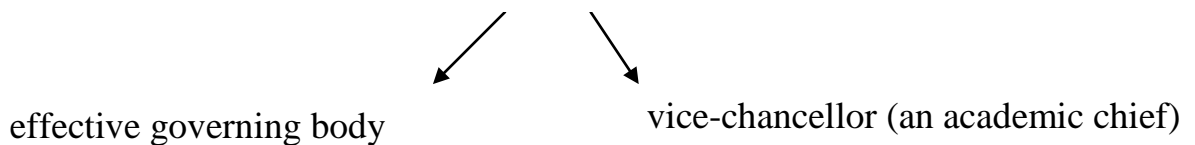
- polytechnics
- special colleges (e.g. the Agricultural Colleges, Colleges of Art and Music ...)
- redbrick universities
- new universities
- common rooms
- halls of residence
- vocational courses
- tutorials/tutorial system
- the student: lecturer ratio
- a grant from the local council
- to pay fees for tuition
- to cover fees and living expenses
- further education
- adult education (vocational – concerning a person's job) or recreational (purely for pleasure)
  - to give a series of lectures
  - to do full-time courses
  - part-time education
  - the Open University

- to apply to a college
- co-educational colleges
- to confer degrees
- to get a degree in ...
- Bachelor of Arts or Science (involves at least three years of full-time study) /

BA or BS

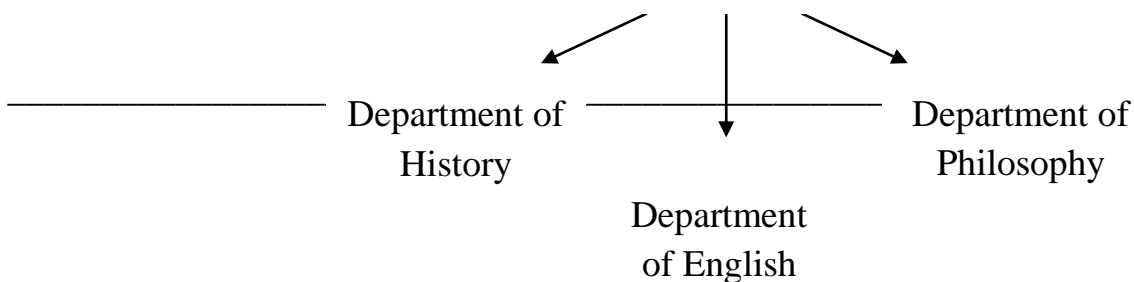
- Master of Arts or Science (needs two further years of study)
- a Doctor of Philosophy (PhD)
- University terms: October – December, January – March, April – June; total: thirty weeks
- to have the course recognized as a degree-level course
- the Council for National Academic Awards (CNAA) looks thoroughly at the structure and content of the course
- syllabus (syllabi)

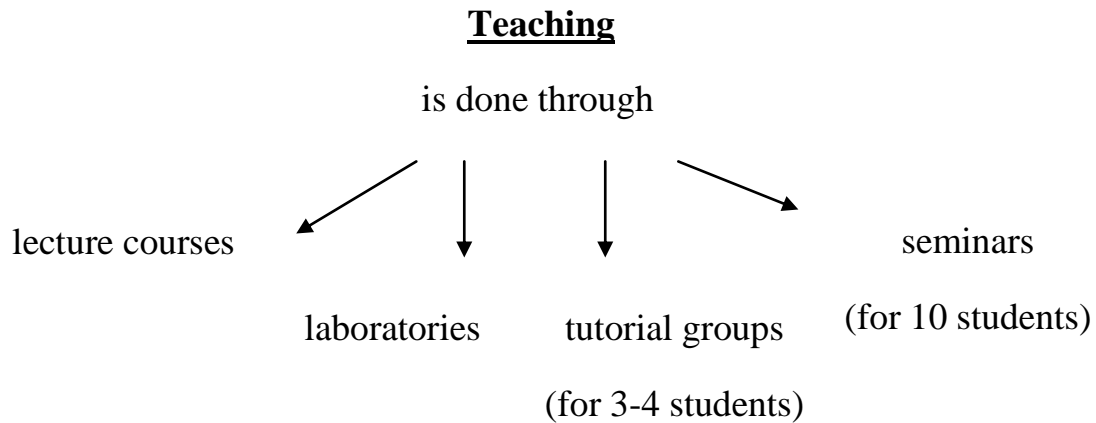
**University**



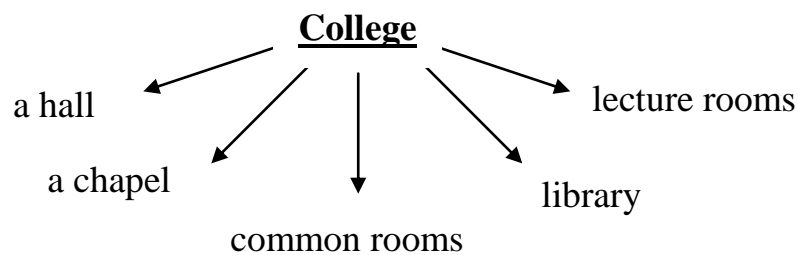
- ➔ professors
- ➔ lecturers
- ➔ students' representatives
- ➔ local notable

**Faculty**





- to issue prospectuses describing the courses
- to accept applicants
- entry



- fellow (“don” colloquially)
- extra-mural departments
- to get to grips into the subject
- to develop programmes
- to apply theory in practice
- exposure to current thinking in both academic and professional circles
- access to a range of services such as library facilities, market information and events such as seminars, conferences and lectures
- to ensure the highest possible standards in ...
- MA in Marketing Management
- to gain an additional qualification
- to achieve two relevant qualifications in one go
- commitment to quality
- to have a superb reputation in the field of
- the computing and library facilities

**1. Read the text “Education after School” and answer these fact finding questions after it.**



## Questions

1. In a MORI opinion poll 1987 almost half the respondents said that they would send their children to private-sector schools if they could afford to. What is the role of the private sector in education as a whole?

2. More generally, do you favour the use of a selective process to divide children at age eleven or later, between separate schools, or separate classes, according to ability? Or should they all be kept together?

3. Relatively few children of manual workers receive higher-level education. What prospect is there of changing this?

4. In response to the Education Reform Act of 1988 some local education authorities appointed new teams of people to deal with different aspects of educational management, at rates of pay about twice that of the basic-rate maximum for classroom teachers. Is this likely to improve the quality and effectiveness of the authorities' schools?

5. Meanwhile, individual schools were given a new right to opt out of local authority control altogether – and so to be outside the control of the new 'managers'. Is this a good idea?

6. In 1988 schools in the state system were told that they must include a period for religious worship in each day's timetable, so that once a week each pupil would attend a worship session in a large group in a hall; on the other days the worship should be in the classroom. The law of 1944 already provided for something of the kind, but had for a long time been disregarded. What do you think about this revival for the 1990s?

7. In 1989 the Government produced a scheme for a change in the system of financial help to students in higher education. The money value of the grant would in future not be increased to take account of inflation but students will be able to receive loans from state funds to make up the difference. Each student's repayment of a loan would depend on the student's earnings. Taking account of the cost of administering this scheme, is it a good idea? Or would it be better to continue with grants big enough to cover the total cost of studying?

## Education after School

Most formal education after school is done in the various technical and other colleges, of which there is at least one in every town. There are more than 500, big and small, specialised or more general, mostly maintained by their local education authorities. Some of their students do full-time courses, but many have jobs and attend classes in the evenings, or on one or two days a week, preparing themselves for diplomas or certificates of proficiency in the innumerable skills which a modern society needs. These courses may be suitable for people who have left school at sixteen, or at a higher level. Some colleges prepare students for certificates of education, supplementing the work of equivalent level done in ordinary schools. The variety of colleges and courses is so great that it is impossible to make general statements about them. The students are of all ages, including older people developing new skills. In general the bigger the college the greater the range

of its courses, though attempts are made within each local area to provide courses suitable for most of the people who want to obtain qualifications for their careers.

In general, people who undertake “further education” beyond the age of eighteen pay fees for their tuition as well as their living costs, though for a long time until around 1980 the tuition fees were very low, and almost all the costs were covered by grants from public funds – that is, the proceeds of taxation.

However, students living in Britain may receive grants from the local authorities of the counties where they have their homes. The amount of the grant depends on their parents’ income. The maximum, payable to people with low incomes, is fixed by the central government, and is supposed to be enough to cover the whole of the student's costs. However, students have always argued that the grants are not enough. Wealthy parents have to pay almost all the costs.

In the 1980s the government has tried to reduce the proportion of the cost of further education paid out of the proceeds of taxation. Already before 1980 the tuition fees for students coming from outside Britain were increased. Later, any grants from tax-funds were set at such a level that all tuition fees had to be increased.

For higher-level studies the main qualification is the “first” degree of Bachelor (of Arts, Science, etc.) which can be attained by students who pass their university examinations, or in some cases other examinations of equivalent level. This normally involves at least three years of full-time study after passing the advanced level certificate of education at the age of about eighteen, so most people who become BA, BSc, etc. do so at the age of at least twenty-one. First degrees in medicine require six years of study, some others four. It is now quite usual for students in subjects such as engineering to spend periods during their degree courses away from their academic studies, in industrial locations, so that they may get practical experience. A student of a foreign language normally spends a year in a country where that language is spoken. Bachelors' degrees are usually-awarded on the basis of answers to several three-hour examinations together with practical work, or long essays or dissertations written in conjunction with class work. Degrees are classified. About a tenth (or less) of candidates win first-class honours degrees, three-quarters second-class (divided nearly equally into two groups), the rest third-class, or pass without honours, or fail.

Some students continue to study for degrees of Master (of Arts, Science, etc.) which often need two further years of study, with examination papers and substantial dissertations. A minority go on further, preparing theses which must make original contributions to knowledge, for the degree of Doctor of Philosophy (PhD). Higher-degree study is more common among students of natural or applied sciences than among those studying the arts – that is, philosophy, history, English or foreign languages – or the social sciences such as economics, sociology, political science or law. But many people who gain first degrees in these subjects often go on to more practical training courses which lead to various kinds of professional qualifications.

England is unusual among European countries in having had only two universities until 1820 – though there were already four in Scotland in the sixteenth century, when Scotland was still a separate kingdom. England's ancient universities, Oxford and Cambridge, were the only ones in the country for almost 500 years from 1348. They still have a special

preeminence, as well as many characteristics peculiar to themselves, and are best considered separately.

The beginning of the modern university system came with the grant of a charter to the University of London in 1836. It consisted then of two recently-founded colleges, and others were added at various later dates. Another university, at Durham in the north, was founded in 1832, but it remained small until quite recently. The University of Wales was established in 1893, with one constituent college in each of two big towns and two small ones.

During the nineteenth century colleges which were founded in the biggest English towns began to prepare students for external degrees of the University of London. At various dates between 1900 and 1962 these university colleges were granted charters as full universities, with the right to confer degrees on their own account. During the 1960s they all expanded fast, and seven completely new universities were founded in addition, all of them establishing campuses on the edges of historic towns without much industry. Meanwhile, some of the local authorities' technical colleges had developed their courses to a higher level, and eight of these were given their own charters in 1966-67. So within three years the number of universities in England doubled, to 32; and in Scotland too four new ones were added.

Even this expansion was not enough to cope with the rise in the demand for university-level study, and the growth of university-level courses in the local technical colleges. In 1964 a new body was set up, the Council for National Academic Awards (CNAA). Any college which has developed a course at university level may apply to it, asking to have the course recognised as a degree-level course in its own right. In that case the CNAA looks thoroughly at the structure and content of the courses, the teaching facilities of every kind and the proposed system of examination. If the CNAA is satisfied, the college may then organise its own syllabuses, teaching and examinations, and successful students are then awarded CNAA degrees.

Soon after 1964 various courses were recognised for CNAA degrees, and within a few years thirty colleges were raised to the newly-invented category of "polytechnics". All of these, still run by local councils, were fully established by 1973. In addition to the polytechnics, more than 100 other colleges now also provide some courses leading to CNAA degrees of university standard. In 1988 the Education Reform Act provided for a change in the status of these colleges. Twenty-eight of them, as well as all the polytechnics, became independent institutions, with a status akin to that of universities, getting some of their funds from fees, grants from government-funded research councils, public and private-sector organisations, endowments (if any) and donations. But the main source of funds is the state itself, giving money for capital and current costs to each institution. In future these normal government grants will come through the Universities Funding Council or the Polytechnic and Colleges Funding Council, as the case may be, and these bodies will assess the quality of the institutions before deciding how to distribute grants among them.

As distinct from the colleges and polytechnics, the universities have always been independent of both local authorities and the state. Each has a council as its effective governing body (composed of professors, lecturers' and students' representatives and local

notables) and a vice-chancellor (appointed by the council) as an academic chief. Each university has its own organisation, but usually there are about six faculties, each containing a group of departments (for example a faculty of Arts for history, English, philosophy and languages).

Lecturers are appointed on the basis of their achievements in their first-degree examinations and postgraduate research. Their security of tenure in their jobs is being reduced. A lecturer who produces published research papers which are praised by the academic community may be promoted to the grade of reader. To be appointed to a professor's chair it is usually necessary to move to another university. Success in obtaining grants of money for research projects helps towards promotion.

Apart from lecture courses the teaching is done mostly in laboratories or in tutorial groups for three or four students, or seminars for about ten. Students are required to write numerous essays or seminar papers, which may be discussed in the group meetings. Some of these may be used for assessment towards the class of degree awarded. There are usually not more than twelve students for each teacher in a department, and there is plenty of personal contact between them.

Each university's faculties issue prospectuses describing their courses. Anyone wanting to enter a university gets copies of several of these and an application form from the Universities' Central Council for Admissions, on which to enter applications for up to five courses in different universities. Applicants then go to visit the universities to which they have applied, and may be interviewed by lecturers, who eventually decide which of the applicants to accept, mainly on the basis of the grades obtained in the advanced-level certificate examinations. Each course has a quota of new students which ought not to be exceeded, so entry to each course is in effect competitive. Perhaps as a result of this restricted entry, only about an eighth of students who start university courses fail to complete them.

The great majority of students are in universities far from their homes; Bristol University has very few students who live near it, but many people who live in Bristol are at other universities. Each university has halls of residence with enough room for all or most of the first-year students, and in most cases for others too. For their last years of study most live in rented flats.

The preference for studying at universities away from home is probably linked with the old importance of the boarding public schools, and with the old preeminence of Oxford and Cambridge, which were for so long the only universities. As recently as 1950 these two together had almost as many students as all the other English universities outside London. Now they have less than a tenth of all university students, but they have had a big influence on the development of the university system, including the use of small groups for teaching. Their preeminence is diminishing, but not extinct.

These two ancient universities have, through the centuries, had a major role in English politics – Oxford more than Cambridge. Of the nine prime ministers since 1955 Mrs Thatcher was the seventh to have been to Oxford University. In 1988 her cabinet of twenty-one included seven who had been to Oxford, seven to Cambridge; two had been to old Scottish universities, one to London, none to any other university in England. The top civil servants have a similar background. This preponderance of Oxford and Cambridge

graduates among the political elite (and among MPs in general) has declined, but it is still significant.

With about 10,000 first-degree students each, and over 2,000 postgraduates, Oxford and Cambridge are not big by modern standards. In most respects they are similar to each other, so a general description of one could apply to the other as well.

Apart from newly-developed small colleges for postgraduates, Oxford has more than twenty separate colleges, all rather like small independent universities. Sixteen of them already existed in 1600, when a few were already well over 200 years old, scattered among the streets of what is now the middle part of this town of about 100,000 people. Each college has within its precincts a hall, chapel, common rooms, library, lecture rooms, old and new buildings where half or two-thirds of the students and some staff live. Each college has between 200 and 400 undergraduate students and around thirty or more fellows (colloquially, 'dons'), who teach small groups as well as forming the college governing body. Nearly all the fellows (called by some other title in a few colleges) also hold office as university lecturers or professors, and are paid partly by the university, partly by their colleges. For each subject there is a university organisation resembling the departments in the other universities. Each college has a chief, who may be entitled Master, Warden, Provost, Rector, Principal, President or Dean.

For lecture courses, which are centrally organised, students go to other colleges or to the central lecture rooms, which are also used for the university's examinations. Teaching and research in sciences must be mainly in university laboratories.

All the colleges now take both men and women students, except for two of the five which were founded for women about 100 years ago. This change has been a major revolution of the past twenty years; so too has been the modernisation of the students' rooms on the old college staircases, with proper plumbing, baths and central heating systems.

With their old college buildings Oxford and Cambridge are inevitably visited by countless tourists, who are allowed to go within some college precincts, including the best gardens, at least on summer afternoons. The fifteenth-century chapel of King's College, Cambridge is one of England's finest churches, and the chapel of Oxford's grandest college (called Christ Church – or more familiarly and with a curious arrogance, “The House”) serves as the cathedral of the diocese. Oxford's 400-year old Bodleian Library, like that of Cambridge, is entitled, by long-established law, to receive free of charge a copy of every book published in the United Kingdom.

Some of the colleges in both universities are very wealthy, owning vast areas of land all over England. But much of the revenue from all this property is absorbed by the additional costs which arise from the maintenance of ancient buildings and providing everything that is needed for any university at an exceptionally high quality. For their basic expenditure Oxford and Cambridge, like other universities, became accustomed to dependence on the grants which the central government distributed in the period of expansion in roughly 1950-75. Since 1975 they, like other universities, have had to adapt themselves to steadily less generous government financing.

After 1970 the universities, old and new, continued to expand, encouraged by increasing government grants. But then the climate changed. The grants stopped growing. Suddenly

the universities had to abandon their long-term plans, and soon they faced the need to cut their costs. They were forced to increase their fees for students from overseas, then for British residents as well – though those from families with low-incomes still have their fees and living costs covered by local grants. Staff were encouraged to retire before the normal age, and many of those who did retire could not be replaced. The drive for economy continued in the 1980s. The universities were encouraged to try to supplement their funds from non-government sources, particularly for research projects. They have tried hard, with some success, to fill their buildings with conferences in vacations.

One new venture was the founding of a new independent university at Buckingham, 40 kilometres from Oxford. It is financed entirely by students' fees and private contributions, and by 1983 it was solidly established. It then received a charter enabling it to grant its own degrees. By 1988 there were 700 students. They can cover the work of a normal three-year course in two years by having no long summer vacation.

Meanwhile there has been great progress with adult education. For a long time university extra-mural departments have provided a great range of evening classes, in courses of varying length, often as joint ventures with the Workers' Educational Association. Some of these classes are led by full-time extra-mural tutors, others by regular lecturers in their spare time. A recent change of policy has enabled some of these courses to end with formal examinations, and diplomas for the successful students.

On a bigger scale is the Open University, which developed quickly in the 1970s. It was devised to satisfy the needs of working people of any age who wish to study in their spare time for degrees. It has a centre at the new town of Milton Keynes between Oxford and Cambridge. Its full-time staff have produced a whole library of short coursebooks which anyone can buy by post or from any major bookshop. They devise courses which they present on one of the BBC's television channels and by radio. Most course work is run by part-time tutors (many of whom are lecturers at other universities); these are scattered around the country, and meet students to discuss their work at regular intervals. There are short residential summer courses. The students are of all ages, some of them retired. They may spread their studies over several years, and choose their courses to suit their individual needs and preferences. Over 100,000 people are enrolled, in all parts of the country.

The Open University has helped greatly towards the ideal of education accessible to everyone who aspires to it, at every level. For those retired people who do not want to work for diplomas or degrees there is a University of the Third Age, with about 100 centres. It has almost no formal structure except a system of communication which helps small groups to form themselves spontaneously co study. It gets no government funds, and collects small subscriptions from its participants.

Fashions in education change. The great rise of sociology in the 1960s soon collapsed, to be replaced by an even greater burgeoning of business studies and of training in the skills of management. Modern government policies cannot afford to neglect the role of education in developing the skills needed in the contemporary world – not only in applied sciences, but in the numeracy, at different levels, required in a world where computers have an increasing role, and also, in a quite different direction, in the ability to make effective use of languages other than English. There is no doubt that more Dutch and

Scandinavian people can perform better in English than the British can in any other language. The Japanese may be less competent with foreign languages even than the British, but their mathematical skills, as well as others, have been shown to be superior.

It is partly for this reason that Mrs Thatcher's government was rather more supportive in its attitude to the polytechnics than to the older universities. Most polytechnic students study applied sciences, management or business studies. Their provision for languages is in general directed to the development of practical competence, including ability to cope with the special forms of language needed for aspects of the contemporary world's activities. It is less easy to measure the immediate practical utility of studying Racine and Moliere, or even Anouilh and Sartre. There is, in general, a new emphasis on the role of education in preparing people for their future functions in the economy.

### *Questions*

1. Who maintains technical and other colleges?
2. Do these colleges realize the principle of diversity?
3. Is further education free of charge?
4. Is the tuition high?
5. What financial aid can British students receive?
6. What is the first degree in the further education?
7. How much does it take to get BA/BS?
8. What are the specifics of getting the degree in foreign languages?
9. On the basis of what do they get bachelor's degree?
10. How much time should British students study for Master's degree?
11. What is necessary to get the degree of doctor of philosophy?
12. What are the most interesting facts for the history of education?
13. When did the modern universities start to develop?
14. When did the universities grow quickly and expand?
15. What is the council for National Academic Awards? What are its functions?
16. When did polytechnics appear?
17. In what way are the universities different from colleges and polytechnics?
18. What is the structure of the university?
19. Who teaches at the university?
20. What is teaching done through?
21. What is the teacher – student ratio?
22. What is a prospectus?
23. What do British students prefer: to study in their native cities or to go away from home?
24. Do students prefer to stay in hall of residence or do they rent flats?
25. What are the famous alumni of Oxford and Cambridge?
26. What is a “don”?
27. What essential facts can you give about Oxford and Cambridge?
28. Who is at the head of a college?
29. Are British colleges coeducational?
30. What are the specific characteristic of the Open University.

**2. Read the article about further education in Great Britain. Compare British system with the Ukrainian one. What are the differences between them?**

**FURTHER EDUCATION**



After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.



English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take Master's Degree and then a Doctor's Degree. It goes without saying it that research is an important feature of university work.

The 2 intellectual eyes of Britain- Oxford & Cambridge Universities- date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only



education elite go to Oxford and Cambridge, most of their students are former public leavers.

The normal length of the degree course is 3 years, after which the students take the Degree of Bachelor of Arts or B.A.. Some courses, such as languages and medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxbridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxbridge universities consist of a number of colleges. Each college is different, but in many ways they are alike, each has its name, its coat of arms, each is governed by a Master and offers teaching in a wide range of subjects. The largest ones have more than 400 members, the smallest ones-less than 30. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows, the Master and teaching purposes.

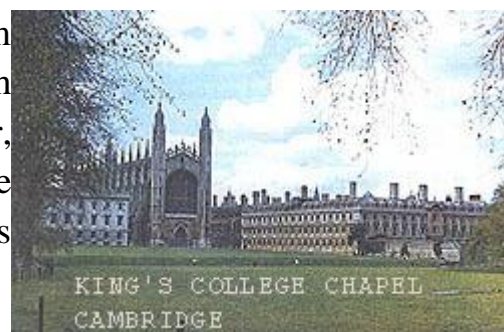
Oxford is one of the oldest universities in Europe- the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earlier charter is dated to 1213.

There are now 24 colleges for men, five for women and another five both for men and women. Among the oldest colleges are University College (founded in 1249), All Souls (1438), Christ Church(1525).

Cambridge University started during the 13th century and was grown until today. Now there are more than 30 colleges. They line the right bank of the Cam. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse (1284) and the most recent is Robinson College(1977), the most famous is King's College.

The University was only for men until 1871, when the first women's college was opened. That was the first time in Britain woman could get good education officially. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, among them Desiderius Erasmus(1469-1536), the great Dutch scholar, Roger Bacon(1214-1292), the philosopher, Milton, the poet Oliver Cromwell (1599-1658), the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.



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

The Scottish universities of St.Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds , Liverpool, Shetfield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities os Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

**3. Look through this list of the best colleges and universities in London. Choose one to speak about in details. Additional info about the university can be taken from its website.**

### **Universities and Colleges in London**



London's 45 universities, colleges and schools are amongst the best and most prestigious in the UK for international students. All of the universities on this website are fully accredited and recognized as Highly Trusted Sponsors by the UK Border Agency.

- **Brunel University London**
- **City University London**
- **Conservatoire for Dance and Drama**
- **Courtauld Institute of Art**
- **Coventry University London Campus**
- **GCU London**
- **Goldsmiths, University of London**
- **Guildhall School of Music and Drama**
- **Heythrop College, University of London**
- **Imperial College London**
- **Institute of Cancer Research**
- **Institute of Education**
- **King's College London**
- **Kingston University London**
- **London Business School**
- **London Metropolitan University**
- **London School of Economics and Political Science (LSE)**
- **London School of Hygiene and Tropical Medicine**
- **London South Bank University**
- **Middlesex University**
- **Open University**
- **Queen Mary, University of London**
- **Ravensbourne**
- **Regent's University London**
- **Rose Bruford College of Theatre & Performance**
- **Royal Academy Of Music**
- **Royal Central School of Speech and Drama**
- **Royal College of Art**
- **Royal College of Music**
- **Royal Holloway University of London**
- **Royal Veterinary College**
- **School of Advanced Study**
- **SOAS, University of London**
- **St George's, University of London**

- St Mary's University, Twickenham
- Trinity Laban Conservatoire of Music and Dance
- UCL (University College London)
- University of East London
- University of Greenwich
- University of London International Programmes
- University of Roehampton
- University of the Arts London
- University of West London
- University of Westminster

#### 4. Render these texts in English and use this information for compiling your topic “Higher Education in Great Britain”

##### Вища освіта Великої Британії

###### Вчені ступені

Вчені ступені у Великій Британії присвоюються студентам, що успішно завершили курс навчання. Формально ступені одного рівня, отримані в різних університетах, нічим не відрізняються одне від одного, але на практиці їх "вага" визначається репутацією університету, що їх присвоїв.

Ось деякі з вчених ступенів першого щабля, присуджуваних університетами Англії й Уельсу:

- BA - бакалавр гуманітарних наук;
- BEd - бакалавр педагогічних наук;
- BEng - бакалавр технічних наук;
- BSc - бакалавр природничих наук;
- LLB - бакалавр права;
- BMus - бакалавр музики;
- BM - бакалавр медицини.

Назви ступенів у різних університетах іноді різні, існують і виключення із правил. У деяких шотландських університетах власник першого ступеня з гуманітарних наук – магістр (MA), а не бакалавр (BA). У деяких університетах, включаючи Оксфорд і Кембридж, BA присвоюється з гуманітарних і природничих наук, однак кваліфікації бакалавра природничих наук (BSc) у Кембриджі немає, а в Оксфорді це вищий учений ступінь.

Щоб отримати ступінь бакалавра, необхідно провчитися три (Англія й Уельс) або чотири (Шотландія) роки. Однак є ступені, для одержання яких необхідний ще й досвід практичної роботи, – строк навчання відповідно зростає. Майбутнім дизайнерам, наприклад, потрібно пройти підготовчий курс, а потім – основний трирічний. Для одержання ступеня в області медицини, стоматології та архітектури потрібно вчитися до 7 років.

## **Вимоги вступу до ВНЗ**

Для вступу в університет усім, хто вчився у Великій Британії, необхідно здати іспити "A-levels". Згідно з даним Британської Ради, стандартні кваліфікаційні вимоги такі:

Посвідчення про здачу трьох іспитів "A-levels" GCE і чотирьох іспитів GCSE (з мінімальною оцінкою "C").

Цілком імовірно, що британські коледжі й університети визнають посвідчення про освіту, отриману вами в Україні. Найпростіший спосіб з'ясувати це – зв'язатися з навчальним закладом. Якщо це неможливо, зверніться в найближче відділення Британської Ради або напишіть у Національний Британський інформаційний центр офіційного визнання посвідчень про освіту (NARIC). Якщо у вас уже є український диплом про закінчення вищого навчального закладу, майте на увазі, що його академічна кваліфікація займає проміжне положення між "A-levels" GCE і ступенем бакалавра. Однак у різних навчальних закладах вступні вимоги настільки різні, що з таким дипломом можна вступити й на другий, і на передостанній курс університету, і навіть на постдипломний курс на отримання ступеня магістра. "Вартість" вашого диплома необхідно з'ясувати у приймальній комісії того університету, куди ви хочете вступити. Візьміть до уваги також, що існує й міжнародний бакалавріат (IB) – дворічний навчальний курс, що включає в себе вивчення шести дисциплін.

Зрозуміло, для вступу на університетський курс, по закінченні якого присуджується ступінь бакалавра, потрібен високий рівень мовної підготовки. Якщо вона нижче необхідної, вам можуть запропонувати підготовчий мовний курс.

## **Підготовчі курси**

Якщо ваші оцінки не цілком відповідають прийомним вимогам, університет може запропонувати пройти підготовчий курс. Тривалість такого навчання звичайно від шести місяців до року. Є курси, що забезпечують предметну підготовку, але здебільшого їхнє завдання – удосконалення англійської мови відповідно до академічних вимог, а також вироблення навичок навчання.

## **Коледжі подальшої освіти (FE)**

Коледжі подальшої освіти також пропонують навчальні курси, що готують дипломованих фахівців зі ступенем. Такі курси найчастіше діють у контакт з підприємствами й установами, працівники яких відвідують їх ввечері або у вільний від роботи час. Подібна система взаємодії навчальних закладів, промисловості та комерції заохочується урядом країни.

Одержавши вчений ступінь першого щабля в інших країнах, багато хто спеціально приїжджає у Велику Британію для одержання так званої "пост-дипломної" освіти.

Так склалося історично, що структура системи освіти у Великій Британії дозволяє британським університетам з високим ступенем самостійності формувати навчальні програми пост-дипломного навчання. Дотримання єдиних загальноуніверситетських стандартів забезпечується практикою запрошення незалежних екзаменаторів, однак

навчальні програми, скажімо, з літературознавства, у різних університетах можуть значно відрізнятися одна від одної.

## **6. Translate into English using Topical Vocabulary.**

Що таке кредити? Припустимо, ми маємо двох випускників – один із Сорбонни, інший – з нашого університету. У обох в дипломах написано, що вони пройшли курс теорії держави та права. Але ж це можуть бути різні курси. В одного, наприклад, він зайняв 108 годин усіх видів занять, а у іншого – 72 години. Тобто за трудомісткістю вони різні, але як це відобразити? Для цього нам кредити і потрібні. Кредит – це мінімальна неподільна одиниця виміру трудомісткості курсу. Європейський кредит дорівнює 36 годинам. Таким чином ми можемо говорити, що в першого студента курс був на 3 кредити, а у іншого – на 2.

Ще одна складність переходу до спільного знаменника з європейцями полягає в тому, що один наш кредит дорівнює 54 годинам, а за рік український студент отримує 44 кредити. Водночас європейський кредит дорівнює, як вже було сказано, 36 годинам і за рік європейські студенти отримують 60 кредитів. Таким чином, для того, щоб перейти до європейської системи вимірювання, нам треба змінювати структуру ледь чи не усієї навчальної програми.

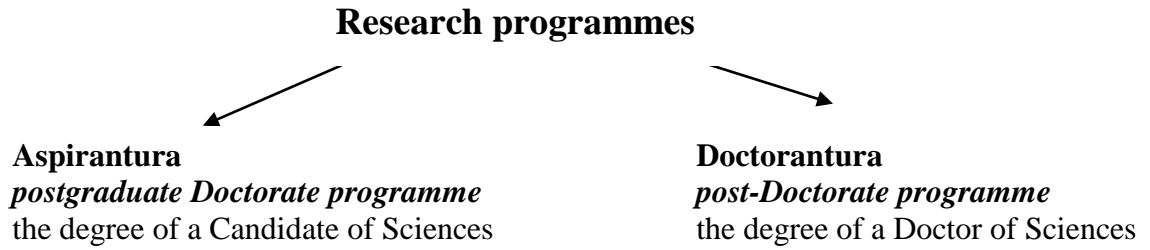
За кредитно-модульною (чи модульно-рейтинговою) системою робочі навчальні програми дисциплін розбиті на модулі. Модуль – це логічно та структурно відокремлена частина дисципліни, яку можна вивчати та оцінювати незалежно від інших частин. В ідеалі за одним модулем прив'язано по одному кредиту.

## ***Part 3. Higher Education in Ukraine***

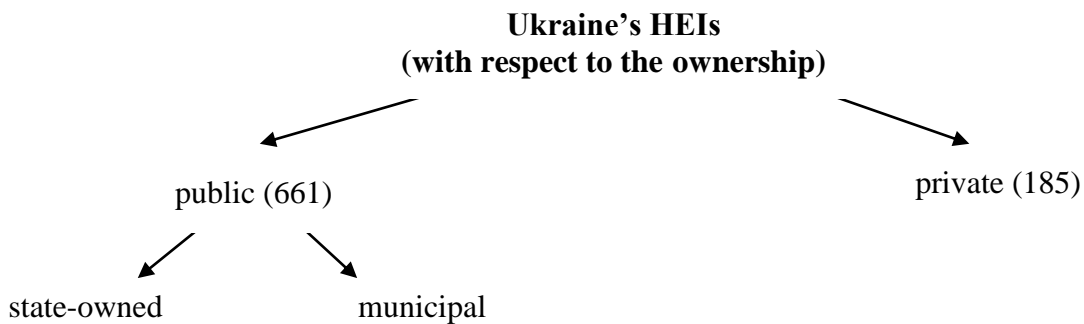
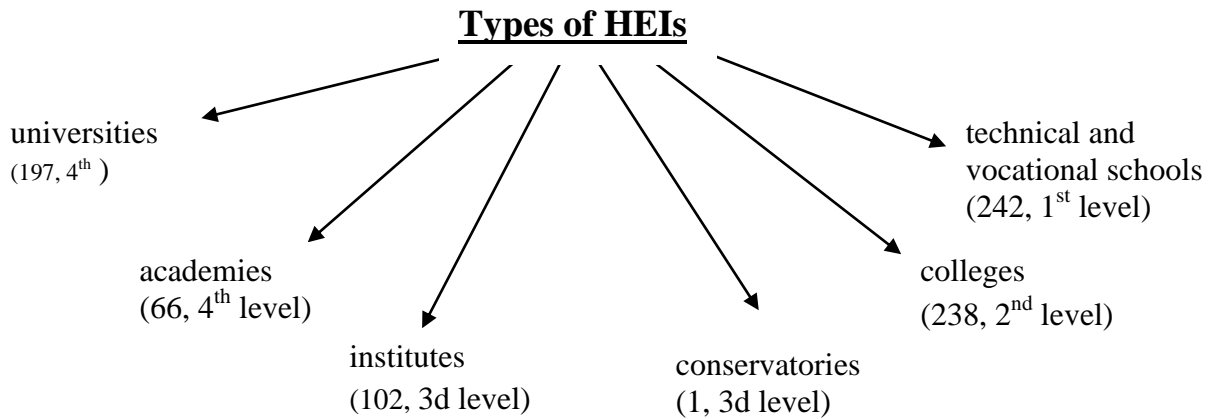
### **Topical Vocabulary**

- tertiary education
- the laws of Ukraine on education
- by-laws
- to grant greater autonomy to
- rights to students' self-governance
- four qualification levels in HE: Junior Specialist, Bachelor, Specialist, Master
- an educational-proficiency level
- on the basis of completion of secondary education
- skills and knowledge sufficient to cope with
- thesis on a selected subject
- to be carried out on the basis of
- to be awarded qualifications
- Lifelong Learning

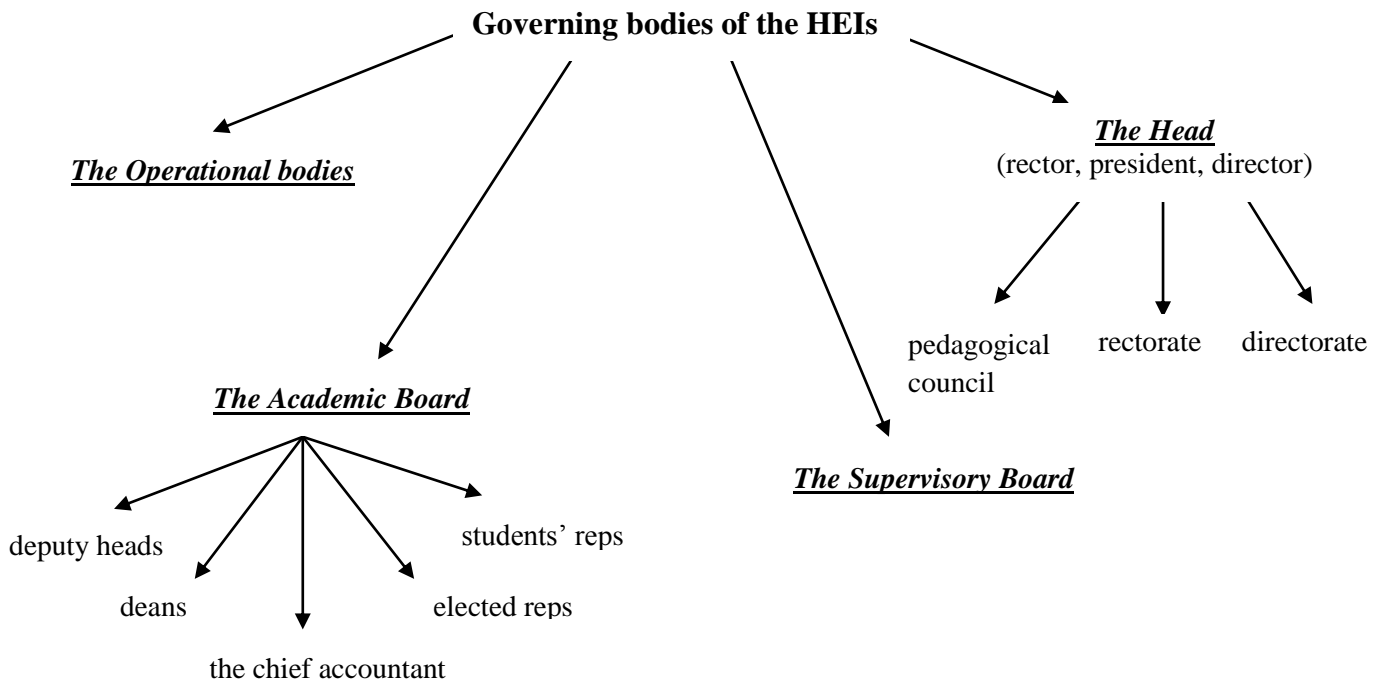
- to implement in a “non-Bologna” format



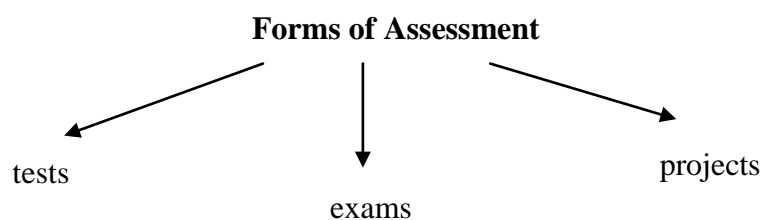
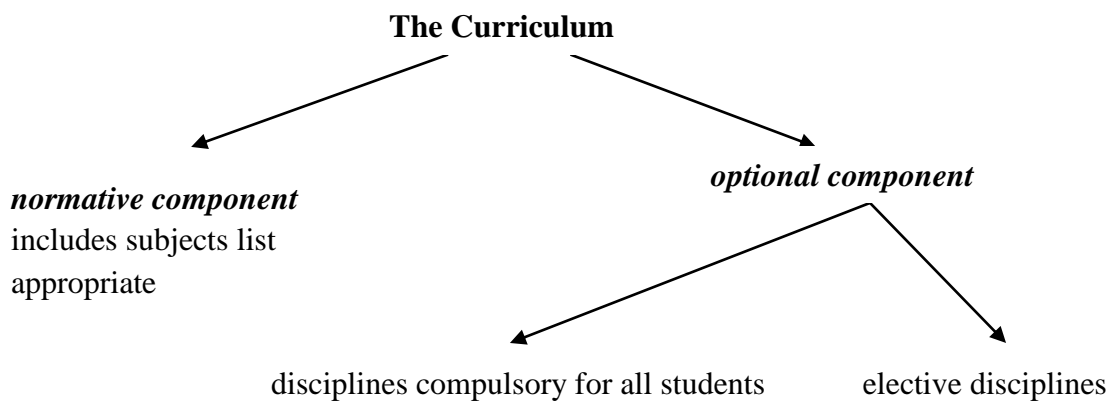
- public defence of dissertation
- modernized in line with the Bologna Process
- full-time programmes
- part-time programmes
- to train specialists



- to grant the status of HEI
- to award academic status (Docent or Professor)
- decentralization
- to delegate a certain amount of authority and responsibilities to the HEIs
- A Collegium – advisory-consultative body

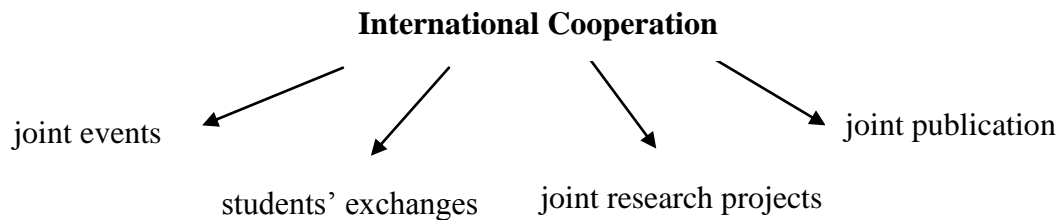
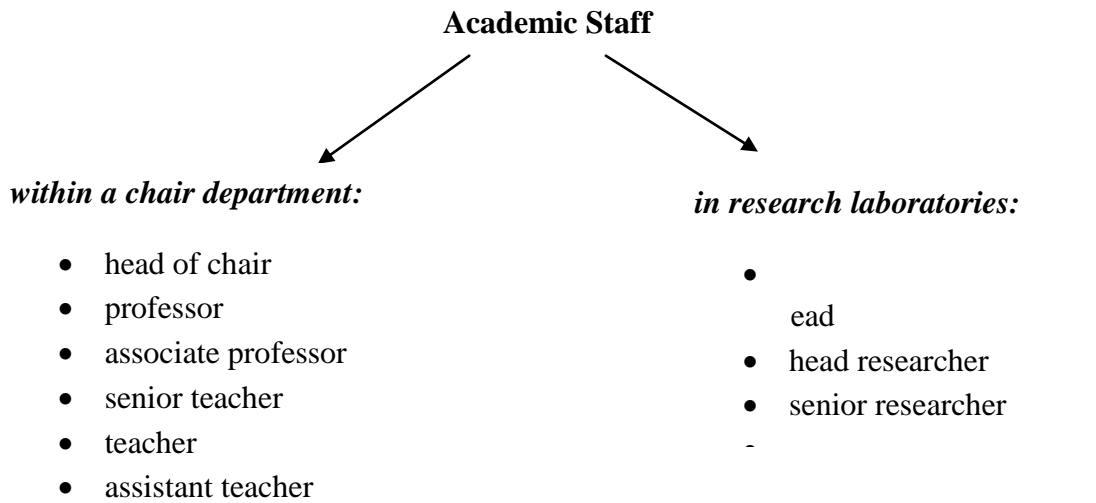


- to study under a state order
- to receive a stipend (scholarship)
- to pay study fees on a contractual basis
- rules of admission
- a compulsory prerequisite
- the Independent External Assessment (IEA)
- to take into account an average mark of school certificate

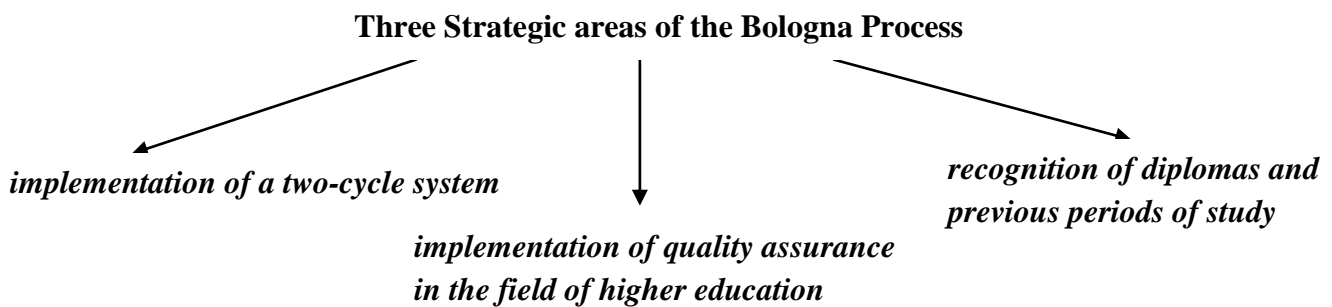




- State attestation of students: exams and defence of a thesis or projects.



- to join the Bologna Process



- to focus on quality assurance
- promotion of university autonomy, students' self-governance and public involvement with university governance
- measures to increase the employability of university graduates
- to adjust to new challenges
- alignment with the Bologna structure
- internationalization of Ukraine's HE
- equal access to HE

- the National Quality Assurance system
- introduction of an HEIs ranking system
- the outward and inward mobility of students
- curricula reform
- academic and financial autonomy of HEIs
- upgrading of old curricula and development of new courses and programmes
- to meet the current requirements of the Ukrainian labour market
- to establish long-term partnerships

## **Abbreviations**

HE – Higher Education

HEIs – Higher Education Institutions

NQF – National Qualifications Framework

LLL – Lifelong Learning

QA – Quality Assurance

IEA – Independent External Assessment

ECTS – European Credit Transfer and Accumulation System

EHEA – European Higher Education Area

EQAR – European Quality Assurance Register

AGFED – Agricultural and Food Economics Development

FP – Framework Programme

### **I. Overall description**

#### **1. Major characteristics of tertiary education in the country**

##### **Legislation covering the field of tertiary education**



The legal basis for higher education (HE) in Ukraine is set by the Constitution of Ukraine, the laws of Ukraine on education, higher education, science and technical activity, the state budget of Ukraine, the budget code of Ukraine, the labour code of Ukraine, the national doctrine for the development of education and other legal acts. In addition, numerous by-laws regulate the functioning of the HE system as a whole, as well as the operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine (Ukraine's parliament), orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine and orders and letters by the Ministry of Education and Science.

The law of Ukraine on higher education adopted in 2014 is under review by the Cabinet of Ministries. The pending changes in the above law encompass the key developments of the Bologna Process: implementing a three-cycle system; granting greater autonomy to universities; granting more rights to students' self-governance; supporting companies who employ graduates; improving the legal basis for independent external assessments and other issues.

### **Types of tertiary education programmes and qualifications**

There are four qualification levels in HE: junior specialist, Bachelor, specialist and Master. They cover the 1st and 2nd cycles of higher education according to the Bologna Principles.

**Junior Specialist** (*Molodshyi Spetsialist*, short term 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education (after 9th or 11th year/form at school), has attained incomplete (short-term) higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity, stipulated for initial posts in a certain type of economic activity. The normative period of training is from two and a half to three years. Persons with basic (after 9th year/form at school) secondary education may study in the educational and professional programmes of junior specialist's training, obtaining complete secondary education at the same time.

**Bachelor** (*Bakalavr*, 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, has attained basic higher education, fundamental and special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is four years (240 ECTS). The training of Bachelor specialists may be carried out according to the shortened programme of studies on the basis of the Junior Specialist level.

**Specialist** (*Spetsialist*, 2nd cycle) is an educational-proficiency level of higher education of a person who, on the basis of the Bachelor degree, has attained complete higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is one year (60 ECTS).

**Master** (*Magistr*, 2nd cycle) is an educational proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge sufficient to cope with professional tasks and duties of innovative character at a certain level of professional activity (in engineering, business management, pedagogic, arts etc.). The training of students at Master level may also be carried out on the basis of the specialist level. The period of training is typically between one to one and a half years (60-90 ECTS). During the studies at the Master level, students are required to write their final thesis on a selected subject and present it, be able to collect, analyse, summarise and communicate study and practical material; often knowledge of a foreign language is also required.

Specialist and Master programmes in fields such as medicine, dentistry, veterinary medicine are carried out on the basis of complete secondary education within a period of five to six years (300-360 ECTS).

Higher education graduates are awarded qualifications of the appropriate educational proficiency levels and are granted state diplomas. The diploma is the state-recognised document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of certain educational-proficiency level (an academic degree in a field of study and speciality).

**Research programmes** (assigned to third cycle) are implemented in a “non-Bologna” format, beyond the HE system:

- 1st stage: **Aspirantura (postgraduate Doctorate programme)**, on completion, the degree of a Candidate of Sciences is granted (similar, but not equivalent to a PhD degree). 35 000 Aspirantura students are currently studying at 251 HEIs and 279 research institutions.

- 2nd stage: **Doctorantura (post-Doctorate programme)**, on completion, the degree of a Doctor of Sciences is awarded. 1 600 Doctorantura students are currently studying at 164 HEIs and 99 research institutions.

Research programmes typically involve:

- conduct of original research, preparation and public defence of a dissertation;
- supervisory procedures (by higher education institution, research institutions) and assessment (by the Department of the Ministry);
- double status of research post-Doctorate programme students (students and early stage researchers).
- doctorate students, who have the status of both students and early stage researchers.

Some research programmes have been modernised in line with the Bologna Process. For example, a pilot PhD programme is offered at the National University Kyiv Mohyla Academy. The programmes at all levels, except post- Doctorate programmes, are full-time or parttime. Part-time programmes have various formats: evening classes, correspondence programmes, distance learning, e-learning, mixed programmes.

### **Types of tertiary education institutions**

There are four levels of accreditation of HEIs:

- 1st accreditation level HEIs train Junior specialists;
- 2nd accreditation level HEIs train Junior specialists and/or Bachelors;
- 3rd accreditation level HEIs train Bachelors, specialists and in certain professions (specialities) Masters;
- 4th accreditation level HEIs train Bachelors, specialists and Masters and offer postgraduate Doctorate (Aspirantura) and post-Doctorate (*Doctorantura*) programmes.

There are **six types** of higher education institutions (HEIs) in the Ukraine:

- Universities - Universytet (197 at present) have the 4th accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or 'branch' institutions (focus on some particular professional field as technical, medical, agricultural, pedagogical, economics, law etc.). They act as leading research and methodological centres in both fundamental and applied research.
- Academies – Akademia (66 at present) have the 4th accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research.
- Institutes – Instytut (102 at present) have the 3rd accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.
- Conservatoires – Konservatoria (one at present) have the 3rd accreditation level. They specialise in culture and arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.
- Colleges – Koledz (238 at present) have the 2nd accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.
- Technical and Vocational Schools – Technicum, Uchylische (242 at present) have the 1st level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation. With respect to the ownership, Ukraine's HEIs are divided into public (661) and private (185) HEIs. Public forms of ownership are: municipal and state owned.

State (public) higher education institutions (HEIs) of the 4th accreditation level can be granted the status of National HEI by the President of Ukraine which results in greater funding of an institution. There are now 96 National HEIs.

## **2. Distribution of responsibilities**

The Ministry of Education and Science sets standards for higher education, develops qualifications, organizes and conducts licensing and accreditation processes and monitors educational processes and governance of HEIs. It develops qualification requirements for the staff and determines recommendations for their workload. The Ministry of Education and Science of Ukraine approves the statutes and admission rules of HEIs, drafted according to the Ministry's guidelines. In elections of heads of HEIs, it appoints and dismisses the nominees. It also awards academic status (*Docent* or *Professor*) to academic staff.

The general trend is towards decentralisation, with the aim of delegating a certain amount of authority and responsibilities to the HEIs. This will allow further deconcentration or deregulation of the HE system.

## **3. Governing bodies of the higher education institutions**

HEIs are governed by a head, advisory and operational bodies and self-governing bodies (including students' self-governing bodies).

The head of an HEI (rector, president, director) is charged with a broad range of functions and responsibilities for strategies, management, finance, organizational structure and staff. The head represents the institution and reports on its operation externally.

The Academic Board of an HEI – the advisory (collegial) body – chaired by the head: approves the budget and financial report; submits the statute and amendments to it for the approval of the self-governing body; approves curricula and syllabuses; adopts research plans; and votes on the appointment of chairs, professors and other staff.

The Academic Board consists of the deputy heads of the HEI, deans, the chief accountant, the chairs of the self-governing bodies, elected representatives (teachers, professors and academic chairs) and students' representatives.

The Supervisory Board of an HEI – the advisory (collegial) body at national university level – is responsible for civil control and cooperation with civil society, the local community, employers, academia, politicians and the international community.

The operational bodies of an HEI include the rectorate, directorate, pedagogical council, admission board and others.

The self-governing bodies of an HEI include the employees' conference, faculty councils and students' parliament etc.

#### **4. Financing**

Public (state) HEIs are funded by the state budget via the Ministry of Education and Science of Ukraine. Public sectoral HEIs subordinate to line ministries are funded by the state budget via the relative ministry. Municipal HEIs are funded by municipal budgets. Private HEIs are funded by their owners (founders). The Ministry of Education and Science of Ukraine, the Ministry of Economic Development and Trade and the Ministry of Labour and Social Policy identify demand (*state order*) for certain professions (qualifications) and allocate it among state funded HEIs.

#### **5. Students' contributions and financial support**

Students who study under a state order do not pay fees. Additionally, full-time students who demonstrate good academic achievements receive a stipend (scholarship). There are various types of stipends: academic, social and special. The amount of an ordinary academic stipend is stipulated by the law of Ukraine on higher education. It depends on the qualification level programme and amounts to approx. 60 % to 70 % of the minimum living standard, which is fixed by the Regulation of the Cabinet of Ministers of Ukraine. Students who do not study under a state order pay study fees on a contractual basis. Students, or their parents, may obtain a loan from a private commercial bank or a loan from the state to pay for their studies. Also, parents of students or working students may claim tax relief.

#### **6. Licensing, quality assurance and accreditation of institutions and/or programmes**

On the national level, quality assurance (QA) is applied to higher education as a whole and consists of external and internal assessment and publication of results. Some universities in Ukraine contact international accreditation agencies directly. The law on higher education stipulates that all HEIs must be licensed before they can offer tertiary-level education programmes. To be granted a licence, an HEI must meet the required standards set by the Ministry of Education and Science of Ukraine, which relate to infrastructure, resources, staff and programmes.

The accreditation procedures include the accreditation of education programmes and the institutional accreditation of HEIs. In order to have an education programme accredited, an HEI must meet the requirements of the HE standards. An HEI receives institutional accreditation if at least two-thirds of its educational programmes have been accredited.

## **7. Admission**

Admission policy is developed by the Ministry of Education and Science of Ukraine, prescribed by the order of the Ministry. HEIs develop their own rules of admission according to this order and submit them for the approval of the Ministry of Education and Science, Youth and Sports. For Bachelor level; it is a compulsory prerequisite to pass the Independent External Assessment (IEA). The IEA result must be not less than the specified minimum. For specific specialities, additional exams are possible. Also admission policy takes into account an average mark of school certificate. For the next level (specialist, Master), students must pass admission exams.

## **8. Organisation of the academic year**

The length, beginning, end and organisation of the academic year are determined by the HEI and depend upon the type of the programme, the mode of its delivery, the year of studies and other factors. The official beginning of the academic year in Ukraine is 1 September, or the first weekday after 1 September if this date falls on a weekend. There is no common end of the academic year. The academic year usually consists of two terms (semesters) or occasionally three terms (trimesters), though a summer semester is not yet widespread. The length of a semester and academic breaks may vary among HEIs. The length of the examination period depends upon the programme and the mode of its delivery.

## **9. Curriculum content**

For all qualifications levels, the curriculum is comprised of two components: I – normative component (determined by the state standard and compulsory); and II – optional component. The first component includes subjects list appropriate to speciality state standard (generally foreign language). The second component is divided into two parts: the first includes disciplines compulsory for all students and determined by the HEI; the second consists of elective disciplines.

## **10. Academic staff**

Academic staff posts in HEIs include:

- within a chair (department): head of chair, professor, associate professor ("docent"), senior teacher (lecturer), teacher, assistant teacher;
- in research laboratories: head, lead researcher, senior researcher, junior researcher.

## **11. Research activities**

Academic staff working for a chair (department) conducts research activities, including the writing and publication of academic papers, preparation of theses, supervision of students, consultancy etc. The fundamental research in HEIs is mainly conducted by research laboratories. HEIs are actively involved in various research programmes, both at the national and international level.

## **12. International cooperation**

The importance of international cooperation is declared in several Ukrainian laws and by-laws. Ukrainian HEIs take actively part in international cooperation. The efficiency of such cooperation depends mainly on the capacity of an HEI and its staff (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and is implemented according to an annual plan. Cooperation activities and their funding vary from case to case. As a rule, HEIs organize joint events, students' exchanges, participate in joint research projects, prepare joint publications etc. Various international educational programmes are open to Ukrainian HEIs; this ensures development of projects in line with HE strategy developments in cooperation with HEIs all over the world. HEIs participate in the following programmes: Tempus, Erasmus Mundus, Jean Monnet, 7<sup>th</sup> Framework Programme (FP 7), Tuning and others. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs.

Currently, there are some joint programmes and educational services for foreign citizens.

Some 42 980 foreign students are studying at Ukrainian HEIs. The majority of foreign students study at the Kharkiv and Kiev HEIs. Ukraine has signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are being amended.

## **II. Current challenges and needs**

### **1. Trends and challenges**

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education; amendments to the law on HE, according to the Bologna principles and recommendations; inclusion of Ukraine as governmental member of the European Quality Assurance Register; further developed National Qualification Framework (NQF).

Significant progress has been achieved in three strategic areas of the Bologna Process: implementation of a two-cycle system; implementation of quality assurance in the field of higher education; recognition of diplomas and previous periods of study.

The strategic objectives set by the Ministry of Education and Science of Ukraine for the HE sector includes:



- development of a contemporary strategy for HE development, focusing on quality assurance and its integration with European and global HE areas;
- development of a sound legal-regulatory basis for the HE sector and HE institutions;
- monitoring and ensuring law enforcement by Ukrainian HE institutions;
- improvement of access to HE and vocational training for the disabled, to assist their adaptation and increase their employability;
- alignment of HE legislation with the requirements of the Bologna Process, specifically by implementing the National Qualifications Framework;
- promotion of university autonomy, students' self-governance and public involvement with university governance;
- implementation of programmes to promote talented youth, their academic development and career planning;
- development of a legal-regulatory basis and implementation of measures to increase the employability of university graduates.

Along the path of modernisation, internationalisation and integration with the European Higher Education Area (EHEA), the upcoming challenges for Ukraine's HE include:

- completion of a three-cycle system;
- alignment of university curricula with the Bologna structure;
- curricula reform with a view to employers' needs;
- establishment of programmes for foreign students and further internationalisation of Ukraine's HE;
- implementation of a National Qualification Framework for Lifelong Learning;
- development of comprehensive guidelines for the implementation of ECTS and of the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of the mechanism for equal access to HE;
- introduction of an HEI ranking system;
- increasing the outward and inward mobility of students and academic and administrative staff of HEIs;
- development and introduction of new educational standards (curricula reform) with a view to improving the quality of the content of education and in order to facilitate employability of graduates;
- development of academic and financial autonomy of HEIs;
- promotion of the development of Ukrainian and global cultural values, orientation towards the ideals of democratic ideas.

### **1. Read the article by Jakub Parusinski and say:**

- a) What are the main afflictions of education in Ukraine from the point of view of the author? What reforms are urgent in the field of higher education?
- c) Comment on the number of higher educational institutions in Ukraine and correlation between the number and quality of training.
- d) How can you account for the low rating of Ukrainian universities? If you were to compile the ranking of Ukrainian universities what universities could lead in this rating? Give the good ground of your choice.

e) Do you share the author's point of view that Ukrainian universities are still behind the iron curtain?

f) How can you explain the gap between the training of the students and the needs of the business prospective employers?

g) What are the inconsistencies of the Bologna Process implementation in higher education in Ukraine?

## **Ukraine's Higher Education Institutions: Fighting Isolation**

**Jakub Parusinski**

Statistically at least, Ukraine is one of Europe's educational heavyweights. It has a staggering number of higher education institutions (HEI), Europe's fourth largest group of graduate students after Russia, the UK, and France, and a long history of higher learning, dating back to the 16th century. Underneath the surface, though, is a system plagued with various afflictions.

To begin with, the country's HEIs are inadequately funded and corruption is endemic. These factors only serve to aggravate the poor performance of Ukrainian HEIs in terms of innovative research, contributions to global knowledge, integration with international networks, mobility of faculty and student populations, links with business, and offering conditions for the formation of national elites that will stimulate good economic and political governance.

In 2005 Ukraine joined the Bologna Process, which aims to create a European Higher Education Area and improve the quality of education across European states, as part of the political process of Europeanizing higher education. Although some progress has been made at the government level, bright spots are few and far between. Yet, even a 100% commitment to the goals of the Bologna Process will not solve Ukraine's problems with post-secondary education. To properly modernize the country's system of higher education requires fundamental reform and a comprehensive educational policy from the government and the will to change the way HEIs are governed – both of which are regrettably lacking.

### **Corruption: Public Enemy #1**

The most widely recognized problem of Ukrainian HEIs is corruption. It is also by far the most visible. One reason behind this visibility is the "media-friendly" nature of corruption related scandals, which leads to endless stories about bribes paid to pass exams, improve grades or gain access to coveted positions. The seriousness of the issue is highlighted by embarrassingly high-profile cases of government officials with questionable or even fake diplomas, including a Simferopol city official with a diploma from a non-existent university and a deputy head of the SBU, the state security service, with a non-existent degree from Taras Shevchenko University.

However, corruption does not always take the form of underhanded transactions. There is a great deal of ambiguity about the common practice of offering private tutoring – some extravagantly priced –, by professors who later administer oral examinations to those same students. While unprofessional, this procedure is not illegal in Ukraine: some professors even register their "consulting" activities officially.

In 2008, the Ministry of Education implemented an external independent standardized test whose aim is to eliminate corruption in the post-secondary admission process. Public universities are particularly sensitive to admissions-related corruption, on account of the two-tier admissions system, with free or state-funded places and tuition-paying ones. The new test is intended to eliminate bribes for securing the state-funded places. While this is a welcome initiative, numerous concerns have been raised about the validity of the test as a measure of future student performance. Cases of corruption continue to be reported and some institutions refuse to acknowledge the test, conducting parallel oral examinations or "interviews" to determine admission.

One of the factors behind the high level of corruption is the apparent complacency of those involved. Surveys have shown that close to 30% of students are inclined to use bribery as a way to improve grades, while a further 15% let friends know if such options exist. While this leaves a substantial amount of non-cheating students, only 3-8%, depending on the region, stated that they would inform officials of incidents of bribery. The system is comfortable for many students, who either have jobs or simply don't care about their studies, leading some of them to lash out against corruption prevention hotlines, as they make bribery more difficult and expensive!

Although the bribes, extortion and embezzlement are the most visible facets of corruption in Ukraine, they are not the only and, arguably, not the most serious forms. More "covert" issues include various kinds of favoritism and plagiarism. Moreover, many state-owned HEI have vast possessions, often linked to campuses (but not only), making corrupt practices all the more lucrative. While the explicit corruption can be linked to poor oversight mechanisms, organizational problems, and financial and material shortages – which, to the government's merit, have been begun to be addressed with relative success –, they are not the most dangerous to higher education in Ukraine in the long term. Indeed, the intangible nature of the "covert" factors makes them extremely hard to root out. They are pervasive and will compromise HEIs as partners in projects involving business, government, or other educational institution

### **Quality, not quantity**

One of the astounding features of Ukraine's higher education is the growth in the number of institutions, particularly Level III and IV accredited HEIs, corresponding to academies, institutes and universities that can offer master, specialist and other postgraduate degrees, as opposed to Level I and II accredited HEIs, which can only offer junior specialist and bachelor diplomas. While the number of vocational schools is slowly rising after a post-independence decline, the number of Level I and II institutions has collapsed, falling from 742 in 1990 to 511 in 2008. The number of Level III and IV accredited HEIs has more than doubled, from 149 in 1990 to 350 in 2008. A significant part of this increase comes from level I and II institutions which gained higher levels of accreditation, though without always having made the necessary transformation in terms of quality and scope of education offered.

These shifts in the orientation of higher education in Ukraine have been mirrored by the changes in the student population. Thus, the fall in to Level I and II accredited

establishments corresponded to a fall from 757,000 students in 1990 to just over 354,000 in 2008. Conversely, the number of students enrolled in Level III and IV HEIs exploded from 881,000 in 1990 to 2,245,000 in 2008. What is even more astounding is the rise in the number of postgraduate and doctoral students, which grew over the same period from 13,374 to 33,344.

The huge increases in Level III and IV institutions are far from as positive as they may seem at first glance. A significant proportion of those institutions, perhaps even the majority, are nothing more than diploma mills. As a result, their graduates often lack even the basic skills required by the job market while the ethos of bribery and shady connections continues to spread throughout Ukrainian society.

Moreover, the staggering rise in the number of postgraduate students is due to pay-scales in public institutions, rather than a real need among different industries for highly qualified, specialized workers or people in a quest for knowledge. Thus Ukraine should scrutinize the quality of education provided, revoking the accreditations of those institutions that fail to live up to the required standards.

### **Under-achievers**

Although rankings are always a controversial subject among academics and educational experts, they do provide at least a vague idea of how various institutions are faring. Of course, most rankings have internal biases towards larger, older, English-language institutions. Unfortunately, even when these factors are taken into account, Ukrainian HEIs continue to rank very low.

A factor even more evocative than the specific rankings obtained by Ukrainian HEIs is their absence from most rankings, such as the THE-QS, a heavily peer-review-based ranking indicative of an institution's prestige; the Shanghai ranking, a natural science-oriented academic measure; or the HEEACT, which assesses contributions to international research. The rankings in which Ukrainian HEIs do make a place are either of poor quality or include a very large number of institutions. The first category includes the Global University Ranking, which is strongly biased towards former soviet countries, especially Russia, with 3 institutions in the top 100 and an astonishing 5th place for Lomonosov University. It ranks as the top Ukrainian HEIs: Kharkiv Polytechnic (356), Donetsk National Technical University (409), and Donetsk National University (421).

A more reliable ranking is Webometrics, developed by the cybermetrics lab of the Spanish National Research Council. The ranking measures how connected a given HEI website is, based on the assumption that "You are your website." It has the advantage of ranking over 8,000 institutions and rates Ukraine's podium thus: Taras Shevchenko University in Kyiv (1,346), Kyiv-Mohyla Academy (2,055), and Ivan Franko University in L'viv (2,099).

Another commonly-used way of assessing HEI effectiveness, although it is limited to technical and engineering institutions, is to observe activity around patent registration in a given country. On this account, Ukraine fares better, with a total of 3,909 patents filed and 2,889 patent grants registered in 2008. While this is far from insignificant, it is below the number of patents filed by Belgium, Thailand or Denmark.

Nevertheless, it would be highly advisable to replace the necessity of relying on international rankings by creating rigorous home-grown ones. However, such rankings would have to be based on a transparent and academic methodology, unlike the Top 200 project which is a closed-door business, largely based on the size of an institution (leading Ostroh and Kyiv-Mohyla academies to pull out of it, despite habitually being placed at the top of the list). Proper rankings would provide all the parties involved with reliable feedback about the effectiveness of their endeavors.

### **Ukraine's Isolated HEIs: Still behind the Iron Curtain**

One of the most deleterious features of Ukraine's system of higher education, inherited from the Soviet period, is its isolation, especially institutions devoted to social sciences. The emphasis on standardized curricula, not challenging official positions, and general lack of freedoms has led to a system cut off from the world. These features are particularly deplorable in academia, which requires openness and collaboration to function properly.

One of the notable aspects of the Bologna Process is the intent to foster cross-country cooperation among HEIs. This is an area in which Ukrainian HEIs stand out through their absence. Within the 20 or so groups to which top European HEIs are affiliated, including such prominent networks as the Coimbra Group – 38 of the oldest and most prestigious European universities, some of which are younger than the Kyiv-Mohyla or Ostroh Academies; the Utrecht Network, which is notably focused on internationalization through summer schools, mobility programs, and joint curricula and degrees; the League of European Research Universities; and Top Industrial Managers for Europe, which promotes student exchanges and double degrees, primarily for technical and engineering specialists, not a single Ukrainian HEI can be found. This even includes the Institutional Network of Universities from the Capitals of Europe, which includes an Albanian university, but no Ukrainian one.

Developing countries around the world are currently taking advantage of present trends for the outsourcing of education, as well as collaboration with business and private individuals. These can take the form of privately sponsored scholarships, endowments for private universities, corporate universities, joint programs, or off-shore campuses. Such programs are subject to greater pressures in terms of achieving specified goals and being accountable for the efficient use of resources, making them competitive in comparison to their public peers. Moreover, such programs also have a greater international component, which stimulates intellectual exchange, mobility, and spread of knowhow.

One of the notable exceptions in international cooperation is Kyiv-Mohyla Academy's partnership with the Economics Education and Research Consortium, a collection of international donor organizations promoting economics education in the newly-independent states. Together with the Victor Pinchuk Foundation, it founded the Kyiv School of Economics. A joint program with the University of Houston, international faculty, and links to business and regional partners, as well as the combination of individual and business donors, have turned it into a widely acknowledged center of excellence. Nevertheless, such collaboration is extremely rare.

### **Business wants in**

Despite the fact that Ukrainian HEIs are spewing out tremendous numbers of graduates and so-called specialists, employers are finding it hard to find professionals who match their requirements. Indeed, graduates produced by Ukrainian HEIs largely fail to acquire the skills required by potential employers, making diplomas irrelevant in comparison to previous work experience and, too often, connections or bribes.

One of the leading trends in global higher education in the past decade has been fostering ties between HEIs and business. Indeed, this has developed to the extent that corporations are becoming wary of universities' intellectual property rights. However, the strengthening of intellectual property rights has spurred academic innovation and growth – though some would argue that this has been at the cost of neglecting basic science.

One of the methods that has been successfully used in other countries to develop such ties is to create special activity areas linked up to top institutions. These can take the form of technology parks, science parks or special economic zones. Businesses receive preferential treatment in exchange for supporting HEIs or activities in desired areas, requiring cooperation with HEI. This is also a way of attracting outsourcing, which tends to rely heavily on a region's pool of post-secondary students. This has already started to develop around L'viv and Kharkiv, where Microsoft Ukraine plans to open an Innovation Center together with Kharkiv University in 2010, the second in the country.

Finally, corporate universities are a means of educating a pool of graduate students with specific business-oriented skill sets. However, problems with capturing the full benefits of maintaining such an institution when graduates tend to change employment after initially working for the company means that setting up corporate universities requires public support.

Notably, the lack of cooperation in this field can be largely attributed to the unwillingness of HEIs. Companies regularly complain about the imposition of fees and administrative hurdles, which are often used by HEI governance in order to solicit bribes. Many HEIs charge companies for advertising about employment or internship openings or for hosting career fairs. Overall links between business and a significant portion of HEIs remain characterized by distrust rather than cooperation, leading to deficiencies in human capital supply and hampering the development of applied research.

### **More than lip-service?**

Ukraine officially committed itself to the Bologna Process at the Bergen conference, which was held in 2005 and dedicated to expanding the process. While this can be seen as an aspect of Ukraine's planned Europeanization, it is important to keep in mind that the process was initiated within the framework of the Council of Europe, together with members of the European UNESCO region, and is thus not directly related to EU integration. Nevertheless, the European Commission is an important actor contributing to the process, notably through the Erasmus and Life-long Learning Programs.

One of the most important challenges linked to the Bologna Process – indeed its *raison d'être* – is to bring the structures of higher education in line with established European standards. This criterion has been partly fulfilled, with Level III and IV institutions such as universities, academies and institutes embracing the two-cycle system. The European Credit Transfer System (ECTS) was implemented at Level III and IV HEIs during the

2006/2007 academic year. This year has been set as the deadline for the implementation of the National Qualifications Framework, and institutions of Quality Assurance are operating, at the internal, external, state, and regional levels.

While it may seem that the Bologna Process is being successfully implemented, there are plenty of inconsistencies. Many HEIs continue to run parallel curricula or ones that are incongruous with European standards, considerably reducing the transferability of credits. Quality assurance often does not conform to European norms, either. Doctoral studies have yet to be reformed. Moreover, staff mobility is still strongly limited, largely by the right of a rector to prohibit teachers from holding more than one position and the lack of inter-university bilateral agreements on staff exchange and joint professional development programs.

A commonly overlooked element of the Bologna Process is the question of student participation. This is extremely important, as students constitute the main group with an interest in improving the level of educational services provided. Thus, in a system dominated by inertia, student groups can provide the kick-start to reform. However, the independence and scope of these bodies remains constrained in Ukraine – and not just here. For example, rectors continue to nominate student representatives, student representatives are constricted to low-profile advisory activities, and financial barriers significantly limit the scope of their work. A further problem is that, due to the young age and lack of financial independence of students, it is in fact their parents that ought to be involved in matters of quality assurance – generating a whole new set of complications.

### **Taking the baloney out of Bologna**

The Bologna Process is in many senses idolized as a means of Europeanizing Ukraine's system of higher education. However, it is not a miracle solution for all woes. Moreover, since the beginning of its implementation in many European countries, assessments of consequences have been disappointing.

One of the main failures is quality assurance, an important commitment made at the Bergen conference. Indeed, a total of 16 countries, including France, Italy, Austria and Ukraine, were assessed as being non-compliant with regard to internal and external quality assurance and having a properly functioning quality assurance agency. Only five are considered compliant with the European Standards and Guidelines (developed within the framework of the Bologna Process). Unsurprisingly, none of the countries involved have seen significant improvements in the decade since the beginning of the process, as assessed by external experts.

The effect on student participation is limited, with only 30% of students stating that the process has had a significant or better effect: 39% claimed it had a little effect, while 15% claimed it had either no effect at all and 9% said it actually led to a deterioration in participation. Moreover, student participation is low in regards to both internal and external evaluation, which is particularly important in the former case, as students are the main consumers of educational products.

Despite promises of widespread implementation of the three-cycle system and ECTS, many countries maintain parallel systems, especially in non-university HEIs. Consequently, a system intended to recoup European competitiveness in higher education

has been largely limited to cosmetic changes and half-hearted reforms. This is clearly mirrored in the continued stagnation of a majority of European institutions, in particular when compared with the rising stars of Asia and Australia.

### **Student Mobility:**

#### **Threat to status quo or opportunity?**

Despite the generally disheartening situation, in one area the Bologna Process has proven to be a success: student mobility. The existence of comparable curricula, the ECTS, and various exchange programs, has led to a rise in student exchanges, prompting the coining of the term "Erasmus Generation" for the new generation of European students with broad international experience. Although Ukraine recently joined the Erasmus Mundus External Cooperations Window, through the European Neighborhood Partnership Instrument, it has yet to reap benefits.

Foreign-funded scholarships continue to be a rarity for Ukrainian students. Ukrainian students benefited from 135 Erasmus-type scholarships across all categories, while Turkish students received in excess of 7,000. As international experience is a significant factor in the spread of new ideas and values, the importance of this aspect should not be underestimated. Key problems mentioned by students include difficulties with transferring credits, mainly due to recognition issues, administrative hurdles, and the poor portability of loans and grants.

In a sense, Ukraine's HEIs benefit from the visa restrictions imposed upon Ukrainian citizens, as well as from a variety of factors – historical, linguistic, financial, cultural and so on – that have led to the isolation of Ukrainian students. Indeed, should these hurdles be removed, HEIs in Ukraine will face much higher levels of competition and corruption will likely wither. Top students will vote with their feet. This is a serious threat for Ukraine, from both a social and commercial point-of-view. Those top students are the ones most likely to be potential drivers of growth and public figures. Educated abroad, meager perspectives back home mean they are likely to stay away. Considering Ukraine's demographic crisis, such a situation is quite unsustainable and could eventually lead to a collapse of higher education in Ukraine.

#### **Moving from barely adequate to satisfactory**

In order to address the many problems, efforts must be made both by HEIs and the government, both jointly and independently. A well-functioning system of higher education is a requisite to transforming Ukraine's industrial relics, making its agriculture competitive, and developing a full-fledged service sector. Ukraine has immense potential, notably from the myriads of engineering and technical students, who can help develop high-tech industries. This means that six key issues must be addressed:

- HEIs must stop setting up barriers to cooperation with business. They must organize fairs, engage local industry, work on joint projects, and seek corporate sponsorship. This is fundamental, to keep higher education in touch with reality. In order to encourage such links, the government should create special economic zones and technology parks offering favorable conditions for such joint ventures. Business formulate their expectations, towards both government and HEIs, in a clear and united manner.



- HEIs must work to integrate into European and global research and cooperation networks, using them to acquire know-how and increase both staff and student mobility.
- HEIs need a framework for international mobility: the government should have a policy of attracting foreign institutions, be it in the form of joint campuses, foreign accredited institutions, or other. Even medium-level institutions attracted by tax breaks could provide a breath of fresh air in Ukraine's stuffy higher education system.
- Government and HEIs alike need to foster international student exchange programs. This should be done by direct cooperation with foreign institutions, as well as efforts at the government level.
- HEIs must tackle the question of corruption head-on. This could mean abolishing state-funded placements at HEIs altogether, but it would make HEIs directly accountable to their customers. Diploma mills should be tracked down and their accreditation revoked.
- The government and HEIs in Ukraine should pursue the Bologna Process with specific attention accorded to improving student participation, quality assurance and mobility.

In short, Ukraine's HEIs must make an effort to collaborate with other institutions abroad. This is the only way to finally bring Ukraine out of its isolation and make its schools more competitive. Ukraine has to make up for decades of intellectual isolation and come up to date with developments in global academia. This cannot be done without engaging researchers and institutions from abroad. The Bologna Process is likely to be of considerable assistance in this area, but it is not enough to integrate Ukraine's higher education with global networks. Moreover, the experience of other European countries shows that implementing the Bologna Process does not necessarily increase competitiveness. One thing that must be kept in mind is that it is not necessary to improve a large number of HEIs. Indeed, the most important thing for the long-term health of higher education in Ukraine is that a sizeable group of very good institutions set the standards for the rest of the country – a Ukrainian Ivy League so to speak.

The government for its part needs to provide a clear legal and organizational framework for international mobile HEIs, rather than manifesting its traditional distrust of foreign actors. US-licensed universities, such as those in Armenia, Bulgaria and Hungary, have proved to be small but active centers of excellence that foster competition and networking and develop specialists who are in high demand. National education policy should take advantage of the current trend towards outsourcing education and provide a framework for offshore programs and institutional franchises. While setting up international branch campuses is likely to lead to a certain stratification of higher education – attracting top academics with better conditions and pay –, this should foster competition and raise standards across the board.

One of the most radical but potentially very effective propositions is to abolish state-owned higher education. This could be replaced by a series of merit-based grants and scholarships. The belief that state-owned and state-funded education "levels the playing field" is based on several fallacies. Education is never free, as it requires the sacrifice of time which could otherwise be spent working. Thus, a certain level of individual wealth is necessary to enjoy state-funded education. Moreover, fee-paying students (or their parents) will hold their institutions accountable and provide the impetus for change. Thus, such a change would reduce the number of students – along with demand for bogus diplomas –,

increase competition among HEIs, and increase the financial means of the fittest by allowing them to provide better services.

Although the present circumstances make it challenging, one possible strategy involves devoting a considerable part of the education budget towards providing scholarships that allow highly gifted individuals to study at top institutions around the world, with the promise of specialist positions in government. Such a strategy is widely viewed as one of the foundations of the successful transformation of South Korea,<sup>14</sup> which went from being a poor agrarian society with fledging national elites to being one of the Asia's economic and cultural powerhouses.

As to long-term development, the transformation of Ukraine's higher education system is one of the greatest challenges facing the country. It will determine the ability of Ukraine's economy to finally rid itself from its undesirable heritage and enter the 21st century. While the Bologna Process can facilitate this transformation, by itself it will be insufficient. Excessive focus on emulating mediocre European solutions will not improve Ukraine's situation. Most importantly, students, the main consumers of educational services, should be empowered and engaged in the process. The country needs a comprehensive policy in order to open up its doors. The pressure to do so is certainly rising.

*Jakub Parusinski is ICPS analyst on European integration, FTAs and economic policy.*

*European Focus is an ICPS monthly that raises debate on key issues of European integration for Ukraine, EU policy towards Ukraine, and other important issues connected to Ukraine's European ambitions. This publication is financed by the Think-Tank Fund of the Open Society Institute.*

## **2. Render in English these chapters of the Law “On Education” adopted in 2014. Use this information in your topic “Higher Education in Ukraine”**

### Розділ II РІВНІ, СТУПЕНІ ТА КВАЛІФІКАЦІЇ ВИЩОЇ ОСВІТИ

#### Стаття 5. Рівні та ступені вищої освіти

1. Підготовка фахівців з вищою освітою здійснюється за відповідними освітньо-професійними, освітньо-науковими, науковими програмами на таких рівнях вищої освіти:

- початковий рівень (короткий цикл) вищої освіти;
- перший (бакалаврський) рівень;
- другий (магістерський) рівень;
- третій (освітньо-науковий) рівень;
- науковий рівень.

Початковий рівень (короткий цикл) вищої освіти відповідає п'ятому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою загальнокультурної та професійно орієнтованої підготовки, спеціальних умінь і знань, а також певного досвіду їх практичного застосування з метою виконання типових завдань, що передбачені для первинних посад у відповідній галузі професійної діяльності.

Перший (бакалаврський) рівень вищої освіти відповідає шостому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою теоретичних знань та практичних умінь і навичок, достатніх для успішного виконання професійних обов'язків за обраною спеціальністю.

Другий (магістерський) рівень вищої освіти відповідає сьомому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою поглиблених теоретичних та/або практичних знань, умінь, навичок за обраною спеціальністю (чи спеціалізацією), загальних засад методології наукової та/або професійної діяльності, інших компетентностей, достатніх для ефективного виконання завдань інноваційного характеру відповідного рівня професійної діяльності.

Третій (освітньо-науковий) рівень вищої освіти відповідає восьмому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою теоретичних знань, умінь, навичок та інших компетентностей, достатніх для продукування нових ідей, розв'язання комплексних проблем у галузі професійної та/або дослідницько-інноваційної діяльності, оволодіння методологією наукової та педагогічної діяльності, а також проведення власного наукового дослідження, результати якого мають наукову новизну, теоретичне та практичне значення.

Науковий рівень вищої освіти відповідає дев'ятому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає набуття компетентностей з розроблення і впровадження методології та методики дослідницької роботи, створення нових системоутворюючих знань та/або прогресивних технологій, розв'язання важливої наукової або прикладної проблеми, яка має загальнонаціональне або світове значення.

2. Здобуття вищої освіти на кожному рівні вищої освіти передбачає успішне виконання особою відповідної освітньої (освітньо-професійної чи освітньо-наукової) або наукової програми, що є підставою для присудження відповідного ступеня вищої освіти:

- 1) молодший бакалавр;
- 2) бакалавр;
- 3) магістр;
- 4) доктор філософії;

5) доктор наук.

3. Молодший бакалавр - це освітньо-професійний ступінь, що здобувається на початковому рівні (короткому циклі) вищої освіти і присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти освітньої-професійної програми, обсяг якої становить 90-120 кредитів ЄКТС.

Особа має право здобувати ступінь молодшого бакалавра за умови наявності в неї повної загальної середньої освіти.

4. Бакалавр - це освітній ступінь, що здобувається на першому рівні вищої освіти та присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти освітньо-професійної програми, обсяг якої становить 180-240 кредитів ЄКТС. Обсяг освітньо-професійної програми для здобуття ступеня бакалавра на основі ступеня молодшого бакалавра визначається вищим навчальним закладом.

Особа має право здобувати ступінь бакалавра за умови наявності в неї повної загальної середньої освіти.

5. Магістр - це освітній ступінь, що здобувається на другому рівні вищої освіти та присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти відповідної освітньої програми. Ступінь магістра здобувається за освітньо-професійною або за освітньо-науковою програмою. Обсяг освітньо-професійної програми підготовки магістра становить 90-120 кредитів ЄКТС, обсяг освітньо-наукової програми - 120 кредитів ЄКТС. Освітньо-наукова програма магістра обов'язково включає дослідницьку (наукову) компоненту обсягом не менше 30 відсотків.

Особа має право здобувати ступінь магістра за умови наявності в неї ступеня бакалавра.

Ступінь магістра медичного, фармацевтичного або ветеринарного спрямування здобувається на основі повної загальної середньої освіти і присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти відповідної освітньої програми, обсяг якої становить 300-360 кредитів ЄКТС.

6. Доктор філософії - це освітній і водночас перший науковий ступінь, що здобувається на третьому рівні вищої освіти на основі ступеня магістра. Ступінь доктора філософії присуджується спеціалізованою вченою радою вищого навчального закладу або наукової установи в результаті успішного виконання здобувачем вищої освіти відповідної освітньо-наукової програми та публічного захисту дисертації у спеціалізованій вченій раді.

Особа має право здобувати ступінь доктора філософії під час навчання в аспірантурі (ад'юнктурі). Особи, які професійно здійснюють наукову, науково-

технічну або науково-педагогічну діяльність за основним місцем роботи, мають право здобувати ступінь доктора філософії поза аспірантурою, зокрема під час перебування у творчій відпустці, за умови успішного виконання відповідної освітньо-наукової програми та публічного захисту дисертації у спеціалізованій вченій раді.

Нормативний строк підготовки доктора філософії в аспірантурі (ад'юнктурі) становить чотири роки. Обсяг освітньої складової освітньо-наукової програми підготовки доктора філософії становить 30-60 кредитів ЄКТС.

Наукові установи можуть здійснювати підготовку докторів філософії за власною освітньо-науковою програмою згідно з отриманою ліцензією на відповідну освітню діяльність. Наукові установи можуть також здійснювати підготовку докторів філософії за освітньо-науковою програмою, узгодженою з вищим навчальним закладом. У такому разі наукова складова такої програми здійснюється у науковій установі, а освітня складова - у вищому навчальному закладі.

7. Доктор наук - це другий науковий ступінь, що здобувається особою на науковому рівні вищої освіти на основі ступеня доктора філософії і передбачає набуття найвищих компетентностей у галузі розроблення і впровадження методології дослідницької роботи, проведення оригінальних досліджень, отримання наукових результатів, які забезпечують розв'язання важливої теоретичної або прикладної проблеми, мають загальнонаціональне або світове значення та опубліковані в наукових виданнях.

Ступінь доктора наук присуджується спеціалізованою вченою радою вищого навчального закладу чи наукової установи за результатами публічного захисту наукових досягнень у вигляді дисертації або опублікованої монографії, або за сукупністю статей, опублікованих у вітчизняних і міжнародних рецензованих фахових виданнях, перелік яких затверджується центральним органом виконавчої влади у сфері освіти і науки.

## ВИЩІ НАВЧАЛЬНІ ЗАКЛАДИ

### Стаття 28. Типи вищих навчальних закладів

1. В Україні діють вищі навчальні заклади таких типів:

1) університет - багатогалузевий (класичний, технічний) або галузевий (профільний, технологічний, педагогічний, фізичного виховання і спорту, гуманітарний, богословський/теологічний, медичний, економічний, юридичний, фармацевтичний, аграрний, мистецький, культурологічний тощо) вищий навчальний заклад, що провадить інноваційну освітню діяльність за різними ступенями вищої освіти (у тому числі доктора філософії), проводить фундаментальні та/або прикладні наукові дослідження, є провідним науковим і методичним центром, має розвинуту

інфраструктуру навчальних, наукових і науково-виробничих підрозділів, сприяє поширенню наукових знань та провадить культурно-просвітницьку діяльність;

2) академія, інститут - галузевий (профільний, технологічний, технічний, педагогічний, богословський/теологічний, медичний, економічний, юридичний, фармацевтичний, аграрний, мистецький, культурологічний тощо) вищий навчальний заклад, що провадить інноваційну освітню діяльність, пов'язану з наданням вищої освіти на першому і другому рівнях за однією чи кількома галузями знань, може здійснювати підготовку на третьому і вищому науковому рівнях вищої освіти за певними спеціальностями, проводить фундаментальні та/або прикладні наукові дослідження, є провідним науковим і методичним центром, має розвинуту інфраструктуру навчальних, наукових і науково-виробничих підрозділів, сприяє поширенню наукових знань та провадить культурно-просвітницьку діяльність;

3) коледж - галузевий вищий навчальний заклад або структурний підрозділ університету, академії чи інституту, що провадить освітню діяльність, пов'язану із здобуттям ступенів молодшого бакалавра та/або бакалавра, проводить прикладні наукові дослідження. Коледж також має право здійснювати підготовку фахівців освітньо-кваліфікаційного рівня молодшого спеціаліста.

Відомості про коледж, який є структурним підрозділом університету, академії чи інституту, включаються до Єдиної державної електронної бази з питань освіти.

#### Стаття 29. Національний вищий навчальний заклад

1. Університету, академії, інституту незалежно від форми власності відповідно до законодавства може бути надано статус національного.

2. Надання вищому навчальному закладу статусу національного здійснюється за пропозицією Національного агентства із забезпечення якості вищої освіти, що подається в порядку та за критеріями, встановленими Кабінетом Міністрів України. Встановлення відповідності діяльності національного вищого навчального закладу визначеним критеріям для підтвердження чи позбавлення його такого статусу здійснюється раз на сім років Національним агентством із забезпечення якості вищої освіти.

3. Національний вищий навчальний заклад має право:

1) отримувати відповідно до законодавства на пріоритетних засадах передбачені державним бюджетом кошти для провадження наукової і науково-технічної діяльності, проведення фундаментальних та прикладних наукових досліджень, виконання наукових програм, проектів державного значення в обсязі не менш як 10 відсотків коштів державного бюджету, що виділяються на його утримання;

2) визначати норми часу навчальної та іншої роботи педагогічних і науково-педагогічних працівників;

3) здійснювати перерозподіл:

нормативів чисельності осіб, які навчаються, на одну посаду науково-педагогічного працівника за спеціальностями однієї галузі знань з урахуванням результатів наукової діяльності працівників;

державного замовлення між спеціальностями в межах галузі знань в обсязі не більш як 5 відсотків загального обсягу державного замовлення національного вищого навчального закладу з обов'язковим інформуванням центрального органу виконавчої влади, до сфери управління якого належить вищий навчальний заклад;

ліцензованого обсягу прийому за спеціальностями у межах відповідної галузі знань;

4) здійснювати підготовку фахівців з вищою освітою за власними експериментальними освітніми програмами та навчальними планами;

5) отримувати на пріоритетних засадах фінансування для придбання наукового і навчального обладнання, комп'ютерних програм тощо за рахунок державного бюджету;

6) використовувати у своєму найменуванні слово "національний";

7) формувати на своїй базі інноваційні структури різних типів (наукові та технологічні парки, бізнес-інкубатори, малі підприємства тощо) на засадах поєднання інтересів високотехнологічних компаній, науки, освіти, бізнесу та держави з метою виконання і впровадження інноваційних проектів.

4. Особливості управління національним вищим навчальним закладом, що сприяють розвитку і підвищенню якості його освітньої діяльності та конкурентоспроможності, залученню додаткових фінансових ресурсів, можуть визначатися його статутом.

### Стаття 33. Структура вищого навчального закладу

1. Структура вищого навчального закладу, статус і функції його структурних підрозділів визначаються статутом вищого навчального закладу та положеннями про відповідні структурні підрозділи.

2. Структурні підрозділи утворюються рішенням вченої ради вищого навчального закладу у порядку, визначеному цим Законом і статутом вищого навчального закладу.

3. Основними структурними підрозділами вищого навчального закладу є факультети, кафедри, бібліотека.

4. Факультет - це структурний підрозділ вищого навчального закладу, що об'єднує не менш як три кафедри та/або лабораторії, які в державних і комунальних

вищих навчальних закладах у сукупності забезпечують підготовку не менше 200 здобувачів вищої освіти денної форми навчання (крім факультетів вищих військових навчальних закладів (вищих навчальних закладів із специфічними умовами навчання), вищих навчальних закладів фізичного виховання і спорту, вищих навчальних закладів культури та мистецтва).

5. Кафедра - це базовий структурний підрозділ вищого навчального закладу державної (комунальної) форми власності (його філій, інститутів, факультетів), що провадить освітню, методичну та/або наукову діяльність за певною спеціальністю (спеціалізацією) чи міжгалузевою групою спеціальностей, до складу якого входить не менше п'яти науково-педагогічних працівників, для яких кафедра є основним місцем роботи, і не менш як три з них мають науковий ступінь або вчене (почесне) звання.

6. Вищий навчальний заклад зобов'язаний мати у своєму складі бібліотеку, бібліотечний фонд якої має відповідати вимогам стандартів освітньої діяльності.

#### Стаття 40. Студентське самоврядування

1. У вищих навчальних закладах та їх структурних підрозділах діє студентське самоврядування, яке є невід'ємною частиною громадського самоврядування відповідних навчальних закладів. Студентське самоврядування - це право і можливість студентів (курсантів, крім курсантів-військовослужбовців) вирішувати питання навчання і побуту, захисту прав та інтересів студентів, а також брати участь в управлінні вищим навчальним закладом.

Студентське самоврядування об'єднує всіх студентів (курсантів, крім курсантів-військовослужбовців) відповідного вищого навчального закладу. Усі студенти (курсанти), які навчаються у вищому навчальному закладі, мають рівні права та можуть обиратися та бути обраними в робочі, дорадчі, виборні та інші органи студентського самоврядування.

Студентське самоврядування забезпечує захист прав та інтересів студентів (курсантів) та їх участь в управлінні вищим навчальним закладом. Студентське самоврядування здійснюється студентами (курсантами) безпосередньо і через органи студентського самоврядування, які обираються шляхом прямого таємного голосування студентів (курсантів).

2. У своїй діяльності органи студентського самоврядування керуються законодавством, статутом вищого навчального закладу та положенням про студентське самоврядування вищого навчального закладу.

3. Органи студентського самоврядування діють на принципах:

- 1) добровільності, колегіальності, відкритості;
- 2) виборності та звітності органів студентського самоврядування;



- 3) рівності права студентів (курсантів) на участь у студентському самоврядуванні;
- 4) незалежності від впливу політичних партій та релігійних організацій (крім вищих духовних навчальних закладів).

4. Студентське самоврядування здійснюється на рівні студентської групи, інституту (факультету), відділення, гуртожитку, вищого навчального закладу. Залежно від контингенту студентів (курсантів), типу та специфіки вищого навчального закладу студентське самоврядування може здійснюватися на рівні курсу, спеціальності, студентського містечка, структурних підрозділів вищого навчального закладу.

Органи студентського самоврядування можуть мати різноманітні форми (парламент, сенат, старостат, студентський ректорат, студентські деканати, студентські ради тощо).

Представницькі, виконавчі та контрольно-ревізійні органи студентського самоврядування обираються строком на один рік. Студенти (курсанти), обрані до складу органів студентського самоврядування, можуть бути усунені із своїх посад за результатами загального таємного голосування студентів. Для ініціювання такого голосування потрібно зібрати підписи не менш як 10 відсотків студентів (курсантів) вищого навчального закладу.

Керівник студентського самоврядування та його заступники можуть перебувати на посаді не більш як два строки.

З припиненням особою навчання у вищому навчальному закладі припиняється її участь в органі студентського самоврядування у порядку, передбаченому положенням про студентське самоврядування вищого навчального закладу.

Орган студентського самоврядування може бути зареєстрований як громадська організація відповідно до законодавства з урахуванням особливостей, встановлених цим Законом.

#### 5. Органи студентського самоврядування:

- 1) беруть участь в управлінні вищим навчальним закладом у порядку, встановленому цим Законом та статутом вищого навчального закладу;

- 2) беруть участь в обговоренні та вирішенні питань удосконалення освітнього процесу, науково-дослідної роботи, призначення стипендій, організації дозвілля, оздоровлення, побуту та харчування;

- 3) проводять організаційні, просвітницькі, наукові, спортивні, оздоровчі та інші заходи;

- 4) беруть участь у заходах (процесах) щодо забезпечення якості вищої освіти;

5) захищають права та інтереси студентів (курсантів), які навчаються у вищому навчальному закладі;

6) делегують своїх представників до робочих, консультативно-дорадчих органів;

7) приймають акти, що регламентують їх організацію та діяльність;

8) беруть участь у вирішенні питань забезпечення належних побутових умов проживання студентів у гуртожитках та організації харчування студентів;

9) розпоряджаються коштами та іншим майном, що перебувають на балансі та банківських рахунках органів студентського самоврядування;

10) вносять пропозиції щодо змісту навчальних планів і програм;

11) вносять пропозиції щодо розвитку матеріальної бази вищого навчального закладу, у тому числі з питань, що стосуються побуту та відпочинку студентів;

12) мають право оголошувати акції протесту;

13) виконують інші функції, передбачені цим Законом та положенням про студентське самоврядування вищого навчального закладу.

6. За погодженням з органом студентського самоврядування вищого навчального закладу приймаються рішення про:

1) відрахування студентів (курсантів) з вищого навчального закладу та їх поновлення на навчання;

2) переведення осіб, які навчаються у вищому навчальному закладі за державним замовленням, на навчання за контрактом за рахунок коштів фізичних (юридичних) осіб;

3) переведення осіб, які навчаються у вищому навчальному закладі за рахунок коштів фізичних (юридичних) осіб, на навчання за державним замовленням;

4) призначення заступника декана факультету, заступника директора інституту, заступника керівника вищого навчального закладу;

5) поселення осіб, які навчаються у вищому навчальному закладі, у гуртожиток і виселення їх із гуртожитку;

6) затвердження правил внутрішнього розпорядку вищого навчального закладу в частині, що стосується осіб, які навчаються;

7) діяльність студентських містечок та гуртожитків для проживання осіб, які навчаються у вищому навчальному закладі.

7. Вищим органом студентського самоврядування є загальні збори (конференція) студентів (курсантів), які:

1) ухвалюють положення про студентське самоврядування вищого навчального закладу, визначають структуру, повноваження та порядок проведення прямих таємних виборів представницьких та виконавчих органів студентського самоврядування;

2) заслуховують звіти представницьких, виконавчих і контрольно-ревізійних органів студентського самоврядування, дають їм відповідну оцінку;

3) затверджують процедуру використання майна та коштів органів студентського самоврядування, підтримки студентських ініціатив на конкурсних засадах;

4) затверджують річний кошторис витрат (бюджет) органів студентського самоврядування, вносять до нього зміни та доповнення, заслуховують звіт про його виконання;

5) обирають контрольно-ревізійну комісію з числа студентів (курсантів) для здійснення поточного контролю за станом використання майна та виконання бюджету органів студентського самоврядування.

8. Адміністрація вищого навчального закладу не має права втручатися в діяльність органів студентського самоврядування.

9. Керівник вищого навчального закладу забезпечує належні умови для діяльності органів студентського самоврядування (надає приміщення, меблі, оргтехніку, забезпечує телефонним зв'язком, постійним доступом до Інтернету, відводить місця для встановлення інформаційних стендів тощо), про що укладається відповідна угода.

Стаття 49. Форми навчання у вищих навчальних закладах

1. Навчання у вищих навчальних закладах здійснюється за такими формами:

1) очна (денна, вечірня);

2) заочна (дистанційна).

2. Форми навчання можуть поєднуватися.

Стаття 50. Форми організації освітнього процесу та види навчальних занять

1. Освітній процес у вищих навчальних закладах здійснюється за такими формами:

1) навчальні заняття;

2) самостійна робота;

- 3) практична підготовка;
- 4) контрольні заходи.

2. Основними видами навчальних занять у вищих навчальних закладах є:

- 1) лекція;
- 2) лабораторне, практичне, семінарське, індивідуальне заняття;
- 3) консультація.

3. Вищий навчальний заклад має право встановлювати інші форми освітнього процесу та види навчальних занять.

Стаття 51. Практична підготовка осіб, які навчаються у вищих навчальних закладах

1. Практична підготовка осіб, які навчаються у вищих навчальних закладах, здійснюється шляхом проходження ними практики на підприємствах, в установах та організаціях згідно з укладеними вищими навчальними закладами договорами або у його структурних підрозділах, що забезпечують практичну підготовку.

2. Керівники підприємств, установ та організацій зобов'язані забезпечити створення належних умов для проходження практики на виробництві, дотримання правил і норм охорони праці, техніки безпеки і виробничої санітарії відповідно до законодавства.

3. Проходження практики студентом здійснюється відповідно до законодавства.

## Understanding Movies

**Watch the movie “Dead Poets’ Society” and do the tasks.**

### Pre-viewing

<p>1. Find three students who know what a preparatory school is</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. Find someone who knows what Ivy League is</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Find someone who can name three great American poets</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4. Find someone who knows who the</p>	<p>5. Find a student who knows what Carpe</p>	<p>6. Find someone who would like to be a</p>

poem "O Captain, my Captain" is dedicated to. _____ _____ _____	Diem means or at least in what language it is. _____ _____ _____	part of a study group _____ _____ _____
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**1. Check in the explanatory dictionary the meaning of the following:**

<ul style="list-style-type: none"> <li>➤ four pillars:             <ul style="list-style-type: none"> <li>tradition</li> <li>honour</li> <li>discipline</li> <li>excellence</li> </ul> </li> <li>➤ fervent dedication to the principles             <ul style="list-style-type: none"> <li>➤ preparatory school</li> <li>➤ to be room-mates</li> <li>➤ study group</li> <li>➤ to look like a stiff</li> <li>➤ to put a foot in one's mouth</li> <li>➤ bootlicking</li> <li>➤ to dispute smb in public</li> <li>➤ tell smb. off</li> <li>➤ to drop the school annual</li> <li>➤ trig = trigonometry</li> <li>➤ to be penalized one point off the final grade                 <ul style="list-style-type: none"> <li>➤ Carpe Diem</li> <li>➤ to be food for worms</li> <li>➤ to feel invincible</li> <li>➤ to be destined for great things</li> <li>➤ to be the spitting image of one's father                     <ul style="list-style-type: none"> <li>➤ to think for oneself</li> <li>➤ to savour words and language</li> <li>➤ to huddle up</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ to sustain life</li> <li>➤ to be misguided</li> <li>➤ free thinkers</li> <li>➤ a cynic</li> <li>➤ to suck a marrow out of life</li> <li>➤ demerit</li> <li>➤ his grades are hurting</li> <li>➤ to find your own voice</li> <li>➤ "live lives of quiet desperation"             <ul style="list-style-type: none"> <li>➤ Thoreau</li> <li>➤ to sit in agony</li> <li>➤ to put smb. out of the misery</li> <li>➤ a profane and unauthorized article                 <ul style="list-style-type: none"> <li>➤ to ferret out a guilty person</li> <li>➤ unorthodox teaching methods</li> <li>➤ to learn to think for yourself</li> <li>➤ a scapegoat</li> <li>➤ honour code</li> <li>➤ to rat on smb.</li> <li>➤ to put smb. up to smth.</li> <li>➤ let him fry</li> <li>➤ blatant abuse of the position of the teacher</li> </ul> </li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>➤ human race</li> <li>➤ filled with passion</li> </ul>	
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**2. Match:**

<ul style="list-style-type: none"> <li>a) Fervent</li> <li>b) To put your foot into your mouth</li> <li>c) To tell someone off</li> <li>d) To huddle up</li> <li>e) Demerits</li> <li>f) To put someone up to smth.</li> <li>g) To swoon</li> <li>h) To ferret out</li> <li>i) Scapegoat</li> </ul>	<ul style="list-style-type: none"> <li>1. person blamed or punished for the mistake or wrong acts of another or others.</li> <li>2. intense, passionate</li> <li>3. to fall over with emotion, to faint</li> <li>4. to search for smth.</li> <li>5. to group together</li> <li>6. negative points or marks</li> <li>7. to criticize, blame with angry words</li> <li>8. to say smth. you regret</li> <li>9. to convince or trick someone into doing smth.</li> </ul>
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**Post-viewing**

**3. Answer the following questions:**

1. Where does the film take place? In what city/town and state? In what kind of institution? What kind of preparation does it provide?
2. The picture of what famous American poet hangs on the wall of the classroom?
3. What do they do with the Pritchard introduction in their literature textbooks?
4. What can you say about the lessons of Mr. Keating? What impression did they leave on the boys? On the teachers? On the Principle?
5. What do the boys do when they go out to the cave?
6. What is the name of the boys' club? What inspired them to do it?
7. What play does Neil get a part in? What is the name of his character? Did he get the part without any difficulty?
8. What happens to the teacher at the end of the film? Why?

**4. Individually rank the characters from the film “Dead Poets’ Society” from the “best” character to the “worst”. Place a number 1 next to the person who you think is the best, etc.**

---

Neil Perry

\_\_\_\_\_ Richard Cameron

\_\_\_\_\_ Charlie Dalton

\_\_\_\_\_ John Keating

\_\_\_\_\_ Mr. Perry

**Discuss your own rankings with your group. Then, come to a group decision and rank the characters. Be ready to explain your reasons to the class.**

**In your group, decide what characteristics/actions made you feel the way you do about each character.**

- 5. Think and come up with an alternative ending and report it in an oral and/or written activity.**

## Unit Two

### TEXT

#### From “A TIME TO KILL”

**By John Grisham**

Born on February 8, 1955 in Jonesboro, Arkansas, to a construction worker and a homemaker, John Grisham as a child dreamed of being a professional baseball player. Realizing he didn't have the right stuff for a pro career, he shifted gears and majored in accounting at Mississippi State University. After graduating from law school at Ole Miss in 1981, he went on to practice law for nearly a decade in Southaven, specializing in criminal defense and personal injury litigation. One day at the DeSoto County courthouse, Grisham overheard the harrowing testimony of a twelve-year-old rape victim and was inspired to start a novel exploring what would have happened if the girl's father, a black Vietnam war hero, had murdered her white assailants. Getting up at 5 a.m. every day to get in several hours of writing time before heading off to work, Grisham spent three years on *A Time to Kill* and finished it in 1987. Initially rejected by many publishers, it was eventually bought by Wynwood Press, who gave it a modest 5,000 copy printing and published it in June 1988. That might have put an end to Grisham's hobby. However, he had already begun his next book, and it would quickly turn that hobby into a new full-time career – and spark one of publishing's greatest success stories. Since first publishing *A Time to Kill* in 1988, Grisham has written one novel a year (among his other books are *The Firm*, *The Pelican Brief*, *The Client*, *The Rainmaker*, *The Runaway Jury*, *The Street Lawyer*, *The Summons*, *The Last Juror*) and all of them have become international bestsellers.

Before Carl Lee Hailey could go on trial, he had to go in front of a jury of citizens of Ford County. It was their job to decide if the two murders had happened and if it was reasonable for Carl Lee to stand trial. This was the first opportunity for Rufus Buckley to get some of the publicity he wanted so much.

The grand jury made its decision. There was a case against Carl Lee and he would have to stand trial for murder. It was then Rufus Buckley's turn to stand on the front steps of the courthouse in the middle of a crowd of reporters and cameramen.

Buckley had copies of the legal documents with Carl Lee's name on. He waved these in front of the cameras. He talked like a priest in church, saying how terrible it was for people to take the law into their own hands. He praised the jury for the decision they had made. He accused Carl Lee Hailey of being a lawless man and said he wanted the trial to happen soon. He guaranteed he would prove that Carl Lee Hailey was guilty of murder. He guaranteed Carl Lee Hailey would die on the electric chair. He was rude, unpleasant, self-important. He was himself. When he finished speaking, there were no reporters left. They had grown tired of him.

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The bus arrived at the courthouse five minutes before nine. The jurors looked out through darkened windows to see how many blacks and how many Klansmen were waiting – and how many National Guard soldiers. When Judge Noose was ready to start, they were led into the courtroom and then into the jury box.

Rufus Buckley, as prosecutor, had the right to speak first, and he clearly intended to enjoy every minute. He started by thanking the jurors for being there (as if they had a



choice, thought Jake). He said he was proud to be working with them in this most important case.

Jake sat and listened. It was all garbage and he had heard it before, but it still annoyed him because the jury sometimes believed it. Then Buckley started to talk about the rape and how terrible it was. He said that he was a father too – in fact he had a daughter the same age as Tonya Hailey – but that no one could take the law into their own hands.

Jake smiled quickly at Ellen. This was interesting. Buckley had chosen to talk about the rape instead of keeping it from the jury. Jake had been expecting a problem with Buckley when it came to this topic. Normally it would not be accepted as evidence during a murder trial – especially the more unpleasant details. But now Buckley had introduced the subject, so he was not going to be able to object when Jake told the jury about what the murdered men had done, and how the rape had destroyed Tonya's life – and the life of Carl Lee Hailey.

The next mistake that Buckley made was to speak for too long. Although he had started with the jury on his side, by the end they were bored and finding it difficult to stay awake. Jake was winning the first argument without saying a word.

Jake had already planned a short opening speech, and after Buckley's effort he decided to make it even shorter. He only spoke for fourteen minutes, and left the jury with a strong sense of the difference between the two lawyers.

Ozzie was the first State witness after lunch. Buckley questioned him first, asking him to repeat exactly what had happened on the day of the murder. He then showed Ozzie the gun that Carl Lee had used, and asked him to say if this was the one he had found near the bodies. To finish, he then brought out a set of color photographs of the murder victims, some taken so close you could see how the bullets had broken through the skin and bone. Rufus Buckley made the jury members look at each picture, pointing out the horror of the way the two men had died. He wanted them to remember the violence of what Carl Lee had done.

Jake looked at his notes as he walked across the courtroom. He had just a few questions for his friend.

"Sheriff, did you put Billy Ray Cobb and Pete Willard in jail?"

"Yes I did," answered the sheriff.

"For what reason?"

"For the rape of Tonya Hailey."

"And how old was she at the time of the rape?"

"She was ten."

"Is it true, Sheriff, that Pete Willard signed a written document saying that he had raped Tonya Hailey?"

"Objection! Objection! Your Honor! We can't discuss this case and Mr. Brigance knows it." Ozzie had already said yes.

"Sustained."

"Please ignore the last question from Mr. Brigance," Noose told the jury.

"No further questions," said Jake.

The next two witnesses gave technical evidence to show that Carl Lee Hailey had, as everyone knew, killed Cobb and Willard. Again Buckley bored the jury by going – into

great detail and asking long and complicated questions. When it was Jake's turn to ask questions, he said that he had none.

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The second day of the trial started in the same way, with the jurors in their seats by nine o'clock. Rufus Buckley brought in his next witness, the doctor who had examined Cobb and Willard's bodies. Again, Buckley talked too long and asked too many questions. The jury members were bored and the judge spent a lot of time cleaning his glasses in order to stay awake.

Once again, when it came to Jake's turn, he looked at the judge and said, "I have no questions." Judge Noose and the jurors all smiled. It was becoming clear which lawyer they preferred, but Buckley still didn't seem to understand what he was doing wrong. There were no more witnesses. It was time for the closing arguments. Jake talked directly to the jury. He began with his biggest problem, Dr. W.T. Bass. He apologized to the jury. He asked them to believe that he would never use a man with a criminal record as a witness if he knew the facts. He raised his hand and swore to them that he had not known. Jake asked the jury to forgive him for his lack of experience. If he had made mistakes, it was not his client's fault.

"Be fair to Bass the psychiatrist. Forget Bass the person. And please be fair to his patient, Carl Lee Hailey. He knew nothing of the doctor's past."

Jake talked about rape, and explained how rape is much worse than murder. With murder, the victim is gone, and not forced to deal with what happened to her. The family must deal with it, but not the victim. But rape is much worse. The victim has a lifetime of trying to understand, of asking questions, and knowing the rapist may someday escape or be freed. Every hour of every day, the victim thinks of the rape and asks herself a thousand questions. She relives it, step by step, minute by minute, and it hurts just as badly. And if this happens to a child? A ten-year-old child? Imagine you're a parent.

"What would you do?" asked Jake. "What would a father do?" Jake paused for a drink of water. He changed direction now. He stopped looking hurt. He looked angry. He talked about Cobb and Willard. Drug sellers and rapists. Was this country a better place without them? Certainly – and Deputy Looney a man who had lost a leg, thought so too. He had said that they should thank Carl Lee for what he had done. He was a hero. He asked the jury to follow Looney's wishes.

"Ladies and gentlemen," he continued. "She needs him now, as much as she needed him then. Please don't take him away. She's waiting on the front row for her daddy. Let him go home to his family."

The courtroom was silent as Jake sat down next to his client. He looked at the jury, and saw Wanda Wornack brush away a tear with her finger. For the first time in two days he felt some hope.

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The door from the jury room opened, and it seemed like an hour before the first juror came out with tears in her eyes. Jake dropped his head. Carl Lee looked ahead at a painting on the wall above Judge Noose's seat. The jurors slowly took their places. They seemed scared. Most had been crying. Jake felt sick. The head of the jury held a piece of paper.

“Ladies and gentlemen, have you made your decision?”

“Yes sir, we have,” he answered quietly. His voice shook as he spoke.

“Hand it to the clerk, please.”

She took it and handed it to His Honor, who studied it.

“It is technically in order,” he finally said.

One juror was crying, the only sound in the courtroom. Other jurors held handkerchiefs to their eyes. The crying could mean only one thing to Jake.

Noose looked at Carl Lee.

“Will the defendant please rise.”

Jake’s client stood up slowly. Jake closed his eyes and stopped breathing. His hands shook and his stomach ached.

Noose handed the paper back to the clerk of the court.

“Please read it, Madam Clerk.”

She unfolded it and faced the defendant.

“On each of the charges against him, we the jury find the defendant not guilty, by reason of insanity.”

## SPEECH PATTERNS

1. a) It was their job to decide if the two murders had happened and if it was reasonable for Carl Lee to **stand trial**.

His accusation doesn’t stand fire.

Mr. Norich couldn’t stand bail for his son Michael.

They had a very merry party at Vauxhall, Gus insisting on standing treat.

- b) I am sorry for the mistake. I **stand corrected**.

Corn stands high this year.

This plant has been standing idle for 5 years.

- c) How can you **stand aside** and see the child badly treated?

In those days, skirts were made to stand away from the body.

Stand back! This is a very powerful explosive!

The police took accounts of the accident from two witnesses who happened to be standing by at the time of the crash.

How can a crowd stand by while a woman is attacked and robbed?

2. **To finish**, he then brought out a set of color photographs of the murder victims, some taken so close you could see how the bullets had broken through the skin and bone.  
It was a beautiful afternoon. The sky was blue, the sun yellow, butterflies flitted, birds tooted, bees bussed and, to cut a long story short, all Nature smiled.  
To put it mildly, the food at the restaurant was some of the worst that I have ever tasted.  
John and Mary had to be taken care of, to say nothing of Bill, who would require even more attention.

3. They **had grown tired** of him.

Jane grew pale when she heard the news about John.

Michael grew red when the lady accused him of stealing her purse.

As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others (Audrey Hepburn).

When the policeman removed the handcuffs Jack's hands had already grown numb.

### Phrases and Word Combinations

to go on trial	the grand jury
to stand trial for murder (rape)	to be guilty of murder
to take the law into one's own hands	to win the first argument
to accuse smb of being a lawless man	to bring in a State witness
to sustain / rule out an objection	to put smb in jail
to give technical (medical) evidence	to go into great detail
a man with a criminal record	the closing arguments
to plan a short opening speech	to be freed / acquitted
to brush away a tear with one's finger	
to be led into the courtroom (into the jury box)	
to be accepted as evidence during a murder trial	
to find the defendant not guilty on the charges against them	

### ESSENTIAL VOCABULARY

1. **law** *n* 1) the whole system of rules that people in a particular country or area must obey, *e.g.* By law, seatbelts must be worn by all passengers. He seems to know everything about criminal law.

**to break the law** to do something illegal, *e.g.* Should people do what they think is right even when it means breaking the law?

**to obey the law**, *e.g.* Elected officials ought to obey the law.

**to be against the law** to be illegal, *e.g.* In Sweden it is against the law to hit a child.

**within the law** legal or legally, *e.g.* They were fully convinced they were performing their duties within the law.

2) a rule that people in a particular area must obey, *e.g.* Five people arrested under antiterrorism laws were released without charge. The laws against drug use were very severe.

3) a situation in which people respect the law, and crime is controlled by the police, the prison system etc, *e.g.* We are concerned about the breakdown of law and order in the country.

4) the police, *e.g.* I think she may be in trouble with the law.

5) law as a subject of study, or the profession of being a lawyer, *e.g.* She's studying law in London.

6) one of the rules which controls a sport or activity, *as* the laws of football.

**a law-breaker** *n* someone who does something illegal, *e.g.* A law-breaker was caught red-handed.

**a lawyer** *n* someone whose job is to advise people about laws, write formal agreements, or represent people in court, *e.g.* Atticus Finch was an experienced smart lawyer and a very clever man.

**law-abiding** *a* respectful of the law and obeying it, *as* a law-abiding citizen.

2. **guilt** *n* the fact of having done wrong, *e. g.* There is no evidence of his guilt. A strong sense of guilt was written all over his face.

**a guilt complex**, *e. g.* With such strict parents it's no surprise that the boy has a guilt complex.

*Syn.* blame, *e.g.* He is the kind of man who always tries to shift the blame onto the others.

*Syn.* fault, *e. g.* She loves him in spite of his faults.

**to find fault with smb (smth)** to find smth wrong with smb, *e. g.* She's always finding fault (with everybody).

*Syn.* to pick on smb for smth wrong, *e. g.* Whose fault is it? It is entirely your fault that we are late. You are picking on me.

**through no fault of one's own**, *e. g.* It happened through no fault of my own.

**through no fault of mine** (hers, his, ours, etc.), *e. g.* Your Honour, I've been out of work through no fault of mine for two years.

*Ant.* merits.

**guilty** *a* having committed a crime, having done wrong, *e. g.* It is better to risk saving a guilty person than to condemn an innocent one.

*Ant.* innocent, guiltless

**to be guilty of (doing) smth**, *e. g.* The woman was guilty of giving false testimony.

**to find smb guilty (innocent)**, *e. g.* The jury found the prisoner guilty.

**(to have) guilty conscience, a guilty look, smile, etc.**, *e. g.* No matter how hard he tried to prove that he was innocent, his guilty look betrayed him.

**to look (feel, sound, etc.) guilty**, *e. g.* Though Tom did not look guilty, Aunt Polly was sure he was telling a lie.

**to plead (not) guilty** (not) to admit the charge at a law-court, *e. g.* Why should I plead guilty to something I didn't do? The defendant pleaded (not) guilty.

3. **object** *vi* to be against smth or someone, *e. g.* I object to the whole thing on principle.

**object** *n* 1) a material thing, *e. g.* What is that dark object over there? 2) smth or smb that is the focus of feeling, thought, or action, as an object of pity, admiration, ridicule, delight, curiosity, fear, etc., *e. g.* She was the object of his love. 3) purpose; aim. *e. g.* The object of his visit was not clear.

**objection** *n* a statement or feeling of dislike, disapproval, or opposition, *e. g.* Have you any objection to his coming?

**to sustain / rule out an objection**, *e.g.* The judge ruled out the objection and instructed the jury to ignore the statement.

**objective** *a* not influenced by personal feelings; fair, *e. g.* The writer tried to be as objective as possible in evaluating his latest work.

4. **jury** *n* 1) a group of 12 ordinary people who listen to the details of a case in court and decide whether someone is guilty or not, *e.g.* The jury found him not guilty.

**trial by jury**, *e.g.* They had the right to trial by jury.

**a jury box** the place where the jury sits in a court.

**to sit / serve on a jury** to be part of a jury, *e.g.* He was chosen to sit on a jury.

**grand jury** a group of people in the US who decide whether someone charged with a crime should be judged in a court of law, *e.g.* The grand jury made its decision.

2) a group of people chosen to judge a competition, *e.g.* He was afraid of getting low points from the jury.

**a juror** *n* a member of a jury.

5. **to accuse** *v* to say that you believe someone is guilty of a crime or of doing something bad, *as to accuse smb of doing smth*, *e.g.* He was accused of murder. Smith was accused of lying.

**to charge** *v* to state officially that someone may be guilty of a crime *as to charge smb with smth*, *e.g.* John has been charged with murder.

**to indict** *v* to officially charge someone with a criminal offence *as to indict smb for smth*, *e.g.* He was indicted for vehicular homicide in 1987.

**the accused** *n* (singular or plural) the person or group of people who have been officially accused of a crime or offence in a court of law, *e.g.* The jury came to a unanimous decision that the accused was guilty.

6. **trial** *n* 1) a legal process in which a judge and often a jury in a court of law examine information to decide whether someone is guilty of a crime, *e.g.* The defendant has a right to a fair trial. Murphy sat in a prison cell awaiting trial.

**on trial for smth** being judged in a court of law for smth, *e.g.* Brady was on trial for assault.

**to stand trial** to be judged in a court of law, *e.g.* The men are due to stand trial on a drugs charge.

**to go / come to trial** to begin being judged in a court of law, *e.g.* By the time the case comes to trial, he will have spent a year in prison.

**to bring smb to trial**, *e.g.* Thirty police officers were brought to trial.

2) a process of testing to find out whether something works effectively and is safe, *e.g.* A new drug is informed to be undergoing clinical trials.

3) a short period during which you use or do something or employ someone to find out whether they are satisfactory for a particular purpose or job, *e.g.* They let me have a computer on trial for thirty days. Smith was hired on a six-month trial basis.

4) something that is difficult to deal with, and that is worrying or annoying, *e.g.* My brothers and I were always a real trial to my parents.

7. **witness** *n* 1) someone who sees a crime or an accident and can describe what happened, *e.g.* One witness to the accident said the driver appeared to be drunk. John was an eyewitness to the robbery.

2) someone who appears in a court of law to say what they know about a crime or other event, *as* a key (star, state, principal, credible, prosecution, defence) witness, a witness for the prosecution (defence), *e.g.* The defence is expected to call them as witnesses.

3) someone who is present when an official document is signed, and who signs it too, to say that they saw it being signed, *e.g.* Mr. Black asked his butler to be a witness to his will.

**witness** *v* 1) to see something happen, especially a crime or accident, *e.g.* Several residents claim to have witnessed the attack.

2) to experience important events or changes, *e.g.* Priests have witnessed an increase in religious intolerance.

3) if a time or place witnesses an event, the event happens during that time or in that place, *e.g.* Recent years have witnessed the collapse of the steel industry.

4) if you witness the signing of an official document, you are there when it is signed, and sign it yourself to prove this, *e.g.* Will you witness my signature?

**a witness box** (*BrE*), **a witness stand** (*AmE*) the place in a court of law where a witness stands to answer questions, *e.g.* He was asked to take his place in the witness box.

8. **annoy** *vt/il*) to make a little angry, especially by repeated acts; to disturb and nervously upset a person, *e. g.* Wilfred did not want to pay too much attention to Fleur, he was afraid of annoying her.

*Syn.* vex, irk, bother

2) persistent interrupting, interrupting with or intruding on until the victim is angry, or upset, *e. g.* Clouds of flies annoyed our horses.

*Syn.* worry, harass, plague, pester, tease.

*Ant.* soothe, comfort

**to be annoyed at/over smth**, *e. g.* He was annoyed at the boy's stupidity.

**to be annoyed with**, *e. g.* The old woman was annoyed with the noisy children.

**annoying** *a* causing one to feel annoyed, as annoying manners, *e. g.* How annoying! The annoying thing about it is that I keep thinking about Lizzy.

*Syn.* bothersome, irritating, troublesome, harassing, tormenting, nagging, vexatious.

9. **self-important** *a* behaving in a way that shows you think you are more important than other people – used to show disapproval, *e.g.* He was considered a self-important, pompous little man.

**self-importance** *n* an exaggerated sense of one's own value or importance, *e.g.* He was a big, blustering, opinionated cop, full of self-importance.

*Syn.* egotism

**self-importantly** *adv*

10. **look** *v*; *also*, look here *interj.* used for drawing attention before making a statement, often angry, *e. g.* Look here, I don't mind you borrowing my books, but you ought to ask me first.

**to look about** to look in several different directions, *e.g.* Looking about (the room) I could see no sign of life.

**to look at** 1) to turn eyes towards something, so that you can see it, *e.g.* He looked at the jury, and saw Wanda Wornack brush away a tear with her finger. 2) to study and think

about something, especially in order to decide what to do, *e.g.* Jake looked at his notes as he walked across the courtroom.

**to look down on/upon** to have or show low opinion, *e.g.* The school looks down on such behaviour.

**to look on** to watch instead of doing something, *e.g.* Two men stole the jewels while a large crowd looked on.

**to look out** to take care, *e.g.* You'll catch cold if you don't look out.

**to look up** (*informal*) to find and visit someone, *e.g.* If I'm ever here on business again I'll look you up.

**to look up to** to respect someone, *e.g.* Every child needs someone to look up to and copy.

## READING COMPREHENSION EXERCISES

**1. a) Consult a dictionary and transcribe the following words from the text. Practice their pronunciation paying attention to stresses:**

Arkansas, assailant, eventually, courthouse, grand, guaranteed, Klansmen, evidence, murdered, object, violence, courtroom, sheriff, sustain, detail, arguments, record, lifetime, ten-year-old, defendant, breathing, clerk, insanity.

**b) Listen to your partners' reading of the above exercise. Correct their mistakes.**

**2. Read out the following word combinations paying attention to the phonetic phenomena of connected speech (assimilation, the linking "r", the sonorant between two vowels, lateral and nasal plosions, the loss of plosion):**

he didn't have the right stuff for a pro career, after graduating from law school, specializing in criminal defense and personal injury litigation, the harrowing testimony of a twelve-year-old rape victim, what would have happened, that might have put an end, Carl Lee Hailey, to stand trial for murder, would die on the electric chair, looked out through darkened windows, thanking the jurors for being there, take the law into their own hands, especially the more unpleasant details, with the jurors in their seats, paused for a drink of water, Wanda Wornack brush away a tear with her finger.

**3. Single out the communicative centres and make them prominent by tone and stress in the following sentences:**

1. The jurors looked out through darkened windows to see how many blacks and how many Klansmen were waiting – and how many National Guard soldiers.



2. Again, Buckley talked too long and asked too many questions.
3. With murder, the victim is gone, and not forced to deal with what happened to her. The family must deal with it, but not the victim.
4. The victim has a lifetime of trying to understand, of asking questions, and knowing the rapist may someday escape or be freed.
5. She relives it, step by step, minute by minute, and it hurts just as badly.
6. “On each of the charges against him, we the jury find the defendant not guilty, by reason of insanity”.

**4. Complete the following sentences:**

1. The grand jury decided that Jack was to... . 2. Now Ann can forget about Dutch treat, she goes out with a boy who always... . 3. Your game plan is really bad. Your arguments... . 4. They put John in jail. Can you... for him, he can't spend a night there. 5. They needed witnesses who... . 6. What a shame! You... while your little brother was being beaten. 7. The police were investigating the crime scene and asked everybody... . 8. She hates tight skirts and always chooses dresses... . 9. Do you really want to build a huge 5D cinema house on the place of...? 10. When it came to fun, Alice ... alone. 11. I don't like a team work with Peter. He is authoritative and never... . 12. You can trust him. His advice is sound and... .

**5. Combine the following sentences into one summing up the idea:**

*Model: At first Beth called her friends and told them how rude Michael was. Then she rang her sister, cousin and mom and lamented over Michael's impudence and callousness.*

*To cut a long story short, she complained everybody of Michael's rude manners and impudence.*

1. Firstly, he forgot about her Christmas present. Secondly, he laughed at her gentle hints what she dreamed to be presented with. 2. You can't rely on him or trust. He can let you down. 3. He possesses luxurious five-star hotels, drives a plane and has cool wheels. His mom is the owner of all restaurants in our parts and his dad has the Oil Enterprise's control packet of shares. 4. Helen wants to be fit. She goes jogging in the park every morning, has healthy breakfast, lunch and dinner, does yoga thrice a week and conditions to the cold. 5. At first, his dog made a big puddle on my new carpet. Later I found out it had chewed my favourite rabbit slippers.

**6. Paraphrase the following sentences. Use the speech patterns:**

1. Young Swain sneaked into the Gallery one afternoon and blushed to the top of his ears when he saw “Trees Dressed in White”, a loud, raucous splash on the wall. 2. Beth got tired of Mary who was a real chatterbox. 3. We had to hurry up as it was getting dark.

4. Suddenly she became off colour and fainted. 5. Despite every effort, the boy was wasting away. 6. When she found her house burgled she flew into a rage. 7. First of all, the old lady filed a complaint that her neighbour's child stole peaches in her garden. 8. He was to be tried in a court of law for the crime he hadn't committed. 9. I admit my mistakes – nobody can take the law into their own hands. 10. He decided not to interfere, no matter what could happen. 11. You should know the truth – he is hard to please. 12. Jack happened to witness the hijacking of his neighbour's Cadillac. 13. I don't want to be strict but his behavior leaves much to be desired. 14. Don't approach, it can be dangerous.

**7. Make up two sentences of your own on each pattern. Share your ideas with your partner.**

**8. Translate the following sentences into English using the speech patterns:**

1. Вона почала з того, що подала скаргу на свого сусіда. 2. Карл Лі мав постати перед судом за подвійне вбивство. 3. Не підходь! Ведмідь може бути десь поряд. 4. Вона втомилася від постійних обвинувачень у шахрайстві. 5. Він мріяв розбагатіти і купити будинок біля моря. 6. Коротше кажучи, вона заплатила за нього заставу і вони одружилися. 7. Повідомили, що поліція шукає свідків пограбування на Стар-Авеню. 8. Ми всі були раді, не говорячи вже про маму: вона сказала, що це найщасливіший день у її житті. 9. Він вирішив викупити занедбаний завод і на його місці побудувати новий розважальний центр. 10. Правду кажучи, твій план здавався геніальним з самого початку, проте невідомо, чому він не спрацював. 11. Він завжди усвідомлює власні промахи і намагається їх усунути. 12. Спочатку вона почервоніла, потім зблідла і ледве не втратила свідомість. 13. Він дав собі обіцянку, коли виросте, забрати сестру з притулку. 14. Поради Майкла високо цінуються колегами по роботі.

**9. Complete the following sentences with the phrases and word combinations from the text:**

1. Carl Lee was... . 2. The jury's decision was unanimous – the defendant... . 3. Carl Lee was found... . 4. The judge ... as it wasn't pertinent to the case. 5. I hate when you tell stories – you are so meticulous and... . 6. The lawyer's ... made some jurors cry. 7. As the jury's verdict was "Not guilty" the judge... . 8. John never filed complains, he... . 9. Nobody wanted to employ Michael as he was... . 10. Before Carl Lee Hailey could go on trial, he had to go in front of... . 11. You know nothing about him. How can you... ? 12. She seemed to be emotionless, just... . 13. Mr. Black and other jurors were... . 14. The accused was ... before the trial.

**10. Make up two or three sentences of your own on each phrase and word combination from the text.**

### 11. Finish the dialogue using the phrases and word combinations from the text:

a) *Carla, Jake's wife*: What're you smiling about?

*Jake*: Nothing.

*Carla, Jake's wife*: Sure. You're thinking about the trial, and the cameras, and the reporters, and walking out of the courthouse with Carl Lee a free man, reporters chasing you with the TV cameras, everyone congratulating you. I know exactly what you're thinking about.

*Jake*: ...

b) *Lucien, Jake's colleague*: You're in trouble, my boy – but you're still lucky to have the case.

*Jake*: You really think so?

*Lucien, Jake's colleague*: I'm serious. It's a lawyer's dream. Win it and you're famous. It could make you rich.

*Jake*: ...

c) *Dr. Bass, a retired psychiatrist*: What do you want me to do?

*Lucien, Jake's colleague*: Just say Carl Lee was insane.

*Dr. Bass, a retired psychiatrist*: Was he?

*Lucien, Jake's colleague*: That's not important.

*Dr. Bass, a retired psychiatrist*: What is important?

*Lucien, Jake's colleague*: To give the jury a reason to say Carl Lee was not guilty! ...

### 13. Translate the following sentences into English using the phrases and word combinations from the text:

1. Його неможливо притягнути до суду за вбивство, через те, що експертиза визнала його психічно неосудним. 2. Пітера затримали, проте його звільнили на другий день після того, як адвокат вніс заставу. 3. Після тривалих дискусій велика колегія присяжних нарешті винесла рішення. 4. Суддя відхилив протест і продовжив допит свідка обвинувачення. 5. Наприкінці місяця він постане перед судом за звинуваченням у хабарництві. 6. Роботодавцям не був потрібен працівник з кримінальним минулим, тому Джек ніяк не міг влаштуватися на роботу. 7. Захисник спланував коротку вступну промову, в якій, не вдаючись до деталей, мав намір донести до присяжних ту роль, яку у цій справі зіграв його підзахисний. 8. Ніхто не має права власноруч чинити правосуддя. 9. Вона квалливо та непомітно змахнула нестримну сльозинку. 10. Твої звинувачення Майкла у протизаконних діях мають бути аргументованими. 11. Присяжні одностайно визнали Джона невинним за всіма пунктами звинувачення, що були висунуті проти нього. 12. Після перерви було вирішено запросити останнього свідка звинувачення. 13. Суд розпочав слухання справи після того, як присяжні зайняли свої місця. 14. Після того, як обвинувачення

надало неспростовні медичні докази, стало зрозуміло, що це було не вбивство, а самогубство. 15. Заключна промова прокурора була досить переконливою для присяжних, щоб його визнали винним у підпалі занедбаного заводу.

#### **14. Answer the questions and do the given assignments.**

a) 1. What was Carl Lee Hailey charged with? Was he really a lawless man? 2. What do you know about the Ku-Klux-Klan? 3. What was the difference between the prosecutor and the attorney for defence? What strategies did they choose to win the case? Who appealed to you more? Why? 4. Did Carl Lee Hailey take the law into his hands being insane? 5. Why wouldn't talking about rape be accepted as evidence during a murder trial? 6. What evidence was presented by Rufus Buckley in the court-room to prove that Carl Lee Hailey was guilty of murder? 7. Was the medical evidence of Jake Brigance, the attorney for defence, competent and irrefutable? Why could bringing-in of Dr. W.T. Bass as a witness be fatal for the defence? 8. How can you characterize the rapists of Tonya Hailey? Did they deserve death for what they'd done with the child? 9. What was the verdict of the jury? Do you consider it just? 10. What is the duty of the grand jury and what is the duty of the jury? What do you think is taken into consideration while choosing jury members?

b) 1. To what literary mode does this excerpt belong, *e. g.* the realistic novel, science fiction, fantasy, etc.? 2. Point out the sentences employed in the text to convey concise information compactly. 3. List the words from the passage which belong particularly to the vocabulary of a lawyer. 4. How would you describe the basic style of the passage, *e. g.* formal, colloquial, etc.? 5. Select some of the words or phrases which are slightly unexpected in the present context thus giving a personal character to the narration. 6. Point out details which add a dramatic flavour to the extract.

#### **15. Explain what is meant by:**

he talked like a priest in church; he clearly intended to enjoy every minute; Jake was winning the first argument without saying a word; he began with his biggest problem, Dr. W.T. Bass; with murder, the victim is gone; for the first time in two days he felt some hope; the jury find the defendant not guilty by reason of insanity.

#### **16. Give a summary of the text.**

**17. Retell the text a) close to the text; b) as if you were one of the characters present in the court-room.**

**18. Act out the situations given below. Use the phrases and word combinations from the text:**

1. Jake Brigance and his associate Ellenare discussing what strategy to choose to win the case of Carl Lee Hailey.

2. Jake Brigance is talking with his client Carl Lee Hailey who explains what has made him commit that double murder and asks to take up his case.

3. Rufus Buckley is being interviewed by a reporter and is boasting how easily he'll prove Carl Lee Hailey's guilt of the murder.

**19. Read the quotation of Robert Kennedy. Write an essay of 200-250 words for or against this statement:**

Whenever men take the law into their own hands, the loser is the law. And when the law loses, freedom languishes.

## VOCABULARY EXERCISES

**1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.**

**2. Study the essential vocabulary and fill in the omitted prepositions.**

1. He was accused ... mugging. 2. The judge ruled ... the objection of the prosecutor. 3. Why do always pick ... me for any wrongdoing? 4. Would you like to serve ... a jury? 5. You should perform your duties ... the law. 6. He was charged ... bigamy. 7. Don't even try to find fault ... me! 8. The defence counsel wanted to know when the case would come ... trial. 9. Jaywalking is the breakdown ... law. 10. He was found guilty ... robbing the bank. 11. The new laws ... speeding came into effect last month. 12. Why do you always object ... my game plans? 13. If you continue to evade paying taxes you'll be in trouble ... the law. 14. Juvenile delinquents were indicted ... vandalism and disorderly conduct. 15. They were ... trial for rape. 16. He was arrested ... anticorruption law. 17. The old lady was annoyed ... her crying grandchildren. 18. He was fired ... no fault of his own. 19. Anyway, he had the right to trial ... jury. 20. I think your actions are ... law. 21. She wanted to sleep and was annoyed ... the noise outdoors.

**3. Paraphrase the following sentences using the essential vocabulary:**

1. An offender was arrested by the flying squad. 2. She'll visit you as soon as she gets settled. 3. Can a repeater change and become a person who respects law? 4. The defence counsel assured John to admit his charge in the courtroom. 5. John laid the blame on his younger brother. 6. Will you agree to be part of a jury? 7. She hates those who think they are more important than other people. 8. He swore he'd seen the car accident with his own eyes. 9. In Ukraine, it's illegal to smoke in public places. 10. You'd better help me instead of watching and smiling. 11. John was judged in a court of law for shoplifting. 12. Mrs.

Greedy tried to find out who'd signed her husband's will. 13. I haven't done anything wrong, believe me. 14. He paid her a visit when he got into town. 15. The constant mess in the child's room made his mother angry.

#### 4. Choose the right word:

##### a) **guilt, fault, blame**

1. The young engineer had to take upon himself all the ... for the failure of the project. 2. What can I do to redeem my ...? 3. John's attempt to shift ... for his defeat on his companion met no response. 4. The evidence against him was so incontrovertible that the defendant had to admit his .... 5. His lie only aggravated his .... 6. I'm responsible for everything. The ... is mine. 7. The colonial system bears the ... for the present-day backwardness of many young African states. 8. It's your ... that we are late. 9. The fascists' ... against humanity shall never be forgotten. 10. The boy is punished for the slightest... . 11. It happened through no ... of my own. 12. With such strict parents it's no surprise that the boy has a ... complex. 13. Amy always found ... with everybody in her class. 14. The authorities laid the ... for the catastrophe upon the young scientists. 15. Are you going to deny your ...?

##### b) **annoy, bother, vex, irk, worry, harass, plague, pester**

1. His conduct ... me very much. 2. He ... me to death. 3. It ... him that he was forced to make one exception to this rule. 4. It's too bad ... others with your troubles. 5. John was ... at the girl's stupidity. 6. Why am I always ... with bad luck? 7. I was very much ... at missing the train. 8. It ... me that they did not answer the telephone. 9. My children future ... me greatly. 10. John ... his parents with questions. 11. Faulty translation ... the teacher. 12. The child's rude remarks ... his father. 13. The baby ... her sister by pulling her hair. 14. She's been ... the life out of me over the telephone. 15. Don't ... over trifles.

#### 5. Fill in the correct form of the phrasal verb:

1. He needed a model, someone to look... . 2. Look ... before crossing the street. 3. Cameron was looking ... and making no move to help 4. I hate his way of looking... on people. 5. She was absorbed in a book and didn't even look ... when I called her. 6. Ann was looking ... to meeting her old fellow-students whom she had not seen for many years. 7. 8. He wouldn't even look ... our offer. 9. Ella asked her mother to look... her home and children while she was going to Exeter to look ... a suitable job. 10. Look ... for the rain. 11. While you're in London, look ... our old teacher, he'll be pleased to see you. 12. I've been looking ... for a better job since Christmas. 13. Look ..., that step's not safe. 14. She looked ... Jim and thought he was not worthy of her daughter.

#### 6. a) Explain the difference between these pairs of adjectives:

important – self-important, assured – self-assured, confident – self-confident, assertive – self-assertive, absorbed – self-absorbed, adhesive – self-adhesive, balanced – self-balanced, coloured – self-coloured, made – self-made.

**b) Give your own examples of words with the *self-* element. Use them in the sentences of your own.**

### **7. Say what you would do if:**

1. You were a lawyer and considered the last question to your witness to be irrelevant and inadmissible. 2. You were invited to be part of a jury. 3. Your friend's awful playing the violin made you suffer from headaches. 4. Your neighbour accused you of trespassing. 5. You thought somebody's actions are illegal. 6. You disapproved your friend's egotistic behavior. 7. You asked your friend to take care. 8. You had seen some crime with your own eyes. 9. You were against your friend's game plan. 10. Your colleague picked on you for losing the bidding.

### **8. Give the English equivalents for the following phrases:**

неписаний закон, футбольні правила, закони природи, вивчати право, схопити порушника на гарячому, порушення закону, порушувати закон, мати проблеми з законом, законослухняний громадянин, гарний юрист, бути юристом, бути протизаконним, дотримуватися закону, за законом, закон джунглів, закон підлоти, міжнародне право, суд Лінча;

почуватися винним, винувата посмішка, нечиста совість, визнати когось винним, прискіпуватися до когось, визнати власну вину, статися не з власної вини, комплекс вини, винний у скоєнні злочину, чужа провина;

заперечувати із принципу, протестувати проти несправедливості, протівитися новим податкам, не бути проти, мета візиту, предмет вивчення, протест адвоката, НЛО, несхвалення поведінки дитини, підтримати протест, відхилити протест, об'єктивна оцінка події;

неупереджені присяжні, кімната засідань присяжних, лава присяжних, велика колегія присяжних, виконувати обов'язки присяжного, суд присяжних, члени журі, старшина присяжних, список присяжних;

висувати офіційне обвинувачення, обвинувачувати когось у вчиненні злочину, повідомляти обвинуваченого (про характер і зміст обвинувачення), обвинуватити когось у недбальстві, віддавати під суд (на підставі обвинувального акту), обвинуватити ув'язненого у спробі пограбування, обвинувачений у хуліганстві;

справедливий суд, суд над державними злочинцями, притягати до суду, бути під судом, дійти до суду (про справу), проходити клінічні випробування, взяти на випробний строк (робітника), піддавати серйозному випробуванню, що проходить випробний строк, взятий на пробу (про предмети), справжня кара (про дитину);

головний свідок, очевидець, свідок обвинувачення, свідок, що заслуговує на довіру, лжесвідок, свідок аварії, програма захисту свідків, свідок підписання заповіту, свідчити у суді, свідчити проти самого себе, викликати як свідка, засвідчити чийсь підпис, місце (трибуна) для свідків, бути понятим під час обшуку, бути присутнім в якості свідка під час арешту, бути присутнім в якості свідка під час встановлення особи (або упізнання злочинця з шеренги пред'явлених осіб);

надокучати комусь телефонними дзвінками, бути роздратованим через чийсь байдужість, турбуватися про дітей, дошкуляти питаннями, відволікати (турбувати) розмовами, дратуючий голос, надокучлива людина;

говорити з зарозумілістю, вважати когось зарозумілим, поводитися зарозуміло, зарозумілий погляд;

обережно (стережися!), з нетерпінням чекати на відпуску, шукати роботу, приглядати за дітьми, перевірити записи, поглянути на картину, зневажати простих людей, спостерігати за бійкою, відвідувати друзів, поважати батьків, озиратися довкола кімнати.

## **9. Review the essential vocabulary and translate the following sentences into English:**

1. Через три дні спливав випробний термін, і Джейн мала стати повноправним співробітником. Вона так чекала цього дня! 2. Ти звинувачуєш мене у тому, що я запізнилась, але саме ти призначила цей час. Моєї провини тут немає. 3. Людина, що порушує закон, є правопорушником. 4. Хто бачив, як він підписував ці документи? 5. За законом підлоти, вона завжди потрапляла у халепу, коли поспішала на роботу у розкішному вбранні. 6. Він пообіцяв відвідати родичів, коли знов трапиться нагода побувати у Лондоні у справах. 7. Всі вважали Пітера зарозумілим та пихатим базікалом, який тільки і вмів плескати язиком, звисока дивлячись на інших. 8. Дівчина була роздратована бездіяльністю поліції і вирішила розправитися з кривдником самотужки. 9. Здається, ти заперечуєш із принципу, а в глибині душі віриш у НЛО. 10. Пані Джаст погодилася виконувати обов'язки присяжного, оскільки вона була законослухняною громадянкою, яка завжди дотримувалася закону. 11. Надвечір увесь будинок пліткував, що Пані Магда була понятою під час обшуку квартири Пана Краммера. 12. Джон визнав себе винним у залі суду, як йому і радив досвідчений захисник. 13. Говорили, що Джек був справжньою карою для своїх батьків, оскільки не поважав старших та зверхньо дивився на однолітків. 14. Присяжні визнали його винним у пограбуванні магазину та нападі на охорону. 15. Він мав право на суд присяжних, оскільки вчинив серйозний злочин. 16. Через твоє



постійне прискіпування, у мене сформувався комплекс провини. 17. Школярі спостерігали за бійкою однокласників і записували все на телефон. 18. Велика колегія присяжних винесла одностайне рішення, і справа була передана до суду. 19. Під час судового засідання звинувачений не зводив очей з підлоги та постійно шарівся. 20. Через щоденні сварки з дружиною він вирішив шукати роботу в іншому місті. 21. Адвокат переглянув записи і задав останнє питання свідку звинувачення. 22. Припини надокучати йому телефонними дзвінками! Ти не даєш йому працювати. 23. Мері боялася помсти злочинця, адже саме вона вказала на нього під час упізнання. 24. Обережно! Перед нами машина повертає праворуч. 25. Після двотижневого випробного терміну я вирішила повернути комп'ютер до магазину. 26. Нарешті поліції вдалося схопити злочинця на гарячому. 27. Чи існує в Україні програма захисту свідків? 28. Вікна готелю виходили на море, що привабливо синіло вдалечині. 29. Джон ніколи не мав ніяких проблем із законом, тому звинувачення у контрабанді наркотиків стало для нього справжнім потрясінням. 30. Пройшовши десятки співбесід, Лінда шукала роботу вже цілий місяць, проте так і не знайшла нічого підходящого.

**10. a) Give the Ukrainian equivalents for the following:**

A fault confessed is half redressed.

Necessity needs no law.

A guilty conscience is a self-accuser.

**c) Write a story of 250-300 words illustrating one of these proverbs.**

***Part I. Courts and Trials in the USA***



**Topical Vocabulary**

**1. Courts:** trial courts, common pleas courts, municipal and county courts, mayors' courts, courts of claims, courts of appeals, the State Supreme Court, the Court of Small Claims, the Traffic Court.

The Federal courts, district courts, the US Supreme Court, juvenile court, the US Tax Court, the US Court of Claims, the US Court of Customs, the Court of Patent Appeals.

**2. Cases:** lawsuit, civil cases, criminal cases, framed-up cases.

**3. Offences:** felony, misdemeanour, murder, manslaughter, homicide, rape, assault, arson, robbery, burglary, theft / larceny, kidnapping, embezzlement, bribery, forgery, fraud, swindling, perjury, slander, blackmail, abuse of power, disorderly conduct, speeding, petty offence, house-breaking, shoplifting, mugging, contempt of court, subpoena.

**4. Participants of the legal procedure:** 1) parties to a lawsuit: claimant / plaintiff (in a civil case); defendant, offender (first / repeat); attorney for the plaintiff (in a civil case); prosecutor (criminal); attorney for defence; 2) jury, Grand jury, to serve on a jury, to swear the jury, to convene; 3) witness— a credible witness; 4) a probation officer; 5) bailiff.

**5. Legal procedure:** to file a complaint / a countercomplaint, to answer / challenge the complaint; to notify the defendant of the lawsuit; to issue smb a summons; to issue a warrant of arrest (a search warrant); to indict smb for felony; to bring lawsuit; to take legal actions; to bring the case to court; to bring criminal prosecution; to make an opening statement; the prosecution; the defence; to examine a witness – direct examination, cross-examination; to present evidence – (direct, circumstantial, relevant, material, incompetent, irrelevant, admissible, inadmissible, corroborative, irrefutable, presumptive, documentary); to register (to rule out, to sustain) an objection; circumstances (aggravating, circumstantial, extenuating); to detain a person, detention; to go before the court.

**6. Penalties or sentences:** bail, to release smb on bail; to bring in (to return, to give) a verdict of guilty / not guilty; a jail sentence; to send smb to the penitentiary / jail; to impose a sentence on smb; to serve a sentence; a penitentiary term – a term of imprisonment (life, from a few months to 25 years imprisonment); hard labour, manual labour; probation, to be on probation, to place an offender on probation, to grant probation / parole; parole, to release smb on parole, to be eligible for parole.

**7. A court room:** the judge's bench, the jury box; the dock, the witness' stand / box; the public gallery.

## The US Court System

A court is an agency of government that provides authoritative decisions in legal disputes brought to it for resolution. Courts are required not merely to decide disputes, but to decide them fairly, in accordance with the law – hence the phrase 'courts of justice'.

Courts fulfill three important functions:

- a. they resolve disputes which, while often routine, are crucial to those involved;
- b. they provide protection from illegal actions of government and individuals;
- c. and sometimes they resolve disputes of great political and social significance.

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal and impartial for everyone.



In the United States each state is served by the separate court systems – state and federal. Both systems are organized into three basic levels of courts — trial courts, intermediate courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law. The state court system includes trial courts, courts of appeal, the State Supreme Court and several special courts.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there. Civil and criminal cases are heard by twelve members of the jury and a judge, the trial is held. The trial courts in each state include common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction — almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies. In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody. The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious or minor, the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied. The State Supreme Court of each state is primarily a court of appeal, as there appealed cases of possible reversal are heard, and the court of last resort. There is no jury and no trial is held. The State Supreme Court has the power to declare State laws and interpret State Constitutional laws.

The legal state system also includes some special courts, such as: the Court of Small Claims which deals with small property damage, and the Traffic Court.

The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts, which are 94 in number. They also include criminal and civil jurisdiction. The criminal jurisdiction deals with felonies which are committed across the state borders, such as arm trafficking, drug smuggling. The civil jurisdiction has probate, domestic and juvenile divisions. District courts settle routine cases where there are no Constitutional cases at stake. The civil or criminal cases are heard by one judge and twelve members of the jury.

The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court. A very good example of such type of courts was the Federal Circuit Court of Appeal existed till 1948. Now there are 13 courts of appeal. They review appeals from district courts. The appealed cases are heard by a group of 3 judges, a so-called 'three-judge panel', there is no jury and the trial is not held.

The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate. The duty of the Supreme Court is to decide whether laws passed by Congress agree with the Constitution. The great legal issues facing the Supreme Court at present are Government involvement with religion, abortion and privacy rights, race and sex discrimination. There is no jury and no trial is held, the decision is final.

The federal court system also includes some special courts, such as the US Tax Court, the US Court of Claims, the US Court of Customs and the Court of Patent Appeals. They handle cases which are difficult for judge to understand unless he devoted his whole time to this one type of problem. The special courts are on the borderline between strictly 'judicial courts' and the administrative agencies with practically judicial powers, through which the government regulates certain kinds of business.

**1. As you read the text a) look for the answers to these questions:**

1. What is the dual court system existing in the USA? 2. Is the federal court structure similar to the structure of the state court system? 3. Why does the US court system include both state and federal courts? 4. What three levels of courts does the US court system consist of? 5. What is the jurisdiction of trial court? Name them in both structures. 6. What

do you know about the jurisdiction and structure of common pleas court? 7. What kind of civil and criminal matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters. 8. Where are the cases appealed from trial courts reviewed? 9. What are the duty and the structure of the US Supreme Court? 10. Name the special courts in the federal and state court systems and explain why they are created in the USA. Can the special courts be called judicial courts? Why?

**b) Summarize the text in 4 paragraphs specifying the following: 1) the dual system of the US courts; 2) trial courts – courts of general jurisdiction; 3) the US Supreme Court – the court of last resort judging the most explosive issues in American life; 4) special courts – the courts hearing special cases.**

**c) Draw a structural scheme of the US Court System. Compare your scheme with your partner's.**

**2. Study the following text. a) Explain the meaning of the underlined phrases.**

### The US Supreme Court



The judiciary is a court system that exists throughout the country; however, final judicial power is vested in the Supreme Court. Congress divided the nation into the districts and created federal courts for each district. The judicial branch evolved with the present structure: the Supreme Court, 11 courts of appeals, 94 district courts, and 3 courts of special jurisdiction. also established by the Constitution, and 8 Associate Justices.

Congress today retains power to create and abolish federal courts, as well as determining the number of judges in the federal judiciary system. However, it cannot abolish the Supreme Court, it's the highest US court and the only one created by the Constitution. It is made up of the Chief Justice of the United States, whose office is

A Supreme Court decision cannot be appealed in any other court. Congress has the power to fix the number of judges sitting in this court and, within limits, decides what cases it may hear. However, Congress cannot change the power given to the Supreme Court by the Constitution itself.

The Supreme Court has original jurisdiction in only two kinds of cases, those involving foreign dignitaries and those in which a state is a party. That is, its judicial power extends to cases arising from the Constitution, US laws and treaties, admiralty and maritime cases, cases affecting ambassadors / ministers of foreign countries, consuls who live in the US, cases where the US government is a party, and controversies between states and their citizens (or foreign nations and their citizens / subjects). The 11<sup>th</sup> Amendment removed from federal jurisdiction those cases in which one state’s citizens were plaintiffs and another state’s government was the defendant. Federal jurisdiction cases do not involve state government as plaintiff against another state’s citizen as a defendant. All other cases only reach the Supreme Court on appeal from the lower courts. The Supreme Court is in Washington, D.C. Nine justices sit and listen to important cases; one of the nine justices is called the Chief Justice. The Court usually hears about 150 of the several thousand cases which pile up annually. A significant amount of the Supreme Court’s work consists in determining whether legislation or executive acts conform to the Constitution. Court decisions need not be unanimous, a simple majority can prevail, provided at least six justices (the legal quorum) participate in the decision. In split decisions the Court usually issues a majority and a minority (or dissenting) opinion, both of which may form the basis for a future decision by the courts. The Constitution is silent on the qualifications for judges. A judge is not required to be a lawyer, although in fact federal judges and Supreme Court judges have been members of the bar.

**b) Fill in the table and discuss the results in the group.**

US Supreme Court Structure	Cases tried by US Supreme Court	Legal procedure	Judge’s qualification

**c) Act out the situations given below. Use the underlined phrases and word combinations from the text:**

1. A law student is interviewing a US Supreme Court judge to prepare a report on the specifics of the US Supreme Court. The US Supreme Court judge is telling about the structure and functions of the US Supreme Court, explaining his duty as one of the “nine old men”.

2. A US Supreme Court judge explains his grandson who is annoyed at his granddad’s being busy all the time what his job is. The grandson wonders if it’s not boring to resolve the similar cases, if his granddad has ever been a chief justice and when his granddad is going to retire and spend more time with him.

3. Two law students are disputing if it is better to be a judge of a trial court or to be a US Supreme Court judge. One student dislikes the idea of being a US Supreme Court judge considering this work monotonous and red-tape while a trial court judge hears different cases, helps many people and his job is more rewarding and useful for the society. The other student disagrees. He is sure that being a US Supreme Court judge is cool and every ambitious law student dreams to be one of the “nine old men”. Besides, being a US Supreme Court judge guarantees a lifelong employment.

### **3. Read the text below.**

**Choose from (1-12) the one which best fits each space. There are two choices you do not need to use. Check your choice in the group.**

### **Trial Procedure**

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing... . A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons who have been arrested and referred to the grand jury. After an accused is indicted, he is brought into court and is told about the nature of the charge against him and asked to plead. He can plead guilty, which is the admission ... and can be sentenced without a trial. He can plead not guilty and be tried. As a general rule the parties to civil suits and defendants in criminal cases are entitled... . A jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is trial to the judge alone, greater criminal cases are tried to a three-judge panel.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case. The attorney for the defence ..., examines his witnesses and cross-examines the witnesses for the prosecution. The law of witness is very strict. Every witness must, before going into the witness box, swear an oath with his/her hand on the Bible, “to tell the truth, the whole

truth, and nothing but the truth". A witness may tell only what he/she himself/herself knows to be true; hearsay evidence is not allowed. Both, the prosecution and the defence, try to convince the jury. When all the evidence is in, the attorneys make their closing arguments to the jury... Both attorneys try to show the evidence in the most favourable light for their sides. But if one of them uses improper material in his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard... .

After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. The duty of the jury is to hear the evidence, ..., the remarks of the judge, and reach a unanimous decision as to whether the accused is guilty or innocent. In criminal cases the verdict is valid only... . If not, the jury is dismissed and a new jury is made up. That procedure may be repeated several times until the jury comes to the unanimous decision. In civil cases atleast three-fourths of the jurors must agree on the verdict. The next stage is for the judge to decide, ..., what sentence to impose on the convict. Fines, community services (such as probation) or custody may be imposed on a convicted person. If the law was not correctly interpreted and applied or if the accused does not agree with the verdict, he has the right... . There is also a sentence of life imprisonment for murder. In some states of the USA the death penalty was abolished, but in some states it is still used.

1. to appeal to the US Supreme Court
2. to appeal to a higher court
3. what was said or may be sustained
4. either an arrest warrant or a summons
5. if the decision of the jurors is unanimous
6. that his case will be brought to court
7. the speeches of prosecuting and defending counsels
8. in case of a verdict of guilty
9. to trial by jury of 12 jurors
10. that he's committed the crime
11. pleads the case of the accused
12. with the prosecutor going first

**b) Read the text again. The information below is wrong, the facts are distorted. Correct the sentences.**

1. A criminal case begins when a person gets a subpoena. 2. After the accused is indicted, he is brought into court and the judge imposes the punishment on him/her. 3. If the accused doesn't plead guilty, he/she is immediately set free. 4. It is obligatory for the jury to be present in the court. 5. The usual number of jurors is three and they are called a three-juror panel. 6. It doesn't matter what party makes the opening statement. 7. Witnesses have the right to tell everything they've known and heard about the case. 8.



Before being examined the witnesses swear an oath on the Bill of Rights. 9. The duty of the jury is to impose a sentence, and the judge guarantees it to be fair.

**c) Name the participants of the legal procedure and describe their duties and obligations. Say what participants of the legal procedure are not mentioned in the text “Trial procedure” and what they do in the courtroom.**

**d) Determine the main stages of the trial procedure in the USA. The example is given below.**

*The outline of the US trial procedure*

*1. Filing a complaint.*

**e) Tell your partner about the trial procedure in the USA. Use the outline you’ve made before.**

**4. If a person commits a crime, certain actions are taken. Read these actions and put them in the correct order.**

accused  
arrested  
charged  
convicted  
interrogated  
paroled  
sent to prison  
suspected  
tried

**5. Complete sentences matching the beginning (1-9) with the ending (a-i).**

1. They accused me	a) for shoplifting.
2. Our next-door neighbour was arrested	b) she’s guilty
3. Three people have been charged	c) someone to steal something from a shop.
4. She denied	d) of someone shoplifting.
5. I doubt whether	e) stealing the clothes.
6. I caught a glimpse	f) to steal something from the shop.
7. My friends made me	g) steal something from the shop.
8. She says she was made	h) with theft.
9. It is illegal for	i) of shoplifting.

**6. Each of the words in bold is in the wrong sentence. Write the correct word.**

1. A fair exchange is no **murders**. 2. The police hoped to catch **imprisonment** the red-handed. 3. At attempt was made to discover whether a person who was thought to have committed those **offenders** actually did so or not. 4. In London the most important and

largest **crimes** courts are the Royal Courts of Justice. 5. Nobody can be **officer** until it has been proved that he's committed a crime. 6. First **prisoners** are usually treated with sympathy. 7. The prisoner was accused of robbing a bank and **punished** of the night watchman who tried to stop him. 8. Of the twelve members of the **robbery**, three were women. 9. The jury were about to retire to consider their verdict when the **wounding** shot the prisoner. 10. Many **law** are the result of jealousy or passion. 11. Jack was to serve life **police**. 12. The **plaintiff** department can help people with many kinds of problems. 13. The attorney for **witness** advised to file a countercomplaint. 14. When you report an incident to the police, the **suspect** will ask you to describe carefully the person or people you saw. 15. Although a full-scale police alert was called only minutes after the escape, the **jury** appeared to have got away successfully.

**7. Complete the sentences using the necessary prepositions.**

1. He went ... trial ... fraud. 2. He was charged ... fraud. 3. He was jailed ... six years. 4. He was found guilty ... fraud. 5. He was sentenced ... a six-year jail term. 6. He was arrested ... suspicion of falsifying documents. 7. She appealed ... the sentence. 8. She pleaded not guilty ... arson. 9. She was accused ... setting fire to the school. 10. She was convicted ... arson. 11. She was cleared ... the offence. 12. She was put ... trial. 13. They were indicted ... double murder. 14. The attorney for plaintiff stood bail ... his client. 15. Mr. Hope was initially convicted but then he was acquitted ... appeal.

**8. Put each of the following words from the box into its correct place in the passage below. Each word may be used only once.**

a)

loophole	lawyers	ideology	law
judgment	Judiciary	judges	bench
evaluation	candidate	competence	behest
qualifications	political	evaluating	scale
temperament	overwhelming	mask	qualified

**The American Bar Association**

The American Bar Association (ABA), the largest organization of ... in the United States, has been involved in screening candidates for the federal ... since 1946. Its role is defined by custom, not... . At the president's ..., the ABA's Standing Committee on the

Federal ... routinely rates prospective appointees, using a four-value ... ranging from “exceptionally well qualified” to “not ...”.

To gather information about ..., the committee, in confidence, interviews lawyers and ... who know and are capable of ... the candidate. The committee’s recommendation is supposed to address the candidate’s “professional ...”, which are defined as “..., integrity, and judicial temperament.” A candidate’s politics and ... should have no bearing on the committee’s task. There used to be a ...: “Extreme views” that affected the candidate’s ... and integrity were considered relevant to the committee’s... .

Presidents do not always agree with the committee’s ..., in part because its objections can still ... disagreements with a candidate’s ... views. Occasionally, a candidate deemed “not qualified” is nominated and even appointed, but the ... majority of appointees to the federal bench since 1946 have had the ABA’s blessing.

**b)**

litigation	counsel	fraction	debate
attorneys	negotiate	draft	associate
wear-and-tear	compose	prove	file
withstand	tidying	clients	janitors
architects	litigate	hear	venture

### What US Lawyers Do

Lawyers perform four major functions.

First, lawyers... . This means that lawyers offer advice, even if it is advice their clients would prefer not to... . Of course, lawyers regularly counsel ... during negotiation and... . And clients regularly seek lawyers’ counsel prior to either negotiation or litigation.

Second, lawyers... . This means that they mediate between competing interests aiming for results that will ... advantageous to their clients and, if possible, their opponents. Since the vast majority of cases settle out of court, ... necessarily spend a significant portion of their time negotiating.

Third, lawyers ... documents. This is probably their most intellectually challenging function since the objective is to ... documents (like a contract or a will) that will secure an understanding and ... possible challenges.

Fourth, they... . This is the skill most people ... with lawyers. Ironically, only a small ... of all lawyers devote much time to courtroom activities. In fact, the majority of attorneys never ... into a courthouse except to ... legal papers with a clerk.

In the endless ... over the role of lawyers in the society, some scholars claim that lawyers are social ..., trained to design their vision of a better society. An alternative view

proposes that we regard lawyers “not as the architects of society but its... .” After all, lawyers spend a great deal of their time ... up and repairing the ... that society creates.

**9. Match the criminal (1–12) with the definition (a–l).**

- |                       |   |
|-----------------------|---|
| 1. an arsonist        | a) tries to enforce his political demands by carrying out or threatening acts of violence |
| 2. an assassin        | b) pretends or claims to be what he is not  |
| 3. a deserter         | c) makes money by dishonest business methods, e.g. by selling worthless goods             |
| 4. an embezzler       | d) steals from his own company  |
| 5. a forger           | e) attacks and robs people especially in public places                                    |
| 6. a fraud or con man | f) sets fire to property  |
| 7. a hooligan         | g) kills for political reasons or reward  |
| 8. a mugger           | h) brings goods into one country from another illegally                                   |
| 9. a poacher          | i) hunts illegally on somebody else’s land  |
| 10. a racketeer       | j) makes false money or documents   |
| 11. a smuggler        | k) a soldier who leaves the armed forces without permission                               |
| 12. a terrorist       | l) causes damage or disturbance in public places  |

**10. Complete the table giving below.**

<b>Crime</b>	<b>Criminal</b>	<b>Verb</b>	<b>Definition of the crime</b>
terrorism			
blackmail			
drug-trafficking			
forgery			
assault			
mugging			
theft			
bribery			

burglary			
murder			

**11. Explain the difference between the following words:**

murder – manslaughter – assassination – suicide – justifiable homicide; burglary – house-breaking – shoplifting – theft – robbery – pickpocketing; fraud – forgery – swindling.

**12. Choose the right answer.**

- a) 1. The ... sentenced the accused to 15 years in prison.  
a) barrister                      b) counsel                      c) judge                      d) solicitor
2. If you can't resolve the dispute, it will have to be settled by...  
a) arbitration                      b) court                      c) election                      d) referee
3. His comments ... little or no relation to the facts of the case.  
a) bear                      b) give                      c) possess                      d) reflect
4. They all thought he was guilty, but no one could ... anything against him.  
a) accuse                      b) ensure                      c) point                      d) prove
5. It has been decided to hold a Public ... into the case of the accident.  
a) Autopsy                      b) Examination                      c) Inquiry                      d) Interrogation
6. To protect victims of blackmail their names are often ... in court.  
a) covered                      b) erased                      c) hidden                      d) not given
7. The youth involved in the disturbance at the demonstration made a(n) ... to the police.  
a) account                      b) notice                      c) statement                      d) summary
8. The community was angered by the ... punishment given to their friend.  
a) august                      b) austere                      c) severe                      d) vigorous
9. I should like to call two ... who can testify on my client's behalf.  
a) witnesses                      b) onlookers                      c) passers-by                      d) spectators
10. You are surely not suggesting that these ... young children could have planned such an evil deed.  
a) innocent                      b) lovely                      c) natural                      d) pure
11. The case against Mary Wrongdoer was ... for lack of evidence.  
a) discarded                      b) dismissed                      c) refused                      d) resigned
12. The new law comes into ... on May 15.  
a) condition                      b) date                      c) force                      d) power

13. The ... question in this case is whether the accused had a motive for this crime or not.

- a) crucial                      b) forcible                      c) supreme                      d) valuable

14. The driver admitted that the accident was partly his own... .

- a) blame                      b) cause                      c) evil                      d) fault

15. In fact, the murderer was ... from the country before extradition proceedings could be started.

- a) barred                      b) deported                      c) exported                      d) interned

b) 1. The suspect man has a ... on his right cheek.

- a) point                      b) scar                      c) sign                      d) trace

2. It is a criminal offence to ... the facts.

- a) express                      b) oppress                      c) repress                      d) suppress

3. Mr. Topsy was ... twenty pounds for drinking and driving.

- a) charged                      b) penalized                      c) ordered                      d) fined

4. At the end of the trial he was ... of murder.

- a) condemned                      b) convicted                      c) convinced                      d) penalised

5. In the legal profession, men ... women by five to one.

- a) outclass                      b) outnumber                      c) overcome                      d) supersede

6. As it was her first offence, the judge gave her a ... sentence.

- a) kind                      b) lenient                      c) severe                      d) tolerant

7. The judge will hear the next ... after lunch.

- a) case                      b) charge                      c) lawsuit                      d) trial

8. The suspect ... that he had assaulted a policeman.

- a) contradicted                      b) declined                      c) denied                      d) refused

9. I wish you'd let me speak for myself and not ... the words out of my mouth.

- a) grab                      b) pull                      c) snatch                      d) take

10. The suspect is ... to have been in the neighbourhood at the time of the crime.

- a) accused                      b) affirmed                      c) alleged                      d) announced

### **13. Paraphrase the following sentences using the Topical Vocabulary "Courts and Trials in the USA":**

1. John decided to sue Mary for setting fire to his house. 2. In the USA the court of last resort faces great legal issues: Government involvement with religion, abortion and privacy rights, race and sex discrimination. 3. When the trial started, the defence counsel delivered his speech reminding several times that it hadn't been his client's idea to shoplift. 4. You can trust this witness' words. 5. If you don't want to spend this night in the cell, you should pay 500\$. 6. As it was Mike's first offence he had the right to be released on

parole. 7. Courts of first instances bear the main burden in the administration of justice. 8. Ann was asked to come to the courtroom 5 and tell what she knew about the robbery. 9. The jury found the prisoner guilty. 10. The judge's sentence was lenient – only 40 hours of working in the park where Nick had behaved in a noisy violent way. 11. He was allowed to leave prison on the condition that he promised to behave well. 12. Only in the evening Jane was officially informed why she' been taken to prison. 13. Students gossiped that Professor Monigot demanded money from students who failed his exam. 14. Pete didn't plead guilty and cried that he was left holding the bag. 15. He spent 5 years in prison when new facts of his case came to light.

#### **14. Translate the following passages into English using the Topical Vocabulary “Courts and Trials in the USA”**

a)

##### Учасники судового процесу

Основними учасниками судового засідання виступають сторона обвинувачення, сторона захисту і суддя. Принцип змагальності покладено в основу американського судового процесу: сторони обвинувачення і захисту користуються рівними правами. Так, прокурор (обвинувачення) як одна із сторін має право пред'являти докази суду, брати участь у дослідженні доказів за справою, представляти суду свою думку по суті справи, висловлювати припущення про застосування закону і про призначення покарання. Потерпілий / позивач, як правило, бере участь у судовому розгляді. Як учасник судового розгляду він має широке коло прав у доведенні і відстоюванні своєї позиції перед судом. Участь підсудного (звинуваченого / відповідача) у судовому розгляді є обов'язковою, але його інтереси, як правило, відстоює сторона захисту. Захисник бере участь у судовому розгляді до вимог закону, а також у відповідності до волевиявлення підсудного. Захисник має право брати участь у дослідженні доказів і пред'являти нові докази по справі, заявляти клопотання, репрезентувати суду свої міркування по суті обвинувачення та про ступінь доведення обвинувачення, про обставини, що виправдовують підсудного або пом'якшують покарання, про кваліфікацію злочину і про міру покарання. Суддя є головуючим у судовому процесі; він керує судовим засіданням, тобто організовує діяльність учасників процесу; забезпечує змагальність і рівноправність сторін, керує діями сторін із дослідження доказів, з'ясовує їхню точку зору з питань, що належать до розв'язання в суді, розглядає їх заяви та клопотання тощо; забезпечує дотримання розпорядку судового засідання і знайомить учасників з регламентом судового засідання, забезпечує правильне і своєчасне ведення протоколу судового засідання, вживає заходи до порушників порядку в залі суду; пояснює учасникам

(окрім прокурора й адвоката) їхні права й обов'язки. Свідки, експерти, спеціалісти тощо кваліфікуються як інші учасники судочинства, проте їх ролі є другорядними.

**b)**

### Система покарань у США

Усі злочини у США класифікуються на певні групи: фелонії і місдімінори. Фелонії караються тривалими строками розбавлення волі, аж до довічного ув'язнення або смертної кари, місдімінори – до одного року позбавлення волі. Покараннями у США є смертна кара, позбавлення волі, пробація, штраф.

Верховний суд США обмежив застосування смертної кари в окремих штатах лише вчиненням тяжкого вбивства або позбавленням життя внаслідок іншого тяжкого злочину. У деяких штатах (їх більше десяти) смертна кара скасована і замінюється довічним ув'язненням. За федеральним законодавством смертна кара може бути призначена за низку тяжких злочинів, наприклад, вбивство федерального службовця, вчинене торгівцями наркотиків.

Позбавлення волі може бути призначено на різні строки, причому через систему абсолютного складання покарання за сукупністю злочинів ці строки набагато перевищують середню тривалість життя. Встановлюється можливість винесення невизначених вироків, де покарання передбачається в межах якогось строку з наданням особливим комісіям або навіть адміністрації місця позбавлення волі вирішувати питання про умовно-дострокове звільнення засудженого. Пробація полягає в залишенні засудженого на волі з обов'язковим контролем за його поведінкою. Порушення умов пробації може тягти її заміну позбавленням волі.

Штраф – міра покарання, яка призначається за менш тяжкі злочини. За тяжкі злочини можуть бути призначені величезні суми штрафів (250 тис. доларів і більше), причому не виключається одночасне застосування позбавлення волі на тривалі строки.

## **15. Each of the words in bold is in the wrong form. Give the correct form.**

### **Stop Press**

Frank Turner, the **accuse** in a trial that has attracted national attention, was today convicted of murder. The police **investigate** lasted for a year and during the trial over 100



hours of **evident** were heard. Turner's **law** had all argued that he was not in the area at the time, but could not provide the necessary **prove**.

Police described Turner as a well-known **theft** who was responsible for many **rob** in the local region. This is not Turner's first **convict**. Seven years ago, he was found guilty **offorge** and served three years in prison. The judge is expected to sentence Turner to a period of **prison** later this week.

**16. a) Read the article about death penalty in the USA. Match headings (a-e) to paragraphs (1-5). Discuss your choice in the group.**

### **Methods of Death**

Executions are usually performed at midnight – when everything else is quiet at the prison. The prisoner is led into the room where he is to die, secured to a chair or table, and fitted with heart-rate monitor. He is then left alone. Select witnesses watch the execution through a special viewing window. After the prisoner has died, a doctor signs a death warrant and the body is taken to a morgue where it is prepared for burial.

The following are legal methods of execution in the USA:

1.

The convict is strapped down to a table, arms stretched out in a cross. An attendant inserts an intravenous (IV) tube, similar to those used for anaesthesia during surgery, into the convict's arm. From behind the window, a corrections officer presses a button that releases a deadly dose of barbiturates through the IV. The convict falls into a deep sleep, his heart rate and breathing slow and, within minutes, stop.

2.

The convict is strapped into a chair in an airtight room. From outside the room, an attendant causes sodium cyanide pellets to be dropped into a bucket of acid located located beneath the convict's chair. The fumes cause death within ten minutes.

3.

The convict has a hood placed over his head and has his hands bound behind the back. He is led to a platform and a noose is placed over his head. The attendant causes the platform beneath the convict's feet to fall away quickly. The force of the drop snaps the spinal cord. Death occurs within seconds. A common form of execution in the nineteenth and early twentieth century, hanging is legal in only three states today.

4.

The convict is strapped into a wooden chair, a helmet is placed on his head and the helmet is strapped to a brace behind the chair. Electrodes are attached to the head and one leg. The warden flips a switch causing five amperes of current at 2,000 volts to flow into the body. The electricity interferes with brain and nerve function and causes death within three minutes.

5.

The convict has a hood placed over the head and is made to stand against a concrete wall. On command, a dozen shooters take aim and fire several rounds into the convict. Depending on the number of bullets and their placement, death may be instant or take several minutes. Once a common form of military execution, the firing squad is legal only in one state today.

- a. Firing Squad
- b. Electrocution
- c. Gas chamber
- d. Lethal injection
- e. Hanging

**b) Read the article again and say what method of death is the most humane. Give proof of your viewpoint.**

**c) Make a list of 5-10 crimes that you think deserve capital punishment. Compare your list with your partner's and discuss it in the group.**

**d) Express your attitude to death penalty as a way of punishment in the group. The following ideas will help you.**

- One very simple reason for the death penalty is this: Dead men don't do it again. How many times have "lifers" been released from jail after only 15 or 20 years, only to commit their next crime within a couple of weeks? Keeping a man in a jail costs society more than you'd pay for a room in a luxury hotel.
- The death penalty is a good way of deterring criminals. If you are planning a crime you'll think twice if it means losing your own life.
- "An eye for an eye, a life for a life" – the Bible is right. The worst crime deserves the worst punishment. If you take a life you must pay with your own. Execution is a moral necessity.
- You cannot have capital punishment without the danger of judicial killing – the execution of an innocent man or woman.
- Nothing in experience shows that capital punishment works as a deterrent.
- Criminals must be punished by the state after a fair trial, if we don't want citizens to take the law into their own hands. Therefore retribution has its place in punishment. But retribution need not mean capital punishment. Civilised societies do not need the death penalty.
- We say that taking somebody's life is the ultimate crime and then we prove it by again taking somebody's life. Do you call this justice?

**17. a) Match the beginnings of the stories (1-4) with their endings (a-d).**

1. A gang of fourteen robbers broke into a bank in Naples and entered the basement. They were hoping to steal millions of dollars from the 8,000 safety deposit boxes there. But the men had an unpleasant surprise.

2. Ezedrick Jones, 18, tried to rob a fast-food restaurant in Tennessee. Although he was wearing a mask, Ezedrick was quickly recognised and arrested soon afterwards.

3. A Detroit burglar arrived home after a 'successful' night. He was shocked when a few seconds later he opened the front door and saw his veryhappy dog ... and the police.

4. Neighbours in the city of Baku could hear music coming from an empty flat and decided to call the police. When the police arrived the thief didn't eventry to escape.

a. The man had left his dog outside the house he had burgled. When the police arrived, they shouted 'Home boy!' and the dog happily led the police officer straight to the burglar's house.

b. The guard with the key to the boxes had gone for a coffee and they couldn't find him. They hadn't prepared an alternative plan so they left with almost nothing.

c. After he had broken into the flat, the thief decided to make himself at home. First, he had a bath, and then he had something to eat and drink. After he had finished his dinner, he saw a piano in the corner and started playing it. He was still singing songs when the police arrived.

d. Had Ezedrick appeared on TV and that's why staff recognised him? No, he hadn't. He had actually just lost his job at the restaurant. During the crime the manager kept on saying to him, 'Why are you doing this, Ezedrick?'

**b) Discuss in the group what mistakes were made by the criminals.**

**c) Say what punishment every criminal deserves. Give proof of your choice.**

**d) Write a story of 150-200 words describing some unsuccessful crime. Present it in the group.**

**18. Imagine that you are an on-line law counselor. Answer the questions given below.**

1. Is it a crime to try and kill yourself?
2. Is it illegal to help somebody to commit suicide?
3. Why is mercy-killing (euthanasia) against the law if it's the only way to save a person from sufferings and pangs?
4. Can you be executed for murdering a policeman?
5. If I surprise an intruder in my lounge at night stealing my millions, have I a legal right to assault him with a weapon?
6. If I set a trap – a fifty-kilo weight just above the front door – for any burglars who might try and enter the house, am I breaking the law?
7. After a divorce or legal separation, can a wife be required to pay alimony to her ex-husband?
8. If I promise to marry my girlfriend and then change my mind shortly before the wedding, can she take me to court?
9. Can a person suspected of and charged with rape be allowed bail?

**19. Interview an American prisoner who is a repeater caught red-handed while hi-jacking a limo for his girl-friend. Use the slang given below to understand the answers of the offender.**

Choo-choo – a police van

Gray Bar Hotel – a jail. “I just checked the perp into the Gray Bar Hotel. He won’t be leaving for a while.”

Perp – the alleged perpetrator of a criminal offense

Pinch – an arrest.

Rap sheet – the record of a perp’s crimes, convictions, and arrests.

Short – a car.

Smoker – a stolen car.

Flipper–an accused criminal so eager to cooperate with the police that he offers testimony against his pals in exchange for a lighter sentence.

The vic– the victim of a crime.

Bullet – one year in jail. “Can you believe it? I did two bullets for stealing a damn stereo”.

County – jail with free food and a bed that does not resemble a ratty cardboard box.

Fish – new arrivals.

Joint, pen, big house – prison. Universally agreed by all inmates that a prison is much more better than a jail. “County” jail is bad news. The “pen” is where the easy life is (greater access to education, work, weight rooms, and other programs that can take the edge off incarcerated life).

Man, beat walkers, pig, black-and-white – police.

Nabbed – arrested.

**20. Do some library research and write an essay of 350-400 words on one of the topics:**

1. The system of punishment in the USA.
2. Death penalty: pros and cons.
3. The most famous trials in the USA.

## *Part II. Courts and Trials in the UK*



### **TOPICAL VOCABULARY**

**1. Courts:** magistrates' courts, the Crown Court, the High Court, the Court of Appeal (criminal and civil divisions), the House of Lords, county courts, juvenile courts, coroner's courts, administrative tribunals, district courts, sheriff courts, the High Court of Justiciary in Edinburgh.

**2. Cases:** leading case, case for the defence / prosecution, case in point, case file, to dismiss a case, to decide / settle a case, to hear / try a case, to lose a case, to win a case.

**3. Offences:** poaching, racket, smuggling, spying, white-collar crime, subornation, suicide, fatal accident, affray, assassination, bigamy, treason, hijacking, pick-pocketing, vandalism, jaywalk, trespassing, bugging, false testimony, summary offences.

**3. Participants of the legal procedure:** barrister, solicitor, magistrate, a bench of magistrates, Justice of Peace (JP), an impartial judge, to act in a partial manner (about judge), independent citizens chosen at random from the electoral register (about jury), to speak for the client, to speak on behalf of the client, a brief, to be called to the bar, the bar of justice, QC (Queen's Counsel), a biased/unbiased juror, Law Lords.

**4. Legal procedure:** to be released on bail pending trial, to be taken / remanded in custody, to live in an approved bail or probation / bail hostel, to be entitled to bail, to prove guilt beyond reasonable doubt, miscarriages of justice, to secure the conviction and acquittal, the possibility of intimidation of jurors, danger of perverse verdicts, to discharge the accused, to pass the sentence on the accused, to make preliminary inquiries into a more serious case, to draw inferences from the defendant's refusal to give evidence, hearsay evidence, to declare a mistrial, to quash a conviction, to challenge jurors (on grounds of possible bias), to obtain admissions by oppression, presumption of innocence, to overrule.

**5. Penalties or sentences:** to reach a unanimous verdict, to result in acquittal, to acquit the accused, to pass judgment, to impose punishment, a suspended sentence, to discharge (un)conditionally, (un)conditional discharge, compensation to the victim, fine, a heavy fine, community services, to get remission of prison sentence, to comply with the supervising officer, to serve life sentence for smth., capital punishment, death penalty, corporal punishment, eviction, internment, penal servitude, solitary confinement, extradition, to deprive of smb's property, severe / lenient punishment, disqualification from driving, disciplinary training in a detention centre, to pay the damage.

## The British Court System

British law comes from two main sources: laws made in Parliament and Common Law, which is based on previous judgments and customs. Just as there is no written constitution, Britain has no criminal code or civil code and the interpretation of the law is based on what has happened in the past. The laws made in Parliament are interpreted by the courts, but changes in the law itself are made in Parliament.

The system of justice in England, Wales and Northern Ireland, in both civil and criminal cases, is an adversarial system. Scotland has its own judicial system.

**Criminal Courts.** Very serious offences such as murder, manslaughter, rape and robbery are tried on indictment only by the Crown Court, where all contested trials are presided over by a judge sitting with a jury. Summary offences – the least serious offences and the vast majority of criminal cases – are tried by magistrates. A third category of offences – such as theft, the less serious cases of burglary and some assaults – are known as “either way offences”. They can be tried either by magistrates’ courts, that are the most common type of law court in England and Wales or by jury in the Crown Court.

There are 700 magistrates’ courts and about 30000 magistrates also known as Justices of the Peace (JPs) that are not trained lawyers. In these courts a panel of magistrates (usually 3 persons) passes judgments. In cases where they have decided somebody is guilty of a crime, they can also impose a punishment. This can be imprisonment for up to a year, or it can be a fine, and if it is a person’s first offence and the crime is not serious even a guilty person is often unconditionally discharged (he/she is set free without punishment).

In Scotland minor offences are considered by non-jury district courts and less serious ones by the sheriff court sitting without a jury; more serious sheriff court cases are tried by jury. Serious offences such as murder, armed robbery and rape are tried in the High Court of Justiciary in Scotland – which sit with a jury. In Scotland the jury’s verdict may be ‘guilty’, ‘not guilty’ and ‘non proven’; the accused is acquitted if one of the last two verdicts is given. The jury consists of 15 people. A ‘guilty’ verdict can only be reached if at least eight members are in favour.

Appeals from the magistrates’ courts go before the Crown Court or the High Court. Besides dealing with appeals the Crown Court tries more serious crimes. It is presided by a judge and the decision regarding guilt or innocence is taken by the jury. The jury consists of 12 people chosen at random from the local electoral register. They don’t get paid for their services and are obliged to perform this duty. In order for a verdict to be reached, there must be an agreement among at least 10 of them. If this doesn’t happen the judge has to declare a mistrial and the case must start all over again with a different jury. Appeals from the Crown Court are made to the Court of Appeal (Criminal Division), and even to the House of Lords for final resolution.

**Civil Courts.** Magistrates’ courts have limited civil jurisdiction, they have concurrent jurisdiction with the County Courts and the High Court in cases relating to children.

The 270 county courts have a wider jurisdiction; cases are normally tried by judges sitting alone. The judge hears uncontested matters, mortgage repossession claims and small value claims.

The 80 or so judges in the High Court cover more complicated civil cases and some criminal cases; they also deal with the appeals (usually appeals on the point of law). In the event of overlapping jurisdiction between the High Court and the County Court, cases of exceptional importance, complexity or financial substance are reserved or transferred for trial in the High Court.

Appeals from the High Court are heard in the Court of Appeal (Civil Division), and may go on to the House of Lords, the final Court of Appeal.

The House of Lords is the highest and final court of appeal in England and Wales (Scotland has its own High Court in Edinburgh, that hears all appeals from Scottish courts). Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petition to the European Court of Human Rights.

The legal system also includes juvenile courts (which deal with the offenders under seventeen) and coroner's courts (which investigate violent, sudden or unnatural deaths). These are administrative tribunals which make quick and cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals and government departments (e.g. over taxation).

***Punishment.*** If it is someone's first offence, and the crime is not serious, even a guilty person is often unconditionally discharged (he or she is set free without punishment).

The next step up the ladder is a conditional discharge. This means that the guilty person is set free but if he or she commits another crime within a stated time, the first crime will be taken into account. He or she may be also put on probation, which means that regular meetings with a social worker must take place.

A very common form of punishment for minor offences is a fine, which means that the guilty person has to pay a sum of money. Another possibility is that the convicted person is sentenced to certain number of hours of community service.

Wherever possible, magistrates and judges try not to imprison people. This costs the state money, the country's prisons are already overcrowded and prisons have a reputation for being 'school for crime'. Even people who are sent to prison do not usually serve the whole time to which they were sentenced. They get remission of their sentence for good behaviour.

There is no death penalty in Britain, except for treason. It was abolished for all other offences in 1969. Although public opinion poll often show a majority in favour of its return. For murderers, there is an obligatory life sentence. However, 'life' does not normally mean life. 'Life' sentences are rarely more than 14 years, and it would be possible to release prisoners after 7 years.

### *Maximum Sentences for Some Crimes*

Crime	Magistrates' court	Crown court
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	<b>Fine</b>	<b>Prison</b>	<b>Fine</b>	<b>Prison</b>
Burglary	£1000	6 months	unlimited	14 years
Grievous bodily harm	£1000	6 months	unlimited	5 years
Possession of firearm	£1000	6 months	unlimited	5 years
Possession of cannabis	£500	3 months	unlimited	5 years
Common assault	£200	2 months		
'Going equipped' for stealing	£1000	6 months	unlimited	3 years
Murder			life	imprisonment

**1. As you read the text a) look for the answers to these questions:**

1. What sources does British law come from? 2. Why is the British system of justice considered to be adversarial? 3. What are the British criminal courts? What cases do they try? 4. What are the British civil courts? What cases do they try? 5. What is the court of last resort in Great Britain? 6. What are the characteristic features of magistrates' courts? Are Justices of the Peace professional lawyers or lay persons? 7. What classification of crimes is applied in Great Britain? 8. Does the British jury system differ from the US one? 9. Can you explain why the Scottish court system has its own structure of courts? What are the Scottish courts? 10. What courts can the British appeal to if they disagree with decision made in the House of Lords? 11. What punishment can be imposed by the judge in Britain? 12. What is difference between conditional and unconditional discharge? 13. Is there death penalty in Great Britain? 14. What is remission? How can one get it?

**b) Summarize the text in 5 paragraphs specifying the following: 1) the sources of British law origination; 2) British criminal courts; 3) British civil courts; 4) specifics of Scottish courts; 5) the British system of punishment.**

**c) Draw a structural scheme of the British Court System. Compare your scheme with your partner's.**

**2. Study the following text. a) Explain the meaning of the underlined phrases.**

**The Legal Profession**

There are two distinct kinds of lawyer in Britain. One of this is a solicitor. Everybody who needs a lawyer has to go to one of these as they handle most legal matters for their clients, including the drawing up of documents (e.g. divorce papers and contracts), communicating with other parties, and presenting their clients' cases in magistrates' courts. However, only since 1994 solicitors have been allowed to present cases in higher courts. If the trial is to be heard in one of these, the solicitor normally hires the services of the other kind of lawyer – barrister. The only function of barristers is to present cases in court.

The training of the two kinds of lawyer is very different. All solicitors have to pass the Law Society exam. They study for this exam while “articled” to established firms of solicitors where they do much of the every day junior work until they are qualified.

Barristers have to attend one of the 4 Inns of Court in London (ancient institutions modelled somewhat on Oxbridge colleges). After 4 years, the trainee barristers then sit exams. If they pass, they are “called to the bar” and are recognized as barristers. However, they are still not allowed to present a case in a Crown court. They can do this after several more years of association with a senior barrister, after which the most able of them apply to “take silk”. Those whose applications are accepted can put the letters QC (Queen's Counsel) after their names.

Neither kind of lawyer needs a university qualification. The vast majority of barristers and most solicitors do in fact go to university, but they do not necessarily study law there. This arrangement is typically British.

The different styles of training reflect the different worlds that the two kinds of lawyer live in, and also the different skills that they develop. Solicitors have to deal with the realities of the everyday world and its problems. Most of their work is done away from the courts. They often become experts in the details of particular areas of the law. Barristers, on the other hand, live a more rarefied existence. For one thing, they tend to come from the upper strata of society. Furthermore, their protection from everyday realities is increased by certain legal rules. For example, they are not supposed to talk to any of their clients, or to their client's witnesses, except in the presence of the solicitor who has hired them. They are experts on general principles of the law rather than on details, and they acquire the special skill of eloquence in public speaking. When they present a case in court, they like judges put on the archaic gown and wig which, it is supposed, emphasize the impersonal majesty of the law.

It is exclusively from the ranks of barristers that judges are appointed. Once they have been appointed, it is almost impossible for them to be dismissed. The only way that this can be done is by a resolution of both Houses of Parliament, and this is something that has never happened. Moreover, their retiring age is later than in most other occupations. They also get very high salaries. These things are considered necessary in order to ensure their independence from interference, by the state or any other party. However, the result of their background and their absolute security in their jobs is that, although they are often people of great learning and intelligence, some judges appear to have difficulty understanding the problems and circumstances of ordinary people, and to be out of step with general public opinion. The judgements and opinions that they give in court sometimes make the headlines because they are so spectacularly out of date.

**b) Fill in the table and discuss the results in the group.**

Kind of lawyer	Problems solved	Education	Special skills
Solicitor			
Barrister			

**c) Act out the situations given below. Use the underlined phrases and word combinations from the text:**

1. Two friends, a barrister and a solicitor, are discussing whose profession is better and more necessary in the society. Both believe their profession if the best and the most rewarding.

2. A barrister tells about the peculiarities of his work to his son / daughter who is a school-leaver and doesn't know what to do after leaving the school. The barrister tries to convince to choose his profession as a cup of tea. His son / daughter doubts whether he / she has all necessary abilities and skills for this profession.

3. A solicitor tells about the peculiarities of his work to his son / daughter who is a school-leaver and is eager to follow in his father's footsteps. The barrister feels proud of his son / daughter and convinces to choose his profession as a cup of tea. His son / daughter doubts whether he / she should start his / her career in the father's firm.

**3. Complete the dialogue adding the necessary question or sentence and making it smooth and logical.**

**Cross-examination**

*Barrister:* You were on duty on the night of November the tenth?

*Police constable Wilkins:* Yes.

*Barrister:* Where were you at 2.30 a.m.?

*Wilkins:* I was in the High Street.

*Barrister:* The High Street is usually quiet at 2.30 a.m., I suppose.

*Wilkins:* Yes.

*Barrister:* On the night of November the tenth, at 2.30 a.m., did you see anyone in the High Street?

*Wilkins:* Yes, I did.

*Barrister:* ...?

*Wilkins:* I saw the prisoner.

*Barrister:* ...?

*Wilkins:* He was outside the post office.

*Barrister:* ...?

*Wilkins:* He was climbing out of a broken window of the post office.

*Barrister:*... ?

*Wilkins:* About 50 yards.

*Barrister:* You said it was at 2.30 a.m. ...?

*Wilkins:* It was a moonlight night. There was a full moon.

*Barrister:* ...?

*Wilkins:* He didn't hear me coming.

*Barrister:* He didn't hear you coming? Police constables wear very heavy boots, don't they?

*Wilkins:* Yes, they do.

*Barrister:* ...?

*Wilkins:* I was.

*Barrister:* *The High Street has stone pavements, I believe.*

*Wilkins:* Yes.

*Barrister:* ...?

*Wilkins:* Yes, they do.

*Barrister:* ...?

*Wilkins:* He didn't hear me coming. I caught him just as he had climbed out of the window.

*Barrister:* ...?

*Wilkins:* I was on a bicycle at that time. Rubber tyres do not make a noise.

#### 4. Each of the words in bold is in the wrong sentence. Write the correct word.

1. All twelve members of the **witness** were convinced of Davidson's guilt. 2. I don't think I'd ever **break** a serious crime. 3. If the school **laws** aren't written down anywhere, how are we supposed to know what they are? 4. A psychiatrist was called as an expert **judge** during the trial. 5. If a parent smacks a child, that's an example of **commit** punishment. 6. Everyone should have the **jury** to a fair trial. 7. If you **sentenced** the law, you deserve to be punished! 8. Governments must be allowed to introduce, change and scrap **bystanders**. 9. Can you imagine what it's like being **justice** for years in a cell? 10. It's very important that **capital** is seen to be done. 11. Another phrase for 'right punishment' is 'the death sentence'. 12. The spy was **imprisoned** to life imprisonment. 13. A number of **rules** watched the robbers speed off in a getaway car. 14. 'Silence in court!' shouted the **corporal** angrily.

#### 5. Complete the sentences using the correct form of the phrasal verbs in the box.

<b>break out</b>	<b>bring in</b>	<b>chase after</b>	<b>go off</b>
<b>come forward</b>	<b>hold up</b>	<b>look into</b>	<b>make off</b>

1. So many witnesses have... that it will take days to interview them all. 2. The two robbers ... on a motorbike. 3. Police are ... allegations of corruption in the mayor's office. 4. The government is thinking of ... a law to allow on-the-spot fines for hooligans. 5. A robber has ... three banks in town in the last week. 6. They spent two years planning their escape before they finally ... of prison. 7. The policewoman ... the pickpocket, brought him to the ground and finally arrested him. 8. Luckily, the bomb disposal squad defused the bomb before it... .

**6. Study the list of crimes given below. a) Fill in the table grading each crime from 1 (not very serious) to 3 (very serious).**

	1	2	3
Cheating in an exam			
Computer-hacking (illegally entering a computer server)			
Fare dodging (travelling by public transport without a ticket)			
Shoplifting (stealing things from shops)			
Piracy (illegal copying of music, films, programs)			
Speeding (driving too fast)			
Vandalism (e.g. spraying graffiti on walls)			

**b) Use the ideas below to discuss your answers:**

It's / It's not (really) ... annoying / common / dangerous / serious / breaking the law / committing a crime

It's totally ... dishonest / immoral / wrong / unfair to other people

Everybody does it.

It can lead to more serious crimes.

It causes a lot of damage.

**7. Put each of the following words from the box into its correct place in the passage**

below. Each word may be used only once.

a)

hostel	custody	released	offence
appeal	defendant	interfere	bail
abscond	course	approved	court
refused	substantial	Scotland	trial
original	Wales	judge	grant

### Bail

Most accused people are ... on bail pending .... They are not remanded in ... except where strictly necessary. In England and ... the court decides whether a ... should be released on bail. Unconditional ... may only be withheld if the court has ... grounds for believing that the accused would: ...; commit an ...; ... with the witness; or otherwise obstruct the ... of justice.

A ... may impose conditions before granting bail. If bail is ..., the defendant may apply to a High Court ... or to the Crown Court for bail. In ... the accused may apply to the court that made the ... decision, and has the right of ... to the High Court of Justiciary.

In some cases a court may ... bail to a defendant on condition that he or she lives in an ... bail or probation / bail... .

b)

headquarters	Accidents	efficient	scene
Witness	Crime	sent	clock
detection	criminal	helmeted	trusty
contracted	Deaths	Map	relics
ascertain	notified	record	detective

### Scotland Yard

Scotland Yard is the ... of the Metropolitan Police in London. To most people, its name brings to mind the picture of a ... – cool, collected, ..., ready to track down any ... with complete confidence that he will bring him to justice, or a ... police-constable – that familiar figure of the London scene and ... helper of every traveler from overseas.

Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar ... tower of Big Ben.

One of the most successful developments in Scotland Yard's crime ... and emergency service has been the '999 system'. On receipt of a call 999 Room operator ... by electronic

device the position of the nearest available police car, which is ... by radio. Almost instantly, a message is also ... by teleprinter to the police stations concerned, so that within seconds of a call for assistance being received, a police car is on its way to the ... and all neighbouring police stations have been...

Apart from the 999 Room, one of the most interesting places in Scotland Yard is the ... Room. Here is the General ... Map, the ... by Violence Map, the ... Map and the Vehicles Recovered Map.

There are two other departments of Scotland Yard – the ...Room where a photographic ... of known or suspected criminals is kept, and the Museum, which contains murder....

### 8. Match each punishment (1–10) with its description (a–j).

- |                          |  |
|--------------------------|--|
| 1. capital punishment    | a) a period of time in jail                                    |
| 2. corporal punishment   | b) being made to do specially hard work while in prison        |
| 3. eviction              | c) death   |
| 4. a heavy fine          | d) a punishment imposed only if you commit a further crime     |
| 5. internment            | e) a large sum of money  |
| 6. penal servitude       | f) whipping or beating   |
| 7. a prison sentence     | g) regular meeting with a social worker                        |
| 8. probation             | h) removing (a person) from a house or land by law             |
| 9. solitary confinement  | i) limiting the freedom of movement esp. for political reasons |
| 10. a suspended sentence | j) being imprisoned completely alone                           |

### 9. Choose the right answer.

- a) 1. I ... to say anything unless I am allowed to speak to my solicitor.  
a) deny      b) neglect      c) refuse      d) resist
2. Those acting for the defendant propose to appeal ... the sentence.  
a) against      b) for      c) out      d) to
3. After a close cross-examination, the barrister was ... his client was telling the truth.  
a) content      b) satisfied      c) happy      d) glad
4. The ringleader was lucky to get ... a suspended sentence.  
a) away      b) off with      c) through      d) through to
5. After considering the case, the judge put the young offender ... for two years.  
a) in charge      b) on trial      c) on probation      d) in control

6. Despite the seriousness of his crime he only received a ... sentence.  
 a) light            b) little            c) small            d) soft
7. The young offenders were warned never ... with the members of any gang.  
 a) to assign        b) to assimilate    c) to associate     d) to assume
8. All ... barristers are expected to study at the Inns of Court.  
 a) hopeful        b) prospective     c) willing           d) wishful
9. The woman ... for her husband's life when he was found guilty of murder.  
 a) bid             b) debated          c) disputed          d) pleaded
10. The accused man was able to prove his innocence at the trial and was...  
 a) absolved       b) acquitted        c) forgiven          d) pardoned
11. Jack the Ripper was a hardened criminal without a scrap of ... for his crimes.  
 a) penance        b) pity              c) remorse          d) reproach
12. His sentence has been commuted to five months on the ... of failing health.  
 a) bases          b) causes          c) grounds          d) reasons
13. The prisoners had spent almost a month digging a ... before the guards discovered it.  
 a) pipe            b) pass              c) subway          d) tunnel
14. He was thrown into prison ... of his property.  
 a) confiscated    b) denied            c) deprived         d) removed
- b) 1.** The high court judge will pass ... next week.  
 a) justice        b) verdict            c) sentence         d) punishment
2. If you break the law, you will be ... trouble.  
 a) for             b) in                 c) out                d) out of
3. The judge was very ... on pickpockets.  
 a) bad            b) hard              c) strict             d) strong
4. It was impossible for her to tell the truth so she had to ... a story.  
 a) combine       b) invent            c) lie                d) manage
5. Peter gives one account of the accident, and John another; it is difficult to ... the two versions.  
 a) adjust        b) coincide         c) identify         d) reconcile
6. The witness testified that he could bear ... what the defendant had claimed.  
 a) on             b) out                c) up                d) with
7. The suspect is not under arrest, nor have the police placed any ... on his movements.  
 a) obstacle      b) veto              c) restriction       d) regulation
8. You should only make serious accusations like that if they have a sound ... in fact.  
 a) basis          b) foothold         c) principle         d) framework
9. The judge ... the pedestrian for the accident.



a)accused b) blamed c) charged d) sued

10. His legal training enables him to put his case ... very convincingly.

a)down b) out c) over d) up

### **10. Paraphrase the following sentences using the Topical Vocabulary “Courts and Trials in the UK”:**

1. John was very surprised when he got to know that a new trial had to be held. 2. The attorney didn't like the suggested candidatures for the jury considering them not objective. 3. Every accused is considered to be innocent till his guilt is proved. 4. The traffic warden accused Jack of speeding and breaking traffic laws and forbade him to drive a car for a year. 5. He was glad as he didn't have to serve all his term. 6. The judge declared that the defendant could be set free without punishment. 7. The citizens agreed the prisoner deserved to be kept alone and not allowed to see anyone else. 8. The Blacks were to pay much money to the municipal authority for systematic burning of leaves in their garden. 9. As Larry's defence counsel stood bail for him, he could live at home while his case was being tried. 10. As the jury's verdict was 'not guilty', the defendant was set free in the courtroom. 11. Don't give up! We have a chance to win the case appealing to the Scottish court of last resort. 12. As your child is underage, his case will be sent to the special court dealing with juvenile delinquents. 13. He was panic-stricken getting to know his granny's case had been sent to the court investigating violent, sudden or unnatural deaths. 14. Do you see that man in a grey suit? He is our family lawyer. He prepared all the necessary documents when we bought this house and sold our penthouse. 15. He dreamed of getting "A" in his law exam and becoming a lawyer.

### **11. Translate the following passages into English using the Topical Vocabulary “Courts and Trials in the UK”:**

a)

Злочин і покарання.

Близько 90% усіх злочинів розглядаються в мирових судах. Вирок (тобто покарання, винесене судом) може бути різним, але більшість людей, яких визнають винними, повинні сплатити штраф. Мирові суди можуть накласти штраф до 2000 фунтів стерлінгів або засудити до тюремного ув'язнення терміном до 6 місяців. Якщо покарання має бути більш суворим, справа відправляється до Королівського суду. Найсуворіше покарання – довічний термін. Смертна кара після призупинення її в 1965 р. на п'ять років остаточно скасована в 1970 р, за винятком випадків зради суверену або державі та піратства, поєднаного з насильством.

От деякі з можливих покарань:

- ув'язнення;
- пробація (випробування),

- відстрочення покарання: обвинувачуваний не ув'язнюється, поки не вчинить ще один злочин;
- умовний вирок;
- нетривале дисциплінарне стягнення в центрах для утримання під вартою затриманих правопорушників;
- суспільні роботи, тобто надання безоплатних послуг суспільству на строк не менше сорока і не більше двохсот сорока часів: робота в будинках перестарілих тощо;
- компенсація: заплатити або відпрацювати жертві;
- штрафи: покарання, що має місце у 80% випадків;
- відсторонення від водіння машини.

b)

### Кримінальне право у Великій Британії

На відміну від континентальної Європи, в Англії немає єдиного Кримінального кодексу, в якому були б об'єднані кримінальні закони. У цій країні історично склалося право судових прецедентів, або загальне право, що діє поряд з парламентськими статутами (законами) – статутним правом. Загальне право ґрунтується на обов'язковості раніше прийнятого судом вищої інстанції рішення для наступного розгляду аналогічних судових справ.

Своєрідною є класифікація злочинів в англійському праві. Так, за процесуальною ознакою всі злочини поділяються на злочини, що переслідуються за обвинувальним актом і розглядаються в суді присяжних, та злочини, що розглядаються шляхом сумарної юрисдикції, тобто одноособове діючим магістратом (суддею). Є і діяння «змішаної юрисдикції», що можуть розглядатися в будь-якому із зазначених порядків.

Крім того, встановлена класифікація злочинів на «арештні» і «не арештні». Перші – це ті, що тягнуть за собою покарання у виді позбавлення волі на строк більше п'яти років. Відносно цих злочинів встановлені особливі правила арешту (наприклад, обмеження на звільнення заарештованого під заставу та ін.). Усі інші злочини вважаються «не арештними».

**12. Make up short situations (3-5) describing the following crimes: poaching, racket, smuggling, spying, white-collarcrime, subornation, suicide, fatal accident, affray, assassination, bigamy, treason, hijacking. The example is given below. Let others guess the crime.**

*In June 1980 Lady Isabel Barnett, a well-known TV personality was convicted of stealing a tin of tuna fish and a carton of cream, total value £87, from a small shop. The case was given enormous publicity. She was fined £75 and had to pay £200 towards the cost of the case. (shoplifting)*

**13. Choose the word or phrase that best keeps the meaning of the original sentence if it is substituted for the word in bold.**

1. A smiling face often disguises the mind and heart of a **villain**.

- a) a foolish man
- b) a lying man
- c) an unhappy man
- d) a wicked man

2. At first the accident seemed to be **trivial**.

- a) critical
- b) momentous
- c) significant
- d) unimportant

3. There was no **trace** of poison in the coffee the chemist analyzed.

- a) colour
- b) indication
- c) smell
- d) taste

4. The **frown** on the judge's face showed that he was displeased.

- a) look of anger
- b) look of delight
- c) look of fear
- d) look of surprise

5. The night was so **foggy** that the murderer was easily able to escape his pursuers.

- a) messy
- b) mild
- c) misty
- d) moist

6. The driver tried to **avert** the accident by bringing the car to a sudden stop.

- a) cause
- b) control
- c) minimize
- d) prevent

7. The indecisive man was **readily** persuaded to change his mind again.

- a) abruptly
- b) easily
- c) hardly

d) subtly

8. The officer **compelled** the prisoner to do exactly as he wished.

a) allowed

b) beseeched

c) forced

d) hired

9. The criminal **insinuated** that he had been roughly treated by the arresting officer.

a) argued convincingly

b) denied positively

c) stated flatly

d) suggested indirectly

10. The boy felt **disgraced** because he knew that he had been wrong to steal.

a) ashamed

b) phony

c) tempted

d) worried

11. The judge **sentences** the convicted man.

a) gave a pardon to

b) gave his high praise to

c) passed judgement upon

d) sympathized with

12. It is useless to **flee** from every danger. Some risk must be taken.

a) hide oneself

b) protect oneself

c) run away

d) stay away

#### 14. Each of the words in bold is in the wrong form. Give the correct form.

1. I'm not sure that sending young **offence** to prison is such a good idea. 2. There's absolutely no solid **prove** that he was anywhere near the scene of the crime. 3. I'm not saying another word until I've spoken to my **law**. 4. You shouldn't make **accuse** like that without evidence. 5. When she left the police force, she worked as a private **investigate** for a while. 6. "I hope that your **prison** has shown you the error of your ways", said the prison governor. 7. He was initially sent to a maximum **secure** prison. 8. Lying and stealing are both forms of **honest**. 9. Police are looking carefully at the forensic **evident**. 10. There's no doubt this painting is a **forge**. 11. Drug **addict** is no excuse – no one should hold up a petrol station. 12. The **rob** took place at half past ten in the morning. 13. No one

is born a **theft**, and no one has to remain one their whole life. 14. The **convict** of a number of senior executives has left the whole business community in shock. 15. The problem with prisons is that they're full of **crime** who can teach new inmates all their tricks and skills! 16. Should a **murder** be given the death penalty?

**15. a) Read the article and choose the best title. Discuss your choice with your groupmates.**

Andrew Cooper stayed at the world's most expensive hotels, flew first class all over the world and bought the best clothes money can buy. However, yesterday Cooper exchanged his five-star hotel room for a cell after he was sentenced to six months in prison.

Unemployed Cooper, 23, from Cardiff in south Wales, had conned twenty-five credit card companies and banks before he was caught last December. He had used stolen account numbers to buy designer clothes, jewels and plane tickets on the Internet. When he was arrested, police found a £ 12,000 watch which he had bought only a week before.

Cooper's life of crime finally came to an end when he was caught by detective Wendy Abbott. She had first investigated him four years ago when he was using the name Mr. Conway. After yesterday's trial, Ms. Abbott said "It was a difficult investigation because a lot of his crimes were committed on the Internet. He got away with his crimes for a long time because he used five different names and was always travelling."

The court heard that Cooper had 'a long history of dishonesty': he was asked to leave school because he had stolen and sold exam papers. When he was twenty, he had deceived several wealthy people into giving money to a non-existent charity for sick children. However, the judge explained why she had decided to give him a short sentence. "You are a young man and I want to give you a second chance. I hope that your time in prison will be a short, sharp shock and that you will change your behaviour," she said.

Cooper's legal representative said, "At the time of the crimes my client was an immature person. He lived in a fantasy world and he thought that he could buy friends. But, of course, he didn't make any true friends. Today, he is a lonely and rather unhappy young man. I think he has learned his lesson."

After the judge had sentenced Mr. Cooper, his parents said, "Andrew is a good son. He has done some silly things but he isn't violent. He's learned the hard way that he must be honest."

1. International businessman in prison
2. Mr. Conway arrested
3. Con artist goes to prison
4. Burglar sentenced to six months

**b) Put the sentences about Andrew Cooper's life in order. Check up the results in the group.**

1. He was given a prison sentence.
2. He bought an expensive watch.
3. He tricked people into giving money to a fictional charity.
4. The police arrested him for using stolen credit cards.
5. He was taken to court.
6. He sold exam papers.

**c) Choose the correct answers. Check up the results in the group.**

1. The judge sent Andrew Cooper to prison for
  - a) staying in hotels.
  - b) buying expensive clothes.
  - c) using the Internet.
  - d) stealing money.
2. Ms. Abbott caught Cooper
  - a) after a long time.
  - b) because he had stolen exam papers.
  - c) because he used lots of names.
  - d) when he used the Internet.
3. Cooper had been dishonest since he
  - a) was a teenager.
  - b) worked for a charity.
  - c) got a computer.
  - d) passed his exams.
4. The judge gave him a short sentence because
  - a) his crimes weren't serious.
  - b) he was an immature person.

- c) she knew he wouldn't commit more crimes.
- d) she wanted to help him.

5. Mr. and Mrs. Cooper say their son's behaviour was

- a) clever.
- b) innocent.
- c) sociable.
- d) stupid.

**c) Discuss in the group whether Andrew Cooper deserves the punishment imposed by the judge or whether it's too lenient / severe.**

**d) Write an article of 350-400 words about a crime describing its nature, pointing out some facts from a criminal's background and explaining the judge's choice of a sentence. Use the direct speech to present the opinions of the interviewed.**

**16. Below is an interview with a judge on crime and punishment. The judge says why he gives help in some cases and punishment in others.**

**a) Work in groups of 3 or 4 and assign different opinions on the problem of the punishment to each member of the group:**

*Interviewer.* Are there ever times when you just feel desperate, you know, you realize there's absolutely nothing that can be done for this person?

*Judge:* Oh, yes, very often.

*Interviewer.* And what do you do in such cases?

*Judge:* Well, it depends how anti-social their action has been. If a person needs help one wants to give it to him or her, but on the other hand you always have to consider at the same time: the effect on society in general of too much kindness to too many people.

*Interviewer.* You mean if such a person were let free he might cause far more trouble to other people than he could cause to himself while he's inside prison.

*Judge:* Yes, indeed. And also if people were never punished I think undoubtedly crime would increase.

**b) Spend a few minutes individually thinking of further arguments you will use to back up your own opinion on the usefulness and types of punishment.**

**c) Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. Use cliches of persuasion, agreement/ disagreement (See supplement).**

**17. In arguments involving suggestions, partial agreement and disagreement certain functional phrases of attack and response are used (See supplement).The tactics of attack may be tentative or direct.**

**a) As you read the extracts below pay attention to the difference between the two:**

- Isn't it just possible that new evidence will throw quite a different light on the case?
- Might it not be true that the boy didn't mean any harm. (*tentative*)
- Surely you'd admit that the offender has violated the basic principle. (*direct*)
- Don't you think that the prosecutor has built his case on the erroneous assumption?  
(*direct*)
- All of these things are racial slurs, aren't they? (*direct*)

**b) Complete each of the following conversations below by supplementing the appropriate tactics of attack of the first speaker:**

1. ...  
Possibly (may be so) I'd agree with you to a certain extent.
2. ...  
I see your point.
3. ...  
That may well be.
4. ...  
I see what you mean, but...

**c) As you read the text below note down the functional phrases of attack and response:**



*Juror 1:* It's a tough decision to make, isn't it? Don't you think that it's an awful responsibility to have the future of that lad in our hands? I feel so sorry for him, he's not yet 21.

*Juror 2:* Come off it! You can't be serious! He didn't just take the money, he also beat up the old lady. He's guilty, it's written all over his face. It's our social duty to keep our streets safe at night.

*Juror 3:* I agree with your last statement, but surely you admit the evidence for convicting this young man is rather flimsy? Wouldn't you say that we need something more definite?

*Juror 2:* Ideally that's quite true, but there weren't any other witnesses. As I see it he had the motive, he has no alibi and the old lady recognized him...

*Juror 1:* Hang on a minute. I'd like to point out that she only thought she recognized him. Isn't it just possible that a scared old lady of 76 could have been mistaken?

*Juror 2:* Fair enough, but it's all we have to go on. All the fingers seem to point at him.

*Juror 3:* That may well be, but strong suspicion isn't enough to put someone away in prison. If you ask me, even if he is guilty, the shock of arrest and coming to trial will be enough to stop him making the same mistake again.

*Juror 4:* I see what you mean, but the punishment's not our problem. We're here only to decide whether he's guilty or not. And the point is he was carrying a knife when the police picked him up, wasn't he?

**d) Reread the extract from "A Time to Kill" by John Grisham, imagine that your group is the jury discussing in the jury room whether Carl Lee Hailey is guilty or not, and act out the situation similar to the one given above. Use various tactics of attack and response.**

**18. The success of a lawyer, especially a prosecutor, among other things depends on a skill in making a capital speech, based in some cases on the ability to attack, to force his opinion on the jury. Imagine you are a prosecutor in the case of Andrew Cooper (See ex. 14) and prove at least one piece of evidence against the accused. Exercise your ability to ask the right kind of question, to be forceful in proving your point in attacking the counterarguments. Present your closing arguments in the group. Use the list of functional phrases of attack and response (See supplement).**

**19. Read the story and say what crime was committed: a murder or suicide. If it's a murder bring in a verdict and impose the sentence. Prove your point of view by the facts from the text.**

In Chicago in 1992 a man jumped off the roof of a 26-storey building. As he fell past the 14th floor, someone shot a bullet out of a window which hit him in the head killing him instantly.

The police had to decide whether the crime was suicide or murder. When they started investigating the police discovered that there was some safety netting not far below the

14th floor. A window cleaning company had put it up to catch their employees if they fell while cleaning windows. If the man had not been shot, the net would have caught him and he would not have died.

The police thought they might be investigating a murder, so they tried to find out who had fired the gun. An old man and his wife had been having an argument in the apartment on the 14th floor. While they were fighting, the man took a gun from his desk and shot at his wife. The bullet missed her and went out of the window where it hit the man who had jumped from the roof. So presumably the old man could be charged with the murder of the man who died, as well as the attempted murder of his wife.

However, the old man claimed that he was innocent. He said that he thought the gun was empty and that he often threatened his wife with an empty gun when they were arguing. The police thought this sounded unlikely, but his wife confirmed that this was true. They often fought and he often threatened to kill her, but both of them knew that the gun was never loaded. Neither of them could understand how the bullet had been in the gun.

After some enquiries, the police decided that the old couple's teenage son had probably loaded the gun. The boy urgently needed some money and he knew he would inherit a large sum of money when his mother died. He knew about his father's habit of firing an empty gun at his mother, so he bought some bullets, loaded the gun and waited for his father to shoot his mother.

However, his parents didn't have an argument for a long time and the boy became more and more depressed about money. Eventually he decided to commit suicide. He went to the roof of the building where his parents lived and jumped off. As he fell past the 14th floor, someone shot a bullet out of a window which hit him in the head, killing him instantly.

**20. Make a list of 10 books that you've read or films that you've seen concerned with any kind of crime. The example is given below:**

*W. Collins' "The Moonstone" – theft of a precious stone*

*P. Ackroyd's "Hawksmoor" – a string of ritual murders*

*Movie "Gentlemen of Fortune" – escape from the prison, theft*

**a) Compare your result with the group's one. Say what crimes are usually in the writer's / scriptwriter's focus of attention.**

**b) Discuss and explain why crimes are often chosen for a book's / film's plot.**

**21. Role-play the trial procedure, the situations are given below. Perform the parts of a defendant, his/her defence counsel (barrister / solicitor), the prosecutor and a victim (if he/she survives and can testify against the accused, witnesses (eye, credible, false etc), a judge, a jury. If it's necessary, add the parts of criminologist, medical**

**expert etc. Follow the rules of hearing cases.**

1. A married couple celebrated their anniversary in a bar. On their way home they were attacked by three men from the bar who demanded their cash and the woman's jewelry. The man, a karate coach defended his wife from the men's infringement. Two attackers got fractures of upper and lower extremities, one died after falling on his knife. The muggers accused the karate coach of murdering their friend because of jealousy as the last had tried to invite the woman to dance in the bar before and was rejected.

2. A bank was robbed by two men in masks. They threatened the bank manager with their guns and stole one million pounds. Nobody suffered. The bank teller recognized the voice of one of the robbers. It belonged to their new client who had opened the bank account two days before the robbery.

3. A driver while speeding hit a cyclist off her bike. She was badly injured and confined to a wheelchair for the rest of her life. The driver didn't stop so he's charged with hit and run. The witness managed to write the first two figures from the car plate, remembered the colour of the car and the black mustache of the driver.

4. The accused is a doctor who gave an overdose to an 87-year-old woman. She had a terminal illness, was in constant pain and had asked for the overdose. Her family are accusing the doctor of murder as according to the will the doctor is the only testamentary heir. The family didn't visit their grandmother and mother during her illness.

5. A. and B. mugged Mr X., took his money and left him for dead. B. later returned alone and pushed the body into the river. An autopsy revealed that the man was still alive despite numerous injuries and loss of blood when he was pushed into the water. The victim subsequently drowned.

**22. Do some library research and write an essay of 350-400 words on one of the given topics:**

1. The rights of arrested people in the UK.
2. Death penalty: should it be returned in the UK?
3. Is a prison a correctional institution or a 'school for crime'?

### ***Part III. Courts and Trials in Ukraine***



## TOPICAL VOCABULARY

**1. Courts:** the Courts of General Jurisdiction, the General Court of Competence, raion courts (city and district), oblast courts, the Supreme Court, a judicial tribunal, cassation court.

The Courts of Specialization, arbitration courts, a court of contracts, oblast arbitration court, municipal courts (city and raion), the High Court of Arbitration.

The Constitutional Court, judicial collegiums.

**2. Cases:** civil, administrative and criminal cases.

**3. Offences:** major crimes, inter-confessional religious disagreements, unruly behavior, prostitution, public drunkenness, minor hooliganism, counterfeiting, barratry, computer crime, trespass / trespassing.

**4. Participants of the legal procedure:** 1) parties to a lawsuit: legal entity/person, physical person, to have the option of having defense counsel (about a defendant), to be assigned defense counsel (about a defendant); the Procurator General; the (mandatory) defense counsel, on behalf of the defendant, a lawyer; the appealing party; the winning party; 2) a three judge tribunal and two people's assessors, the chairman of the Supreme Court / the Constitutional Court, a deputy chairman, to be responsible for one's own docket (about a judge), to take the oath of office (about a judge); 3) a surprise / hostile / swift witness.

**5. Legal procedure:** to handle criminal, civil and administrative matters, to handle the brunt of civil and criminal complaints, a jury trial, to preside over the trial, to render judgment / decision, to accept guilty pleas by the defendant, to accept plea bargains, to plead guilty to lessen offenses, to review the cases handed up from the collegium, to re-investigate the case, to level criminal charges at a defendant, to be tried by the oblast court, to settle issues out of court, the outcome of a case, to file appeals on judgment rendered by the raion courts to the oblast court, to return the case for retrial, to hear criminal complaints of the first instance, to settle the matter, to accept plea bargains, to review procedural and legal matters / applications, to consider a change in the appeals process away from the system of cassation, to draw up a report (on), to remove monies / valuables / clothing items, to withdraw things, to rule on disputes, submissions and petitions, to accept suits.

**6. Penalties or sentences:** to get lenient sentences, a sentence of 10 years or more, to abandon the verdict of the lower court, to uphold / change the verdict, to hand out a harsher ruling, to dole out punishment, to uphold the remedy, to hand down the decision.

**7. Court structure:** civil, criminal and military collegiums, judicial collegiums; the Supreme Court Plenary Assembly, the Procurator General's Office, an oblast court oversight review board; the presidium of the High Court of Arbitration.

### The Ukrainian Court System

The Ukrainian court system, unlike its economic system, has seen little restructuring since Ukraine achieved independence in 1991. Just prior to independence, the court system was redefined, it remains for the most part structured as it was under the Soviet Union,

with the centrally important difference that all authority now lies in Kyiv. The Verkhovna Rada has put a review of Ukraine's Criminal Code and Civil Code on its 1997 agenda.

Today Ukraine's jurisprudence system is organized into 3 major court systems: **the Constitutional Court**, which is responsible for issues involving the Constitution; **the General Court of Competence** (the Court of General Jurisdiction), which deals with civil and criminal matters, and at the top of which stands the Supreme Court of Ukraine; and **the Court of Specialization** (commonly known as the arbitration court (after 21.06.2001 – commercial court)), which basically handles contractual conflicts and is overseen by the High Court of Arbitration.

*The Court of General Jurisdiction (General Court).* The Court of General Jurisdiction (General Court), at the top of which stands the Supreme Court, handles criminal, civil and administrative matters in Ukraine. It consists of more than 800 raion (city and district) courts and 27 oblast courts (which include separate courts for Kyiv and for Sevastopol). Although Ukraine's Verkhovna Rada has passed many laws on judicial reform, few have been implemented, particularly with regard to the General Court.

Ukraine's General Court now will give criminals accused of major crimes the choice of a jury trial by a judicial tribunal. The jury system will be modeled after the French system. A judge will preside over the trial with 6 jurors present. The judge and the jurors will then render judgment after discussion of the case and a simple majority vote behind closed doors. In the future the General Court also will accept guilty pleas by the defendant.

However, the courts will not be allowed to accept plea bargains, as it is widely done in the United States, where the defense counsel, on behalf of the defendant, can make deals to plead guilty to lessen offenses to get lenient sentences.

Today the Supreme Court consists of the civil, criminal and military collegiums. Each collegium of the Supreme Court has judges who specialize in the area of the law. The civil collegium has 30 members, the criminal 43 and the military 10. In all, the Supreme Court consists of 85 judges, all of whom are members of the Supreme Court Plenary Assembly.

The Plenary Assembly is the highest judicial ruling body in the land on civil, criminal and military law. It reviews only those cases handed up from the collegium, and decisions are made by a majority vote after debate by the full body. Cases that are to be handled by the Plenary Assembly are first re-investigated and considered by two or three judges assigned to investigate the matter by the chairman. Collegiums receive cases from the oblast courts after recommendation for review by either the Procurator General's Office or the chairman of the Supreme Court.

The Court that handles the brunt of civil and criminal complaints is the raion court. Raion courts are found in all administrative centers of Ukraine. Judges are responsible for their own dockets, which are assigned by a geographic division of the raion among the judges. Judges hear civil, administrative and most criminal cases.

A criminal matter comes before a judge after it has been investigated by the Ministry of Internal Affairs and the Procurator's Office must be present at a trial. The defendant has the option of having defense counsel, which occurs in about half the cases.

There are cases when defense counsel is mandatory and assigned by the court: when the accused is underage; or does not understand the language; or has a disability; or if one of the defendants has already obtained legal counsel.

When serious criminal charges (where a sentence of 10 years or more could be handed out) are leveled at a defendant, he is tried by the oblast court and assigned defense counsel. Currently the defendant is still tried by a three judge tribunal and two people's assessors, although soon the option of a jury will be available.

The raion courts handle civil matters, with certain exceptions, including inter-confessional religious disagreements, which fall under the jurisdiction of the oblast court.

Generally lawyers need not be present at civil affairs and judges encourage that issues be settled out of court. Courts hold consultation hours when the public is allowed access to judges to confer and consult on civil issues. Although a judge is not allowed to give his opinion of the outcome of a case, he can review documents and give procedural advice.

The raion court handles administrative complaints also. These are lesser legal matters in which there is no harm done to another person: prostitution, public drunkenness, minor hooliganism, unruly behavior, etc.

Parties in criminal and civil matters have the ability to file appeals on judgment rendered by the raion courts to the oblast court. In civil matters, the appealing party has 7 days to submit all relevant documents; in criminal matters 10 days are allowed.

The oblast court's responsibility is to review matters on appeal from the raion courts for their legal and procedural soundness. Oblast judges can abandon the verdict of the lower court and return the case for retrial, they can uphold the verdict, or they can change the verdict. The court cannot, however, hand out a harsher ruling. Decisions are not often changed (there have to be unusual circumstances). The oblast court hears criminal complaints of the first instance in serious crimes as well, which includes murder, burglary, rape and treason, among other charges. Decisions by oblast judges are subject to review by an oblast court oversight review board. The Oblast Procurator's Office or the chairman of the oblast court can ask that a matter goes to the board for review, which puts much authority in the hands of the two bodies.

The Supreme Court is considering a change in the appeals process away from the system of cassation to give oblast level judges the ability to do more than simply review procedural and legal matters. Cases reach the Supreme Court only on recommendation of either the Procurator General's Office or the chairman of the Supreme Court.

**The Arbitration Court.** The arbitration court of Ukraine is a court of contracts. Its function is to settle disputes between parties over disagreements on contractual responsibilities, payment of debts for products, services or properties. It consists of 25 oblast arbitration courts, and separate courts of the Crimea, and the cities of Sevastopol and Kyiv. Under them fall municipal courts (both city and raion). All answer to the High Court of Arbitration. The system involves 1,057 arbitration judges.

The court is an independent body responsible for reviewing and settling contractual disputes among legal entities, government bodies and other official organs. Essentially, its job is to determine whether terms exist for breaking the contract and what are they; to decide whether a contract exists and what are the promises offered by the parties. In an

arbitration proceeding the court does not dole out punishment, it upholds the remedy offered by the winning party.

The court also rules on disputes between government administrative bodies and legal individuals. An oblast or raion arbitration courts may issue a decree that a legal individual, whether a business or a person, believes is contrary to or not in compliance with a law of Ukraine. The issue can be brought before an arbitration judge to settle the matter.

Not every one has access to the arbitration court. The court will only review applications by legal persons that is, entities that have a registered status as such with the Ukrainian government. They can be individuals, organizations, business or government administrative bodies. They must fulfill government requirements as specified by the laws of Ukraine and must report their dealing in Ukraine, which includes financial reports, on a regular basis. If one of the parties to a dispute is not a registered legal person, the matter can be referred only to the Court of General Competence, which handles criminal and civil matters.

The judges are guided by two laws in handing down their decision: the law on arbitration courts and the law on procedure of the arbitration process. The former defines the responsibility of the judge and the court; the latter explains the procedures for resolving disputes.

The decision can be appealed to the High Court of Arbitration, whose presidium is the highest court in the arbitration system, but suits are rarely accepted unless they involve unusual circumstances or government interests.

### **1. As you read the text a) look for the answers to these questions:**

1. What is the structure of the court system of Ukraine? 2. What is the structure of the arbitration court system of Ukraine? 3. What kind of court is the arbitration court and what disputes does it rule on? 4. Explain the difference between a legal entity and a physical person. 5. Describe the procedure of handling contractual conflicts? 6. What is the structure of the General Court of Competence? 7. Name the court of last resort in the General Court of Competence system and tell about its structure. 8. What cases are handled in the General Court of Competence? 9. Are there jury trials in Ukraine? 10. What are the duties of the raion court in the General Court of Competence? 11. Is the defence counsel mandatory in Ukraine? 12. What are the duties of the oblast court in the General Court of Competence? 13. How can cases reach the Supreme Court? 13. What is the difference in trial procedure held in a raion and an oblast courts? 14. Where can one appeal if he/she disagrees with the judge's decision? 15. Is there death penalty in Ukraine? 16. What do you know about the rights of the detained and arrested in Ukraine?

### **b) Say whether the information given below is true or false. Correct the sentences with distorted information.**

1. The Supreme Court is the highest court of general courts. 2. The Court of General Jurisdiction handles the matters connected with contracts and deals only

with legal persons. 3. The Court of General Jurisdiction consists of more than 800 region (city and village) courts and 27 oblast courts. 4. A judge presides over the trial with 6 jurors present. 5. In the future the General Court also will accept guilty pleas by the defendant, but now courts are allowed to accept plea bargains. 6. Today the Supreme Court consists of the civil, criminal and military collegiums. 7. The Plenary Assembly is the highest judicial ruling body after the Procurator General in the land on civil, criminal and military law. 8. The Court that handles the brunt of civil and criminal complaints is the oblast court. 9. Usually lawyers are present in the court to defend their clients if it is a civil affair. 10. The oblast court's responsibility is to review matters on appeal from the raion courts for their legal and procedural soundness. 11. Any case appealed may reach the Supreme Court for its last review.

**c) Read the text again and fill in the table marking the cases where the defense counsel is mandatory with a tick  $\checkmark$ . Compare the results with your partner.**

the defendant is a juvenile	
a joint crime and one of the defendants is underage	
a joint crime and one of the defendants has already obtained legal counsel	
a physically handicapped defendant	
a mentally handicapped defendant	
a defendant who is going to get a term of 10 years	
a defendant who is going to get a term of 15 years	
a defendant who is going to get a life imprisonment	
a defendant who has committed a serious crime	
the defendant doesn't speak the Ukrainian language	
the defendant doesn't understand the Ukrainian language	
a party is a legal entity	

**d) Summarize the text in 4 paragraphs specifying the following: 1) the triple system of the Ukrainian courts; 2) the specifics of Ukrainian courts of general jurisdiction; 3) defence counsel –to hire or not; 4) the arbitration courts as the courts of contracts.**



## 2. Study the following text.

### a) Explain the meaning of the underlined phrases.

#### The Constitutional Court of Ukraine

The Constitutional Court consists of 18 judges. The judges are appointed by various sectors of the Ukrainian government. The president appoints six, the Verkhovna Rada six and the Supreme Court six. The Constitutional Court draws conclusions and renders decisions in matters regarding:

- the constitutional legality of laws and legal acts passed by the Verkhovna Rada, acts of the president, acts of the Cabinet of Ministers and acts of the Verkhovna Rada of the Autonomous Republic of the Crimea;
- the relationship of the Constitution of Ukraine to international treaties signed by Ukraine or international treaties that are submitted to the Verkhovna Rada for approval;
- an impeachment process, as delineated in articles 111 and 151 of the Constitution;
- the legality of draft laws on changing the Constitution of Ukraine as delineated in its statutes;
- the disregard for the Constitution and laws of Ukraine by the Verkhovna Rada of the Autonomous Republic of the Crimea;
- official interpretations of the Constitution and laws of Ukraine.

Its authority does not include questions on the legal aspects of acts of government organs, government organs of the Crimea, organs of city government or the competence of judges of the General Court of Competence.

The Constitutional Court by law does not have the right to change its decisions, it can only review a decision if new factors arise that were not known earlier.

By the Constitution, a judge's term of office is nine years. He can work until he is 65 years old. If a judge is appointed at the age of 60, although he has a nine-year term, he will only be able to work for five years, until his retirement at the age of 65. The chairman of the Constitutional Court is elected by his fellow judges for a three-year term, and cannot be re-elected. The deputy chairmen are also elected for three-year term. On October 18, 1996, the judges took the oath of office before a session of the Verkhovna Rada. They began their official work that day. The chairman serves his three-year term as part of his nine-year term as a judge on the Constitutional Court.

The court is divided into three judicial collegiums, which is delineated by the law on the Constitutional Court. One collegium of six judges will handle submissions by citizens for review, a second collegium will handle petitions by government bodies for review; and the third collegium will handle a mix of both submissions and petitions.

The chairman and the deputy chairmen are part of the collegiums, not as chairman and deputies, but as equal members of the court. If a judge dies, if he loses his citizenship, if he resigns, his vacated position is filled by that government body that appointed him. That is, if he was one of six appointed by the president, then the president appoints his successor, if it was the Supreme Court then they do so, if the Verkhovna Rada ... and so on.

The judges have three months to review submissions to the court (by citizens) and six

months to review petitions (from government bodies) after they are presented to the plenary body.

**b) The information below is wrong, the facts are distorted. Correct the sentences.**

1. The Constitutional Court consists of 20 judges appointed by different government bodies. 2. The judges are appointed by the Cabinet of Ministers and the Verkhovna Rada. 3. The Constitutional Court draws conclusions and renders decisions in matters regarding the legality of laws passed by foreign governments where the interests of Ukrainians are touched. 4. The decision of the Constitutional Court can be appealed to the Highest Constitutional Court. 5. By the Constitution, a judge's term of office is eight years and he can work until he is 65. 6. If a judge is appointed at the age of 60 and is experienced and respected, he has the right to serve his full term of eight years. 7. The chairman of the Constitutional court elected by fellow judges gets an additional three-year term besides nine years. 8. The chairman of the Constitutional court can be re-elected with the consent of the President. 9. The court is divided into four judicial collegiums dealing with 1) submissions by citizens for review, 2) petitions by government bodies for review, 3) laws passed by the Verkhovna Rada, 4) International Treaties. 10. If a judge dies, if he loses his citizenship, if he resigns, his vacated position is filled by a judge of the Supreme Court.

**c) Fill in the table and discuss the results in the group.**

the Constitutional Court Structure	Cases tried by the Constitutional Court	Legal procedure	Demands to judges

**d) Tell your partner about the Constitutional Court of Ukraine. Use the table filled.**

**e) Draw a structural scheme of the Ukrainian Court System. Compare your scheme with your partner's.**

**3. Look through the texts “The Ukrainian Court System” and “The Constitutional Court of Ukraine”. Act out the situations given below.**

1. A law student is interviewing an arbitration court judge to prepare a report on the specifics of the Ukrainian Arbitration Court System. The arbitration court judge is telling about the structure and functions of the Arbitration Court, describing an arbitration proceeding and explaining the difference between a legal entity and a physical person.

2. A Constitutional Court judge explains to his grandson the specifics of his job and why it is so important for the society. The grandson doesn't understand what impeachment is and how it is connected with the Court's activity (he thinks impeachment is connected with peaches which he adores). The granddad explains the difference between impeachment and peaches. The boy wonders if it's not boring to resolve the similar cases, if his granddad has ever been a chairman and what his granddad is going to do in three years when he retires. The granddad wants to spend more time with his grandson in future.

3. Two law students are discussing the difference between raion and oblast courts of general jurisdiction. They compare cases tried by these courts, their duties and participants of a trial procedure. One student is sure that Ukrainians need a jury trial to get a fair verdict. The other doesn't believe in soundness of jurors thinking they can be biased or vendible. He / she believes that the accused needs more a smart lawyer than a jury. The first student disagrees explaining that lawyers serve not people but money.

**4. a) Explain the difference between a crime, abreach of law and a misconduct.**

**b) Say what of these actions are crimes and what are breaches of law or misconduct.**

Speeding, trespassing, crossing the street when the light is red, illegal crossing of the frontier, breach of duty, default, forgery, breach of the peace, disturbance, violation of human rights, traffic violation, unprofessional conduct, breach of order, untimely delivery, hate crime, slander, child abuse, abuse of power, alcohol abuse, drug abuse, abuses of figures, misdemeanor in office, carelessness, arson, smoking in public places, bullying, calling names, spanking, slap in the face.

**5. Say what you would do if:**

1. you witnessed a motoring offence;
2. you committed a motoring offence;
3. your friend asked you to testify to his alibi though he wasn't with you that day;
4. you saw a pickpocket trying to relieve somebody of their purse / wallet in the bus;
5. you saw somebody abusing a child;
6. you saw children burning a call button of the elevator in your block of flats;
7. you were stopped by the traffic warden and had no driving license;
8. you were asked to testify against your spouse;
9. you surprised an intruder in your lounge at night ransacking your drawers;
10. you were suggested to taste soft drug at the party;
11. you were going in the countryside by your car but the car's plate turned out to have been stolen;
12. you witnessed somebody was committing a shoplifting trying to leave the ready-made shop in the new clothes without paying for them.

**6. Complete the sentences matching the beginning (1-8) with the ending (a-h).**

- |   |  |
|---|--|
| 1. I heard that they're going to bring                        | a) off accidentally in his hand.                                       |
| 2. Police are appealing for members of the public to come     | b) away with serious crimes every day.                                 |
| 3. Nobody was convinced when the man claimed the gun had gone | c) in by this trick and have lost a lot of money.                      |
| 4. The policewoman started to take                            | d) forward with any information they feel might be useful.             |
| 5. Lots of old people have been taken                         | e) up the bank and was sentenced to five years in prison.              |
| 6. Peterson was found guilty of holding                       | f) off this time, but told him that he wouldn't be so lucky next time. |
| 7. Many people get  | g) in a law banning smoking in public places.                          |
| 8. The policeman decided to let Shaun                         | h) down everything I was saying and I knew I was in serious trouble.   |

**7. Each of the words in bold is in the wrong sentence. Write the correct word.**

1. A man had been murdered **death** in his garden. 2. The **murder** was his neighbour living the next door but one. 3. The man's daughter was present in the **prisoner** where the accused was being tried. 4. The jury were about to retire to the jury room to **punish** their verdict. 5. At this moment, the daughter of the **guilty** man did something. 6. She rose to her feet and shot the **courtroom** in the courtroom. 7. Perhaps she thought that the jury would find him not **innocent** and she felt certain that he was guilty. 8. Or perhaps she thought that even if the jury did find the prisoner guilty, the judge might not **consider** him by death. 9. She wished to be certain that the prisoner was punished by **brutally**, so she took law into her own hands and shot him. 10. Of course, if the accused was shot dead, it was useless for the jury to decide whether the dead man was guilty or **murdered**. 11. The girl was taken into **suspect** in the courtroom. 12. Maybe, the brutal **custody** of her father would be considered an extenuating circumstance when the jury brought in their verdict.

**8. Fill in the blanks with prepositions where necessary.**

1. The prisoner was charged ... robbery. 2. The trial ... the offender was adjourned. 3. The prisoner was released ... bail. 4. The offender was fined ... \$50. 5. The man went ... trial ... charged ... murder. 6. The gang leaders were put ... trial for armed raids. 7. They were put ... trial ... kidnapping. 8. The witness gave evidence ... the accused whom he thought innocent. 9. The prisoners were sentenced ... different terms ... imprisonment. 10. The accused pleaded not guilty ... kidnapping. 11. The farmer brought an action ... his neighbour ... breaking the

fence. 12. The prisoner was accused ... insulting the authorities. 13. The jury declared the prisoner guilty ... kidnapping. 14. He was put ... house arrest ... a remote district and has now been charged ... insulting the policeman. 15. They appeared ... court.

**9. Put each of the following words from the box into its correct place in the passage below. Each word may be used only once.**

a)

well-informed	lawmakers	understand	murky
muddled	experience	attaining	trouble
mitigating	Soviet-born	generation.	foreign
untrustworthy	journalist	choking	oligarchs
investments	politicized	happening	average

### **Ukraine's 'top lawyers' can be worth knowing**

Whether you're a small businessperson, big foreign investor, oligarch, diplomat, gumshoe ... or ... citizen, getting to know the top commercial lawyers in Ukraine can come in handy. Why? Because these intelligent, educated and ... individuals have some of the best insights into what is ... in Ukraine and how to get things done. They know the country's ... laws inside out and how favoritism works in courts. As a result, they know best how to swim successfully in the ... waters of this nation's very ... judicial system. They know best how to protect ..., open closed doors, seal deals, get permits and pay taxes. They know what ... are up to when they adopt legislation that stifles competition or fuels corruption. The list goes on.

In servicing ... investors they help bring fresh blood into Ukraine's economy and know best of all what legislative hurdles are keeping badly needed foreign direct investment out. In servicing domestic ... and their companies, they know what is happening – and far too often ... – Ukraine's heavily monopolized and ... economy. Ukraine is not an easy place to do business. ... risks is more than wise. Getting out of ... when it arises is a matter of survival.

The majority of Ukraine's top lawyers are ..., but Western-educated. As a result, they stand out in terms of ..., know-how and world views from the older... They see and ... how far Ukraine has come since its oppressive past and how far it has yet to go before ... European or American standards.

b)

approval	standards	temptation	Justice
Parliament	pressure	judges	passed
impact	destructive	superficial	access

Parliamentary beginning	rotation government	judicial limits	force point
----------------------------	------------------------	--------------------	----------------

### Reform with the hidden aim

2010 was a turning ... in judicial reform. On July 7, 2010, the ... adopted the Law “On the Judicial System and Status of Judges” despite the promises of President’s prior ... of the project with the Venice Commission. It entered into ... on July 30 – the day of publication.

This event marked the ... of major changes in the judiciary, but was perceived ambiguously. Chief ... Vasyl Onopenko called the adoption of the law a “legislative gamble” and stressed that its... power threw Ukraine back in its democratic development. On October 5, 2010 the ... Assembly of the Council of Europe expressed concern that such a law was ... with too great haste. The Venice Commission followed a few months later, showing inconsistency of the law with a number of European....

The law has worsened people’s ... to justice and created a number of threats to judicial independence. Procedural time limits were reduced as if to counter litigation. When judges adjusted caseloads to follow these new ... it resulted in numerous violations of procedural rights of the parties and ... handling of cases.

The law created serious leverage for political ... on judges. They saw significant politically motivated ...: the government propagated in 2010 the resignation of many judges, especially in the higher courts, and then the ... forced the transfer of judges to the courts of Kiev – mostly from Donetsk and other eastern regions. Many of these ... appointed chief judges and their deputies. The new government did not escape the ... to use reform to enhance their ... on the courts. Ensuring the right to a fair trial was not the real purpose of ... reform.

### 10. Match the crime (1–10) with the definition (a–j).

- |                   |  |
|-------------------|--|
| 1. counterfeiting | a) the exacting of money from someone by threat  |
| 2. bribery        | b) the forcible seizure of a commercial aircraft and the holding of its crew and all passengers as hostages against the acceptance of the hijackers’ demands                 |
| 3. arson          | c) a crime against the state to which the allegiance is owed, consists of attempting to overthrow the government or betraying it into the hands of its enemies               |
| 4. blackmail      | d) the crime of offering, giving, receiving or soliciting anything of value with the intent of influencing someone in a responsible position to act contrary his or her duty |
| 5. kidnapping     | e) the act of copying or imitating a genuine object with the intent of unlawfully distributing the copy  |
| 6. treason        | f) carrying away a person against that person’s will and often holding him or her for ransom   |

- |                       |  |
|-----------------------|--|
| 7. airplane hijacking | g) the malicious burning of property for some illegal purposesuch as destroying evidence, collecting insurance, or injuringsomeone |
| 8. barratry           | h)going onto someone’s land without their permission   |
| 9. computer crime     | i) the offence of stirring up lawsuits that have no grounds  |
| 10. trespassing       | j) any crime accomplished through special knowledge of computer technology   |

**11. Look through the list of crimes given below. Say which of them involves 1) counterfeit money; 2) pornography; 3) hostages; 4) a ransom; 5) heroin; 6) a traitor; 7) state secrets; 8) contraband; 9) a store detective. Give proof to your answers.**

- |                         |  |
|-------------------------|--|
| blackmail               | driving without due care and attention |
| kidnapping              | mugging                                |
| arson                   | drug peddling                          |
| trespassing             | espionage (spying)                     |
| manslaughter            | shoplifting                            |
| smuggling               | treason                                |
| forgery                 | hijacking                              |
| bigamy                  | obscenity                              |
| baby- or wife-battering | bribery and corruption                 |
| conspiracy              | petty theft                            |
| fraud                   | robbery with violence                  |

**12. Choose the right answer.**

- a) 1. This was one of the few crimes he did not ...
- a) achieve                      b) commit                      c) make                      d) perform
2. The ...are still holding twelve people hostage on the plane.
- a) bandits                      b) guerrillas                      c) hijackers                      d) kidnappers
3. He was charged with a(an) ... of currency regulations.
- a) break                      b) breach                      c) disrespect                      d) observance
4. Our insurance policy offers immediate ... against the risk of burglary, accident or damage by fire.
- a) care                      b) cover                      c) relief                      d) security
5. The man jumped out of the window and committed... .
- a) death                      b) homicide                      c) murder                      d) suicide
6. “Thieves will be ...”
- a) liable                      b) lifted                      c) persecuted                      d) prosecuted

7. Police blamed a small hooligan ... in the crowd for the violence which occurred.  
 a) constituent                      b) division                      c) element                      d) portion
8. The police said there was no sign of ... entry even though the house had been burgled.  
 a) broken                      b) burst                      c) forced                      d) smashed
9. The police car raced down the street with the ... blaring.  
 a) alarm                      b) bell                      c) gong                      d) siren
10. The tourist's camera was ... because he has brought into the country illegally.  
 a) bereaved                      b) confiscated                      c) deprived                      d) extorted
11. Look, Officer. I'm not drunk. I'm as ... as a judge.  
 a) calm                      b) clear                      c) sober                      d) steady
12. He said he would sue us, but I don't think he'll ... his threat.  
 a) achieve                      b) bring about                      c) carry out                      d) perform
13. The conspirators were plotting the ... of the government.  
 a) catastrophe                      b) disaster                      c) demolition                      d) overthrow
14. The thieves ... the papers all over the room while they were searching for the money.  
 a) broadcast                      b) scattered                      c) sowed                      d) strayed
15. Ms. Goodheart was completely ... by the thief's disguise.  
 a) taken away                      b) taken down                      c) taken in                      d) taken up
16. The police caught the thief...  
 a) in black and white                      b) in the red                      c) red-handed                      d) true blue
17. He was arrested for trying to pass ... notes at the bank.  
 a) camouflaged                      b) counterfeit                      c) fake                      d) fraudulent
18. He offered me \$ 500 to break my contract. That's ....  
 a) blackmail                      b) bribery                      c) compensation                      d) reward
19. The child was kidnapped by a notorious ... of robbers.  
 a) crew                      b) gang                      c) staff                      d) team
20. The burglar ... silently into the room.  
 a) crept                      b) stood                      c) strode                      d) wandered
- b) 1.** The spy ... the desk in an attempt to find the secret documents.  
 a) invaded                      b) kidnapped                      c) looted                      d) ransacked
2. The safe deposit box ... a high-pitched sound when it was moved.  
 a) ejected                      b) emitted                      c) expelled                      d) excluded
3. He ... his fist and threatened to hit me.  
 a) clenched                      b) clutched                      c) grabbed                      d) gripped
4. Thieves got away with a ... of jewellery worth thousands of pounds.  
 a) catch                      b) haul                      c) loot                      d) snatch
5. The burglar's presence was betrayed by a ... floorboard.  
 a) cracking                      b) creaking                      c) crunching                      d) groaning
6. Smugglers consistently ... import regulations.



- a) break                      b) flaunt                      c) float                      d) flout
7. Luckily my wallet was handed in to the police with its contents... .
- a) contained                      b) intact                      c) missing                      d) preserved
8. The intruder was badly ... by the guard dog in the palace garden.
- a) damaged                      b) eaten                      c) mauled                      d) violated
9. When the police examined the house they found that the lock had been ... with.
- a) broken                      b) hindered                      c) tampered                      d) touched
10. The hooligan ... the money out of my hand and ran away.
- a) clutched                      b) gripped                      c) snatched                      d) withdrew

**13. Paraphrase the following sentences using the Topical Vocabulary “Courts and Trials in Ukraine”:**

1. John promised not to leave Chicago and signed the paper. 2. Mr. Johnson is in charge of a list of legal cases that will be heard in his court, your case will be tried by Mr. Joneson. 3. The oblast court’s judge didn’t uphold the verdict of the raion court and sent the case back for judging it in court again. 4. Raion courts hear all types of cases – criminal, civil and administrative ones. 5. You are eligible for the attorney for defence even if you don’t have money to hire him. 6. Do you really accuse him of drinking in public places? Everybody does it! 7. She was sure the judge’s decision wasn’t fair because the judge had got a graft. 8. He couldn’t refer to an arbitration court as he wasn’t a legal entity. 9. The attorney for defence convinced his client to plead guilty. 10. After a long discussion of the prosecutor with the defence counsel, the accused agreed to admit in court that he was guilty of a manslaughter in exchange for not being charged with a murder. 11. The convict knew when the case was brought to the appellate court, the judge’s sure to reduce the sentence. 12. In arbitration courts judges mete out punishment to the losing party on the advice of the winning party. 13. If the accused is underage the attorney for defence is compulsory in Ukraine. 14. The defence counsel didn’t expect Mrs. Wit to testify against his client. 15. The court of appeal didn’t uphold the decision of the trial court.

**14. Translate the following passages into English using Topical Vocabulary “Courts and Trials in Ukraine”**

a)

Ваші права при затриманні чи арешті

Під час затримання за підозрою у вчиненні кримінального злочину Ви маєте право:

- не свідчити проти себе чи своїх рідних;
- у будь-який час відмовитися давати показання й відповідати на запитання;
- мати захисника та побачення з ним «віч-на-віч» до першого допиту;
- надавати докази, заявляти клопотання та відводи;
- вимагати перевірки судом законності затримання;
- особисто брати участь у судовому розгляді щодо обрання запобіжного заходу – взяття Вас під варту.

Вам мають роз'яснити Ваші права й скласти про це протокол, а також протокол про Ваше затримання як особи, підозрюваної у вчиненні злочину.

Після затримання може бути здійснено Ваш особистий обшук і вилучення речей та документів. Такий обшук може здійснюватися лише особою однієї з Вами статі.

**Пам'ятайте!** Ви не зобов'язані доводити свою невинуватість.

У разі затримання за підозрою у вчиненні злочину Вас мають якнайшвидше, але в будь-якому випадку не пізніше 72 годин або звільнити, або доставити до суду, де Ви зможете взяти участь у судовому розгляді про Ваше тримання під вартою чи застосування іншого запобіжного заходу (застава, підписка про невиїзд тощо).

При порушенні ваших прав Ви маєте право подати скарги до прокуратури або до суду.

**b)**

#### Подання апеляції

Для більшості справ, які йдуть на розгляд до суду, завершення слухання є кінцем справи. Однак, деколи одна зі сторін не хоче погоджуватися з результатом розгляду справи у суді і приймає рішення про подання апеляції. Як у кримінальних, так і цивільних справах, сторона, яка програла і хоче оскарження рішення суду, повинна подати апеляцію впродовж 30 днів з моменту завершення справи.

Апеляційний розгляд не дає можливості для нового розгляду справи від початку, тільки в іншому суді. Апеляційні судді не слухають покази свідків і не вивчають докази. Єдине, що вони роблять, це переглядають те, що відбулося у нижчій судовій інстанції. Коли позивач або відповідач оскаржує результат розгляду своєї справи, він стверджує, що було щось неправильно зроблено під час розгляду судом першої інстанції. Якщо апеляційний суд погодиться, то надалі буде розглядатися питання, чи така помилка вплинула на результат розгляду справи. Навіть якщо апеляційний суд прийде до висновку, що нижчий суд зробив помилку, імовірніше – результат залишиться незмінним, якщо справу було вирішено правильно. Однак, якщо апеляційний суд буде переконаний, що помилка суду першої інстанції вплинула на результат розглянутої справи, то буде винесено рішення про повернення справи на повторний розгляд. Апеляційний суд пояснить, яку помилку зробив суддя нижчої інстанції при розгляді справи першого разу і що повинно бути зроблено впродовж другого разу. Справу скерують до суду першої інстанції для подальшого врегулювання.

**15. Each of the words in bold is in the wrong form. Give the correct form.**

1. It **isn't** necessary to set the **burgle** alarm. 2. The judge **gave** us permission to call a **surprised** witness. 3. Should judges take children into **account** when **sentence** their parents? 4. We need prisons in **order** to keep society safe from dangerous **crimes**. 5. Many people are **taking** advantage of the change in the tax **unlawful**. 6. The state relied upon the **testify** of two witnesses whose evidence has not only been called into serious question on **cross-exam**. 7. He **spying** for the United States. 8. He insisted these photographs were not art but **obscene**. 9. Best **indefensibility** is offence. 10. The criminal **conspiracist** happened to be crushed by a prison officer. 11. He is facing charges of **anti-corruption**. 12. She became **assault**, wanted to kill herself and had delusions of persecution. 13. When the police searched through all the drawers they found the stolen money and a **forgery** passport 14. He was arrested on **suspect** of murder. 15. Little **thieved** are hanged, but great ones escape.

**16. Read the article and put a phrase or sentence . a)** Choose from (1-10) the one which best fits each space. There are two choices you do not need to use. Check your choice in the group.

### **When you are away from home**

Eight out of ten burglaries occur... . So don't advertise your absence when you're on holiday, or even at work or shopping. Instead, fit time switches – ... – to turn your lights on after dark.

Don't leave valuable items such as TV or video... . During the day, keep the items out of sight; at night draw the curtains.

Ask a friend or neighbour to keep an eye on the house while you're on holiday, to collect mail left in the letterbox, ..., even mow the lawn and generally make the house looked lived in.

Thieves look for portable, high-value, easily saleable goods. One excellent way to protect items is ... showing your postcode, the number of your house or flat or the first two letters of its name. Put a sticker – available from police stations – in a front window ... . The sticker will make them think twice. The marking makes it harder for a thief ..., and easier for the police to return the property to you if it is found.

Keep a list too of the serial numbers of your television, video and hi-fi equipment. The numbers will be useful if... .

1. when you sleep at night
2. you need to make an insurance claim
3. to sell your property to a dealer
4. to mark them with an indelible identification
5. when a house or flat is empty
6. available from shops

7. sweep up leaves
8. visible through the window
9. you file a complaint of being burgled
10. to tell thieves that your property is marked

**b) When people leave their houses, either for short or long periods, they often leave tell-tale signs for burglars which show that they are not at home. Make a list of 5-10 tell-tale signs. The example is given below.**

*1. Newspapers are not cancelled.*

**c) Read the text again. Fill in the table given below. Compare the results with groupmates.**

### Protecting your home

What people should do to avoid being burgled	How people can help the police find their stolen goods if they are burgled

**d) Share your experience and tell what you usually do to protect your home.**

**21. Put either ROB or STEAL in the sentences below.**

1. Last night an armed gang ... the post office. They ... \$2000.
2. My handbag ... at the theatre yesterday.
3. Every year large numbers of banks ... .
4. Jane ... of the opportunity to stand for president.
5. Her younger sister was accused of ... money.
6. Are you not ashamed of ... the first grade kids?
7. They've ... our liberty.
8. The thieves ... the passengers of all their money and jewels.
9. Television has ... the cinema of its former popularity.
10. Romeo came under the balcony of Juliet and ... her hair.

11. She was sure it was Mike who ... the new DVD-player from her.
12. This car wasn't exactly a ... at this price.

**22. a) Read the letter of police complaint and match the paragraphs (A-F) to the definition (1-6)**

1. Explain what happened.
2. Give your reason for writing.
3. Say what you want and expect to be done.
4. End with a polite, formal expression.
5. Start your letter formally.
6. Request to acknowledge receipt of the complaint (not obligatory).

To

The Officer-in-charge  
Trivandrum Police Station (North),  
Trivandrum, Kerala.

April 14, 2014

Sub: Theft in the house

- A** – Respected sir,
- B** – I am Eve Sethi, currently residing at Star Line, 5, Kerala. I have to lodge a complaint about our home being burgled last night.
- C** – This petty theft took place in our house on the ground floor on April 13, 2014. No one stays on the ground floor. There are two rooms on the ground floor, in which we keep some articles which are rarely required for use, such as some utensils made of brass or stainless steel, some tools, some old furniture's etc. The thieves broke open the lock of one of the rooms, and robbed some of the utensils worth about two thousand rupees. We came to know about the theft in the morning that is today.
- D** - Please treat this note as an official complaint, and record it in the F.I.R. You are requested to interrogate the local suspects and black-listed fellows to find out a clue to this theft, and take necessary legal action in this regard.
- E** - Please acknowledge receipt of this complaint, quoting the F.I.R. number with date assigned to it.
- F** – Thanking you,  
Yours faithfully  
Eve Sethi  
Contact number: 54-67-231

**b) Write a letter of police complaint. The situations are given below. Remember to use polite, formal language, structure and layout your letter correctly. Use your own ideas.**

1. Recently you lost your iPhone at a public gathering place. You suspect it was lost from your pocket while getting up from a chair or it was stolen by someone from your pocket or bag. After blocking outgoing calls from the mobile number, you filed a complaint to the police. You were expecting the police would trace the phone and were concerned about the phone being abused by the person who stole or got it.

2. Recently you lost your iPad at a local Wi-Fi café. You suspect it was taken by some visitor or a café staff from your table while you were washing your hands. The interrogation of the waiters, the barman and the café visitors who were in the hall was unsuccessful. So, you filed a complaint to the police. You were expecting the police would trace the iPad and return you this valuable thing.

**24. Render the article given below. Use the phrases for rendering (See supplement)**

### **Kyiv Post називає кращих українських юристів**

Влад Лавров

Неважливо чи ви є дрібним підприємцем, потужним іноземним інвестором, олігархом, дипломатом, журналістом-розвідувачем або середньостатистичним громадянином – інформація про те, хто найкращий юрист в Україні стане вам у нагоді. Чому?

Тому що ці розумні, освічені та добре інформовані особи є одними з небагатьох у Україні хто дійсно розуміє, що відбувається в країні та знає як досягати результату.

Вони досконало вивчили заплутані українські закони та знають з особистого досвіду про вибіркоче правосуддя в країні. Як наслідок, вони чи не єдині, хто навчилися плавати в підступних водах українського судочинства.

Вони найкраще за все знають як захистити іноземні інвестиції, відчинити зачинені двері, заключити угоди, отримати дозволи та сплатити податки. Вони знають чого домагаються парламентарі коли приймають закони, що придушують конкуренцію або підживлюють корупцію. Вони знають як треба змінити законодавство аби врятувати ситуацію в країні. Цей список можна продовжувати.

Коли вони працюють на іноземних інвесторів – потужних або дрібних – вони допомагають влити свіжу кров в українську економіку та знають достеменно які законодавчі перепони перешкоджають притоку більших інвестицій.

Коли вони працюють на місцевих олігархів та їхні компанії, вони точно розуміють, що відбувається та що душить українську замонопольовану та надто залежну від політичних впливів економіку.

«Юристи справді отримують багато інформації», – каже Олег Мальський, партнер київської юридичної фірми AstapovLawyers. «Це багато чого дає для розуміння стану речей в країні».

Україна не найлегше місце для ведення бізнесу. Зменшення ризиків є більш ніж розумним рішенням. Вирішення проблем, коли вони трапляються, це питання виживання.

Коли йдеться про найкращих українських юристів вони працюють день і ніч, але отримують за це відчутну винагороду. На рік найкращі юристи в Україні можуть заробляти мільйони доларів, чого більш ніж достатньо для безтурботної старості. «Мінімальній річний дохід для потрапляння до когорти топових юристів становить близько \$2 мільйонів на рік», – каже Мальський. «Це приблизно та сума яку отримує партнер провідної української юридичної фірми після успішного року». Мальський додає, що юристи провідних іноземних фірм, як правило мають найвищі гонорари, що приблизно складають біля \$850 на годину. Якщо ж ви вирішили найняти новачка тієї ж фірми його гонорар буде приблизно втричі менше.

«Різниця між місячною зарплатою новачка та провідного партнера фірми може складати від 100 до 1000 разів, [при тому] що початківець отримує від \$1000 до \$2000 на місяць», – каже Сергій Чорний, керуючий партнер київського офісу міжнародного юридичного гіганта Baker&McKenzie.

Деякі з провідних юристів в Україні іноземці, які часто відіграють важливу роль, адже приносять до країни свій цінний досвід. Багато хто з них докладає надзвичайних зусиль для лобювання реформ в Україні як в середовищі місцевих політиків так і за кордоном. Однак, більшість з провідних українських юристів народились в Радянському Союзі, але освіту отримали на заході. Як наслідок, з точки зору досвіду, умінь та світогляду вони значно переважають своїх старших колег. Вони розуміють як далеко Україна відійшла від свого тоталітарного минулого і як далеко їй ще треба пройти для досягнення європейських або американських стандартів.

Деякі з провідних українських юристів – такі як колишні партнери київської фірми Magisters Олександр Власенко та Олег Рябоконт – останніми роками активно зайнялись політикою. Якщо їх приклад наслідуватимуть й інші, на думку багатьох, Україна матиме кращі шанси покращити свою систему влади. «Було б чудово потрапити до парламенту і працювати там над поліпшенням законодавства», – каже Чорний. «Я думаю, цього б прагнув будь який нормальний юрист. У тебе є можливість це зробити, і ти насправді знаєш як».

Отже, хто найкращі юристи в Україні? Ми отримали 27 відповідей та близько 50 імен номінантів. Дванадцятьоро з них опинились в числі лідерів, отримавши більше чотирьох балів.

Михайло Харенко

Олександр Мартиненко

Василь Кисіль

Сергій Чорний

Олексій Дідковський

Сергій Піонтковський

Адам Мицик

Вадим Попко

Ярослава Джонсон

Артем Стоянов

Джаред Грабб

Олег Макаров

(from *Kyiv Post*)

**25. Here are the answers given by an on-line law counselor. Write the possible questions that do for these answers.**

1. Yes, even mercy-killing is against the law.
2. Yes. Joint guilt. In the eyes of the law, both are guilty.
3. No – at least, only in self-defence.
4. Yes, he could claim it was slander (or libel, if you wrote it in a newspaper). He probably wouldn't, though, because of the legal costs.
5. Yes. You could sue me for negligence and I would probably have to pay damages.
6. No. Capital punishment was abolished.
7. No. She can't sue you for breach of promise.

**26. Do some library research and write an essay of 350-400 words on one of the given topics:**

1. The reforms Ukrainian court system needs.
2. Should death penalty be returned in Ukraine?
3. The rights of arrested people in Ukraine.

## ***Part IV. Juvenile Delinquency***

### **TOPICAL VOCABULARY**

- 1. Courts:** youth courts, juvenile courts, criminal courts for young people.
- 2. Criminals:** young offender, minor offender, juvenile delinquent, persistent offender, truant, drug trafficker, white-supremacist gang.
- 3. Young offender characteristics:** to be genetically disposed to crime, to abuse alcohol/drugs, erratic discipline pattern, to cut/disrupt classes, to play truancy, to reject social values, not to adhere to smth, to make up for the failure, to create havoc.



**4. Offences:** automobile theft, carjacking, default in paying a fine, to traffic in drugs, drug trafficking, domestic burglary, rape, arson, indecent assault on a woman, sexual acts, staying out after a curfew, drinking alcoholic beverages, drugs/alcohol abuse, causing death by dangerous or drunken driving, to commit imprisonable offences.

**5. Participants of the legal procedure:** the Lord Advocate, sheriff, to remit the case to the reporter to arrange the hearing (about the sheriff), the children's panel, the panel of three lay people, reporter, parents, juvenile offenders.

**6. Legal procedure:** to bring criminal proceeding against smb, to prosecute smb, to be brought before a children's panel, to fall within the jurisdiction of youth courts, to have a discretion, grounds for referral, remand home, community home, the Public Order Act, to attend hearings, an informal setting, to come before a hearing, to hear appeals against a hearing's decision.

**7. Punishment and preventive measures:** to attend a day attendance centre, to be sent to a training school, to be committed to residence in a remand home, to go to the attendance centre, breach of probation order, local authority residential unit, local authority accommodation, young offender institution, to assume parental responsibility, curfew, through school counselling, confinement in juvenile halls, aftercare, foster care, temporary confinement, community service order, supervision order, attendance centre order, to live at home under the supervision of a social worker/ probation officer, life imprisonment, custody, custodial sentence, to serve custodial sentence in a young offenders' centre, fines, compensation, to impose a secure training order on persistent offenders, death penalty/sentence, remission of part of the sentence for good behavior, release on parole, supervision on release, to be placed in care / under supervision / on probation.

### **What is Juvenile Delinquency and a Juvenile Delinquent?**

Juvenile delinquency usually refers to the violation of a law by a juvenile. It includes such crimes as murder, robbery, automobile theft, carjacking and burglary as well as some offences, such as truancy, staying out after a curfew, drinking alcoholic beverages or certain sexual acts, that are illegal only when committed by juveniles. Many people use the term *juvenile delinquency* to include anything youngsters do that goes against the standards of society, regardless of whether this action is legal or illegal.

The legal age at which a person is considered to be a juvenile varies from place to place. Most states in the United States define anyone under 18 years of age as a juvenile. New York considers anyone under 17 a juvenile. In Canada, juveniles may be those under the age of 16. So, the definition of a juvenile varies from state to state, but the term most commonly refers to someone under 18 years of age.

Juvenile delinquency is regarded as a serious social problem in the United States and many other countries. It has caused increasing public concern, but it is by no means a new problem. Young people formed violent street gangs in American cities during the 1800s, and delinquency rates were reported rising during the early 1900's. Delinquency is found in all nations and is particularly widespread in highly industrialized nations that have large cities. Experts say that the juvenile problem is the result of the policy of silence which disguised many problems including this one.

The legal term a *juvenile delinquent* was established so that young lawbreakers could

avoid the disgrace of being classified in legal records as criminals, juvenile delinquency laws were designed to provide treatment, rather than punishment, for juvenile offenders. Young delinquents usually are sent to juvenile courts, where the main aim is to rehabilitate (reform) offenders, rather than to punish them. But the term *juvenile delinquency* itself has come to imply disgrace.

The term *juvenile delinquency* is merely an administrative term, not a clinical diagnosis. It has to be recognized that relatively minor delinquent activities (e.g. petty theft, vandalism) are surprisingly common in the teens. However, there is a small but hard core of adolescents who habitually break the law. Delinquency is perhaps the most noteworthy of all activities as an adolescent manifestation, reaching a peak at 15 years for boys and 14 years for girls. But in their twenties most of the former offenders gradually become broadly law-abiding members of the community.

***Extent of delinquency.*** Crime statistics, though they are often incomplete and may be misleading, do give an indication of the extent of the delinquency problem. The Federal Bureau of Investigation (FBI) reports that during the mid-1980s, about two-fifths of all U.S. arrests for burglary and arson were of people under age 18. Juveniles also accounted for about one-third of all arrests for larceny. In any year, about 4 per cent of all children between the ages of 10 and 18 appear in a juvenile court. The percentage of youngsters in this age group who are sent to court at least once is much higher. A third or more of those boys living in slum areas of large cities may appear in a juvenile court at least once. But sociologists have concluded that youthful misbehavior is much more common than is indicated by arrest records and juvenile court statistics.

Girls are becoming increasingly involved in juvenile delinquency. Today, about one of every five youngsters appearing in juvenile court is a girl. In the early 1900's, this ratio was about 1 girl to every 50 or 60 boys.

***What causes delinquency?*** Many studies have been made in an effort to determine the causes of delinquency. Most of these have focused on family relationships or on neighborhood or community conditions. The results of these investigations have shown that it is doubtful that any child becomes a delinquent for any single reason.

***Family relationships,*** especially those between parents and individual children, have been the focus of several delinquency studies. An early study comparing delinquent and nondelinquent brothers showed that over 90 per cent of the delinquents had unhappy home lives and felt discontented with their life circumstances. Only 13 per cent of their brothers felt this way. Whatever the nature of the delinquents' unhappiness, delinquency appeared to them to be a solution. It brought attention to youths neglected by their parents, or approval by delinquent friends, or it solved problems of an unhappy home life in other ways. More recent studies have revealed that many delinquents had parents with whom they did not get along or who were inconsistent in their patterns of discipline and punishment.

***Neighborhood conditions*** have been stressed in studies by sociologists. Many of these inquiries concentrate on differing rates of delinquency, rather than on the way individuals become delinquents.

A series of studies have shown that delinquency rates are above average in the poorest sections of cities. Such areas have many broken homes and a high rate of alcoholism. They also have poor schools, high unemployment, few recreational facilities, and high crime rates. Many young people see delinquency as their only

escape from boredom, poverty, and other problems. So, children from the poorest part of society lack opportunities to develop in socially acceptable ways and turn to delinquency as a substitute. But the pain of being poor and living in slum conditions is felt more strongly in a rich society than in a poor one.

*The use of drugs.* Surveys of U.S. teen-agers indicate that the great majority have at least experimented with such drugs as alcohol, barbiturates, cocaine, LSD, or marijuana. Some have experimented with heroin, morphine, or other narcotic drugs. Many of these drugs are physically harmful if taken regularly. A single overdose of some drugs, such as heroin or a barbiturate, can result in a coma or death. Alcohol is the most widely used drug among teenagers though alcoholic beverages cannot legally be sold to people under 18 in any state. About 15 per cent of U.S. high school students may have a serious drinking problem.

Adolescents experiment with drugs for various reasons, including peer group pressure, the desire to appear grown-up, the example of parents, and curiosity. Some teenagers may be led into it by boredom or by an unconscious desire to escape mental or emotional pressure. Teenagers who feel genuinely useful are perhaps least likely to develop the problem of drug abuse.

*Being labeled.* Experts say juveniles who are caught and labeled delinquent by the authorities are likely to continue to break the law because that label makes it harder for them to be law-abiding. A youngster can be labeled a delinquent for breaking any one of a number of laws, ranging from robbery to running away from home. But an action for which a youth may be declared a delinquent in one community may not be against the law in another community. In some communities, the police ignore many children who are accused of minor delinquencies or refer them directly to their parents. But in other communities, the police may refer such children to a juvenile court, where they may officially be declared delinquents.

*Learnt behaviour.* Delinquency is learned behaviour, acquired by associating with people who have little respect for the law.

*Biological or psychological causes.* Child aggression may be a result of imitating the rough and violent parent behavior towards children. If the child has a hostile cruel parent or parent-substitute, the child may grow into a subordinate, servile, intimidated or even masochistic person, as well as into an angry and aggressive person very much resembling his/her tormentor. The incomplete (single parent) family is the cause of a poorly developed feeling of a lasting parent-child relationship, the consequence of which is insufficient socialization of the child. The absence of one parent engenders a great emotional deficiency in the family structure. The child is thus devoid of the object of identification, which is the most important factor in the formation of child's character and one of the reasons for the development of delinquent behaviour among children and youth.

*Prevention of delinquency.* Many efforts have been made to develop programs of delinquency prevention. There is little evidence, however, that any of these programs is truly effective. Some programs provide counseling services to youths who appear to be on the verge of becoming delinquents. Other programs draw youngsters into clubs and recreational centers in an effort to keep them away from situations in which delinquency is likely to occur. In recent years, many efforts have centered on improving the educational and work skills of youngsters.

For those juveniles who have already become delinquents, there are programs designed to prevent them from committing future delinquent acts. Probation services are offered through juvenile courts in an effort to provide guidance for delinquent children. The more progressive institutions for juveniles attempt to provide treatment programs for offenders – work experiences, counseling, education, and group therapy. However, many other institutions provide little more than protective custody for juvenile delinquents.

### **1. As you read the text**

#### **a) look for the answers to these questions:**

1. What is juvenile delinquency? 2. What is a juvenile delinquent? 3. Do the crimes committed by adults differ from crimes committed by juveniles? 4. Are there any crimes committed only by juveniles? 5. Why are minor offenders not recorded as criminals though they also commit crimes? 6. Are there universal laws of punishing juveniles? Why? 7. If a person commits crimes being a minor, does it mean he/she will be an hardened offender being an adult? Elaborate on your answer. 8. How can you explain that the level of delinquency is higher among the low-income groups in societies where most people are well-to-do than in poor societies? 9. What makes girls commit more crimes nowadays than they did in past? 10. What are the causes of juvenile delinquency? Add some more causes if you can. 11. How do family relationships encourage the turning of a juvenile into a delinquent? 12. If poor neighbourhood influences teens greatly and becomes one of juvenile delinquency causes, what does gilded youth lack and why does it commit crimes? 13. Why is drugs abuse considered one of juvenile delinquency causes? Aren't public drinking and usage of drug crimes themselves? Dwell on your point of view. 14. If a former criminal lives in your neighbourhood, will your child become a delinquent or remain a law-abiding person? 15. What does it mean to be labeled? 16. Give the example how biological or psychological reasons cause juvenile delinquency? 17. What preventive measures would you suggest to take to reduce the level of juvenile delinquency in your country? 18. What punishment is administered to juveniles? 19. What courts try juvenile cases? 20. Who is responsible for the high rate of juvenile delinquency?

#### **b) Complete the sentences using information from the text.**

1. Juvenile delinquency is... . 2. Juvenile delinquents are... . 3. There are more juvenile delinquents in... than in... . 4. The legal term '*juvenile delinquent*' was established... . 5. The usual age of committing crimes by juveniles... . 6. Among the crimes committed by juveniles are... . 7. The causes of juvenile delinquency are... . Tenuous and not warm family relationships ... .8. If a child lives in a poor neighbourhood... .9. Most teenagers pass through the experimentation stage with drugs... .10. Drug and alcohol abuse... .11. Being labeled a delinquent... . 12. Among biological and psychological reasons are... . 13. Among the preventive measures are... . 14. Juvenile delinquency is a problem ... . 15. The usual way of

punishing juvenile delinquents is... . 16. Juvenile cases are heard... .

**c) Summarize the text in 3 paragraphs specifying the following: 1) definitions of juvenile delinquency and juvenile delinquent; 2) different causes of juvenile delinquency; 3) measures to be taken to reduce the level of juvenile delinquency.**

**2. Read the revelations of juvenile delinquents. a) Determine what causes made them commit crimes. The list of causes is given below.**

Causes of juvenile delinquency:

- family relationships;
- neighbourhood conditions;
- the use of drugs;
- learnt behavior;
- biological or psychological causes;
- being labeled;
- adrenalin need;
- boredom;
- desire to get money quickly.

1. Chill, a 16-year-old guy: “What got me selling drugs was the day I filled out 14 applications and no one of them called me back, I said: I got to make some money. My mom was struggling. I let my mom keep her little money. This year I didn’t asked her for no school clothes, books, nothing. This year I was a man.”

2. Will, a 15-year-old guy: “Being in an organization is like being in a big family. They are always there for you when nobody else is. The gang cares about its members like a family would and keeps them in line. Of course, I’m afraid of going to jail and of dying violently but I have no desire to leave the gang.”

3. Jane, a 16-year-old girl and a mom: “My stepfather beat me savagely. When I was 14 he raped me. My mom didn’t believe me and accused me of seducing him. She beat me up. I ran away from home. I could do nothing but sell myself.”

4. Johnny, a 14-year-old guy: “My school friends dared me. I was to go into the shop and take something out without paying for it. I remember it was a bar of chocolate. I was afraid and exhilarated at the same time. I felt such adrenalin. I felt I could do everything. Later I did it again and again to taste that feeling. Now I know how to get smart or brand clothes and not to pay a penny for them. And every time I feel adrenalin. It’s really cool.”

5. Jake, a 17-year-old guy: “I don’t kill anybody or sell drugs. I do nothing bad. I even leave a thankful note. I just take a car I like when I’m bored and have a joyride. Nobody suffers. Of course, sometimes I have to leave the car when it runs out of petrol, but I never take a radio recorder or a DVD-player from it as others do. It’s illegal.”

**b) Say what crimes these juveniles commit and estimate how serious they are.**

c) Imagine you are a columnist in a juvenile weekly “We are so different”. Write pieces of advice to these minors how to break with delinquency and start a new life.

3. You are having teaching practice at school. a) You are telling teens about juvenile delinquency and how misbehavior can change life for worse, frustrate cherished plans and ruin life. You present your written rules of behavior what they should and shouldn't do to flourish in life. The example is done for you.

*Example: You should show firmness and refuse to do things to keep your friends' company if you consider these things illegal or bringing harm to others.*

*You shouldn't abuse alcohol thinking you can give up any time. Child's organism gets easily addicted.*

b) Prepare the lecture about the harm of drugs “Drugs as a Quick Way to Degradation” and present it in the group. Use a PowerPoint presentation to make your lecture memorable.

4. Study the following text. a) Explain the meaning of the underlined phrases.

### Young Offenders in the UK

In England and Wales criminal proceeding cannot be brought against children below the age of 10 years. Offenders between the ages of 10 and 18 fall within the jurisdiction of youth courts. The same probation, curfew and community service orders may be given to 16- and 17-year-olds as to older offenders. Also available to the court are supervision orders or attendance centre orders.

Under a supervision order – which may remain in force for not more than three years – a child (10-13 years old) or young person (14-17 years old) normally lives at home under the supervision of a social worker or a probation officer. The order may require the offender to live in local authority accommodation and/or participate in specified activities at specified times.

Anyone under 21 years of age found guilty of an offence for which an adult may be imprisoned can be ordered to go to an attendance centre, as can an offender who refuses to comply with another order (for example, default in paying a fine or breach of probation order). The maximum number of hours of attendance is 36 (or 24 if the offender is aged under 16) spread over a period; the minimum is 12 hours, although where the offender is under 14 years of age the court has a discretion to impose a lesser total. The order aims to encourage offenders to make more constructive use of their leisure time.

The Crown Court powers to order long periods of detention for young offenders who commit serious crimes are extended under the provisions of the Criminal Justice and Public Order Act 1994 to include 10- to 13-year-olds. The courts may detain 10- to 13-year-olds convicted of an offence for which an adult can be jailed for 14 year or more (including rape,

arson, domestic burglary and robbery). Previously they could be given long term of detention only if they had been convicted of murder or manslaughter. Courts may also detain any 10- to 13-year-old convicted of indecent assault on a woman, where previously only 16- and 17-year-olds could be detained for this offence. Any offender aged 14 or over who is convicted of causing death by dangerous or drunken driving may also be detained. Detention may be in a local authority residential unit, a centre managed by the Youth Treatment Service or a young offender institution.

The basic custodial sentence for those aged 15 to 21 is detention in a young offender institution. Alternatives include fines and compensation, attendance centre orders (for up to 36 hours) and community service orders (for between 40 and 240 hours). In the area of parental responsibility, the Criminal Justice and Public Order Act 1994 extends the powers given to the courts by the Criminal Justice Act 1991. The 1991 act:

- strengthened courts' powers to make parents attend hearings in cases involving offenders up to the age of 18;
- strengthened the liability on parents to pay fines and compensations arising from the crimes committed by their children;
- contained greater power for courts to order parents to take proper care and control of their children if necessary to prevent further offences;
- allowed such orders to be imposed for up to three years, or until the offender's 18<sup>th</sup> birthday.

Where local authorities have assumed parental responsibility, the duty to attend court and pay any fines also applies. Courts are also empowered to impose a secure training order on persistent offenders aged between 12 and 14. The order means a period of detention in a secure training centre followed by a period of supervision; it is available for young offenders who have committed three or more imprisonable offences and who have failed to respond to punishment in the community. A further provision doubles the maximum sentence for 15- to 17-year-old in a young offender institution from one to two years.

In Scotland criminal proceedings may be brought against any child aged eight years or over, but the instructions of the Lord Advocate are necessary before anyone under 16 years of age is prosecuted. Children under 16 who have committed an offence or are considered to be in need of care and protection may be brought before a children's panel. The panel, consisting of three lay people, determines in an informal setting where compulsory measures of care are required and if so, the form they should take. An official known as the reporter decides whether the child should come before a hearing. If the grounds for referral are not accepted by the child or parent, the case goes to the sheriff for proof. If he or she finds the grounds established, the sheriff remits the case to the reporter to arrange the hearing. The sheriff also decides appeals against a hearing's decision. Custody in a young offender institution is available to criminal courts for young people aged between 16 and 21. Remission of part of the sentence for good behaviour, release on parole and supervision on release are available.

In Northern Ireland, those aged between 10 and 16 who are charged with a criminal offence are normally brought before a juvenile court. If the offender is found guilty of an offence punishable in the case of an adult by imprisonment, the court may order the offender to be placed in care, under supervision or on probation. The offender may be also required to attend a day attendance centre, be sent to a training school or committed to residence in a remand home. Non-custodial options are the same as in England and Wales. Offenders aged between

16 and 24 who receive custodial sentences of less than three years serve them in a young offenders' centre.

**b) Match the notions (1–10) with the definitions (a–j).**

- |                                      |  |
|--------------------------------------|--|
| 1. remand home                       | a) the court that hears criminal cases against those under 18                                  |
| 2. curfew                            | b) the principal Law Officer of the Crown in Scotland  |
| 3. youth court                       | c) a correctional institution for young offenders supported by local authorities               |
| 4. Lord Advocate                     | d) an institution where juvenile offenders wait to appear in court                             |
| 5. children's panel                  | e) a regulation requiring people to remain indoors between specified hours, typically at night |
| 6. young offender                    | f) a repeater  |
| 7. remission                         | g) a juvenile correction for those who serve their term  |
| 8. persistent offender               | h) the cancellation of a debt, charge, or penalty  |
| 9. young offender institution        | i) in Scotland, a group made up of citizens who deal with young offenders under 16             |
| 10. local authority residential unit | j) a criminal who is not an adult in the eyes of the law                                       |

**c) Fill in the table and discuss the results in the group.**

Part of Great Britain	Age of juvenile delinquent	Crime	Legal procedure	Punishment
England and Wales				
Scotland				
Northern Ireland				

**d) Act out the situations given below. Use the underlined phrases and word combinations from the text:**

1. A law student is interviewing a youth court judge to prepare a report on the system of punishment of juvenile delinquents in England and Wales. The youth court judge is telling



about supervision orders, attendance center orders, custodial sentences. The law student wonders what factors are taken into consideration when the youth court judge chooses punishments for young offenders. The youth court judge shares his experience.

2. Two law students are comparing the systems of punishment of juvenile delinquents in England and Scotland. They point out at the difference of age when the child is prosecuted, the difference in criminal proceeding, analyze where punishment is lenient and if it is good for the society. One student dislikes the Scottish system of punishment considering 8-year-old children to be small to be tried. The other student is sure the earlier a child knows about the consequences of his misbehavior the better for all is.

3. Two law students are comparing the systems of punishment of juvenile delinquents in England and Northern Ireland. They point out at the lots of common features both systems have as the age when the child is prosecuted for the first time, the similarity in criminal proceeding, kinds of punishment. One student wonders why 21-year-olds are tried by juvenile courts and don't get the proper punishment for their crimes as adults do. The other student also believes that all guys older than 18 should be treated as major criminals, but not as juvenile delinquents. He/she also tries to explain why it is so in England and Northern Ireland.

**5. What happens when a juvenile is detained? He/she goes through different stages. Put these actions in the correct order. The first is done for you.**

1. Police find a young person out after hours.
2. The police inform the teen and the parents of the punishment which can range from a \$50 fine for first offences to a \$1000 fine or 90 days in jail for multiple offences.
3. If the person is under eighteen, they are arrested.
4. The teen is driven to a detention center.
5. ID is checked.
6. The parents arrive at the center.
7. Depending on the situation, the teen may be referred to treatment centers (if there is evidence of alcohol or drug use), Child Protective Services (in cases of abuse), or Juvenile Hall (if there is more serious criminal activity).
8. If they show any violence, handcuffs are used.
9. At the center, the teen meets with police and counselors.

**6. There is a famous English proverb "Spare the rod, spoil the child". a) Say whether you believe that physical punishment of a child guarantees his/her becoming a law-abiding person.**

b) Act out the situation between a mother and a psychologist discussing whether a child should be physically punished. Focus on the question how physical punishment may influence a child's future behaviour. The mother sticks to the proverb "Spare the rod, spoil the child", while the psychologist thinks that violence begets violence and harms child's physical and mental health. Use the following expressions: to inflict violence on smb, to outlaw, positive

parenting, to smack a child up, to carry out a brutal attack on a child, in the wake of, to curb violence.

**7. a) Read the text about juvenile delinquency. Twelve extracts have been removed from the text. Put an extract from a-l back in the right spaces to complete the text. There is one extract you will not need.**

### **Juvenile Delinquency**

Childhood is a time of joy and innocence for most people; for others, life turns violent and so do they. Criminal acts of young persons are referred to broadly as juvenile delinquency. In some countries delinquency includes conduct that is antisocial, dangerous, or harmful to the goals of society. The age at which juveniles legally become adults generally ranges from 15 to 18.

Sociological research has established such bases for predicting delinquent behavior as the nature of a child's home environment, the quality of the child's neighborhood, and behavior in school. \_\_\_\_\_ It is far likelier that delinquency is an integral part of society and probably part of the maturation process that some children go through.

1.

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age 10 or 11, though there has been a substantial increase in even younger offenders in recent years. \_\_\_\_\_ The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals.

For the majority, delinquent activities gradually decrease and may cease altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist particularly in offenders who are convicted and sentenced to juvenile correction institutions.

2.

There has been much controversy among psychologists and sociologists in the late 20th century concerning whether some people are genetically disposed to crime or whether illegal acts have their origin in one's upbringing and environment. There is evidence to support both views.

Those who believe it probable that there is a genetic disposition to crime have noted certain physical and personality differences between delinquents and nondelinquents. \_\_\_\_\_ In their personality traits, delinquents are more extroverted, narcissistic, and impulsive, and less able to delay the satisfaction of desires.

The contrary opinion tends to view delinquents as not substantially different from the remainder of the population. Not all sturdily built individuals, for instance, become criminals; many make their living as athletes or in a variety of professions. Studies in Great Britain have shown that delinquents tend to come from families where there is tension and much difficulty in interpersonal relationships. Family breakdown is also found to be a significant factor. \_\_\_\_\_

Many delinquents come from homes where the parents abuse alcohol or drugs or are themselves criminals. Poverty, physical and verbal abuse, parents with little respect for themselves, and erratic discipline patterns emerge as contributing factors in such research. Beatings by parents or others can cause injuries to the brain, which in turn frequently cause neurological problems, paranoia, hallucinations, or violent behaviour.

3.

In the United States, Europe, and Japan, most delinquents are boys, though since the early 1980s the number of delinquents who are girls has risen dramatically. \_\_\_\_\_ One reason for this is the low esteem in which education is often held in these groups. Schooling seems boring and unchallenging, and the delinquent rebels against it by cutting classes or disrupting them and eventually may drop out altogether as more than one quarter of teens did by the early 1990s. Such youths find in each other's company a compensation for their educational failure by rejecting the social values to which they are supposed to adhere. To make up for *this failure*, and *finding* their job market limited, they live dangerously and show contempt for authority.

Many parents, educators, and others blame the violence found in many movies and television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic aspirations and goals of society itself. The signs of affluence that children in the poor and working classes see about them money, power, and a large array of consumer goods make them desperately want some of these things even though they may feel they will never be able to afford them. \_\_\_\_\_ In places where drug abuse has become more common, crime has often increased.

4.

Traditionally, delinquency meant offenses such as truancy, assault, theft, arson, or vandalism. \_\_\_\_\_ Bigotry could be seen in teens of all races; one example is the rise of white-supremacist gangs called skinheads. Sexual crimes also dramatically increased, with date rape one of the most common of adolescent sexual crimes. All the more troubling is the fact that the number of teenagers in the country decreased during this time.

5.

The cliché that 'birds of a feather flock together' has special relevance for the social situation of delinquents. \_\_\_\_\_ Alienated from society, they tend to form groups. Although nondelinquent teenagers also form gangs, delinquents are far likelier to do so. They are impelled by the need to belong and are drawn by the sense of security that a gang offers its members. In belonging to a gang there is a solidarity that an individual fails to find as a loner in society. \_\_\_\_\_ It may also have its own dress code.

Not all teens involved in a crime together are acting as a gang, however. In a well-publicized incident in 1989 a group of youths ages 14 to 16 raped and nearly murdered a young woman jogging in New York City's Central Park, they said they were "wilding", roaming about the park with no purpose but to create havoc and hurt people.

6.

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. \_\_\_\_\_

7.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially murder. \_\_\_\_\_ If possible, however, the courts try the more lenient methods of probation, juvenile aftercare, or foster care.

Probation means that the court suspends sentence and releases the offender on the condition of good behaviour, subject to certain rules and under the supervision of the court. Probation is frequently granted to first-time offenders. \_\_\_\_\_ Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of parole for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor. The purpose of aftercare is to promote readjustment to society.

a) Delinquents have been found to have sturdier bodies and to act in a more aggressive way than nondelinquents.

b). Sometimes, in order to avoid bringing a case before the court, informal probation under the supervision of a probation officer is prescribed.

c) The more serious activities peak at 14 or 15 years of age and then begin to decline for the next several years.

d) This may be true when the father is away at work most of the time and has little contact with his children in free time.

e) Alienated from society, they tend to form groups.

f) Juvenile delinquency is law-breaking by nonadult persons.

g) In recent decades, more violent crimes by teens became more common, especially for those who traffic in drugs or are addicted and commit crimes to support their habits.

h) It has never been conclusively proved, however, that delinquency can be either predicted or prevented.

i) The juvenile courts attempt to steer young people away from a life of crime, though the more serious offences normally result in periods of confinement in juvenile halls or prisons for younger criminals.

j) Most of these in the United States come from the lower middle class and the poorest segments of society.

k) The United States Bureau of Justice Statistics reports that in the late 1980s, about 70 percent of the juveniles in state reform institutions grew up in single-parent (usually with the mother as head of household) or no-parent families.

l) Social workers who deal with family problems also attempt to sort out the difficulties of young potential delinquents.

m) Gang subculture has its own standards, obligations, and rights.

**b) Read the text again. Match headings A-H to paragraphs 1-7. There is one heading you will not need to use.**

A Crime and punishment

B The justice system

C Nature versus nurture

D Society's response

E Types of delinquent behaviour

F Gangs and group crime

G Causes and Effects

H Social factors

**c) Say:**

1. What crimes are usually committed by juveniles and try to explain why.
2. What makes juvenile join or create gangs.
3. Why grown-ups blame television for the increase of juvenile delinquency.
4. What society does to return young offenders to nondelinquent life.
5. How young offenders are punished for their crimes.
6. Who or what is to blame for the increase of juvenile delinquency.
7. What should be done by the family to protect their children from being offenders or

victims of offenders.

**7. During the past decade, teens have become more and more involved in crimes – both as perpetrators and as victims. Curfew supporters argue that curfew is an effective way of preventing violence from escalating further. Curfew attackers don't believe in its miraculous force. Here is the story of Marta, a single mother of four in Dallas.**

### **The story of Marta**

Marta had two jobs, one while her children were in school and one after the youngest had gone to bed. Unable to afford childcare, she left her 16-year-old daughter Gabriella in charge of the younger children when she went to work in the evening. What Marta didn't know was that Gabriella had started sneaking out of the house after her younger brothers and sisters were asleep. During her nighttime outings, Gabriella had discovered a world of gangs, drugs and older men. None of these were ever told her mother, of course, until Gabriella got picked up by the police one evening for violating curfew. The detention center to which she was taken was staffed by police and counselors specially trained to deal with teens in trouble, and they were able to help Gabriella and her mother create a plan for keeping all of Marta's children safe. Had a curfew law not existed, Marta may never have discovered her daughter's secret trips until after a disaster had occurred.

**a) Determine whether this story is narrated by a curfew supporter or a curfew attacker. Substantiate your view.**

**b) Fill in the table writing pros and cons of curfew. Compare the results with your partner's. Compare what you have more – pros or cons.**

Curfew	
pros	cons

**c) Express your attitude to curfew as a necessary means of protecting teenagers in an increasingly violent way. Say whether your parents imposed curfew in your family and whether it was effective.**

**8. Each of the words in bold is in the wrong sentence. Write the correct word.**

## You've been Framed!

The most incredible **arrest** happened to me yesterday. I was walking home from school when I saw a **thief** on the ground full of money. I picked it up, and was just about to take it to the police station to hand it in, when a police **wallet** jumped out and told me I was under **police** for stealing. I tried to explain the situation but he wouldn't **thing** down. "I won't let you get away with this," he said. "You're a **officer**; and thieves have to be punished." He **begged** me and drove me to the police station, where he took **down** my name and address. I started crying, and **handcuffed** him to **let** me off, again trying to explain that I wasn't going to keep the money. Suddenly, my best friend Adrian and a TV presenter came in and the **taken** officer started laughing. It was a practical joke for a TV show, and I'd been completely **back** in!

### 9. Complete the sentences using the necessary prepositions.

1. Despite the many trials and appeals that people who are accused ... a crime go ..., the judges and the juries are human beings and can make mistakes. 2. Michael was indicted ... a charge ... theft. 3. The senior student was accused and convicted ... raping and murdering a nine-year-old girl. 4. He gave an alibi ... the night of the murder, which made the police doubt if he was really guilty ... the crime he was indicted... 5. Charles Bloom was ordered to die ... lethal injection. 6. The attorney ... defence discovered an FBI report that cast doubt ... his client's conviction. 7. He was freed in 1993 after nine years ... death row. 8. If his lawyer had not been so persistent, poor Jack would have been put ... death as an innocent man. 9. How many juveniles were wrongly convicted ... capital crimes? 10. Two of ten juveniles were sentenced ... death but only one was executed. 11. They charged him ... arson and manslaughter. 12. The jury found the minor guilty ... vandalism and malicious hooliganism. 13. I don't think he deserves to be indicted ... a capital charge. 14. That boy was a real trial ... his parents. That's why no one was surprised when the boy was put ... trial. 15. She testified ... her brother's trial.

10. Put each of the following words from the box into its correct place in the passage below. Each word may be used only once.

a)

sentencing	leader	literally	row
consistent	execution	condemned	cases
provisions	delays	executions	time
executed	experienced	pastime	retain
juvenile	offenders	persons	penalty

## Death Sentences and Executions for Juvenile Crimes in the USA

The death ... for juvenile offenders is an almost uniquely American... . This practice appears to have been abandoned everywhere else in large part due to the express ... of the United Nations Convention on the Rights of the Child and of several other international treaties and agreements.

The United States is ... the only country in the world that has not yet ratified this international agreement, in large part because of the American desire to remain free to ... the death penalty for juvenile offenders.

The ... to death of juvenile offenders in the US has remained fairly ... over the past two decades, but the actual execution of such ... has been much more sporadic. For example, the early 1990s ...an extraordinary increase in actual executions of juvenile offenders. Then there were three ... in 1998 and another in early 1999. Actual execution of such ... juveniles began in 1642. In the over three and one-half centuries since that time, a total of 357 ... have been executed for juvenile crimes.

The periods on death ... awaiting execution for the XXth century ... juvenile offenders ranged from six years to over twenty years. This extraordinary delay between sentencing and ... is also typical for adult ..., but earlier death penalty saw ... of only a very few years at most. All but one of the juvenile offenders executed in the XXth century were age seventeen at the ... of their crimes. Texas is the ... in execution of juvenile offenders, accounting for seven of thirteen ... executions.

b)

searches	rate	detained	adult
community	options	locked	juvenile
addicted	reality	individual	label
throwaways	reoffend	barbed	probation
detention	crowded	locking	sentence

### Juvenile Hall Is No Place for Kids

One of the local ...centres where juvenile delinquents are held while their cases are pending is called the "Youth Home". The irony of the ... is never lost on the visitor, as the contrast between the name and the ... could hardly be more stark.

The rundown building is surrounded by ... wire. Inside, kids sleep in narrow ... cells, no different from what you'd find in an... jail. They are subjected to strip ... and attend an hour or two of 'school' in a ... room filled with a random selection of books.

Juveniles are ... here for a variety of reasons. Some have been deemed dangerous to the ... as a result of past or current criminal charges. Others are runaways or ... whose parents say they have no other... . A good number are drug ... or mentally ill children who are awaiting placement in treatment centers. Many are caught up in both the child welfare and ... justice systems, without family to support their release.

Repeated studies have demonstrated that ... up young people has little impact on recidivism rates and that ultimately it is harmful to the ... as well as the community. Research has shown that neither the type of offense nor the length of the ... is an accurate predictor of whether a juvenile will... . In fact, there is no significant difference between the rearrest... for offenders who served ... versus those who were committed.

**11. a) Give the name of the defined law breaker if he:**

- |   |                         |
|---|-------------------------|
| 1. steals   | a _ _ _ _ _             |
| 2. steals purses and wallets                                  | a _ _ _ k _ _ _ _ _     |
| 3. gets money by threatening to disclose personal information | a _ _ _ _ k _ _ _ _ _   |
| 4. seizes aeroplanes  | a _ _ j _ _ _ _ _       |
| 5. takes things from a shop without paying                    | a _ _ _ _ _ I _ _ _ _ _ |
| 6. kills people   | a _ _ r _ _ _ _ _       |
| 7. steals from houses or from offices                         | a _ _ _ g _ _ _         |
| 8. steals from banks or trains                                | a _ _ b _ _ _           |
| 9. takes people hostage for a reason                          | a _ _ _ n _ _ _ _ _     |
| 10. steals government secrets                                 | a _ _ _                 |
| 11. wilfully destroys property                                | a v _ _ _ _ _           |
| 12. marries illegally while being married already             | a b _ _ _ _ _           |

**b) Say what of these criminals can be juveniles. Explain your point of view.**

**12. Choose the right answer.**

- a) 1. The policeman asked the suspect to make a(n)... .  
 a) account                      b) declaration              c) deposition              d) statement
2. The unruly ... was broken up by the police.  
 a) collection                      b) congregation              c) group                      d) mob
3. Prince Andrew was found dead in his palace this morning. The police have ... any suggestion of foul play.  
 a) discounted                      b) neglected                      c) omitted                      d) overlooked



4. The chief of police said that he saw no ... between the four murders.  
a) communication      b) connection      c) join      d) joint
- The detective stood ... behind the door waiting for the assailant.  
a) immovable      b) lifeless      c) motionless      d) static
- The police arrested the wrong man mainly because they ... the names they had been given by the witness.  
a) bewildered      b) confused      c) merged :      d) puzzled
- The police ... off the street where the bomb had gone off.  
a) battened      b) cordoned      c) fastened      d) shuttered
- The police set a ... to catch the thieves.  
a) device      b) plan      c) snare      d) trap
9. The police asked if I thought I could ... the man who stole my car if I looked at some photos.  
a) certify      b) identify      c) justify      d) verify
- The policeman was ... when he saw a light in the office.  
a) deductive      b) disturbing      c) suggestive      d) suspicious
11. The inspector was a very ... man and he rechecked the evidence several times.  
a) attentive      b) complete      c) thorough      d) thoughtful
12. The police who were ... the crime could find no clues at all.  
a) enquiring      b) investigating      c) researching      d) seeking
13. We promise not to reveal your ... if you tell us who the murderer is.  
a) anonymity      b) identification      c) identity      d) personality
14. The police are ... the town for the stolen car.  
a) combing      b) investigating      c) looking      d) seeking
15. The police have not yet found a possible ... for the murder.  
a) example      b) motive      c) principle      d) understanding
16. The police ... their attention to the events that led up to the accident.  
a) completed      b) confined      c) confirmed      d) contained
17. As he was caught in ... of a gun, he was immediately a suspect.  
a) control      b) handling      c) ownership      d) possession
18. As the result of the police ... on the disco, ten people were arrested.  
a) entry      b) invasion      c) raid      d) storm
19. I was informed by the police constable that he would be forced to take me into... .  
a) confinement      b) custody      c) detection      d) guardianship
20. It is the responsibility of the police to ... the law, not to take it into their own hands.  
a) compel      b) enforce      c) force      d) press
21. After the accident the policeman asked if there had been any... .  
a) observers      b) onlookers      c) spectators      d) witnesses
22. The police were ... in their examination of the murder site.  
a) concentrated      b) exhausting      c) intense      d) thorough
23. The police made sure everyone stood well ... of the fire.  
a) away      b) clear      c) free      d) out
24. Why don't the police take ... measures against crime?  
a) affective      b) effective      c) efficient      d) ineffective
- b) 1.** There is no doubt about the outcome of the trial. The man is a ... criminal.  
a) self-centred      b) self-confessed      c) self-conscious      d) self-contained

2. If the terrorists are not sent to prison, there will be a public... .  
 a) attack                      b) onslaught              c) outcry                      d) recrimination
3. It is often difficult for ex-convicts to keep to the ... and narrow.  
 a) deep                              b) long                              c) straight                      d) wide
4. When the detectives finally trapped him, he had to ... to lying.  
 a) recourse                      b) resort                      c) resource                      d) retort
5. The judge recommended more humane forms of punishment for juvenile... .  
 a) convicts                      b) delinquents              c) sinners                      d) villain
6. The murderer proved to be an apparently well-behaved ... middle-aged woman.  
 a) inoffensive                      b) offensive                      c) unoffending                      d) unsuspecting
7. He found some squatters living in his house so he asked the court for a speedy ... order.  
 a) discharge                      b) ejection                      c) eviction                      d) expulsion
8. The witness ... the statements made by the accused man.  
 a) agreed                      b) confessed                      c) corroborated                      d) testified
9. A prominent local figure was ... as co-respondent in a divorce case.  
 a) accused                      b) cited                      c) nominated                      d) quoted
10. The whole story was a ... of her imagination.  
 a) fabrication                      b) fantasy                      c) figment                      d) figure
11. As she was the murderer's mother, the judge ... the normal restrictions on visits and let her see him.  
 a) abandoned                      b) lifted                      c) relinquished                      d) surrendered
12. The baby at the centre of the controversy has been made a ... of court.  
 a) child                      b) progeny                      c) protege                      d) ward
13. After considering the evidence for a few hours, the Jury came to a(n) ... verdict.  
 a) unambiguous                      b) unanimous                      c) undivided                      d) united
14. It was a reasonable ... to draw in the light of the evidence.  
 a) assessment                      b) conclusion                      c) interpretation                      d) verdict
15. Ms. Stickyfinger was charged with ... the funds of the organization.  
 a) misappropriating                      b) mislaying                      c) mistaking                      d) misplacing

**13. Paraphrase the following sentences using the Topical Vocabulary "Juvenile Delinquency":**

1. Juvenile delinquents don't follow the rules accepted in the society.
2. Some juvenile wreck the plan of the lesson if they get bored or don't attend classes at all if they dislike some subject.
3. One of the ways to return young offenders to non-delinquent life is to provide psychological help at school.
4. Nick was imprisoned for using and selling drugs.
5. In Scotland a group made up of citizens deal with young offenders under 16.
6. The repeater knew for sure that his case would be sent to the court that heard criminal cases against those under 18.
7. Some young offenders who are released on probation don't see a probation officer.
8. In Scotland the principal Law Officer of the Crown gives instructions before the case of any young offender under 16 years of age is heard.
9. There are special institutions where juvenile offenders live before they stand trial.
10. How long should he be in prison before he

gets the cancellation of his penalty? 11. I can't believe that the judge could send him to death. 12. As your son is only 17, by the law he is not an adult and his case will be heard by a juvenile court. 13. If the judge decides your child can't be taken home, John will be sent to a juvenile correction for serving his term. 14. The squad car detained the boy drinking beer in the park after the specified hour and the policeman in charge had to use handcuffs as the minor showed much violence and swore like a trooper. 15. Nobody could believe this innocent-looking girl was a leader of a gang attacking Afro-Americans, mugging schoolchildren and burgling houses.

**14. Translate the following passages into English using the Topical Vocabulary "Juvenile Delinquency".**

### **Зарубіжний досвід впровадження ювенальної юстиції**

Згідно з Кримінально-процесуальним кодексом Румунії, процедура розслідування і судового розгляду у випадках, коли обвинувачуваний є неповнолітнім, є такою ж, як і для повнолітніх, за деякими винятками. У випадку, якщо молодій особі ще не виповнилось 16-ти років, і якщо орган, який проводить слідство, вважає це за необхідне, на слухання справи або для бесіди можуть бути викликані представники органу опіки або батьки. Крім того, орган опіки має підготувати доповідь про соціальне обстеження неповнолітнього. справи неповнолітніх слухаються в закритому засіданні.

Щодо неповнолітніх можуть бути призначені покарання і заходи виховного характеру. Покараннями є тюремне ув'язнення і штрафи. Єдина відмінність полягає в тому, що за злочин, вчинений дитиною, строки ув'язнення скорочуються наполовину в порівнянні зі строками за такі ж злочини, вчинені повнолітніми.

Заходами виховного характеру є попередження, ордери на нагляд, ордери на відвідання навчального центру і тримання в спеціальній лікарні. Ордер на нагляд призначається строком на один рік, під наглядом батьків дитини, прийомних батьків або вчителя, в залежності від обставин.

Суд може постановити, щоб дитина виконувала одну або декілька з таких вимог: не наближатись до певних місць; не спілкуватись з певними особами; пройти від 50 до 200 годин громадських робіт, не більше 3 годин на день, після школи, навчальних та в святкові дні.

З метою перевиховання дитини може бути призначений ордер на відвідання навчального центру – дитині надається можливість навчатись і отримати професійну підготовку відповідно до її здібностей. Тримання в навчальному центрі застосовується у випадку, коли інші виховні заходи виявляються недостатніми.

## Покарання чи виховання? Введення ювенальної юстиції: за та проти

У світі не припиняються дискусії на тему: ювенальні суди — це добре чи погано? Прихильники ювенальних судів стверджують, що з дітьми неможливо працювати так само, як і з дорослими. Тому необхідне введення спеціалізованих судових складів, які в роботі керуватимуться принципами швидкого й неупередженого розгляду справ, відповідності покарання, захисту конфіденційних даних і неприпустимості спричинення шкоди дитині, уникати вироків, пов'язаних з позбавленням волі, замінюючи їх там, де тільки можливо, медіацією, штрафами, виховними заходами та громадськими роботами. Робиться це заради того, щоб не ламати підліткові, котрий один раз оступився, все життя.

Перший «дитячий» суд був створений у 1899 році в США на підставі прийнятого в штаті Іллінойс закону «Про дітей покинутих, безпритульних і злочинних і про нагляд за ними». Для розгляду справ стосовно неповнолітніх були введені й нові юридичні терміни, наприклад поняття «винуватий», «правопорушник», що відрізняються від поняття «злочинець». Був законодавчо закріплений статус неповнолітнього правопорушника, що став суб'єктом ювенальної юстиції.

У Росії перший суд у справах неповнолітніх був створений у Петербурзі в 1910 році. Потім після 1935 року функції судді у справах неповнолітніх здійснював спеціальний мировий суддя, до компетенції якого належав розгляд справ про злочини неповнолітніх, а також дорослих – підбурювачів підлітків. Уперше було сформульовано правило про неприпустимість розгляду справ неповнолітніх без участі захисту.

### 15. Each of the words in bold is in the wrong form. Give the correct form.

1. Juvenile delinquent is a child or young person who shows no concern for other people or behaves in a **criminalization** way. 2. The juvenile court is a special court that handles cases involving children who have **commitment** crimes or need the care and protection of society. 3. Preliminary findings show that current methods for **unpunishability** juveniles are not working. 4. The most important reason for punishing young **offenceis** to deter them from committing more crimes. 5. **Neglected** cases involve children whose parents do not or cannot care for them properly. 6. **Delinquent** cases involve children who have broken the law or who are difficult to control. 7. Criminals under the age of 18 may be sent to one of several types of young **offenceless'** institutions. 8. Institutions where juvenile offenders wait to appear in court are called **remanding** homes. 9. Community homes replace old approved schools, special schools in Britain where children who have broken the **lawlessness** are sent if they are under 18 and so can't be sent to prison. 10. Throwing young offenders in prison is not a solution of the problem of juvenile **crime**. 11. The judge recommended sending the 15-year-old **defenceman** to a correctional boot camp. 12. I've worked with the juvenile justice system for the past twenty years and I am in favour of developing **rehabilitant** programs. 13. A gang of **adolescence** broke into a

library in a small town and damaged most of electronic equipment. 14. In Scotland, children under 16 are not dealt with through the court, but send to a **Child's Panel** made up of citizens.

**16. Do the snail puzzle if the last letter of one word is the first letter of the next one. The number of letters in the word is given in the brackets. The first and the last words demonstrate how one mistake can change the person's life.**

1. not a serious crime (12)
2. the crime of having sexual intercourse by force (4)
3. using money placed in one's care for one's own benefit (12)
4. the lowest court (two words, 5+5)
5. stealing something (5)
6. time at prison (4)
7. a kind of homicide (12)
8. a man who robs (6)
9. the thing stolen from the finger (4)
10. it was proved (5)
11. examination in a court of law before a judge (5)
12. theft (7)
13. give up (5)
14. arrest (9)
15. a terrible dream at night (9)
16. anything that gives reason for believing something, that proves something (8)
17. serving as an excuse for committing a crime (11)
18. member of a gang(8)
19. enemy (5)
20. rule made by authority for the proper regulation of society (3)
21. person giving evidence under oath (7)
22. written order requiring a person to appear in a law-court (8)
23. crime connected with fire (5)
24. answer of the accused if he's committed that crime (2)
25. criminal (8)

**17. a) Read the text below. Choose from (1-12) the one which best fits each space. There are two choices you do not need to use. Check your choice in the group.**

### **A Visit to a Prison**

I found myself in a little while ago in one of the largest American prisons. It was like a stone castle, ... . I had been there several times before, on earlier visits to the USA. But this time I had come to see one particular prisoner. He was nineteen and ... was awaiting execution for murder. He had just heard the result of a fresh trial. He was ... instead. He was

white-faced and talkative, a boy who had failed in high school and had all too ... that had ended with burning down buildings, two deaths and those two years awaiting death.

This prison is no worse than many others and it is certainly better than some. After you have passed through the complicated series of gates and doors and the electronic instruments have checked that you have no metal on your person – ... – you enter within the walls. At once you are astonished ... and the curiously easy-going way of life inside. Here are men walking about, often smoking cigars: the football team is being trained on the field; there is a good deal... . And of course things do happen: a sudden shout, ..., a mad climb to its top, senseless disobedience for days. But this is somehow a symbol ... than that.

This time I was wondering what twenty years (and that would be the minimum) might mean for one boy... .

1. pushed into this organized idleness
2. being on death row
3. to serve life imprisonment
4. after two years by himself in a two-room cell
5. a rush to the water tower
6. that you have no gun in fact
7. at the difference between the strict controls outside
8. after two years by himself in one room
9. of standing around waiting for something to happen
10. for a bigger senselessness
11. its high towers watched by guards with guns
12. easily got caught up in a night's adventure

**b) Imagine you are a correspondent of the weekly “Juvenile Page”. You are to interview that particular prisoner for writing an article about minor offenders. Ask the prisoner about the crime committed, what made him commit that crime, his life in prison and his feelings.**

**18. a) Read the letter of an American juvenile offender. Correct the wrong prepositions and change slang words for literary ones.**

Lincoln Correctional Institution

933 Juvenile Road-Winchester

Trenton, New Jersey 65239

Mark Mugger

455 Depot Rd.

Dover, New Jersey 32456

Hello Mark,

How are you? I'm fine if it's possible to use this word in my situation. Yesterday we were taken to visit Gray Bar Hotel. Mr. Just thinks a visit to a pen "where young offenders learn from the inmates some of the realities of prison life is very useful" (← his own words). I don't know why they are sure that "most juveniles who come into contact with the juvenile justice system will become adult criminals". We simply had a bet and I was to do it, it was a point of honor. If it hadn't been that owner of the smoker the men called him the vic, black-and-white would never have caught us red-handed and never have nabbed. And I would have won. After the pitch I was taken to the police department where in my mom and dad's presence I was accused in, no, charged of, no, indicted with I can't say for sure, I'm not a pro in this. So, I pleaded with guilty but refused to be a flipper. You know I have never betrayed friends. Yesterday in the joint I felt as a fish whose sentence was at least 10 bullets. It was an unpleasant experience, I can tell you. Mark, remember me to the chaps and tell them to wind up with those silly bets. They can become real men without challenges and getting a rap sheet as I've got now. It's time to become adults.

Bye, Bob Erry

**b) Say what crimes are committed by the sender and his friend (the hint is the boys' names).**

**c) Say what made the sender commit a crime and predict his future.**

**19. One of the best and vivid examples presenting juvenile delinquency in all its ugliness is the satiric, futuristic novel "A Clockwork Orange" (1962) by the British writer Anthony Burgess. The story is narrated by the main hero Alex, a teen-aged boy and a gang leader who every night together with his two droogs commit stylized but meaningless acts of terrorism including rape, robbery, and mugging. In 1971 the novel**

was filmed by the producer-director-screenwriter Stanley Kubrick whose picture was characterized as terrifying, gaudy, randomly ultra-violent, over-indulgent, graphically-stylized. a) Read the novel or see the film.

b) Characterize the dual personality of Alex and changes that he undergoes in the process of growing up. Express your attitude to the measures of fighting with juvenile delinquency taken by the authorities in the novel.

c) Say what other books or films dealing with the problem of juvenile delinquency you know. Express your attitude whether such books/films are necessary as they are full of violence.

**20. Role-play the International Conference “Stop Juvenile Delinquency! Save Your Child” where its participants discuss the problem of juvenile delinquency in different countries, share their experience and suggest methods of preventing and fighting with juvenile delinquency. Work out and print the program of the conference. The plan of the conference and the list of participants is given below.**

#### The Conference Plan

1. The high rate of juvenile delinquency in modern world.
2. Juvenile delinquents as the doers of violent crimes.
3. Modern teen: What they need.
4. Causes of juvenile delinquency.
5. Measures taken on delinquents and possible punishment
6. Ways of solving the problem of juvenile delinquency

#### The List of the Participants

1. Mrs. McKinley, a social worker of 40 from Scotland who believes she knows everything about teens.
2. Ms. Baily, a social worker of 25 from England who comes from a large family of 7 kids and adores children.
3. Mr. Bailiff, a probation officer from Wales who hates young offenders because once he was robbed by a mob of young muggers in the street on his way home.
4. Mrs. Pipe, a British criminologist of 50 who has defended a Doctoral thesis in Law “International Experience of Implementing Juvenile Justice System”.
5. Mr. Jefferson, an experienced judge from the Crown Court who’s heard juvenile cases for more than 25 years.
6. Miss Just, a policewoman from Northern Island who is a great curfew supporter.
7. Mr. Denton, a sheriff from Scotland who thinks custody is the best way for a young offender to realize what he/she has done.
8. Ms. Carlton, a mother of three kids, whose elder daughter plays truant, uses marijuana with her friends and steals money from her mom’s purse.



9. Ms. Crafting, a social worker from the USA who thinks death penalty must be imposed in all states as the fear of capital sentence can keep juveniles from violent crimes.
10. Jenny Donald, a senior student of Law School and a law-abiding person whose younger 15-year-old sister is prone to truancy and disrupting classes.
11. Jack Ferriss, a former juvenile delinquent who committed mugging and assault, spent three years in a young offender institution and then was released on parole after getting remission for his good behaviour. He is now a volunteer of the youth organization "Youth against crimes".
12. Miss Helen Wood, a psychologist providing school counselling and sessions, works with difficult children and those released on probation and being in juvenile aftercare.
13. Mr. Severe, a father of two sons who demands the introduction of more severe punishment for those young offenders whose actions lead to the death or disability of their victims. His elder son died in the hospital after being savagely beaten by drunken schoolboys.
14. Mr. Petrov, who is in charge of a juvenile colony for girls, a former head of the police department dealing with difficult children and juvenile delinquents.
15. Mr. Aliby, an American sociologist of 45 who has defended a Master's thesis on "Factors Determining the Teens' Violence Rate".

**Choose the moderator of the conference from the list of its participants. The time limit on speeches is 3-4 minutes. The other time should be allocated for questions, discussions, and summing up.**

**21. Do some library research and write an essay of 350-400 words on one of the given topics:**

1. Causes of juvenile delinquency.
2. What should be done to prevent juvenile delinquency.
3. How to fight juvenile delinquency.
4. Penal colonies for juveniles: pros and cons.
5. A. Makarenko's method of turning juvenile delinquents into law-abiding citizens: will it work nowadays?
6. Curfew: can it stop teens from committing crimes.

## Unit Three

### TEXT From "CHATTERTON"

By Peter Ackroyd

Peter Ackroyd was born in London in 1949 and was educated at Cambridge and Yale universities. He was literary editor of the *Spectator* for some years and is now chief book reviewer for *The Times*. He has published three books of poetry and is the author of *The Great Fire of London*, *The Last Testament of Oscar Wilde*, winner of the Somerset Maugham Prize for 1984, *Hawksmoor*, winner of the Whitbread Award and Guardian Fiction Prize for 1985, *Chatterton*, *First Light* and *English Music*. His non-fiction work includes *Ezra Pound and His World*, a biography of T. S. Eliot, which won the Whitbread and the Heinemann Awards for 1984, and a biography of Dickens, which was shortlisted for the NCR Book Award for 1991.

Peter Ackroyd's *Chatterton* was first published in England to tremendous acclaim; it was both a #1 best-seller and was short-listed for the Booker Prize shortly after its publication. A thoroughly contemporary novel, though with fascinating side trips into the eighteenth and nineteenth centuries, *Chatterton* has also amazed and entertained American readers. Thomas Chatterton (1752-1770), apparently a suicide at 18, posthumously astonished literary England when he was revealed as the author of a sequence of famous and influential "medieval" poems he claimed to have discovered. An authentic talent as well as a literary counterfeiter, he is the guiding spirit of Peter Ackroyd's brilliant novel.

Philip Slack stared at the rows of dark books; then he switched on the electric light above his head, and in its bright circle he could see the red, brown and green cloths of the volumes, their spines dulled and rubbed, many of their titles so faded that only certain letters could be recognised, their edges worn at the top where other people had taken them down to read them. And, beyond this circle of light in which he stood, the books cast intense shadows. He was in 'the stacks', the basement of the library in which he worked, where all the forgotten or neglected volumes were deposited. Some of these had been piled in corners, where they leaned precariously against the damp stone walls of the basement; but some were scattered across the floor, and it occurred to him that they had been dragged from the shelves by vermin before being eaten. Within this place there lingered the musty, invasive odour of decay; but it was a smell which soothed and pleased Philip.

He had come down to see if he could find any references to Thomas Chatterton and, since he suspected that in old books some forgotten truth might be recovered, he placed his trust in the principle of *sortes Vergilianae*. So now he walked along the narrow pathways between the shelves, turning on the lights as he went, lightly touching the damp spines of the volumes until eventually he took down the one on which his finger had come to rest; the red cloth of its cover was dusty, but when he brushed it with his hand he saw the title very clearly: *The Last Testament* by Harrison Bentley. It seemed appropriate for his search, and he opened the book. The pages of the novel were slightly soiled, with light brown stains spreading across them in an arc, and when he turned to the frontispiece he saw that it had been published in 1885 by Sullivan and Bridges of 18 Paternoster Square. Philip held it up to his face, as if he were about to devour it, and turned the pages quickly; he might seem slow or hesitant in his dealings with the world, but he always read swiftly and anxiously. He knew that his real comfort was to be found in books.

And so the outline of the story soon became clear to him: the biographer of a certain poet, throughout referred to as K—, discovers that his subject, at the end of his life, had been too ill to compose the verses which had brought him eternal fame; that, in fact, it had been the poet's wife who had written them for him. The plot seemed oddly familiar to Philip but he was

not sure if he had read this novel some years before, or if it resembled some daydream of his own. Distracted now, he turned to the last pages of the book and then to the endpaper which contained an advertisement for 'Mr Harrison Bentley's most recent publication'. This was entitled *Stage Fire* and the précis of its plot, in eight point type, summarised the history of an actor who believes himself to be possessed by the spirits of Kean, Garrick and other famous performers of the past – and who, as a result, has a triumphant career upon the stage. Once more this story seemed familiar to Philip; he recognised its shape so clearly that he was convinced that he had read it elsewhere and that this was not simply some trick of his imagination. He understood the phenomenon of *déjà vu* but he did not believe that it could be applied to books: how could he trust his reading, if that were so?

He was idly tracing the watermark on the last page with his finger when he remembered: he had read the story of *Stage Fire* in a novel by Harriet Scrope. He did not recall its title – that was not important – but it had concerned a poet who believed himself to be possessed by the spirits of dead writers but who, nevertheless, had been acclaimed as the most original poet of his age. And at once Philip remembered where he had read Harrison Bentley's *The Last Testament* before: Harriet Scrope had written a novel in which a writer's secretary is responsible for many of her employer's 'posthumous' publications; she knew his style so well that she was able effortlessly to counterfeit it, and only the assiduous researches of a biographer had uncovered the fakery. This was very close to the late nineteenth-century novel which Philip now held in his hand. He dropped it, and its fall echoed around the basement of the library.

Philip was surprised by his discovery, particularly since he admired Harriet Scrope's novels. When Charles had first told him that he was going to work as her assistant, Philip had read them avidly and with pleasure; he had been impressed by her combination of violence and comedy although, when he had mentioned this characteristic to Charles, his friend had merely shrugged and said, 'Fiction is a very debated form'. Philip felt bound to agree – Charles, after all, was more creative and imaginative than he was – but he was still content to enjoy this lower pleasure.

And so what did Harriet's borrowings matter? In any case, Philip believed that there were only a limited number of plots in the world (reality was finite, after all) and no doubt it was inevitable that they would be reproduced in a variety of contexts. The fact that two of Harriet Scrope's novels resembled the much earlier work of Harrison Bentley might even be coincidental. He was less inclined to criticise her, also, because of his own experience. He had once attempted to write a novel but he had abandoned it after some forty pages: not only had he written with painful slowness and uncertainty, but even the pages he had managed to complete seemed to him to be filled with images and phrases from the work of other writers whom he admired. It had become a patchwork of other voices and other styles, and it was the overwhelming difficulty of recognising his own voice among them that had led him to abandon the project. So what right did he have to condemn Miss Scrope?

He picked up *The Last Testament* and carefully replaced it on the shelf. Then, in order to calm himself after his strange discovery, he took down the small volume next to it. It was a selection of literary reminiscences, edited by the Dowager Lady Moynihan, and at once his attention was drawn to the engraved plates which illustrated the text and which were still protected by the thin, fine tissue common to that period of book production. He looked through them, eventually stopping at one scene which was familiar; and, when he looked down at the legend beneath the engraving, he read 'Chatterton's Monument in Bristol

Churchyard'. There was a short text on the page opposite the illustration: it concerned the novelist George Meredith...

He was aware that someone was watching him. It was Harriet Scrope and behind her, his face in shadow, was Harrison Bentley. Philip jerked forward and opened his eyes; his throat was dry from sleep, and he could feel the dampness of his shirt where he had been slumped against the stone. There were pools of light among the stacks, directly beneath the bulbs which Philip had switched on, but it was now with an unexpected fearfulness that he saw how the books stretched away into the darkness. They seemed to expand as soon as they reached the shadows, creating some dark world where there was no beginning and no end, no story, no meaning. And, if you crossed the threshold into that world, you would be surrounded by words; you would crush them beneath your feet, you would knock against them with your head and arms, but if you tried to grasp them they would melt away. Philip did not dare turn his back upon these books. Not yet. It was almost, he thought, as if they had been speaking to each other while he slept.

At last he was able to run up the stairs to the main library and, believing that his absence might have been noticed, kept his head bowed and looked down at the blue linoleum floor as he quickly made his way to his desk. Some recently acquired volumes had been placed there for him to catalogue and, as he gradually became absorbed in his work, his anxiety abated. The library was not peaceful but it was a place of somewhat precarious refuge, and by now he was accustomed to the footsteps, the coughing and the occasional muttered voices of those who came to sit here in the early afternoon. And why should he, who knew the comfort of books, deny it to others?

A vagrant was sitting on one of the green plastic chairs in the 'Reference' section, quickly turning the pages of a dictionary and talking to himself in a rapid, high voice (and, Philip wondered, had he done this as a child?). A middle-aged woman, with an old brown shawl thrown across her shoulders, was kneeling on the floor by the 'Fiction' section: she had two books open in front of her, but her tangled hair kept falling across her eyes and she moaned as she swept it back. The staff were used to her presence, however, and made no effort to move her. Close to Philip's desk was a long table, at one end of which a young man with bright red hair always sat; he had his elbows on the table (there were holes in the sleeves of his jacket, where the fabric had been worn away) and, as usual, he was staring down at an unopened book. Philip had once asked him if there was anything in particular he wanted to read and he had replied, very quietly, 'Oh no, nothing really.' And still he came every day. And the smell of the library was always the same – the musty odour of old clothes mixed with the keener scent of unwashed bodies, creating what the chief librarian had once described as 'the steam of the social soup'. Philip recalled a poem in which the world was compared to a vast hospital but what if it were a vast public library, in which the people were unable to read the books? And yet those now around him seemed resigned to this; they were quiet, helpless, and poor. It might have been better if they had risen up in a fury and destroyed the library but, no, they sat here and left at closing time. Even the most deranged of them seemed to be content with that.

Some publishers' catalogues had been left on his desk, since it was one of his duties to read all the announcements of new books and to order those which seemed most suitable. One of them was a slim list from a university press and, although it advertised books which the library could rarely afford to purchase, he glanced at it with some interest – an interest which turned to a sudden start of recognition when he read here of the forthcoming publication of *Thou Marvellous Boy: The Influence of Thomas Chatterton on the Writings of William Blake*.

Immediately beneath the title was an illustration, no doubt by Blake himself, of a young man with his hair flaming, as an emblem of the sun, and with his arms outstretched in greeting. A précis followed: There have been many accounts of Thomas Chatterton's influence upon the Romantic poets, but Professor Brillo's study is the first to examine in detail the effect which Chatterton's 'Rowley' poems had upon the vocabulary and prosody of William Blake's epic verse. Professor Brillo also studies the devices by which Blake introduced the subliminal figure of Chatterton, the suicide, into his texts and discusses the influence of Chatterton's medievalism on Blake's own vision. As Professor Brillo states in his introduction, "This is the one subject which Blake scholars have seemed unwilling to address, for it assumes that Blake was influenced by the work of a forger and a plagiarist. But it would not be going too far to suggest that, without the work and the influence of Thomas Chatterton, Blake's own poetry would have taken a wholly different form". Homer Brillo is Professor of Advanced Information Studies at Valley Forge University, Wyoming. Philip remembered the lines which Charles had quoted in the train from Bristol; they had been Blake's own words, apparently, but they had been signed T.C. But he could not think of this for long: there was a series of bleeps in the far corner of the library; one of the computers had malfunctioned, and was signalling for attention like a wounded bird. The young man with red hair watched him as he rose to rescue it.

## SPEECH PATTERNS

1. **It occurred to him** that they had been dragged from the shelves by vermin before being eaten.

Didn't it occur to you that your son might be late?

I suppose it never occurred to you to phone the police?

2. **What if it were** a vast public library, in which the people were unable to read the books?

What if it were a list of new words to be learned for tomorrow?

What if it were a combination of symbols which ancient people used?

3. **It might have been better** if they had risen up in a fury and destroyed the library.

It might have been better if he had been stopped by the newsagent's on his way home.

It might have been better if Anne had taken a picture of us standing by a huge tree.

## Phrases and word combinations

to scatter smth across the floor

to come to rest on smth

(about one's finger)

the frontispiece

eternal fame

daydream of one's own

to be possessed by the spirits of smb

to seem familiar to

trick of one's imagination

to idly trace smth

to be acclaimed as

posthumous publications

to counterfeit smth

to be content with smth (to do smth)

a patchwork of (voices and styles)

to abandon the project

a selection of literary reminiscence

engraved plates

to cross the threshold

the subliminal figure

## ESSENTIAL VOCABULARY

- 1. come** *vi* (*esp.* up to, down to) to reach, *e. g.* The water came (up) to my neck.  
**come about** to happen, *e. g.* I'll never understand how it came about that you were an hour late on such a short journey.  
**come along (on)** to advance, to improve, *e. g.* Mother's coming along nicely, thank you.  
**come by** to obtain, *e. g.* Jobs were hard to come by with so many people out of work.  
**come down** to lose position, respect or social rank, *e. g.* John came down in my opinion after his bad behaviour at the dance.  
**come in** to become fashionable, *e. g.* When did the short skirt first come in?  
**come off** 1) to cease being joined to smth, *e. g.* I tried to pick up the bucket, but the handle came off in my hand. 2) (*informal*) to succeed, *e. g.* It was a bold idea, but it is still came off.  
**come on** (*informal*) to start, *e. g.* I can feel a cold coming on.  
**come out** to become clear or known, *e. g.* The truth came out at the inquiry.  
**come to** to regain consciousness, *e. g.* The girl faulted, but she came to when we threw drops of water on her face.

**2. refer** *vi* (**to refer to smb / smth**) 1) to mention or speak about someone or something, *e.g.* We agreed never to refer to that matter again; **to refer to smth / smb as** John referred to the discovery as a major breakthrough in medical science. 2) to look at a book, map, piece of paper etc., for information, *e.g.* Complete the exercise without referring to a dictionary. 3) **to refer smb / smth to smb / smth** to send someone or something to another place or person for information, advice, or decision, *e.g.* Professor Watson referred me to an article she had written on the subject.

**reference** *n* 1) something you say or write that mentions another person or thing, *e.g.* There is no reference to her own childhood in the novel.

**to make reference to**, *e.g.* She made no reference to what had happened.

2) the act of looking at something for information, *e.g.* Use this dictionary for easy reference.

3) **with reference to** (formal) used to say what you are writing or talking about, *esp.* in business letters, *e.g.* With reference to your recent advertisement, I am writing to request further details.

4) a letter written by someone who knows you well, usually to a new employer, giving information about you, *e.g.* We will need references from your former employer.

5) a note that tells you where the information that is used in a book, article etc. comes from, *e.g.* there is a list of references at the end of the article.

**reference book**, a book such as a dictionary that you look at to find information.

**3. compose** *vt /vi* 1) **to be composed of** to be formed from a group of substances or parts, *e.g.* Water is composed of hydrogen and oxygen. 2) to form smth from a group of things or people, *e.g.* The individual letters compose a word. 3) to write a letter, poem, speech, music etc. thinking about very carefully it as you write it, *e.g.* Can you compose a letter of complaint? 4) to compose ones thoughts, features to make oneself feel or look calm, *e.g.* He

felt he needed a quiet place to compose his thoughts. **to compose oneself** to try very hard to become calm after feeling very angry, upset, excited,

**composition** *n* 1) the way in which something is made up of different parts, things, members, *e.g.* There were dramatic changes in the composition of the committee after the election. 2) a piece of music, or art, or a poem, *e.g.* I am fond of Conan Doyle's latest compositions. 3) the way in which the different parts that make up a photograph or painting are arranged, *e.g.* The composition of these photographs is superb.

**4. advertise** *vt* 1) to tell people publicly about a product or service in order to persuade them to buy it, *e.g.* Have you tried that new shampoo they've been advertising on TV? 2) to make an announcement, for example in a newspaper or on a poster, that a job is available, an event is going to happen etc, *e.g.* I see they are advertising for a new editor. 3) to show or tell something about yourself that it would be better to keep secret, *e.g.* Don't advertise the fact that you are looking for another job.

**advertisement** *n* 1) a picture, set of words, a film etc that is used to advertise a product or service, *e.g.* an advertisement for a free day of skiing in Vermont. 2) a statement in a newspaper that a job is available, an event is going to happen etc, *e.g.* **to be an advertisement for** to show the advantages of something, *e.g.* He's not a very good advertisement for private education.

**advertising agency** a company that designs and makes advertisements for other companies, *e.g.* Mike has been working for advertising agency for two years already.

**5. spirit** *n* 1) an inner part of someone that includes their thoughts and feelings, and is thought of as making them what they are: *e.g.* His spirit was untameable. **strong in spirit / independent, proud, free spirit** a person with a particular type of character, *e.g.* A toddler already shows an independent spirit. 2) the part of someone that is believed to continue to live after they have died, *e.g.* Although granny is dead, I can feel her spirit with me. 3) **to be in good / low spirits, to be in high spirits** (excited) the way someone feels at a particular time, for example if they are cheerful or sad, *e.g.* We started our journey in high spirits. **To keep smb's spirits up** to make sure someone does not become less cheerful, **to raise / lift smb's spirits** to make someone feel happier and more hopeful, **smb's spirits lift / sink**, *e.g.* My spirits sank when I saw the mess they'd left. 4) **in spirit** you say you will be somewhere or with someone in spirit, when you cannot be with them but are thinking about them, *e.g.* I can't come to your wedding but I'll be there in spirit.

**spiritual** *adj* 1) connected with your spirit rather than with your body or mind, *e.g.* As a priest I am responsible for your spiritual welfare. 2) connected with religion as the spiritual authority of the church; 3) spiritual home is a place where you feel you belong because you share the ideas and attitudes of that society.

**spiritually** *adv*

**6. imagine** *vt* 1) **imagine that (what, how, why etc)** to form a picture or idea in your mind about what something could be like, *e.g.* I can't imagine why he became a writer. 2) to have a false or wrong idea about something, *e.g.* She doesn't love him, he's just imagining it. 3) to think that something is true, but without being sure or having proof, *e.g.* You must be missing her, I imagine.

**imagination** *n* 1) the ability to form pictures or ideas in your mind, *e.g.* Children often have very vivid imagination. 2) something that is caused only by your mind, and does not really

exist or did not really happen, *e.g.* Did you hear that noise, or was it my imagination? 3) **in your imagination**, *e.g.* The difficulties are all in your imagination. 4) to catch / capture smb imagination, *e.g.* Shakespeare's sonnets captured imagination of a whole generation.

**7. opposite prep** if one thing or person is opposite another, they are facing each other, *e.g.* The people sitting opposite us looked very familiar.

**opposite adv** in a position on the other side of the same area, *e.g.* The Browns live just opposite.

**8. absorb vt** 1) to take the liquid into itself from the surface or space around it, *e.g.* Plants absorb nutrients from the soil. 2) to read or hear a large amount of information and understand it, *e.g.* I haven't really had time to absorb everything that he said. 3) to interest someone very much (**to be absorbed in**), *e.g.* Judith lay on the settee absorbed in her book. to absorb smb's attention, *e.g.* The video was totally absorbing the children's attention. 4) to become part of, to make a smaller country, company, or group of people become part of your country, company, or group, *e.g.* The US was able to absorb thousands of new immigrants.

**absorbing adj** enjoyable and interesting and holding your attention for a long time, *e.g.* an absorbing documentary.

**9. announce vt** 1) to officially tell people about a decision or something that will happen, *e.g.* They announced their engagement in 'The Times'. 2) to say something in a loud or angry way: announce (that), *e.g.* Winston suddenly announce that he was leaving. 3) to give information to people using a loudspeaker or microphone, esp. at an airport or railway station, *e.g.* announcing the arrival of Flight 207 from Minnesota.

**announcement** 1) an important or official statement, *e.g.* an important announcement about tax increases **to make an announcement**, *e.g.* Silent please. Mr. Dacre has an announcement to make. 2) the act of telling people something important is going to happen, *e.g.* the announcement of the general strike. 3) a small advertisement or statement in a newspaper, *e.g.* birth / wedding / death announcement

**announcer n** someone who reads news or information on the television or radio.

## 10. book n

**to be a closed book** to be something that you know or understand nothing about, *e.g.* I'm afraid physics will always be a closed book to me.

**to be an open book** 1. If a person's life is an open book, you can discover everything about it because none of the details are kept secret, *e.g.* Like many film stars, he wants to keep his private life private – he doesn't want it becoming an open book. 2. If someone is an open book, it is easy to know what they are thinking and feeling, *e.g.* Sarah's an open book, so you'll know right away if she doesn't like the present you've bought her.

**to be in someone's good books / be in someone's bad books** to be pleased or not pleased with you, *e.g.* He is in Melanie's bad books because he arrived 2 hours late.

**to bring someone to book** (British & Australian) to punish someone, *e.g.* A crime has been committed and whoever is responsible must be brought to book.

**a coffee table book** a large, expensive book with a lot of pictures, that is often kept on a table for people to look at, *e.g.* A glossy coffee table book of his art work will be published next year.



**to crack a book** (American, informal) to open a book in order to study, *e.g.* I haven't seen her crack a book and the French test is tomorrow. (Usually negative)

**every trick in the book** every clever or dishonest way that you know to achieve something that you want, *e.g.* He used every trick in the book to get her to sign the contract.

**to go by the book** to do something exactly as the rules tell you. My lawyer always goes strictly by the book, *e.g.* This is a private deal – we don't have to do everything by the book.

**to have one's nose in the book** to be reading, *e.g.* My daughter reads all the time. She's always got her nose in a book.

**to hit the books** (American & Australian, informal) to study, *e.g.* I can't go out tonight. I've got to hit the books.

**to read someone like a book** if you can read someone like a book, you know exactly what they are feeling or thinking without having to ask, *e.g.* You're bored, aren't you? I can read like you a book.

**to take a leaf out of someone's book** to copy something that someone else does because it will bring you advantages: *e.g.* Maybe I should take a leaf out of Robert's book and start coming in at ten every morning.

**You can't judge a book by its cover.** Something that you say which means that you cannot judge the quality or character of someone or something just by looking at them, *e.g.* She doesn't look very intelligent, but you can't judge a book by its cover.

**11. censor** *n*, someone whose job is to examine books, films, letters etc and remove anything considered to be offensive, morally harmful, or politically dangerous etc, *e.g.* He has been working as a censor for 5 years at this publishing house.

**censor** *v*, to examine books, films, letters etc. to remove anything considered to be offensive, morally harmful, or politically dangerous etc.

**ensorship** *n*, the practice or system of censoring something, *e.g.* the censorship of television programmes.

## READING COMPREHENSION EXERCISES

**1. Consult a dictionary and practise the pronunciation of the following words. Pay attention to the stress:**

deposit, précis, triumphant, assiduous, reminisces, precarious, refuge, vagrant, odour, deranged, prosody, medievalism, plagiarist, malfunction.

**2. Substitute one of the speech patterns for the parts of the sentence in bold type.**

1. **He never thought** to go on a hike alone. 2. **He made up his mind** that they should prepare ham on the open fire. 3. **Miss Birdy decided** to present a collection of National Geographic for her niece. 4. **John never thought** that writing detective stories would be such an undertaking. 5. **I suppose that you would never** sell books from family library. 6. The possibility to hire a ghost writer **never came to his mind**. 7. **What if Maria were forced to choose** between happiness and duty.

8. **I wish there were** many vacant places for young teachers. 9. **If I could only speak** for myself. 10. **I wish I had gone** with my parents on that excursion.

**3. Translate the following sentences into English using the speech patterns:**

1. Йому спало на думку віднести рукопис до видавництва. 2. Мені ніколи не спадало на думку, що Кетрін пише вірші. 3. Бабуся вирішила напекти тістечок для благодійного ярмарку. 4. Вони вирішили зняти фільм про усіх випускників, що стали відомими у різних галузях. 5. Раптом я згадав, що не бачив Тома цілий день. 6. Тобі не спадало на думку, що твій чоловік може запізнюватись. 7. Те, що вона може помилятися, ніколи не спадало їй на думку. 8. Було б краще, якби вони зібрались на ювілей бабусі усією родиною. 9. Було б краще, якби він був командним гравцем. Натомість він все робить один. 10. Було б краще, якби діти так не галасували учора і дали можливість усе пояснити в класі. 11. Що, якщо ти допустив помилку, яку не можливо виправити. 12. Якби ж то можна було читати уві сні і готуватися у такий спосіб до іспитів? 13. Якби ж то можна було прочитати усю класику? 14. Що, якщо ми надрукуємо усіх школярів, що пишуть вірші чи прозу, у шкільному альнамасі?

**4. Make up two sentences of your own on each pattern.**

**5. Learn the words and expressions given after the test. Recall the situations from the text, in which they are used.**

**6. Fill in the spaces in the sentences below with a suitable word combination from the text:**

1. When Happy entered the room all things ... . 2. The small tiny room was full of antique things but Jane couldn't find a thing ... . 3. The promise of ... made him never give up his work at the laboratory on the new component. 4. ... is a picture or photograph at the beginning of a book, usually opposite the page with the title on it. 5. Working for that huge corporation was a ... for Miss Hudson. 6. Seeing her daughter dancing on the stage, Mary ... . 7. The woman on the photograph .... to detective Burn. 8. Leo was visualizing the old house as a luxury hotel, but then understood that it was just ... . 9. "Living Corpse", "Hadji Murat" by Leo Tolstoy, "Mysterious Stranger" by Mark Twain, "Simarillion" by J.R.R. Tolkien were .... . 10. The criminals were caught when they ... . 11. Schindler's list ... as one of the best Spielberg's movie. 12. John is quite ... to watch television for hours at a stretch. 13. Washington seems to be a ... of architectural styles. 14. Nobody expected from John to ... the project. He had been working in their company for 15 years. 15. Reading the titles of library books Edward was trying to find a selection of .... written in the 17<sup>th</sup> century. 16. When parents were in Europe Nick was .... their itinerary. 17. Reverend Jones claims there are ... messages in that album. 18. Perhaps he'd decided that Adam didn't look like most of the people who ... of the Park Hotel. 19. Nikolas was trying to find ... with the name of the lawyer Jenny recommended him.

**7. Make up and practise a dialogue using the word combinations from the text.**

## 8. Paraphrase the following sentences using the word combinations from the text:

1. Why don't read the collection of memoirs by Mark Twain? 2. He seemed to know those people speaking with John Grisham. 3. What is the Ukrainian term for a picture or photograph at the beginning of a book, usually opposite the page with the title on it? 4. Seeing oasis in the desert is usually a play of imagination for people who are thirsty for a long time. 5. Our company was given the grant as no one left the project before the work was finished and all members had been working overtime for several weeks. 6. His greatest desire was to enter the University of Minnesota. 7. The room was in a mess. All books were lying on the floor. 8. A wave of panic seized him. 9. Thumbing the family album, old Julian stopped at the picture of family reunion in Northern Carolina. 10. He entered the house and was taken aback by its luxury. 11. Detective Watson was slowly following the route on the map his chief was pointing at, while his thoughts were about two captives. 12. Max couldn't but admire the fashion show this year: all patterns of styles and colours.

## 9. Translate the following sentences into English using the word combinations from the text:

1. Коли Метью увійшов до кімнати, Джейн квапливо працювала за комп'ютером, при цьому книжки та вирізки із журналів були розкидані по всій кімнаті. 2. Мрією усього її життя був виступ на сцені Ла Скала. 3. Охоплений руйнівними силами зла, Містер Хайд ледве тримався на ногах. 4. Тобі не здається знайомим це чарівне містечко? 5. Мати була задоволена успіхами дітей. 6. Останній роман цього письменника побачив світ лише після його смерті. 7. Реклама на телебаченні негативно впливає на підсвідомість. 8. Під час польоту лайнера пасажири ліниво спостерігали за змінним та мальовничим краєвидом за бортом. 9. За умовами контракту жоден працівник не міг розірвати його та покинути проект. 10. Яке покарання виноситься за підробку грошей? 11. На якусь мить міссіс Берклі здалося, що її чоловік поряд, проте це виявилася гра її уяви. 12. Хлопчик у захваті перегортав сторінки великої книжки із дивними малюнками, та ось маленький пальчик зупинився на малюнку лицаря із довгим списом. 13. Двері довгого коридору прикрашали різні за розміром вигравірувані таблички. 14. Критики визнали його найкращим письменником детективного жанру.

## 10. Explain what is meant by:

1. He was in 'the stacks'. 2. He had come down to see if he could find any references to Thomas Chatterton. 3. ... as he went, lightly touching the damp spines of the volumes until eventually he took down the one on which his finger had come to rest. 4. It resembled some daydream of his own. 5. ... the précis of its plot, in eight point type, summarised the history of an actor who believes himself to be possessed by the spirits of Kean, Garrick and other famous performers of the past. 6. ... and only the assiduous researches of a biographer had uncovered the fakery. 7. It had become a patchwork of other voices and other styles. 8. It was a selection of literary reminiscences. 9. The library was not peaceful but it was a place of somewhat precarious refuge. 10. They seemed to expand as soon as they reached the shadows, creating some dark world where there was no beginning and no end, no story, no meaning.

## **11. Answer the questions and do the given assignment:**

a) 1. Where did Philip Slack work? What were his duties? 2. Give the detailed description of the library? Why did Philip come down to the basement? 3. What was his attitude towards books and reading? 4. What was the common thing of two books: “Stage Fire” and “the Last Testament”? 5. What was Philip reaction when he realized that these two stories could be traced to Harriet Scrope’s novels? 6. Comment on the Charles’ statement: “Fiction is a very debated form” 7. Would you agree with Philip’s belief that there are a limited number of plots in the world? 8. Describe Philip’s writing experience. Did he become a writer? 9. What attracted Philip’s attention in the book by Dowager Lady Moynihan? 10. Describe the atmosphere in the library, while Philip was sleeping? 11. How many people were there in the library? What were they doing there? 12. How do you understand the metaphor “the steam of the social soup”? Do you agree with such comparison? 13. What did you come to know about Thomas Chatterton?

b) 1. What is the general slant of the story? 2. To what literary mode does this excerpt belong, *e. g.* the realistic novel, science fiction, fantasy, etc.? 2. Point out the sentences employed in the text to describe the gloomy atmosphere in the basement of the library. Pay attention to the different shades of light and darkness. 3. List the words from the passage which belong particularly to the vocabulary of a library. 4. Trace the changes of Philip’s emotional state while pondering over books and life. 5. What facts about Philip’s life did you read about in the excerpt? Are they given implicitly or explicitly? 6. Explain and discuss the effectiveness of the metaphor “the steam of the social soup” for conveying the visitors’ appearance and odour in the main library. 7. How does the author describe Philip’s attitude towards books? What makes the description convincing? 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. Indicate the lexical and syntactical devices used to depict the character of Philip Slack: a) which words and phrases help the reader to understand his character? Is the description a complete one? b) how are his thoughts and hesitations shown? c) is there a lot of figurative language in the story? Give examples of the epithet, metaphor, simile.

## **12. Give a summary of the text dividing it into several logical parts.**

## **13. Retell the text a) close to the text; b) as if you were Philip Slack.**

## **14. Act out the situations given below. Use the phrases and word combinations from the text:**

1. Philip tells his friend about his discovery concerning the similarity of styles and plots in Harriet Scrope and Harrison Bentley’s novels. 2. Philip and Charles talk about fiction as a very debated form. 3. Philip’s wife inquires about the visitors of the library. 4. Professor Brillo and his colleague discuss the influence of Thomas Chatterton on different poets.

## **15. Write your own ending of the story. Share it with the students of your group and decide which of the different possible endings seems most likely.**

16. Read the novel “Chatterton” by Peter Ackroyd, and say whether it has come up to your expectations. What do you think the point of the story is?

17. Write an essay praising your favourite contemporary novelist and advancing reasons why other members of the class would enjoy this writer’s novels/ stories.

## VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.

2. Translate the following sentences into Ukrainian:

A. 1. My son has begun to **come along** very well in French since the new teacher was appointed. 2. The attempt did not **come off** as well as we had hoped. 3. The picture I took of the baby did not **come out**. 4. He has **come down** in the world. 5. The old aunt's **coming along** nicely. 6. The food didn't **come up** to my expectations. 7. I'd like to know how she came by that black eye. 8. I tried telling a few jokes but they didn't **come off**. 9. I can't find the **book of reference** in linguistics. 10. To be promoted to top manager Miss Temple needed the highest **references** as competition was very stiff. 11. I was **referred to** the secretary. The speaker **referred to** his notes. 12. He often **referred to** me for help. 13. The delegation was **composed** two days before and no changes were permitted. 14. I have been writing **composition** for two hours. 15. No one could edit **composition** better than Hardy Smith. 16. He **advertised for** the rare books in the local newspaper. 17. He is doing his research into the chemical **composition** of plants. 18. He is a very good **advertisement for** country doctor. 19. Mark was one of the bravest **spirits** in our group. 20. He considered **the spirit of** the law more important than the letter of the law. 21. With such **team spirit** our team is certainly to win. 22. The territory of the campus is not large, so with a little of **imagination** you will find a way home. 23. I **imagine** he will resign next month. 24. His **imagination** led him to believe he was being persecuted. 25. Her **imagination** compensates her lack for her experience.

B. 1. The hotel is **opposite** the church. 2. He has played **opposite** her in many productions. 3. We sat at **opposite** ends of the table to/ from each other. 4. This material **absorbs** water like a style. 5. He **absorbed** all information within several seconds. 6. I like **absorbing** documentary about ancient times of Slavonic tribes. 7. The writer was **absorbed** into the imaginary world of his book and noticed no real world around him. 8. The government is going to make an **announcement** about tax increases. 9. We were shocked by the **announcement** that mayor was resigning. 10. Whinson suddenly **announced** that he was leaving. 11. The wedding **announcement** appeared on the 4<sup>th</sup> of July. 12. There's no point in your coming to my classes if you're not going to read recommended **books**. 13. She always tries to **book** the cheapest air tickets as she purchases them in advance. 14. The woman can't **be an open book** there is always some mystery in her. 15. Chemistry **is a closed book** for me. 16. She **is in Mike's good book**. 17. Mister Harrison is the sort of lawyer who does everything **by the book**. 18. Tony was finally brought to **book for** counterfeiting her styles in writing. 19. You'd better take a leaf of Ann's **book**. She never misses classes. 20. I have an English test tomorrow, and I haven't **cracked a book** yet. I have to go. 21. Who is in charge

of  **censorship** of television programmes. 21. You have a taste for literature. Why not try yourself as a  **censor**?

### 3. Give the English equivalents for:

увійти до моди; відірватися/відскочити; раптово зустріти; повертатися; прийти до тями; доходити до колін (*про сукню*); закінчуватися; впасти в очах батьків; вдаватися; з'ясуватися (*про факт*); важко отримати; вирішити проблему; відсилати; направляти; пересвідчитися; заглянути; згадувати; відношення; посилення; рекомендації; стосовно вашого листа; бути присвяченим чомусь;

складати; створити; написати музику; написати твір; твір; композиція;

рекламувати продукцію; розмістити оголошення в газеті; оголосити конкурс на нову вакансію; реклама; оголошення у газеті; демонструвати переваги чогось;

душа; незалежний дух; бути щасливим; мати сумний настрій; підняти комусь настрій; невеселий; бути з кимось у думках;

уявляти щось; уявляти, як хтось щось робить; уявити когось без окулярів; вважати; лише уявіть це! мати яскраву уяву; у вашій уяві; трохи подумавши; захопити чинсь уяву;

у зворотному напрямку; жити навпроти сільської церкви;

поглинати інформацію; поглинати вологу; захоплювати; захоплююча книжка;

оголосити про заручини; голосно повідомити про відвідувача; представити нову програму на телебаченні; важлива офіційна заява; об'ява про народження дитини у газеті;

добре розуміти людину; добре ставитися до когось; бути незрозумілим; покарати когось; навчатися; будь-якою ціною; слідувати букві закону; читати; наслідувати поведінку, манери; оцінювати когось за першим враженням;

цензура; редагувати; бути цензором.

### 4. Paraphrase the following sentences using the essential vocabulary:

1. Can you tell me how the accident happened? 2. A good job that you enjoy doing is hard to find. 3. She got good recommendations from her previous boss. 4. You must mention all cited books in your report. 5. I can't write compositions without reading the text in the original. 6. He was telling everybody about a new supermarket round the corner. 7. The notice about a new vacancy was published a week ago. 8. Why are you so sad? 9. She is always in high spirits. 10. Although I can't come to the party I will think of you. 11. Can you think of publishing another book? 12. Just think about it! 13. Children often see the world in bright colours. 14. If you think a little, can compose a poem on your own. 15. Granny lives across the road. 16. I can't use this material for the experiment, it doesn't absorb tiny particles. 17. The movie was so exciting that Ann forgot completely to talk to Jack about her parents' arrival. 18. The nurse called out Philips name and disappeared behind the door. 19. The information about their marriage appeared in all newspapers. 20. You never understand me. 21. This time he could not escape and was brought to courtroom for the offence he didn't commit. 22. The child was reading the whole evening. 23. To reach his goal he used every dishonest way. 24. You can't judge the person by his appearance. 25. Television programmes need some strong critics before appearing on TV.

## 5. Answer the following questions. Use the essential vocabulary:

1. What do we say about a patient who is doing well? 2. What do we say about a student who buys a recommended textbook? 3. What is another way of saying that someone loses their position (in my opinion)? 4. What would you say about bright colours that everyone is wearing this season? 5. What does one say to encourage a person to start doing something? 6. What is another way of saying that a person has regained their consciousness? 7. What do they call a recommendation written by the boss for his employee who wants to apply for another job? 8. What is the kind of book where you can look at to find some information (e.g. while writing your paper)? 9. What phrase is often used in formal letters when you want to say what you are writing about? 10. How can you explain the job of the composer? 11. What term is used to characterize the way in which different parts that make up a painting are arranged? 12. What do we look at in the newspaper when we want to know about people who get married? 13. What do we say if the person is excited? 14. What would you answer to a person who has a false idea about the real facts? 15. How would you characterize the book which grabs your attention greatly? 16. What is another way to say that a large company makes a small one become its part? 17. How do you call a person whose job is to examine films, letters or books?

## 6. Fill in the blanks with prepositions and postlogues:

1. When I lifted the jug up, the handle came... 2. The child loved to watch the stars come... at night. 3. Her hair come ... to her shoulders. 4. Come..., child, or we'll be late! 5. The meaning comes ... as you read further. 6. I've just come... a beautiful poem in this book. 7. How did this dangerous state of affairs come ... ? 8. At this point, the water only comes ... your knees. 9. Can you help me to open this bottle? The cork won't come.... 10. I came ... an old friend in the library this morning. 11. I'm going away and I may never come .... 12. I hope he came ... all that money honestly. 13. It was a good scheme and it nearly came .... 14. When he came... he could not, for a moment, recognize his surroundings. 15. How's your work coming... ? 16. Will you come... for a walk after tea?

## 7. Choose the right word:

*to obtain – to come by; to happen – to come about; editor – censor; reference – cross-reference.*

1. How did you ... that scratch on your cheek? 2. I haven't been able ... that record anywhere; can you... it for me? 3. The accident ...last week. 4. How did it ...that you did not report the theft until two days after it occurred? 5. Don't get hurt. That's the job of the ... to remove anything considered to be offensive and politically dangerous. You can either rewrite your article or take it to another magazine to get published 6. Show this article to Richard Wallace, the ... *the Daily Mirror*. 7. There are so many ... in this book, I have to thumb it back and forward all the time while reading. 8. A list of ... is usually given at the end of the book.

## 8. Review the essential vocabulary and translate the following sentences into English:

1. Ми хотіли піти до театру, але через дощ залишилися вдома. 2. Як до вас потрапила ця енциклопедія? 3. Як просувається написання реферату? 4. Гудзик відірвався, коли вона виходила з дому. 5. Лектор часто змушував їх пригадувати матеріал попередніх занять. 6. При написанні дипломних робіт ви маєте посилатися на роботи провідних вчених у галузі вашого дослідження. 7. У бібліотеці можна знайти довідники, видані у минулому столітті. 8. Для участі у цій програмі ви маєте подати два рекомендаційних листа. 9. Усі посилення подані у кінці книжки. 10. Його відрядження на півроку до Латинської Америки стало несподіванкою для усього колективу. 11. У видавництві вирував дух перемоги. 12. Дитяча уява вражає своєю силою, чистотою і яскравою грою фарб. 13. Кабінет редактора знаходиться напроти приймальні. 14. Не звертайте увагу на пляму, ці серветки добре абсорбують вологу. 15. Закінчивши курси по швидкому читанню, він миттєво поглинає нову інформацію. 16. Мати дуже добре розуміла свою дитину і з півслова вгадувала її протреби. 17. Ви маєте наслідувати Метью, оскільки він професійно редагує книжки авторів-новачків. 18. Робота цензора цікава, проте емоційно насичена.

**9. a) Find the Ukrainian equivalents for the following English proverbs:**

1. Easy come, easy go.
2. Everything comes to him who waits.
3. A bad penny always comes back.
4. Christmas comes but once a year.
5. Curses, like chickens, come home to roost.
6. Tomorrow never comes.
7. A thing of beauty is a joy for ever.
8. A little learning is a dangerous thing.

**b) Explain in English the meaning of each proverb.**

**c) Make up a dialogue to illustrate one of the proverbs.**

**10. Go through the 'book' idiom. Read the story given below which illustrates this idiom and write a story of your own.**

**Have you seen this Book?**

Are you a book collector? I'm afraid I am and any spare empty walls in my house are soon covered with shelves ready to hold my latest buys. When I see a second hand bookshop, I have to go in and always come out fully laden.

Take last week. I was in a small village in the east of England and came across what was really an antiques shop. Now antiques are a closed book to me. I know what I like but I can't tell the genuine form the reproduction, but books, well that's a different matter. The man running the shop was quite clear in his mind that I knew little about antiques and that my reasons for coming into his shop were an open book as I made straight for the corner with shelf upon shelf of books. And there shouting at me was a book with a bright blue cover that I



really believed I needed. I checked the price and thought I'd casually ask if he would accept less. But he was someone who always did things by the book. He would not give way. He was the sort of person whose accounts would always be in perfect order. Never in his wildest dreams would he ever cook the books. He was also convinced that I was never any good at haggling over the price. He could clearly read me like a book.

Nevertheless the price seemed fair and it suited my book to pay the price he wanted. On the way home I pictured myself sitting down with a drink and opening the book to start reading. As I drove, I noticed that there was a police car hiding behind some bushes just round the corner. I made sure I was driving at the right speed because I had no wish to have the book thrown at me by some worthy judge. At long last I reached home and settled down in my favourite armchair. I thought I'd take a leaf out that chap's book I'd seen in the TV advertisement, who very coolly sits down, takes a sip of his drink and then opens his book with a pleasurable sigh. In my book he looks a bit stupid but then so was I because my eye alighted on a bright blue cover in a bookshelf to my left.

I'd already got a copy of the wretched book.

#### Unit 4.

### BOOKS AND READING



In my bookcase they stand and stand,  
These friends of mine that understand,  
Bound in wisdom that is profound  
From pages old the world around.

Tattered, yellowed with pages torn,  
They are my friends, all ages worn;  
Some are soiled and by tears are marked,  
These old, old friends, each patriarch.

They are my friends; they serve me well  
And often in my search will tell  
Some little thing I want to know  
To guide me on, to help me grow.

Gertrude Rudberg

### TOPICAL VOCABULARY

**1. Categorisation:** Children's and adult's books; travel books and biography; romantic and historical novels; crime/thrillers; detective stories; war/adventure; science fiction/fantasy; literary fiction and genre fiction; non-fiction; pulp fiction.

**2. Books and their parts:** paperback and hardback; binding; cover; spine; jacket; title; epigraph; preface; the contents list; fly leaf; bookplate; blurb; a beautifully printed book; a tome bound in leather/with gilt edges; a volume with a broken binding; a book with dense print/with loose pages; a well-thumbed book.

**3. Reading habits:** to form a reading habit early in life; to read silently/incessantly/greedily/laboriously; to read curled up in a chair; to read a child/oneself to sleep; to make good bed-time reading; to be lost/absorbed in a book; to devour books; to dip into/glance over/pore over/thumb through a book; to browse through newspapers and periodicals; to scan/skim a magazine; a bookworm; an avid/alert/keen reader.

**4. Library facilities:** holdings, collections, reading rooms and reference sections; the subject /author /title /on-line catalogue; the enquiry desk; computer assisted reference service; to borrow /renew /return /loan books, CDs and video tapes; rare books; books on open reserve, books (not) available from a local library, magazine / reference/ science section in a library, to keep abreast of the developments in (electronics), to keep books that are overdue; books vulnerable to theft; a borrower, a library card, a request card, to get / send reminder notices, to suspend one's membership; to be banned from the library.

**5. Appreciation of books and authors:** to favour modern/ classical authors, a book that is certain to delight, to have a good / bad / high / low / opinion of ..., a trend to read relatively more non-fiction, a widespread indifference to (poetry), to get the fullest possible value from the book, to get the whole pleasure from, to applaud or condemn a book, to pass judgments, to praise unreservedly;

**Positive attributes:** absorbing, adult, amusing, exciting, hilarious, moralistic, entertaining, lively, witty, delightful, fascinating, gripping, outrageous, profound, whimsical, brilliant, powerful, wise.

**Negative attributes:** controversial, dense, depressing, dirty, disturbing, dull, boring, clumsy, rambling, heavy-handed, superficial, pretentious, wordy, outrageous, nasty, obscene, whimsical, mediocre, lacking in originality, pompous, sentimental, repetitive.

### **1. a) Read the text and single out the information about different types of books.**

#### **Some Books Are to Be Tasted, Others to Be Swallowed, and Some Few to Be Chewed and Digested**



This quotation belongs to a famous English philosopher Francis Bacon (1561 – 1626). He himself expands on it further: “that is, some books are to be read only in Parts; others to be read but not Curiously; and some few to be read wholly, and with Diligence and Attention.” One can’t but admire the exactness and universal wisdom of the idea. In fact it is a hundred percent true.

Actually long before the invention of printing people valued books as precious treasure troves of the human knowledge and experience. Hand-written manuscripts took months of writing and were collected and kept in monasteries with utmost care.

A rough calculation shows that nowadays there are more books on our planet than men alive. Most of them originated as written records of historical events. Then they began reflecting not only intellectual, but also moral experience of their creators. As science progressed books began to involve observations, conclusions and theoretical thinking. The books of today reflect such a large scope of information that it’s practically impossible to mention all types of them.

Approximately we can define different kinds of books as fiction and non-fiction, science-fiction; biographies, books about political, social and economic subjects; travel books; romances; thrillers, adventure and love stories, detective stories; fairy tales and fantasies; ghost stories and mysteries, animal stories and family stories.

But let’s go back to our quotation. To my mind all books are to be tasted. A modern, well-educated person should be able to use not textbooks only but reference books, dictionaries, encyclopedias, vocabularies and all sorts of informational publications. These books serve the purpose of learning, teaching and instructing. One really has to spend some time to learn how to find the necessary telephone number or the address in the telephone book. For this you have to study the instructions in the preface.

In fact you have to taste all other books as well as to know what suits your personal interests and inclinations. If a book has got a gripping plot and takes in religious fanatics, bear attacks, resurrected lovers and obsessions we can read it in a gulp. A well-written novel usually misses adventure and romance with great flair. Everybody likes books where fictional characters are loosely based on real Beverly Hills people. Some of my friends are hooked on tales where Cinderella meets a megastar, usually a womanizer, who falls for her. Sometimes a villain or a villainess comes into her happiness. Murder and mayhem follow. Such improbable tale is just the thing for a lazy holiday reading. Most of mysteries and horror books are called escapist books. They take you away from everyday problems into the land of witchcraft, spooks, ghosts and miracles. Some of them are highly enjoyable nail-biters with

fast-paced plot and a hero that verges on a superhero. As a rule people seldom reread a detective story or a fast-moving thriller that's full of intrigue. I admit that it may be highly entertaining, but hence the investigation is over and the criminal is found you sign with relief and forget it. These are the books to be swallowed.

However, there is another type of books that is to be chewed and digested. These are the works by brilliant minds of mankind. Most of them have great one-liners like "all families are happy in the same way" in Tolstoy's "Anna Karenina" or "Bolivar can't carry both" from O'Henry. One needs certain intelligence and experience and perseverance to digest them. Pretty often our comprehension of the plot and messages of these literary works changes as we grow up. One really must be in love to understand Tatiana from "Eugene Onegin".

Sometimes a scholar has "to chew" (to study) some additional literature or autobiographical books to understand the author's motivation or even consult the critics, who will help him understand the meaning of exquisite metaphors, epithets or tricky connotations. Very often it is not needed. We can't but admire how brilliantly Walter Scott captures the splendor and the savagery of mediaeval times, making his novel a superb, exciting reading. A talented writer can plot tautly without losing descriptive quality, which adds to the entertainment. The reader then finds himself plunged into a new life and a strange land. S. Maugham used to say that a real masterpiece makes you share the feelings and emotions of the people who used to live hundreds of years ago, thousands miles away. In conclusion I'd like to prolong Francis Bacon's quotation and advise the readers to eat as many books as possible, no matter whether you have to swallow, chew or digest them. The only thing he has to remember is that a happy eater never becomes a gourmet.

**b) Read the text again and answer the questions:**

1. How do you understand F. Bacon's words?
2. What are the most popular kinds of books?
3. Why are all books to be tasted?
4. What kind of books do we usually read in a gulp?
5. What kind of books does everyone like?
6. What kind of books to be swallowed?
7. Why does one need to digest classical literature?
8. How can Bacon's quotation be prolonged?

**c) What do you think? Give a reason for your opinion.**

1. Through all the history of mankind books have been valued by people.
2. Books reflect the intellectual and moral experience of their creators.
3. One has to taste all kinds of books.
4. Books for entertainment are to be swallowed.
5. Books by outstanding writers should be chewed and digested.
6. Famous fiction is really an exciting reading.
7. You should read as much as possible.

**d) List all the problems tackled in the text.**

- e) **Role play. You are in a book shop. You are going to buy presents for all the members of your family. Make up a dialogue and act it out explaining to the shop assistant the preferences of your family in reading.**

**2. Work in pairs. Interview your partner about books and reading. Take notes of his answers and present in class. Compare them with your own answers.**

Student's A's questions (do not show these to student B)

1. How important are books to you? 2. What would life be like without books? 3. What kinds of books do you like? 4. Do you prefer paperbacks or hardbacks? 5. If you wrote a book, what would you write about? 6. If you could only have one book for the rest of your life, what would it be and why? 7. Do you think the Internet will make books disappear? 8. What do you think of the idea of E-books? 9. What book would you recommend for children? 10. How many books have you read in English?

Student's B's questions (do not show these to student A)

1. Who is your favorite author? 2. What do you think of Google's idea to put all the world's books on the Internet, accessible for free? 3. Why doesn't everybody enjoy reading? 4. Do you prefer to keep the books you read? 5. What's the most number of times you have read the same book? 6. Which is better, the book or the movie? 7. Do you prefer fiction or non-fiction? 8. Do you spend a long time browsing in bookshops? 9. Do you ever read the last page of a book before you start reading it? 10. How often do you want the story in a book to never end?

**3. Fill in the blanks with the word that best fits the meaning of each sentence: *foreword, autobiography, protagonists, prose, pseudonym, plays, cover, climax, volumes, characters, fiction, to depict, verse, mystery, novel*. Provide a natural conversational context for each of the following remarks.**

**Model:** A book written by oneself about one's own life is called autobiography. Autobiography is my favourite genre of literature. I like to read about famous people, their life and careers.

1. A book written by oneself about one's own life is called ... . 2. "War and peace" is the greatest ... by Leo Tolstoy. 3. A. Christie's stories are full of ... 4. The ... is the most powerful part of a book. 5. I find all the ... in S. Maugham's novel "Theatre" very real. 6. Eric Blair wrote under the ... of George Orwell. 7. Truth is sometimes stranger than ... . 8. A lot of B. Shaw's ... were put on (performed). 9. Newspaper articles are written in ... . 10. Not all ... is great poetry. 11. There is a set of Dickens' works in 24 ... . 12. The writer's photograph is on

the ... of the book. 13. The author ... the events vividly. 14. The ... deals with the main idea of the book. 15. Bill Mor is one the ... in the novel "The Sandcastle" by I. Murdoch.

**4. Use the following words and word combinations to comment on your preferences as a reader:**

- good, interesting, famous, popular, exciting, thrilling, entertaining, informative, instructive, fascinating, enjoyable, amazing, trashy, dull, boring;
- a novel, a book about travel, memoirs, a detective story, a poem, an essay, science fiction, a play, a historical novel;
- to occupy one's spare time, to while away an evening, to learn something, to read a few pages, to waste time on reading, not to care a straw, can(not) do with..., to send one to sleep.

**Model:** I like reading historical novels. They are usually interesting and informative. A good historical novel gives us ideas and teaches us something useful. I haven't got much spare time, so I do not read trashy crime stories.

**5. Pick out a one-page extract in your favourite book written in Ukrainian. Translate it into English trying to observe its style.**

**6. Figure out the book genre from its definition and give some names of the writers as examples:**

1. A traditional short story that teaches a moral lesson, especially a story about animals. 2. A story about the love of two people or a story that had brave characters and exciting events. 3. A story written to be acted in front of the audience. 4. An ancient story, especially one invented in order to explain natural or historical events. 5. A story about a crime, often a murder, and a detective who tries to investigate who did it. 6. A kind of writing in which imaginary future developments in science and their effect on life are described. 7. A kind of writing made up of stories that take place in a particular time period in the past. Often the basic setting is real, but the characters are fictional. 8. Stories that take place in modern time, right here and now. The characters are involved in events that could really happen. 9. A novel or story about a mysterious event or events which are not explained until the end, so as to keep the reader in suspense. 10. Fiction that contains elements that are not realistic, such as talking animals, magical powers, etc., make-believe is what this is all about. 11. All of the information in these books is true facts. It can be on any subject. 12. The story of a real person's life, written or told by another person. 13. A story with no known author, originally passed on from one generation to another by word of mouth. 14. A story that usually explains

something about the world and involves gods and other superhuman beings. 15. The story of a person's life, written or told by that person. 16. Verse written to create though feeling from the reader. It often uses rhythm and rhyme to convey its meaning.

**7. Read the following extracts from a tale, an essay, science fiction, a biography, a crime story, a fable, a travel book, a play. Decide which extract belongs to which genre of literature / which is written by whom. Say what prompts you the correct answer.**

1. "Would you like to see the Time Machine itself?" asked the Time Traveller. And therewith, taking the lamp in his hand, he led the way down the long, draughty corridor to his laboratory. I remember vividly the flickering light, his queer broad head in silhouette, the dance of the shadows, how we all followed him, puzzled but incredulous, and how there in the laboratory we beheld a larger edition of the little mechanism which we had seen vanish from before our eyes. Parts were of nickel, parts of ivory, parts had certainly been filed or sawn out of rock crystal. The thing was generally complete, but the twisted crystalline bars lay unfinished upon the bench beside some sheets of drawings, and I took one up for a better look at it. Quartz it seemed to be.

2. "Recount to me the facts, Inspector, I know nothing at all." "That's easily done. Old lady was taken bad after dinner on Tuesday night. Very alarming. Convulsions – spasms – what not. They sent for the doctor. By the time he arrived she was dead. Idea was she'd died of a fit. Well, he didn't much like the look of things. He hemmed and hawed and put it with a bit of soft sawder, but he made it clear that he couldn't give a death certificate. And as far as the family go, that's where the matter stands. They're awaiting the result of the post-mortem. We've got a bit further. The doctor gave us the tip right away – he and the police surgeon did the autopsy together – and the result is in no doubt whatever. The old lady died of a large dose of strychnine."

3. High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked on of the town Councillors who wished to gain a reputation for having artistic tastes; "only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The happy prince never dreams of crying for anything."

4. An Inoffensive Person walking in a public place was assaulted by a Stranger with a Club, and severely beaten.

When the Stranger with a Club was brought to trial, the complainant said to the Judge:

"I do not know why I was assaulted. I have not an enemy in the world."

"That," said the defendant, "is why I struck him."

"Let the prisoner be discharged," said the Judge. "A man who has no enymies has no friends. The courts are not for such."

5. If you are looking at pictures, photographs, ballet, ice shows and other spectacles, films and television programmes, you cannot be curled up in a chair with a book. Moreover, the mind finds it hard to use its interior eye with a lot of noise about, and quiet corners are harder to find than they used to be. In this atmosphere it is impossible for the art of literature to flourish. A feeling for words, a sense of their magical potency, can no longer be acquired. Some interest in ideas, on which the appreciation of literature also depends, is hardly felt at all.

6. Algernon: How are you, my dear Ernest? What brings you up to town?

Jack: Oh, pleasure, pleasure! What else should bring one anywhere? Eating as usual, I see, Algy!

Algernon: I believe it is customary in good society to take some slight refreshment at five o'clock. Where have you been since last Tuesday?

Jack: (sitting down on the sofa): In the country.

Algernon: What on earth do you do there?

Jack: (pulling of his gloves): When one is in town one amuses oneself. When one is in the country one amuses other people. It is excessively boring.

7. There would not, perhaps, be a more pleasant or profitable study, among those which have their principal end in amusement, than that of travels or voyages, if they were writ, as they might be, and ought to be, with a joint view to the entertainment and information of mankind. If the conversation of travelers be so eagerly thought after as it is, we may believe their books will be still more agreeable company, as they will, in general, be more instructive and more entertaining.

8. Up to the age of ten or thereabouts, I would seem to have been not just a good boy, but, if a mother and aunts are to be believed, a hero. How can it then have been that suddenly, as throughout of a clear sky a loving mother, a devoted aunt, and a most affectionate grandmother should in solemn conclave decide that, having had in ten years just about all that they could put up with, I must be sent, for discipline, to a good, strict boarding school!

(Excerpts from: *The Journal of a Voyage to Lisbon* by H. Fielding, *The Time Machine* by H. Wells, *How Does Your Garden Grow?* by A. Christie, *Essays of five Decades* by J. Priestley, *The Happy Prince* by O. Wilde, *The Man with no enemies* by A. Bierce, *It's Me O Lord* by R. Kent, *The Importance of Being Earnest* by O. Wilde)

**8. Fill in the first column with the titles of books you think match the given description. Share your opinions with other students.**

Book	Opinion
	Well-thumbed and well-used plot and upshot.
	Thought provoking and profound writing.



	Splendid art... a funny book at which you are not permitted to laugh. A sad book without tears.
	Can read over and over again.
	Gripping... full of twists and turns and a variety of well-drawn personalities. The book is certain to haunt the readers.
	Makes you cry and laugh at a time.
	You may lose slip over this book because it is of those page-turners that keeps you engrossed and guessing until the last, very satisfying page.
	A marvel, a wise and sunny story, a suspenseful epic that readers twelve and up are going to enjoy for a long time to come.
	One of those great ones that every once in along while lets us know the universe has something really great going for humanity.
	Won't please everybody, but will arise discussion.
	There is / was a general rush for this book.
	A true, sold winner, an original invention, a terrific read.
	Should appeal with equal power to anyone who cherishes the world of nature, or who savors a taut tale of suspense, hot pursuit, and derring-do.
	Epic drama very satisfying.
	Astonishing... everyone who can read English should read it.

Victor Hugo *The Hunchback of Notre Dame*, M. Bulgakov *Master and Margaret*, W. Shakespeare *Romeo and Juliet*, Edgar Allan Poe *Tales of Mystery and Imagination*, Mark Twain *Tom Sawyer and Huckleberry Finn*, Jules Verne *Around the World in 80 Days*, Oscar Wilde *The Picture of Dorian Grey*, Jane Austin *Pride and Prejudice*, *Sense and Sensibility*, J. Fenimore Cooper *The Last of Mohicans*, Theodor Dostoyevsky *Crime and Punishment*, Sir Arthur Conan Doyle *The Adventures of Sherlock Holmes*, Alexander Dumas *The Three Musketeers*, Jerome K. Jerome *Three Men in a Boat*, Bram Stoker *Drakula*, Agatha Christie's detectives, Voltaire *Candid*, Jack London *White Fang*, Leo Tolstoy *War and Peace*, Sir Walter Scott *Ivanhoe*, Charlotte Bronte *Jane Eyre*, Paolo Coelho *Alchemist*, Cervantes *Don Quixote*.

## 9. Complete the review with the words in the box:

ability	involving	times	ending
highly acclaimed	lovers	recommend	story
divided	all-time	strengths	consequences

One of my \_\_\_\_\_ favourite books is *Atonement*, by the \_\_\_\_\_ British novelist, Ian McEwan. It is quite a complex novel, which is \_\_\_\_\_ into three parts and told from different characters' perspectives.

The \_\_\_\_\_ begins in England in the summer of 1935, when a precocious upper class 13-year-old girl, Briony, witnesses a scene in the garden \_\_\_\_\_ her older sister, Cecilia and a childhood friend, Robbie. Her naivety and overactive imagination lead her to misinterpret what she sees and accuse Robbie of a crime he didn't commit, an accusation which has dramatic \_\_\_\_\_ for Cecilia and Robbie and which Briony must spend the rest of her life having to atone for. The book's \_\_\_\_\_ lie in its exceptionally well-observed depiction of characters and events, particularly the descriptions of war scenes in the second section of the novel, where Robbie, now a soldier in World War II, is desperately trying to reach Dunkirk. The author's \_\_\_\_\_ to build up tension is absolutely superb and the book is a real page-turner at \_\_\_\_\_. As well as being well-crafted, it is always thought-provoking in its exploration of topics such as guilt and forgiveness, and the futility of war. Without spoiling the plot, I have to say that my only reservation about the book is its \_\_\_\_\_, which, in my view, leaves the reader feeling slightly cheated. However, this is more than compensated for by what is otherwise a fantastic read.

*Atonement* is not a book for those who love fast-moving plots, but for \_\_\_\_\_ of detailed and well-observed prose, I would thoroughly \_\_\_\_\_ it.

## 10. Translate the following into English:

1. Нора Робертс – автор 145 романів. 2. Містер Стоун написав блискучий вступ до книги письменника-початківця. 3. Я не люблю містерії й мелодрами. 4. Найбільше його вразили сцени війни з історичного роману «Війна і мир» Л. Толстого. 5. Студентів навчали мистецтву оповідання. 6. Багато журналістів пишуть під псевдонімом. 7. Бернад Шоу написав багато блискучих п'єс. 8. Важко уявити, яка буде розв'язка роману. 9. Перекажи зміст, будь-ласка. 10. Відомий російський поет О.С. Пушкін писав як прозу, так і поезію. 11. Я читаю книжки від початку до кінця. 12. Хто головний герой оповідання? 13. У передмові автор зазначає головну ідею твору. 14. На полицках у сільській бібліотеці можна було зустріти книжки з порваними палітурками, зачитані

старі альманахи, томики поезії та енциклопедії у суперобкладинках. 15. Список використаної літератури подається у кінці книжки. 16. Оскар Уайльд писав казки для дорослих. 17. Додаток містить 17 таблиць і 9 діаграм.

**11. a) Read the texts "Grimms' Fairy Tales", "Ellie Levenson: Fairy tales prepare children for reality", "Philip Pullman: 'Loosening the chains of the imagination'", "Reading with child 'highlight of the day for parents'", "Teenagers Nowadays Do Not Like to Read Books" from Supplement 3 and answer the questions:**

1. What problems do children have to deal with today? 2. Do you think fairy tales help children to deal with real-life situation? 3. Are fairy tales frightening? 4. Have you read Grimms' fairy tales? Do you consider them scary? 5. Are children too protected today? 5. What is the role of fairy tale in the formation of child character? If yes, which character traits do they develop? 7. Do you agree with P. Pullman's statement that fairy tale loosen children's imagination? 8. What children's authors do you know / did you read? Which of them are your favourites? 9. Do fairy tales still have an important place in your country?

**b) "If you want your children to be intelligent," Albert Einstein once remarked, "read them fairytales. If you want them to be more intelligent, read them more fairytales." Make a list of recommended fairy tales / books for children. Discuss it in class.**

**12. a) Explain the difference between:**

- a novel and a biography
- a guidebook and an atlas
- self-help book and an instruction manual
- a magazine and a journal
- a textbook and a notebook
- a hardback and a paperback
- an audio book and an ebook
- a bookshop and a library

**b) Complete the text with words from 12 a):**

The British Library has been a copyright library since 1911. That means that a copy of every British book, magazine or ...has to be kept there – whether it's a footballer's..., a ... on dealing with a phobia, a ... for first year biology or an important work of literature. Between 60,000 and 100,000 books alone are published each year which is causing space problems. The library also stores hard copies of some websites and ... in order to save material

published online for future generations. But the library does not store copies of ...or other listening material.

**13. Which of the verbs in the box can you use about books and magazines? Cross out the ones you can't use. Use them in natural context.**

borrow	buy	enjoy	join	lend	listen to
order	publish	play	subscribe to	watch	write

**14. Work in pairs. Guess whether statements are true (T) or false (F) for your partner.**

Your partner...

- has a lot of books at home.
- has never borrowed a book from a library.
- subscribes to a magazine or a journal.
- reads the news online.
- reads more for study (work) than for pleasure.
- has listened to an audio book.

**15. Put each of the following words from the box into its correct place in the passage below. There is one word extra.**

<b>villain</b>	<b>plot</b>	<b>characters</b>	<b>story</b>	<b>writers</b>
<b>journalists</b>	<b>covers</b>	<b>book</b>	<b>covers</b>	<b>contents</b>

### Character Study

Characters are what make the heart of fiction beat. The perfectly described sweep of landscape, the thrill of pulse-pounding action, the heart-stopping revelation of a ...'s final twist – none of these has the impact of meeting someone in a ... who becomes a friend or ... for the rest of your life. With this in mind, we set out to find the best characters from the past century. The result: a... with a lot of character – a hundred of them, to be exact. We heard from ..., ..., professors, actors, directors all over the country (the world, in fact) who weighed in with their opinions and observations. One of the best things about assembling the list was the homework it required, and we hope it reminds you – as it did us – of some of the great

books whose ...you may not have cracked for decades, but whose ... you've been living with for years.

**16. a) Work in groups. You are going to outline the plot of a horror story. Select from the list of 'ingredients' below and, if you want, add your own ideas. Appoint a spokesperson to take notes. Compare your stories.**

Location	Period	Characters	Event
a cemetery	1860	a honeymoon couple	people disappear
an old castle on a hill	the Middle Ages	a mad scientist	a monster is created
a church	when there is a new moon	a witch	man-eating plants invade Earth
a remote country mansion	present time	a psychiatrist	someone collects people for a human zoo
a house with secret passages	some time in the future	a poltergeist	the dead return to life
an aeroplane		a young girl who, if angered, has the power to make strange things happen	an operation that goes wrong
a dark wood		an army of androids	a successful operation
		someone who has a grudge against society	inexplicable accidents
		rats, spiders, giant bees, bat	

**b) Compile a table for another book genre (to your choice) and write a short story.**

**17. Group work. Make up a list of expressions from active vocabulary to comment on the following proverbs and saying about books. Then exchange the lists with another group and comment on the given saying using the expressions prepared for you.**

1. Books and friends should be few but good (a proverb). 2. No furniture is so charming as books, even if you never open them and read a single word (Sydney Smith). 3. A man ought to read just as inclination leads him; for what he reads as a task will do him little good (Samual Johnson). 4. A classic is something that everybody wants to have read and nobody wants to read (Mark Twain).

**18. Read the text and answer the questions.**

## **The Story of Fiction**

### *Literature*

Literature plays a key role in global culture. It educates and entertains us, brings past centuries to life, and helps us to understand our deepest dreams and fears. How did the art of fiction-writing develop, through? Well, it's a very, very long story...

Nobody knows when fiction began. Maybe the first story-teller was a prehistoric mother trying to explain the world to her children. Or perhaps it was a hunter making up adventures around the campfire. Who can tell?

What we do know, though, is that story-telling was a purely oral activity until around 800 B.C. Myths and tales were passed down by word of mouth and had to be memorized to each new generation of story-tellers.

That only changed when the Ancient Greeks started to keep written records of certain stories. The earliest surviving examples of this are the epic poems of Homer (a blind professional storyteller who lived in the eighth century B.C.). Why were his tales written down? Again, we can't be certain, but obviously they were considered important enough to be formally preserved.

So, the idea of written stories began in Greece. Gradually, though, it spread across Europe. The result of this was a steady flow of poems, plays, romances and legends over the next 2,300 years, many of which can still be read today. Yet although this rich literary tradition existed, very few people could enjoy it at the time. Why? Because...(1) only the educated upper classes were able to read, (2) books had to be written by hands and, so very few copies existed.

What changed all that and brought written fiction to ordinary men and women was a machine. It was developed during the mid-fifteenth century and its inventor was a German called Johannes Guttenberg.

### *The Printed Word*

Guttenberg's revolution took place in the city of Mainz. That's where he built and operated the first ever printing press with movable metal letters. Simple printing methods had existed for centuries, of course, but they had to be done by hand and took a long time. What made Guttenberg's press so different was the individual letters themselves – the 'type' could quickly and easily be moved to create different pages. Suddenly, this made it possible to print books cheaper and more quickly than ever before.

Thanks to Guttenberg's discovery written fiction was able to reach a massive new audience – but not straight away. It was a gradual process which slowly took place over several generations as...(1) more and more printing presses began to operate across Europe, (2) thanks to the Renaissance and the gradual spread of education, more and more people learned to read.

### *The Novel*

When Guttenberg was alive, poetry and drama were the most important forms of literature. That was still the case as written fiction continued to develop and spread during the sixteenth and seventeenth centuries. In the eighteenth century, though, a new form appeared which had an enormous impact on literature at the time and has dominated it ever since... the novel.

Early novelists in the English language like Samuel Richardson (1689 – 1761) and Lawrence Sterne (1713 – 1768) caused a sensation across Europe with books such as *Clarissa* (Richardson) and *The Life and Opinions of Tristram Shandy* (Sterne). The reason was simple... their stories which were full of believable characters and exciting adventures, described life in a more realistic way than ever before. In that sense, some critics believe that the novel took literature back to its roots by entertaining ordinary people with tales of everyday life.

But whatever the reasons for its success, the new literary form was certainly well-established by 1800, and popularity grew even faster during the nineteenth century. This accelerated popularity was due to the industrial Revolution which made Europe richer than ever before and increased...

- standards of education
- numbers of public libraries
- leisure time for the new 'middle classes'.

Together, all these factors produced a massive literary boom during the nineteenth century – a boom which led to huge profits for publishers and made bestselling authors like Charles Dickens, Leo Tolstoy, Mark Twain and Thomas Hardy world-famous names. At its peak, in

fact, literature was undoubtedly the developed world's most dynamic and popular art form. Amazingly, through, within just two generations of that nineteenth-century peak, radio, cinema and finally television had all appeared on the scene. Suddenly, written fiction had to compete for its audience.

### *A Modern Industry*

In the last hundred years, literature has gone through a period of enormous change. For example...

- The business which produces it – publishing – is now a huge global industry which uses the latest technology and marketing techniques to make and sell books.
- Top authors are paid vast advances for their latest manuscripts (or, increasingly, computer discs).
- Many stories which began as written fiction now reach an even wider audience through film and TV adaptation.
- Media coverage of authors, literary events and major international prizes such as the Nobel, Goncourt and Booker, help to promote fiction.
- Whereas in the past most famous writers were white and came either from Europe or America, there is now a much broader diversity of styles and voice in literature. So – there it is... a short guide to the development of literature.

(From “*Dossier*”)

#### **19. Answer the following questions:**

1. When is story-telling supposed to begin? 2. Which nation made its contribution to keep written records of the stories? 3. Which layers of society were exposed to reading in ancient times in Europe? Why? 4. What is the importance of Guttenberg's discovery? 5. What was the novel of the nineteenth century characterized by? 6. Speak on the problems of modern literature and publishing industry.

**20. a) Who are these people in book industry? Choose from the following list:** *an editor, a novelist, a poet, a printer, a translator, a textbook writer, a biographer, a literary agent, a playwright, a publisher.*

- writes poetry
- writes books about people's life
- writes plays
- writes books for school
- writes novels
- checks the text of the book
- helps authors find someone to publish their books



- makes a lot of copies of the book
- changes the language of a book (e.g. from English to Spanish)
- chooses the best books to publish

**b) Would you like to be one of them? Why / why not? Speak on who can be a writer?**

**21. Translate the following article into English. Check yourself on these terms.**

### **З чого складається книжка?**

Обкладинка і палітурка (тверда обкладинка) – зовнішнє захисне покриття книги, призначене для її збереження від зовнішнього впливу.

Корінець – скріплює всі елементи книги, забезпечує вільне обертання сторінок книги, її міцність і орієнтування у книгах.

Суперобкладинка – додаткова обкладинка, яка одягається на палітурку чи на основну обкладинку.

Форзац – подвійний аркуш паперу, що з'єднує книжку із внутрішньою частиною обкладинки, а також служить для оформлення книжки. З німецької мови це слово значить: "фор" – перед, "зац" – набір, тобто те, що йде перед друкованим текстом книги. У кожному переплетеному виданні по два форзаці: передній і задній. Форзаці використовуються з інформативними цілями, вони часто несуть на собі рекламні зображення, довідкові дані, карти, схеми.

Титульний аркуш – заголовний аркуш книги, на якому містяться основні відомості для загального розпізнання її змісту.

На титульному аркуші розміщуються такі відомості:

- хто написав книгу,
- з якої мови переклав,
- як вона називається і що собою представляє,
- де, у якому році, яке видавництво випустило книгу у світ, хто її оформляв.

Зміст і алфавітний покажчик створюють читачу зручність орієнтування всередині тексту книги.

Анотація – коротка замітка, яка передає зміст книги, знайомить з головними питаннями або основними епізодами і дає їм оцінку. Анотація повинна зацікавити читача, викликати бажання прочитати цю книгу.

Ось, наприклад, яку анотацію подано до книги О.Іваненко “Казки”:

*Цікаво, про гомонять між собою дерева, шепочуться квіти, щебечуть пташки, гудуть джмелі? А від кого тікає зайчик у білій шубці і де зимував неслухняний братик -*

*ведмедик? Про це та ще багато інших цікавих та повчальних пригод мешканців лісу розповідає ця книжка. Написала її Оксана Іваненко (1906 – 1997) – відома українська письменниця.*

**22. Alexander Herzen called public libraries "a feast of ideas to which all are invited". Read the text below and say how the modern libraries differ from those of the old days. Use the topical vocabulary.**

### **My Favourite Library**

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique, in a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world – Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

Next there are technical dictionaries in all the principal languages. I counted 60 specialised technical dictionaries for Russian alone. Then there is a section which, besides the best world atlases, contains individual atlases of a great many countries, some of them almost too heavy to lift. Seven hundred periodicals, mostly technical, are taken by the library, and the latest issues are put out on racks nearby. By asking at the enquiry desk you can see maps of the whole of Britain on the scale of 1/60,000 and 1/24,000, and smaller-scale maps of nearly every other country in Europe.

Around the walls, on this floor and the floor above, are reference books on every possible subject, including, for instance, standard works of English literature and criticism. Foreign literature, however, is represented mainly by anthologies.

Finally, on the top floor of all, is a wonderful art library, where you can take down from the shelves all those expensive, heavy, illustrated editions that you could never really afford yourself. The librarian at the desk can direct you to answers for almost any query you may have about the plastic arts. There is in fact a busy enquiry desk on each floor, and the last time I was there they had just received a letter from a distinguished medical man. He had written to ask for information about sword-swallowing. He was very interested in the anatomy of sword-

swallowers, and had failed to find anything either in medical libraries or in the British Museum Library! (Anglia, 1972)

**23. Get ready to speak about an important library, its history and facilities.**

**24. Do some library research and write an essay of 350-400 words on one of the given topics:**

1. Should students' textbooks be replaced by notebook computers?
2. Are books more important than experience?
3. Our future depends on libraries, reading and daydreaming.
4. My favourite book.
5. The most inspiring book I've read.

## Part 2.

### WRITER and SOCIETY



### TOPICAL VOCABULARY

**1. Types of writers:** staff writers, free-lance writers, ghost writers, beginning writers, technical writers, columnists.

**2. Writer's mission:** to be a sharp-eyed chronicler/ accurate observer, to be influenced by ideology, to oppose the ideology, to be published/ to appear posthumously, to raise awareness of, to resort to, to rebel against social evils, to decipher social context, to be engaged in social, political and national problems, engaged literature, to oblige the audience, to make fat profits from obliging the audience, to rebel against traditional values, to be calculated for effect, to depict the fuss of the day, to assure the reputation as a novelist, significant accomplishment, the best minds of the generations, to bear responsibility for future generations, to be a patriot, to offer the resistance to the authorities, to reflect the social realities of the world.

**3. Literary critics:**

**Speaking about authors:** to come of (from) a ... family; to show promise; to have the makings of a writer; to earn (make) one's living as a writer; to live by writing; to live by

one's pen; to try one's hand at drama (a short story, a novel...); to choose the novel (the short story...) as one's medium; to write in the genre of the short story (the detective story...); to draw on one's own experience; to draw one's subject (characters) from everyday life; to gain (win) recognition; to be a success; to come to literary prominence; to become famous; to gain fame (popularity...); to be (make) a (smashing) hit; to be a best seller; to be a sensation; to be (now) at work on... .

**Speaking about books:** to be a very enjoyable book; to be a powerful novel (story); to be (make) good (easy) reading; to hold the reader's attention (interest); to keep the reader interested; to keep the reader in suspense; to deal with problems of topical interest; the book is chiefly concerned with...; it is a novel written (meant) for teenagers (young people); to read a story with unflagging interest (attention); a dull book.

The main point the author is trying to make (to put across) is...; the main idea the author is trying to convey is...; to carry a deep psychological message; to expose the ills (evils) of society; to author invests the character with the following traits...; to present (depict, portray) a character truthfully; to describe something vividly; the story (scene) is set in...; the scene is laid in...; the action takes place / begins/ ends...; as the plot progresses (goes on)...; the author has a feeling for (a sense of)...; the story is written in the first person; it is (a) first-person narration; the story has brilliant wit, sparkling humour; the author has a gift of observation; the story has a happy/ tragic/ unexpected ending.

**4. Censorship:** government censorship, clash of opinions/ interests, to ban a book, to be rejected from the society, to criticize one's skill of word, to see something through rose-colored spectacles, a victim of all regimes, to be repressed savagely.

## WRITER and SOCIETY

Writing as a career manifests itself in many different ways and can offer a range of professional awards. It enables people to express themselves, as well as to entertain, inform and influence others.

Now, in the 21<sup>st</sup> century, writers can choose from a variety of tools with which to accomplish their work. These tools range from pen and paper to computers and tablets. Each tool affects the writing process differently and allows the writer to produce the material in a specific way.

Most authors spend hundreds of hours perfecting their skills before they can sell any of their works. A person who wants to be a writer should set aside some time to write every day. Writers will often choose one or more specific workplaces and go there daily like other professionals. Some writers will sometimes even set a page count to accomplish each day. Stephen King has said that he likes to get at least ten pages a day, or around 2,000 words. Thus, the idea of a daily schedule is often associated with discipline and not exactly creativity and inspiration.

Learning to express ideas clearly and effectively in writing takes a great deal of practice. Beginning writers should read many kinds of writing encountered every day and pay special attention to what they find most interesting. A beginning writer who reads much and carefully will develop an appreciation of different writing approaches and styles. In time, the writer can acquire a more flexible approach to his or her own works.

Successful authors draw their inspiration from their own experience, sticking to writing about subjects they know. Some rely on history, religion or ideologies. Others seek it in nature and still others venture into the realms of the imagination. Some writers find it helpful to keep a journal of their ideas, experiences, and observations in order to draw material from later. They sometimes take weeks or months revising or refining an article, poem or story. Beginning writers usually benefit from finding one or more friendly critics who will read their work and discuss their weak and strong points.

There are two main kinds of writers – staff writers and free-lance writers. Staff writers are the professional writers who work for a salary. Many earn a living as newspaper reporters or columnists. Others work as technical writers, who express the complex ideas of engineers and scientists in words that a non-expert can understand. Many staff writers prepare documents for public agencies. Others work as editors for book publishers, magazines and newspapers. Free-lance writers get paid only if a publisher buys their work. Free-lancers write most books – both fiction and non-fiction, as well as many magazine and newspaper articles. Many staff writers create free-lance writing and tell how to submit works for publication.

Writers are those people who create with hope to influence people's minds and souls by way of discussing important and complex problems of the world. Conventionally an artist is not supposed to have responsibility for his talent or calling. But if Nature endows one and if this talent is found socially important, then it is no longer just a talent but a duty. And its mission is to affirm life in all its diversity, to assert everything the human soul has always aspired to. This is very important today when the question of moral values is arising in all its urgency. Spiritual values are not only a legacy coming down the centuries; they also must be created and enlarged today for the development of the civilization. That is why great writers always remain the contemporaries of later generations. Each new generation finds something new in their works, something concerning its own epoch. A great poet is always the voice of his epoch. Although he may glorify the heroic past, his eyes are always directed to the future.

L. P. Hartley is one of the most distinguished novelists and one of the most original. For the word of his creation is composed of diverse elements. On the one hand he is a keen and accurate observer of the process of human thought and feeling; he is also a sharp-eyed chronicler of the social scene. But his picture of both is transformed by the light of a Gothic imagination that reveals itself in fanciful reverie.

T. Shevchenko has gone down in the history of world literature as a great people's poet and the voice of his epoch. He was a truly national poet, a poet-fighter. T. Shevchenko was the founder of the new Ukrainian literature, he created a poetical language all his own, realistically accurate and saturated with the imagery, thoughts and feelings of his own people. The most progressive tendencies of his epoch and the most advanced aspirations of the public circles, the cherished thoughts and hopes of the people found their expression in Shevchenko's works.

Mark Twain showed race discrimination and false democracy in his stories. In the story "A Defense of General Funston" he criticized the policy of the American Government and protested against slavery in the novel "The Adventures of Huckleberry Finn".

**1. As you read the text a) look for the answers to these questions:**

1. What are types of writers? 2. How can one become a writer? 3. How are the successful authors described? 4. What is the mission of a writer? 5. What are the topics tackled by the writers? 6. Should writers speak about the future? 7. What is L. P. Hartley famous for? 8. What contribution did T. Shevchenko make to the Ukrainian literature? 9. Have you read M. Twain stories? What did they tell the reader about?

## 2. Match A and B

### A

1. a staff writer
2. a free-lance writer
3. a ghost writer
4. a columnist
5. to endow
6. conventional
7. to engage
8. to oblige the audience

### B

- a. a writer who gets paid only if a publisher buys his/ her work
- b. a writer who writes for another person
- c. a professional writer who works for a salary
- d. to do something that someone has asked you to
- e. to meet the interests of the audience
- f. someone who writes articles about particular subjects
- g. to give a good feature or quality
- h. following the opinion of the people in the society

## 3. Explain the terms and find Ukrainian equivalents:

Staff writers, free-lance writers, ghost writers, beginning writers, technical writers, columnists, engaged literature, to oblige the audience.

## 4. Say whether the statement is true or false:

1. Staff writers are the professional writers who work for a salary.
2. Free-lance writers express the complex ideas of engineers and scientists in words that a non-expert can understand.
3. Staff writers prepare documents for public agencies.
4. Free-lancers do not write any books.
5. The mission of a writer is to affirm life in all its diversity, to assert everything the human soul has always aspired to.
6. A great poet is always the voice of his epoch.
7. Conventionally an artist is supposed to have responsibility for his talent or calling.
8. Writers create with hope to influence people's minds and souls by way of discussing important and complex problems of the world.
9. Great writers always remain the contemporaries of later generations.
10. A writer may glorify the heroic past, and his eyes are never directed to the future.

## 5. What do you think a ghostwriter is? Choose a definition:

1. Someone who writes novels under a 'pen name' instead of their real name.

2. Someone who writes frightening stories.
3. Someone who writes a story for someone else in the other person's voice.

### **6. a) Read an interview with Andrew Crofts, a ghostwriter.**

**A:** Andrew, what exactly does a ghostwriter do?

**B:** A ghostwriter helps one who has a story or an expertise that they want to put into book form but doesn't actually have the right skill to produce the book themselves. So they have the story in their head, or in their filing cabinets, or in their memory in some way, and a ghostwriter will listen to what they have to say and then will create a book from that.

**A:** What were you doing before you became a ghostwriter?

**B:** Well I discovered it by accident. I was interviewing a man for a business magazine, who was uh..., a thing called a business guru, who used to hold seminars for people and teach them how to improve their profits and things, and he... at the end of interview, he said to me 'I've been asked to produce a series of books, which I want to do for publicly reasons, but I don't have the time to actually do it myself'. He said 'If I give you the material, uh... will you write the books, and I'll have the glory, and I can have the money'.

**A:** You've written many successful books as a ghostwriter. Have you been tempted to stop ghostwriting and write books under your own name?

**B:** I have written books under my own name as well, but if ...I'm just a sucker for a story and if someone rings me up, particularly if they have an interesting foreign accent and I think, you know, I'm going to travel somewhere and meet somebody that's had a life I've... is going to be new and interesting to me, I just can't resist.

**A:** What have you learned from your experiences as ghostwriter, as a writer and an individual?

**B:** I think as a writer it is the capturing other people's voices..., and learning how to structure a story so that it works in a book form. As an individual it has taught me a huge amount about how the rest of the world lives. Otherwise ...like most writers I don't go out that much and I wouldn't go out at all if I could sit at home and write novels just from my imagination. So it has forced me to go out and meet a far more diverse ..., number of people than I would ever otherwise have come across. But at greater depth, than I would have done in journalism which is the other option. As a journalist you get to do that, you get to meet a huge range of people, but as a journalist you're there for ten minutes interviewing a film star before you're shuffled out of the hotel room, or you're there for an hour or two with somebody... and then you move onto the next story, which suits a lot of people. But I do actually quite like the immense couple... two or three months of being in one person's skin and, um, I've found that...I've learnt a lot about other people.

### **b) Work in pairs and discuss the questions:**

1. What sorts of people use a ghostwriter? 2. What are the advantages and disadvantages of being a ghostwriter? 3. Do you think being a ghostwriter is an interesting job? Why? / Why not?

**c) Complete the following sentences. Imagine they are the opening lines of a book and make them as interesting as you can. Then think of two more sentences:**

1. She was sleeping peacefully in her bed when suddenly... .
2. We were watching a rather boring film at the cinema when... .
3. They were sitting on the plane on their way to Tokio when... .

**d) Work with a partner you don't know very well. Tell your partner about some experience from your life (It doesn't have to be true). 'Ghost' your partner's experience using your notes. Write a paragraph that starts with 'I was.... when...' Then swap roles. Read your partner's paragraph. Are all the facts correct? Is it easy and interesting to read?**

**7. Work in small groups. Read the following quotes about literature. Express your own opinions and attitudes. Compare your ideas as a group.**

1. The decline in literature indicates the decline in nation. The two keep pace in their downward tendency (Johann Wolfgang Von Goethe). 2. In the electronic age, books, words and reading are not likely to remain sufficiently authoritative and central to knowledge to justify literature (Alvin Kernan). 3. Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart (Salman Rushdie). 4. Literature always anticipates life. It does not copy it, but moulds it to its purpose. The nineteenth century, as we know it, is largely an invention of Balzac (Oscar Wilde).

**8. a) Read the following extract and observe the way literary criticism is written:**

**Jane Austen** saw life in a clear, dry light. She was not without deep human sympathies, but she had a quick eye for vanity, selfishness, but vulgarity, and she perceived the frequent incongruities between the way people talked and the realities of a situation. Her style is quiet and level. She never exaggerates, she never as it were, raises her voice to shout or scream. She is neither pompous, nor sentimental, nor flippant, but always gravely polite, and her writing contains a delicate but sharp-edged irony.

**L.P. Hartley** is one of the most distinguished of modern novelists; and one of the most original. For the world of his creation is composed of such diverse elements. On the one hand he is a keen and accurate observer of the process of human thought and feeling; he is also a sharp-eyed chronicler of the social scene. But his picture of both is transformed by the light of



a Gothic, imagination that reveals itself now in fanciful reverie, now in the mingled dark and gleam of a mysterious light and a mysterious darkness... Such is the vision of life presented in his novels.

**Martin Amis** is the most important novelist of his generation and probably the most influential prose stylist in Britain today. The son of Kingsley Amis, considered Britain's best novelist of the 1950s, at the age of 24 Martin won the Somerset Maugham Award for his first novel *The Rachel Papers* (his father had won the same prize 20 years earlier). Since 1973 he has published seven more novels, plus three books of journalism and one of short stories. Each work has been well received, in particular *Money* (1984), which was described as “a key novel of the decade.” His latest book is *The Information* (1995). It has been said of Amis that he has enjoyed a career more like that of a pop star than a writer.

*The Name of the Rose* by **Umberto Eco**: “A brilliantly conceived adventure into another time, an intelligent and complex novel, a lively and well-plotted mystery” (San Francisco Chronicle).

*The Hours* by **Michael Cunningham**: “A smashing literary tour de force and an utterly invigorating experience. If this book does not make you jump up from the sofa, looking at life and literature in new ways, check to see if you have a pulse” (USA Today), “An exquisitely written, kaleidoscopic work that anchors a floating postmodern world on premodern caissons of love, grief, and transcendent longing” (Los Angeles Times).

*The Partner* by **John Grisham**: “All the ingredients of suspense, drama and meticulous attention to detail that have made Grisham’s novels bestsellers... A terrific read!” (Sunday mirror), “A narrative triumph and a stylish joy, this novel has me gasping for more of the new, satirical Grisham” (Daily Telegraph).

The recipient of numerous literary prizes, including the National Book Award, the Kafka Award, five Hugo Awards and five Nebula Awards, the renowned writer **Ursula K. Le Guin** has, in each story and novel, created a provocative, ever-evolving universe filled with diverse worlds and rich characters reminiscent of our earthy selves. Now, in *The Birthday of the World*, this gifted artist returns to these worlds in eight brilliant short works, including a never-before-published novella, each of which probes the essence of humanity.

**b) Imagine you are working as a literary critic for a newspaper or a magazine. Pick up your favourite book and try your hand at writing a short annotation giving criticism to the author and the book.**

**9. Read an article by Nicholas Conley and answer the following questions:**

1. What does the author mean saying ‘goals are driven by a mysterious voice’? 2. Are writers well paid? 3. What are the relationship between writer and reader? 4. Do writers really keep his / her era alive for future generations? Can you name such in the literature of your country? 5. The author compares writers to teachers. What lessons to they teach the read? 6. What does writer’s exciting come from?

### **The Writer’s Role in Society Nicholas Conley on May 9, 2013**

For writers, self-doubt is something we’re all too familiar with. It’s unavoidable, really. Whereas most careers are built on concrete evidence and a clear end goal for each day, writers usually operate from a sort of murky, hazy subconscious desire. Our goals are driven by a mysterious voice that sometimes chooses to speak to us...and sometimes doesn’t.

Really, it makes sense. After all, a professional fiction writer is someone who gets paid to make stuff up. It’s a thoroughly exhausting job that takes a long, long time, and usually offers the writer very little financial reward. Writers aren’t writers because we desire worldwide fame and lucrative amounts of money; we’re writers because we’re passionate about writing, and because we have something we want to say to the world.

So, let’s ask the obvious question. In a world full of such varied and highly essential careers as doctors, nurses, architects and police officers, why is writing fiction still important?

Put bluntly, what is the writer’s role in society?

This question goes beyond the simple entertainment value of a good story. It also goes beyond the symbiotic relationship that’s experienced between a writer and his/her reader. Not that this symbiosis is unimportant – in fact, for the writer and the reader themselves, that relationship is probably the most important thing – but it’s not what we’re discussing here. No, our focus here is on what the writer’s role to society is. What does the writer bring to the world that no one else can?

My answer is this: writers and storytellers are the individuals who have designated themselves with the daunting task of recreating the time, place and characters of whatever era they live in. I feel that this is especially the case when it comes to fiction; while an encyclopedia entry about the 1990s might fill in the details, it doesn’t paint a picture. A novel written during the 1990s, on the other hand, can definitively show the flavor of the time, the voices that were most important, and the subconscious fears that drove that generation’s actions. The different fiction genres each demonstrate a unique facet of the writer’s society. A horror writer will memorialize the discomforts of his era. A science fiction writer will

demonstrate that era's views on technology. A literary writer, of course, will display what everyday life was really like.

By writing a novel, the writer acts to keep his/her era alive for future generations, so that our children and grandchildren can understand who we really were, and what we stood for.

But there's more to it than that – much more. By nature, writers are teachers. Again, writers write because they have something to say to the world; they have a lesson to teach, a lesson so important to them – be it for moral, intellectual, idealistic or cynical reasons – that they've sculpted an entire story for the sheer purpose of teaching that lesson. To demonstrate this point, a few examples are listed below:

*“Frankenstein”*, by Mary Shelley, is the first novel to question the idea of creating life through scientific means. While Shelley's concepts have been used in millions of subsequent stories – from movies such as *Splice* to novels like *Galatea 2.2* – *Frankenstein* was the first novel of its kind. The moral questions that *Frankenstein* ponders are troubling, so troubling that we continue to ask these same questions today. As we, the readers, become absorbed in the story of Victor Frankenstein's rise and fall – and then, as we find our sympathies slowly drifting toward the murderous creature – we are forced to realize that the act of creation is never the end of a process. Once you have created life – creation of life being the ultimate, divine task – you have the responsibility to care for that life, and by not doing so you become responsible for whatever that thing you've created turns into.

*“Broom of the System”*, by David Foster Wallace, teaches us about the way that we use words and language to frame our society and our actions. The novel questions the notion of free will, while demonstrating how one can use words to dominate other people; Wallace shows how well-constructed words can enslave one person to another person's ideas, no matter how irrational those ideas may be. Are we real people, or simply linguistic constructs – characters in someone's novel? Is there a difference between the two, really? This is the question that Wallace's protagonist, Lenore Beadsman, must ask herself. As the readers of her story, we are forced to ask ourselves the same question, forcing us to learn more about ourselves in a way we would never dare to outside of the constructs of a fictional story.

George Orwell's 1984, the ultimate dystopian masterpiece, is a story that has radically changed the way we think about the government and our society. Yes, words like “newspeak” and “groupthink” have become part of our lexicon. But more importantly, what Orwell's terrifying vision gave us was a terrible awareness of humanity's own ability to crush itself.

*“Flowers for Algernon”* by Daniel Keyes shows us that under the wrong conditions, knowledge can be a dangerous thing. Through an experimental scientific procedure, the mentally retarded Charlie Gordon is transformed from a blissfully unaware bakery worker with an IQ of 68 into a cunning genius, and the result of this new intelligence is gut-

wrenching pain and isolation. In a society so driven by the pursuit of knowledge and interpersonal connections, Keyes makes us reconsider notions that we previously thought of as unspoken truths.

Questions. Plot. Characters. Moral. Story. Style. All of these things are tools within the writer's cabinet, used – often subconsciously – to craft his or her statement about the world, and to reach the minds of others. We write for ourselves, yes. But more importantly, we write so that our voices will be heard by those who desire our message.

So, with all that said...time for a news flash. I've finally completed work on the manuscript for my second novel!

Now, of course, this doesn't mean I'm out of the woods – not quite yet. While the exhausting first part of the process is now complete – and by first part, I mean writing and editing the whole thing – this only means that it's now time to, you know, get the novel out there. Publication is a very lengthy, detailed process, so it'll be some time before any future updates on that front. But as soon as news is available, I'll definitely make sure to keep you guys updated!

Anyway, I'll tell you one thing; I'm definitely very, very excited. While writing my first novel, "*The Cage Legacy*", was certainly a heartwrenching experience – an experience that took many years, as detailed in my post "*Why I wrote The Cage Legacy*" – I can honestly say that the hard work that went into writing novel №2 has actually managed to surpass that of the first. The creation of this new novel has been, by far, the most challenging, ambitious and emotionally-draining writing experience I've ever had, and I'm incredibly proud of what it's finally become. I can't wait to share it with you guys.

## **10. Translate the following sentences using active vocabulary:**

1. Література – найбільш точне відображення суспільства, яке її створило, вона відображає гіркоту та розчарування багатьох поколінь та їх духовні цінності. 2. Письменники протистояли існуючому режиму, тому що чітко розуміли, що вони відповідають за соціальне і культурне відродження нації. 3. Відображаючи у своїх творах соціальні реалії світу, письменники песним чином несуть відповідальність за майбутнє покоління та його виховання. 4. Влада намагалася зруйнувати відчуття національної величі та гордості, але більшість письменників були патріотами і завжди чинили опір владі. 5. Часто письменники, які були жертвами режиму, зникали на певний час з культурного горизонту, щоб не бути закатованими до смерті. 6. Такі письменники як М. Хвильовий та І. Багряний протистояли ідеології і тому були жорстоко покарані за національні ідеї. 7. У часи репресії українська нація була

позбавлена своїх культурних орієнтирів, адже багато видатних поетів та письменників були замучені до смерті. 8. За розповсюдження заборонених книг він був репресований та висланий до Сибіру. 9. Своїм романом «Тигролови» І. Багрянний забезпечив собі репутацію романіста і схвально сприймався однодумцями, але урядова цензура жорстоко душила його творчість і забороняла публікацію книги. 10. Кожна епоха має своїх героїв, які, не дивлячись на знищення поезії та поетів, письменників та мистецтва, протистоять існуючому режимові і дають суспільству поштовх до боротьби.

**11. Render the article given below about a popular Ukrainian children's writer. Use the phrases for rendering from Supplement 3.**

**a) Firstly render his biography:**

Долі деяких людей нерозривно йдуть з долею самої України. Саме таким стало і життя Всеволода Зіновійовича Нестайка (30 січня 1930 – 17 серпня 2014 року). Адже неможливо уявити сучасної дитячої літератури без його влучного слова. «Радість, не поділена з другом, — це не радість, навіть не піврадість, а якась погана четвертинка, мізерія якась..» писав у своїх знаменитих «Тореадорах з Васюківки» Всеволод Зіновійович. Дорослий, серйозний - у образах своїх героїв на сторінках власних книжок він бешкетував, переживав у них те, чого не довелося в дитинстві відчувати самому – грався, сміявся, веселився.

Його почуття гумору надихнуло, змінило не одне покоління українців і, певен, справжні перлини літератури – його книжки – завжди знайдуть своїх нових вдячних юних читачів-«тореадорів».

Всеволод Зіновійович Нестайко народився 30 січня 1930 року в місті Бердичеві. У 30-тих роках, втративши батька, який в 20-і роки був у "січових стрільцях", майбутній письменник разом із мамою переїхав до Києва. У 1947 році Нестайко вступив на слов'янське відділення філологічного факультету Київського університету.

Нестайко працював у редакціях журналів "Дніпро", "Барвінок", у видавництві "Молодь". З 1956 до 1987 року завідував редакцією у видавництві "Веселка".

Перші оповідання для дітей Всеволод Нестайко почав друкувати в журналах "Барвінок" і "Піонерія". Перша книга "Шурка и Шурко" побачила світ у 1956 році. Він видав близько 30 книжок оповідань, казок, повістей і п'єс ("В Країні Сонячних Зайчиків" (1959), "Супутник ліра-3" (1960), "Космо-Натка" (1963), "Робінзон Кукурузо" (1964), "Тореадори з Васюківки" (1973), "Одиниця з обманом" (1976), "Незвичайні пригоди в Лісовій школі" (1981), "Загадка старого клоуна" (1982), "П'ятірка з хвостиком" (1985), "Незнайомка з Країни Сонячних Зайчиків" (1988), "Слідство триває", "Таємничий голос за спиною" (1990), "Неймовірні детективи"(1995) і т.д.).

Книги Нестайка перекладені на 20 мов, у тому числі англійську, німецьку, французьку, іспанську, російську, арабську, бенгалі, угорську, румунську, болгарську, словацьку. За його творами знімалися фільми, які отримали міжнародне визнання. Телефільм "Тореадори з Васюківки" одержав на міжнародному фестивалі в Мюнхені Гран-прі (1968), на Міжнародному фестивалі в Александрії (Австралія) – головну премію (1969). Кінофільм "Одиниця з обманом" премійовано на Всесоюзному кінофестивалі в Києві (1984) та відзначено спеціальним призом на кінофестивалі в Габрово (Болгарія, 1985).

Всеволод Нестайко – лауреат літературної премії ім. Лесі Українки (за повість-казку "Незвичайні пригоди в Лісовій школі"), премії ім. Миколи Трублаїні (за повість-казку "Незнайомка з Країни Сонячних Зайчиків"), премії ім. Олександра Копиленка (за казку "Пригоди їжачка Колька Колючки та Його вірного друга і однокласника зайчика Косі Вуханя"). У 1979 році рішенням Міжнародної ради з дитячої та юнацької літератури трилогія "Тореадори з Васюківки" внесена до Особливого Почесного списку Г. Х. Андес як один із найвидатніших творів сучасної дитячої літератури.

**b) Secondly render the online-interview of Vsevolod Nestajko with his admirers:**

**Ярина:** Всеволоде Зиновійовичу, які, по-вашому, є теми-табу в дитячій літературі?

**Всеволод Нестайко:** Я вважаю, що у дитячій українській літературі в сучасній Україні в часи соціальних та економічних землетрусів, коли збиваються моральні орієнтири, найважливіше завдання – зберегти основні гуманістичні засади. Дитячий письменник повинен берегти психіку дітей від негативу. Тому не треба, щоб малолітні наркомани чи злочинці виступали в ролі нібито героїв творів. Звичайно, література для дітей повинна показувати справжнє життя, але вкрай важливо, щоб у книжках створювалася атмосфера доброзичливості, віри у перемогу добра над злом.

У своїх книжках я саме так намагався показувати одночасно просте й складне життя дітей, з їхніми радощами і прикрощами, розказувати про прекрасну дитячу дружбу, спонукаючи їх до самовиховання, допомагати їм знайти дорогу до здійснення своїх мрій.

**Ніка:** У всіх Ваших творах настільки надзвичайно добрий і світлий гумор. Скажіть, а для Вас наскільки важливе почуття гумору людини? Дякую.

**Всеволод Нестайко:** Я високо ціную справжній гумор у житті та літературі. Люблю все веселе і дотепне – така у мене вдача.

**Inga:** Доброго дня, Всеволоде Зиновійовичу. Про що Ви мріяли у дитинстві? І чи здійснилися якісь із Ваших дитячих мрій? До речі, чи хотіли бути письменником?

**Всеволод Нестайко:** Мріяв стати капітаном. Але не став з різних причин. До того ж, виявилось що я дальтонік. Про письменницьку працю в дитинстві не думав.

**Inga:** Як Вам писалося у радянські роки, коли була тодішня цензура? Чи тоді знаходили до чого прискіпатися в творах для дітей?

**Всеволод Нестайко:** Писалося важкувато, як і багатьом письменникам. Особливо дісталось моїй трилогії "Тореадори з Васюківки", яка вийшла у 1973 році. Незважаючи на те, що у 1979 році Міжнародна з дитячої та юнацької літератури ІВВ-У внесла "Тореадорів з Васюківки" в Особливий Почесний список Г.-Х. Андерсена "як один з видатних творів сучасної дитячої літератури", з боку деяких діячів та організацій від літератури була розгорнута нищівна критика твору як антирадянського, навіть із листами-зверненнями до ЦК КПУ.

**Inga:** Чи була у Вас така людина, на якій Ви "випробували" свої казки, перш ніж нести у видавництво та друкувати? Тобто хто Ваш перший критик, до чийх зауважень та порад завжди дослухалися? Дякую за відповіді. Міцного здоров'я Вам!

**Всеволод Нестайко:** У моєї першої казкової повісті "В Країні Сонячних Зайчиків" було три редакції до її публікації. Читачем і першим критиком була моя дружина, філолог за освіта. Вона ж була і першим читачем і критиком моєї останньої казки "Дивовижні пригоди незвичайної Принцеси".

**Тарас:** Які улюблені автори та твори були у Вас у дитинстві?

**Всеволод Нестайко:** У дитинстві я багато читав. Свої перші дитячі сльози над художнім твором я пролив, коли мені чотирирічному мама, вчителька російської мови та літератури, прочитала оповідання "Ванька Жуков" А. Чехова. Мабуть, тоді зародилася і вже життя супроводжує мене моя любов до Чехова.

У перших класах до моїх рук потрапило прекрасне видання "Лісової пісні" Лесі Українки. Його подарували у школі моїй сестрі. Досі згадую, як я потай розкривав її, перегортав сторінки з ілюстраціями художника Їжакевича і поринав у чарівний світ поезії і казки Лесі Українки. Ця книжка і досі зберігається у мене. Чи міг я тоді знати, що колись почну писати для дітей і все життя буду вчитися у Лесі Українки мужності, стійкості і оптимізму, та навіть колись одержу премію імені Лесі Українки?

Тоді ж я вперше прочитав "Кобзар" Шевченка. Він був у нас вдома. Прочитав від першої до останньої сторінки. Звичайно, зрозумів далеко не все. А от перше враження залишилося на все життя. Особливо чомусь запали в душу "Гайдамаки" своїм кипінням пристрастей, буянням гніву, ненависті, жагучим бажанням свободи.

В наступних класах я перечитав майже всю основну класику дитячої та юнацької літератури: Сетон Томпсона, Майн Ріда, Джека Лондона, Жуля Верна та інших. І, звичайно, Марка Твена його "Пригоди Тома Сойера". На мій погляд, із цієї книжки починається вся світова дитяча література. Це було прекрасне захоплююче читання.

А з російських класиків на мене ще тоді справив Гоголь. Я познайомився з його творами ще до того, як "проходив" їх по шкільній програмі. "Вечори на хуторі поблизу Диканьки", "Миргород", і навіть "Ревізор" та "Мертві душі"... Ніколи не забуду мого враження від чуда мистецтва Гоголя, моєї читацької насолоди, мого звичайного, ще дитячого проникнення в світ фантазії Гоголя. Гоголь запав мені в душу на все життя. Сучасні критики навіть неодноразово відзначали його вплив на мене як письменника.

Я багато читав творів українських радянських письменників: Копиленка, Донченка, тощо.

**12. a) Read the extracts from "The Summing up" by W.S. Maugham and say why W.S. Maugham decided to become a writer.**

I did not want to be a doctor, I did not want to be anything but a writer... . When I began to write I did so as though it were the most natural thing in the world. I took to it as a duck takes to water. I have never quite got over astonishment at being a writer; there seems no reason for my having become one except an irresistible inclination, and I do not see why such an inclination should have arisen in me. For well over a hundred years my family has practiced law.

\* \* \*

I cannot bring myself to judge my fellows; I am content to observe them. My observation has led me to believe that, all in all, there is not so much difference between the good and the bad as the moralists would have us believe... There is not much to choose between men. They are all a hotch-potch of greatness and littleness, of virtue and vice, of nobility and baseness..., selfishness and kindness, idealism and sensuality, vanity, shyness, disinterestedness, courage, laziness, nervousness, obstinacy and diffidence; they can all exist in a single person and form a plausible harmony.

\* \* \*



I do not seek to persuade anybody, I am devoid of the pedagogic instinct and when I know a thing I never feel in myself the desire to impart it to others. I do not much care if people agree with me... . Nor does it greatly disturb me to discover that my judgment is at variance with that of the majority.

**b) Explain the meaning of the following statements:** “There is not so much difference between the good and the bad.” “There is not much to choose between men.” **Express your agreement or disagreement. Give arguments for your viewpoint.**

**c) Say if W.S. Maugham may be considered a) a great imaginative and amazing writer; b) very popular in this country; c) if he is easy to read; d) if he portrays his characters convincingly.**

**13. Group discussion. Brainstorm the ideas on “What makes a good writer”. Say if a writer needs some pedagogic instinct / if he must impart his knowledge to other people or not.**

*Prompts:*

A deep and genuine interest in people, people of every type everywhere; open-mindedness, sympathy towards people; an inquiring mind; a sense of humour; a gift of observation; the ability to write clearly in whatever language it is one writes in...

**14. Do you agree with the following saying by Mark Twain: "A classic is something that everybody wants to have read and nobody wants to read"? Study a list of top 100 best books from Supplement 3. Can you point out a few important names that failed to make it into the top 100 list? Discuss it in groups and compile a list of your own “Favourite Books of the Century.”**

**15. Translate Into English. Discuss the problem of the generation gap tackled by the writer:**

Твори Селінджера наслідують давню американську культурну традицію, що виявляє невідповідність дійсності демократичним ідеалам, протиріччя між матеріальним прогресом і духовним зuboжінням особистості. Безкомпромісне ставлення до оточуючого світу поєднується у Селінджера з пошуком справжніх цінностей, на основі яких можна будувати достойне життя.

Роман «Над прірвою у житті» відкидав конформізм, споживацький спосіб життя. Підліток Холден Колфілд гостро відчуває розлад між існуючим і бажаним у суспільстві, в школі, в сімейних відносинах – у всьому огидному, наскрізь фальшивому світі дорослих. Роман відобразив настрої, які письменник і соціолог П. Гудмен назвав феноменом суспільної незрілості тієї частини молоді, яка «не хотіла дорослішати, тому що суспільство позбавлене «достойної мети».

Але письменник не замкнувся у самодостатньому негативізмі. Суспільство здається Холдену ворожим тому, що не дозволяв бути безкорисливим, робити добро. Неможливість поєднати бажане з існуючим викликає у Холдена відчай.

Тим більше, що Селінджер акцентує інфантильність героя, не є даниною літературній моді. Це робиться автором свідомо. Вади світу особливо помітні, якщо дивитись «чистим» поглядом із «країни дитинства» /А.Д. Сен-Екзюпері/. Саме чесність і свіжість погляду, а також постійне Холденівське перебування у «ситуації бунту», надавало твору гострої актуальності і сприймались багатьма американцями як осуд конформізму і філософії матеріального успіху.

*Helping words:*

uncompromising attitude, disapproval, discrepancy (between), incongruous (with), to confine oneself to, consumerism, conformism, spiritual values, to degrade spiritually, a sociologist, challenge, a rebel, to rebel, social vices, lofty ideas, no good causes left.

**16. Expand on the following and add more writers to those mentioned here, indicating what is in the focus of their attention.**

Writers like George Eliot, were explorers and describers of the human soul. Thackeray was a caustic critic of the human vanities foibles. Dickens was an uncompromising critic, he attacked the abuses of the society.

H. Wells, A. Bennet, J. Galsworthy, J. Conrad were the writers who made their business to analyse the significant problems with which the age was burdened, and by their work they left their imprint on the mental outlook of their own and succeeding generation.

Bennet and Galsworthy were interested in the effects which the society had in shaping the characters and destiny of individuals.

**17. a) Do you agree with the following statements? Give your arguments:**

1. writers are like the most sensitive of barometers which react immediately to any change in the atmosphere?
2. writers imbibe the spirit of their time and voice their epoch?
3. gifted writers were many, but there are few who came down to history of literature, all of them being figures of indisputable distinction, all of them possessing analytic minds, the integrity and prophetic quality that enabled them to appeal to the readers with different level of intelligence?
4. great writers confirmed forever the concept of literature as an instrument of human enlightenment, and the people learned to see the world through their eyes?
5. the writers' greatness lay in their versatility, the wide range of interests, profound understanding of the deep-going and essential qualitative changes occurring in life which fortified in them the tendency to question and to doubt, challenge or approve?

**b) Round-table discussion.**

1. You are an American historian of literature visiting a Ukrainian University. Students ask you to dwell on the writers that are the national pride in your country.
2. You have a talk with the University students in Great Britain. The conversation gradually drifts to the subject of modern English and Ukrainian literature.
3. Discussing the peculiarities of ‘mass literature’ you must answer the question whether Arthur Hailey should be definitely referred to as a writer producing books calculated to be a commercial success.

**18. Do the search on types of literary awards. Present it in class. Compare them. Fill in a table:**

<b>Award</b>	<b>Country</b>	<b>Who suggests the nominee</b>	<b>Categories of nomination/ Excellence in ... (specific features)</b>	<b>Entry fee</b>	<b>The amount of award/ medal</b>
Nobel Prize					
Pulitzer Prize					

Shevchenko Award					
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**Suggest a writer for nomination for any award to your choice. Write a 200-250-word essay giving supportive arguments and motivating your choice.**

## Unit Four

### TEXT

#### From: "THE PASSIONATE YEAR"

By James Hilton

James Hilton (1900— 1954) was born in England and educated at Cambridge where he wrote his first novel "Catherine Herself". His first big success came with the publication of "Good-bye, Mr. Chips". It was dramatized and filmed. "Lost Horizon" published in 1933 was awarded the Hawthornden Prize. Some of his other books are: "We Are Not Alone" (1937), "Random Harvest" (1941), "Nothing So Strange" (1947), "Time and Time Again" (1953). A resident of the United States since 1935, he died in Long Beach, California.

Kenneth Speed, B.A., a young Master at Millstead Boarding School for boys, was warned that the first night he takes prep he might be ragged as it was a sort of school tradition that they always tried to rag teachers that night.

Preparation for the whole school was held in Millstead Big Hall, a huge vault-like chamber in which desks were ranged in long rows and where Master in charge sat on high at a desk on a raised dais.

He knew, at the end of the first school day, that he had been a success, and that if he took reasonable care he would be able to go on being a success. It had been a day of subtle trials and ordeals, yet he had, helped rather than hindered by his peculiar type of nervousness, got safely through them all.

Numerous were the pitfalls which he had carefully avoided. At school meals he had courteously declined to share jam and delicacies which the nearest to him offered. If he had he would have been inundated immediately with pots of jam and boxes of fancy cakes from all quarters of the table. Many a new Master at Millstead had finished his first meal with his part of the table looking like the counter of an untidy grocer's shop. Instinct rather than prevision had saved Speed from such a fate. Instinct, in fact, had been his guardian angel throughout the day; instinct which, although to some extent born of his recent public-school experience, was perhaps equally due to that curious barometric sensitiveness that made his feelings so much more acute and clairvoyant than those of other people.

At dinner in the Masters' Common-Room he had met the majority of the staff. There was Garforth, the bursar, a pleasant little man with a loving-kindness overclouded somewhat by pedantry; Hayes-Smith, housemaster of Millner's, a brisk, bustling, unimaginative fellow whose laugh was more eloquent than his words; Ransome, a wizened Voltairish classical master, morbidly ashamed of being caught in possession of any emotion of any kind; Lavery, housemaster of North House (commonly called Lavery's), whose extraordinary talent for delegating authority enabled him to combine laziness and efficiency in a way both marvellous and enviable; and Poulet, the French and German Master, who spoke far better English than anybody in the Common-Room, except, perhaps, Garforth or Ransome. Then, of course, there was Clanwell, whom Speed had already met; Clanwell, better known "Fish-cake," a sporting man of great vigour who would, from time to time, astonish the world by donning a black suit and preaching from the Millstead pulpit a sermon of babbling meekness. Speed liked him; liked all of them, in fact, better than he did Pritchard.

At dinner, Pritchard sat next to him on one side and Clanwell on the other. Pritchard showed no malice for the incident of that morning's breakfast-time, and Speed, a little contrite, was affable enough. But for all that he did not like Pritchard.

Pritchard asked him if he had got on all right that day, and Speed replied that he had. Then Pritchard said: "Oh, well of course, the first day's always easy. It's after a week or so that you'll find things a bit trying. The first night you take prep, for instance. It's a sort of school tradition that they always try and rag you that night."

Clanwell, overhearing, remarked fiercely: "Anyway, Speed, take my tip and don't imagine it's a school tradition that any Master lets himself be ragged."

Speed laughed. "I'll remember that," he said.

He remembered it on the following Wednesday night when he was down to take evening preparation from seven until half-past eight. Preparation for the whole school, except prefects, was held in Millstead Big Hall, a huge vault-like chamber in which desks were ranged in long rows and where the Master in charge sat on high at a desk on a raised dais. No more subtle and searching test of disciplinary powers could have been contrived than this supervision of evening preparation, for the room was so big that it was impossible to see clearly from the Master's desk to the far end, and besides that, the acoustics were so peculiar that conversations in some parts of the room were practically inaudible except from very close quarters. A new Master suffered additional handicap in being ignorant of the names of the vast majority of the boys.

At dinner, before the ordeal, the Masters in the Common-Room had given Speed jocular advice. "Whatever you do, watch that they don't get near the electric-light switches," said Clanwell. Pritchard said: "When old Blenkinsop took his first prep they switched off the lights and then took his trousers off and poured ink over his legs." Garforth said: "Whatever you do, don't lose your temper and hit anybody. It doesn't pay."

"Best to walk up and down the rows if you want them to stop talking," said Ransome. Pritchard said: "If you do that they'll beat time to your steps with their feet." Poulet remarked reminiscently: "When I took my first prep they started a gramophone somewhere, and I guessed they'd hidden it well, so I said: 'Gentlemen, anyone who interrupts the music will have a hundred lines!' They laughed and were quite peaceable afterwards."

Speed said, at the conclusion of the meal: "I'm much obliged to everybody for the advice. I'll try to remember all of it, but I guess when I'm in there I shall just do whatever occurs to me at the moment." To which Clanwell replied, putting a hand on Speed's shoulder: "You couldn't do better, my lad."

### Commentary

1. **House:** (*here*) a boarding-house attached to and forming a portion of a public school. Also, the company of boys lodged in such a house. *E.g.* I'm as proud of the house as any one. I believe it's the best house in the school, out-and-out.

2. **to take prep:** to be in charge of preparation of lessons in a regular period at school.

3. **to rag** (*coll.*): to play practical jokes on; to treat roughly.

4. **prefects:** in some English schools senior boys to whom a certain amount of authority is given.

5. **to have a hundred lines:** copying text is a common penalty for misbehaviour in English and American schools.

### SPEECH PATTERNS

1. ...**If he took** reasonable care, **he would be able to** go on being a success.

If I were a philosopher, I would clearly define love and affection.

If she didn't mix up the documents, the treaty would be signed immediately.  
If you spent more time outdoors, you wouldn't complain of a headache.

2. **Numerous were the pitfalls** which he had carefully avoided.

Numerous are the academic chairs, but rare are the wise and noble teachers.

Numerous and large are the lecture halls.

Difficult and long was his way home.

3. His extraordinary talent for delegating authority **enabled him to combine** laziness and efficiency in a way both marvellous and enviable.

The teeth enable the climber to scale a vertical wall by holding to the ice while pulling yourself upward.

She didn't have much air left, and she couldn't enable the control panel so she could direct the pod elsewhere.

### Phrases and Word Combinations

- to take reasonable care
- a day of subtle trials and ordeals
- to decline courteously
- to save sb from smth (such a fate)
- acute and clairvoyant
- overclouded somewhat by pedantry
- brisk, bustling, unimaginative
- efficiency
- to don
- to preach from the pulpit
- a sermon of babbling meekness
- affable
- to rag
- Take my tip!
- inaudible
- from very close quarters
- be ignorant
- to remark reminiscently
- to be much obliged to everybody

### ESSENTIAL VOCABULARY

1. **eloquence** *n* 1) the ability to use language with fluency and aptness, *e.g.* His eloquence was of that nature that it required for its full effect the highest themes and the most dramatic situations.

2) the quality of being persuasive or moving, *e.g.* His eloquence attracted a large congregation.

**eloquent** *adj* 1) (of speech, writing, etc.) characterized by fluency and persuasiveness, *e.g.* Jane is naturally eloquent.

2) visibly or vividly expressive, as of an emotion, *e.g.* an eloquent yawn.

2. **delegate** *n* 1) a person chosen or elected to act for or represent another or others, esp at a conference or meeting, *e.g.* For both parties, there are two types of delegates, pledged and unpledged.

2) a representative of a territory in the US House of Representatives, *e.g.* Each U.S. territory can elect a delegate to the House of Representatives.

**delegate** *vt* 1) to give or commit (duties, powers, etc.) to another as agent or representative; depute, *e.g.* There are many methods of delegating these powers to the citizens at large.

2) to send, authorize, or elect (a person) as agent or representative, *e.g.* The housemaster delegated this complicated task to his subordinates.

**to delegate authority** to entrust someone else to do parts of your job;

**to delegate duties functions rights** to give or commit one's duties, functions etc. to another as agent or representative;

**to delegate the job to an assistant** to entrust an assistant to do your job;

**delegation** *n* 1) a person or group chosen to represent another or others, *e.g.* I have been designated to be part of the official delegation to Egypt to help boost the morale of our players.

2) the act of delegating or state of being delegated, *e.g.* The first rule of management is delegation. Don't try and do everything yourself because you can't. 3) politics all the members of Congress from one state.

3. **efficiency** *n* (pl -cies) the quality or state of being efficient; competence; effectiveness, *e.g.* There can be economy only where there is efficiency.

**efficient** *adj* 1) being effective without wasting time or effort or expense, *e.g.* Efficient engines save gas.

2) able to accomplish a purpose; functioning effectively.

*Syn.*: **effective** *e.g.* effective personnel, an efficient secretary, the efficient cause of the revolution.

5. **envy** *n* 1) a feeling of grudging or somewhat admiring discontent aroused by the possessions, achievements, or qualities of another, *e.g.* It would be wonderful to enjoy success without seeing envy in the eyes of those around you.

2) the desire to have for oneself something possessed by another; covetousness, *e.g.* Pride, envy, avarice - these are the sparks that have set on fire the hearts of all men.

3) an object of envy, *e.g.* Her new Porsche is my envy.

**envy** *v* to be envious of (a person or thing), *e.g.* Do not overrate what you have received, nor envy others.

**green with envy** If you are green with envy, you are very jealous.

**better be envied than pitied** it is preferable to have possessions or attributes that arouse envy in others than to be pitied for having little or nothing, *e.g.* Her friend responded sympathetically, 'My dear, I'd much rather be envied than pitied.'

**envious** *adj* feeling, showing, or resulting from envy, *e.g.* Man is by nature competitive, combative, ambitious, jealous, envious, and vengeful.

**enviable** *adj* exciting envy; fortunate or privileged, *e.g.* I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man.

*Nota Bene: What is the difference between envious and jealous?*

**to envy** means "to bear a grudge toward someone due to coveting what that person has or enjoys." In a milder sense, it means "the longing for something someone else has without any ill will intended toward that person." *e.g.* I envy her possessions or situation. Easy way to remember: **Envy** is the emotion when you want a possession someone else has.

*Syn.*: begrudge, covet

**jealous** means "apprehensive or vengeful out of fear of being replaced by someone else." It can also mean "watchful," "anxiously suspicious," "zealous," or "expecting complete devotion." The last is normally applied to God, *e.g.* I am *jealous* that you like her over me.



Easy way to remember: **Jealousy** is the emotion when you fear you may be replaced in the affection of someone you love or desire.

5. **contrite** *adj* 1) full of guilt or regret; remorseful, *e.g.* I am immensely contrite. And I'm sorry for the damage I've done.

2) arising from a sense of shame or guilt as in contrite promises.

3) theology remorseful for past sin and resolved to avoid future sin, *e.g.* You have to be a little contrite to get redemption.

**contritely** with contrition, *e.g.* "I won't do it again," Dean says contritely. "Can I have another chance?"

**contrition** *n* (for) 1) deeply felt remorse; penitence, *e.g.* Contrition is sincere sorrow for what you have done wrong.

2) detestation of past sins, *e.g.* Contrition may sometimes be made perfect by charity.

6. **instance** *n* 1) a case or particular example, *e.g.* You can learn many things from children. How much patience you have, for instance.

2) a specified stage in proceedings; step (in the phrases in the first, second, etc., instance), *e.g.* I applied to the local post office in the first instance, and then to the Secretary at the General Post Office.

3) an occurrence of something, *e.g.* Another instance occurred yesterday.

4) urgent request or demand (esp in the phrase **at the instance of**), *e.g.* He applied for the assistantship at the instance of his professor.

7. **reminisce** *v* indulge in enjoyable recollection of past events: They reminisced about their summers abroad.

**reminiscent** *adj* 1) (of) stimulating memories (of) or comparisons (with), *e.g.* a style reminiscent of Hemingway's.

2) characterized by reminiscence, *e.g.* an evening reminiscent of happier times.

3) (of a person) given to reminiscing, *e.g.* a reminiscent old sailor.

**reminiscence** *n* 1) the act of recalling or narrating past experiences, *e.g.* Each annual phenomena is reminiscence and prompting.

2) (often plural) some past experience, event, etc., that is recalled or narrated; anecdote, *e.g.* reminiscences of an American soldier.

3) an event, phenomenon, or experience that reminds one of something else, *e.g.* The journey will afford a most pleasing reminiscence in later years.

*Syn:* recollection, remembrance

8. **oblige** *v* 1) (often passive) to bind or constrain (smb to do something) by legal, moral, or physical means, *e.g.* Tim's help when I was a student obliged me to help his sister this time.

2) (usually passive) to be indebted or grateful (to smb) by doing a favour or service, *e.g.* Mr. Weems will oblige us with a song.

**obliged** under a moral obligation to do something, duty-bound, *e.g.* I am very obliged to you for all your help.

**obligated** caused by law or conscience to follow a certain course, *e.g.* I was obligated to pay off the student loan.

**Nota Bene:** What is the difference between **obliged** and **obligated**?

**to feel obligated** has a connotation of being morally required to do something you don't want to do.

**to feel obliged** has a connotation of being morally required to do something you DO want to do.

E.g. "Much obliged!" is like, "My pleasure!" Also: both "**obliged**" and "**obligated**" mean "being constrained legally or morally". When the constraint is applied by physical force or circumstances, "**obliged**" is used. "**Obligated**" is also used to being "indebted for a service or favour".

## VOCABULARY EXERCISES

### 1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.

1. You should apply *in the first instance* to the personnel manager. 2. He stood with puzzled frown, *reminiscent for several minutes*, unsuccessful. 3. The streets which ran at right angles were *reminiscent* of the old regime: Conde, Conti, Dauphine, St. Louis, Chartres, Bourbon, Orleans – all these names were to be found within the earthen rampart which formed the defense. 4. The soloist *obliged* with yet another encore. 5. She felt *obligated* to him because of what he had done for her. 6. He was *eloquent* and profound and spoke from the depths of his heart. 7. An *eloquent* speech is sure to be one that is remembered. 8. As the hour was approaching, his courage began to *decline*. 9. And Mrs. Ware immediately began a *reminiscence* that Mary remembered hearing when a child. 10. There were black circles beneath his eyes, making him look thinner than when he left the house that morning; he had *no distinct reminiscence* of lunch, and he was very tired. 11. As iron is eaten away by rust, so *the envious* are consumed by their own passion. 12. We are *obliged* to you for dinner. 13. He felt *obligated* to repay their kindness. 14. If you are *obligated* to someone, you feel that it is your duty to look after them. 15. *Eloquent* speech is not from lip to ear, but rather from heart to heart. 16. I was born in and worked in a period that could be called *enviable*. 17. The *envious* die not once, but as oft as the envied win applause. 18. *Contrition* is a key concept to Christianity. 19. Tears are the messengers of overwhelming grief, of deep *contrition*, and of unspeakable love. 20. The program was implemented with great *efficiency* and speed. 21. Their business *declined*. 22. There is sacredness in tears. They are not the mark of weakness, but of power. They speak more *eloquently* than ten thousand tongues.

### 2. Complete the following sentences:

#### *eloquent – delegate – efficient – efficiency*

1. You must focus on the most important mission-critical tasks each day and night, and then share, ....., delay or skip the rest. 2. The ..... of literature indicates the decline of a nation. 3. A person who is ..... is well-spoken or has a good command of language and exercises it. 4. When in doubt, mumble; when in trouble, .....; when in charge, ponder. 5. He was ..... to meet them at Waterloo Station. 6. I don't have a problem with delegation. I love to ..... 7. Sunlight is said to be the best of disinfectants; electric light is the most ..... 8. I will be ruthless in cutting out waste, streamlining structures and improving ..... 9. Secrecy is the enemy of ....., but don't let anyone know it. 10. The board ..... any further discussion. 11. Silence is more

..... than words.12. .... is doing things right; effectiveness is doing the right things.

***delegate – efficiency – envy – enviable – contrite – instance – reminiscent – oblige – obligated***

1. A good manager knows when to ..... 2. Obviously, the highest type of ..... is that which can utilize existing material to the best advantage. 3. He who ..... others does not obtain peace of mind. 4. Never trust anyone who wants what you've got. Friend or no, ..... is an overwhelming emotion. 5. The life of an actor can be very ..... 6. I live a super-healthy lifestyle not because it's sensible or that I'm ....., but because I need to keep my focus on the music I'm making. 7. In all such ....., let conscience be your guide. 8. Some other of existence of which we have been previously conscious, and are now ..... 9. Weird old eyes, peculiarly tinted from years of looking into the mirage-draped distances of the desert, were strangely .....10. I'm much ..... for the ride. 11. The insurer is .....by contract to compensate the policyholder for the damage. 12. Sometimes a most disreputable Derby, painfully ..... of better bygone days, found itself in company with a refined kimono and a spotless cloven sock. 13. They ..... us by arriving early.

***envy - efficiency - delegate - eloquent - eloquence - contrition - instance - reminisce – oblige***

1) ..... blinds men and makes it impossible for them to think clearly. 2) Management is .....in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall. 3) Surround yourself with the best people you can find, ..... authority, and don't interfere as long as the policy you've decided upon is being carried out. 4) His speech was more .....than any words or actions of hers would have been. 5) Well-timed silence has more ..... than speech. 6) The inability to .....is one of the biggest problems I see with managers at all levels. 7) Love looks through a telescope; ....., through a microscope. 8) To err is human; but ..... felt for the crime distinguishes the virtuous from the wicked. 9) He was called at the .....of his attorney. 10) To .....with my old friends, a chance to share some memories, and play our songs again. 11) Your carelessness ..... firmness on my part. 12) I am ..... to you for your gracious hospitality. 12) Don't be a bottleneck. If a matter is not a decision for the President or you, ..... it. Force responsibility down and out. 13) ..... is the art of counting the other fellow's blessings instead of your own.

**3. Continue the following sentences with your own ideas:**

- 1) Successful **delegation** of authority as a leadership style takes time and energy, but it's worth ...
- 2) An **eloquent** speaker expresses herself /himself ...
- 3) Speaking with **eloquence** means ...
- 4) If someone or something is **efficient**, they do a job ...
- 5) **Envy** can destroy ...

- 6) A person **envies** someone towards whom he has ill will because of that person's ...
- 7) The next day his heart was full of **contrition** for ...
- 8) Jamie applied for the assistantship **at the instance** of ...
- 9) Her mind seemed wholly taken up with **reminiscences** of ...
- 10) His style of writing is **reminiscent** of ...
- 11) On days like that we feel **obliged** to ...

**4. Each of the words in bold is in the wrong sentence. Write the correct words on the lines.**

1. "Now, rise, and show your strength. Be **jealous**, and deep, and tender; see, with a clear eye, into Nature and into life. \_\_\_\_\_
2. Anyway, no matter how carefully the Zelpst society was designed to prevent unhappiness and frustration for the humans, it didn't display one hundred percent **contrition** \_\_\_\_\_.
3. I admit: I **decline** you for your courage. I would never have guts to risk my life like you did for her. \_\_\_\_\_
4. Since the aliens had an extremely **obliged** metabolism, they expelled very little offal. \_\_\_\_\_
5. Each time he said those words they seemed to come from farther away, as though Frank were descending the rungs of a ladder into a deep shaft, while I was **eloquent** to remain above. \_\_\_\_\_
6. His words seemed to be filled with **efficiency** and he did show repentance, but it was too late. Janice has already made up her mind and nothing could \_\_\_\_\_ pick up the pieces of her soul. \_\_\_\_\_
7. When Harris had really caught three small fish, and said he had caught six, it used to make him quite **efficient** to hear that we actually had ten. \_\_\_\_\_

**5. Choose the correct word.**

1. "You're full of spite and **decline/envy** because I'm smarter than you and can read Chinese so easily," she said.
2. The slave that took over the last four hours had been whooping it up on his free time and so he was in no shape to work \_\_\_\_\_ **efficiently/eloquently**.
3. Jim's eyes were sparkling with anger. As a matter of fact, his attitude, if anything, was **envy/efficiency**.
4. And it certainly is not dangerous to health, as tobacco smoking is, for **efficiency/instance**.
5. She was sobbing **contritely/eloquently** but she as well knew it was water over the dam. She had to move on.
6. His smile was **reminiscent/eloquent** of earlier years when he was more pliable.
7. Mr. Siddons felt he was **obliged/obligated** to land Mrs. Fairhurst a hand after so many years of her devoted toil in the name of charity.

**6. Choose the right word:**

- a) **envious or jealous**

Martha was ... of Tommy over his ex-girlfriend but always carried it off. She always cast ... looks at those who looked smarter than her. Diane keeps a ... eye on her husband. He wronged me when he said I was ... . Joe keeps being ... of mother's attentions to his little sister. My little cousin has always been ... of my good fortune.

### **b) oblige(d) or obligate(d)**

I was happy to ... you! As a witness in court you are ... to tell the truth. Ronald was ... by the bank to pay off all debts within half a year. I am infinitely ... to you for your timely help!

### **7. Translate the sentences into English using essential vocabulary:**

1. Сміт відчував, що зобов'язаний відплатити їм такою ж добротою. 2. Я вам дуже вдячний. 3. Чи не заспіваєте ви нам? 4. Її обличчя було йому дуже знайомим, але навіть під кінець дня він так і не згадав, звідки він її знав. 5. Успіх колишньої подруги пробудив у ній таку заздрість, що її несамовита впевненість почала кудись зникати. 6. Яскраві промови запам'ятовуються найкраще. 7. Джейн мала багато талантів, проте найбільшим, звісно, було її красномовство. 8. Коли Брендон почав грати в азартні ігри, його статки різко зменшилися. 9. Тіма відправили зустрічати їх на станції Ватерлоо. 10. Ніщо так не лікує розірвані стосунки, як щира любов та каяття. 11. Йому було доручено організувати й очолити експедицію. 12. Хороший менеджер знає, коли можна передати повноваження підлеглим. 13. Стислість – найкраща риса красномовства. 14. Ми дуже вдячні вам за вечерю. 15. Заздрісні люди ладні луснути від успіху свого сусіда.

## **READING COMPREHENSION EXERCISES**

**1. Consult a dictionary and transcribe the following words from the text. Practice their pronunciation paying attention to stresses. Listen to your partners' reading of the above exercise. Correct their mistakes.**

Envidious, eloquent, wizened, morbidly ashamed, show no malice for the incident, rag, peaceable, contrite, suffered, additional handicap.

**2. Read out the following word combinations paying attention to the phonetic phenomena of connected speech (assimilation, the linking "r", the sonorant between two vowels, lateral and nasal plosions, the loss of plosion).**

Take reasonable care, subtle trials and ordeals, hindered by a peculiar type of nervousness, be inundated immediately with pots of jam, instinct rather than prevision, save sb from such a fate, to some extent, acute and clairvoyant, overclouded somewhat by pedantry, more eloquent, being caught in possession of, remark fiercely, a sporting man of great vigour, practically inaudible, suffer an additional handicap, pour ink over smth.

**3. Complete the following sentences using speech patterns:**

1. If I were in charge, ... 2. If you took more interest in languages, ... 3. Interesting was ... 4. Exciting were ... 5. The loan enabled Tom to ... 6. This will enable users to ...

**4. Paraphrase the following sentences using Speech Patterns:**

1. You probably won't have time, but I'd like you to come and see us. 2. There was such a lot of traffic, that is why I am late. 3. She is very tolerant, that is why she is still here. 4. Please, do take a seat and I'll bring you some iced tea. 5. This story is horrible. 5. May you be happy. 6. She gave him a key to give him the opportunity to escape capture. 7. His intelligence and experience gave him the possibility to deal with the trouble.

**5. Make up 3 sentences of your own with each speech pattern.**

**6. Find in the text synonyms to the following words:**

- wise, sensible
- trap, snare
- clear-sighted
- discerning
- treasurer
- expressive, telltale
- entrust
- effectiveness, efficiency, efficacy
- desirable
- energy
- get on, gown, put on
- gentleness, humbleness, mildness
- spite, rage
- repentant
- refuse, repudiate, turn down, reject
- flood
- arduous, hard
- to row
- devise, invent, think out
- a rostrum
- obstacle, hindrance
- ill-mannered, uncouth
- area, place, location, district
- trial
- humorous
- peaceful
- guy

**7. Find in the text equivalents to the following definitions:**

- a difficult or painful experience, especially one that severely tests character or endurance;
- a state of pain or anguish that tests patience, endurance, or belief;
- characterized by gracious consideration toward others;
- overwhelmed as if with a flood;
- a knowing in advance; foresight, a prediction; a forecast;
- the supposed force, principle, or power that predetermines events;
- in some ways; in some measure; somewhat; in some degree;
- prattle, idle talk, jabbering;
- susceptibility; impressionability, sentimentalism;
- unheard, unintelligible; indistinct;
- ominous, oracular, portentous, vaticinator;
- a comptroller, which is often synonymous with auditor, generally has specific duties including the supervision of revenue, the examination and certification of accounts, and the inspection, examination, or control of the accounts of other public officials;
- the habit or an instance of being a pedant, esp in the display of useless knowledge or minute observance of petty rules or details;
- competence; effectiveness;
- (of speech, writing, etc.) characterized by fluency and persuasiveness.

## 8. Find in the text English equivalents to the following word combinations:

- завидний, принадний
- красномовний, промовистий
- сухий, зморшкуватий
- доручати виконання чогось
- патологічно соромитися чогось
- носити (одяг)
- не виказувати розлюченості у випадку
- глузувати, дражнити
- поміст, підвищення, платформа
- миролюбний, спокійний
- трішки жалкувати з приводу чогось / каятися
- воно того неварте
- пройти через додаткові перешкоди
- втратити контроль над собою
- все, що спадає на думку

## 9. Translate the following word combinations into English.

а) учительська; викладацький склад; завідувач пансіону; казначей; затьмарений педантичністю метушливий; красномовний (жест, слово); у зморшках; патологічно сором'язливий; привітний; талант; передавати повноваження; поєднувати безтурботність з продуктивністю; заздрісний; сильний, спортивний; одягти; читати проповідь; покора; трибуна/кафедра;

б) учні старших класів; зала з високою стелею; підвищення/підмостки; вигадати; ретельний; тест з метою перевірити вміння підтримувати дисципліну; ледве чутні розмови; особлива акустика; ретельний; ледве чутні розмови; наглядати за підготовкою; випробовувати;

с) день важких випробувань; особлива знервованість; не заважати, а допомагати; пройти випробування; уникати пасток; потрапити у пастку; ввічливо відмовитись; бути заваленим ласощами; неохайний; передбачення; янгол-охоронець; барометрична чутливість; провидецький; привітний; з каяттям; важкий/ випробовуючий; підготовка уроків; наглядати за підготовкою; випробовувати, розігрувати; вчитель-наглядач; скористатися порадою;

## 10. Act out a dialogue:

- a) between Speed and his wife on his return from work about his new colleagues;
- b) between Speed and one of his new colleagues sharing impressions of the new school;
- c) between Speed and the headmaster contemplating about school traditions.

## 11. Peruse the text again and answer the following questions:

1. What was Kenneth Speed's first day at school like?

2. How did his instinct rather than prevision help him to avoid pitfalls at the school canteen?
3. What would happen if he didn't courteously decline to share jam and delicacies which the nearest to him offered?
4. What was Kenneth Speed's staff like? Describe his colleagues (Garforth, Hayes-Smith, Ransome, Lavery, Poulet and Clanwell)
5. What did Pritchard say about the first day at school?
6. What is the tradition in Lavery's? Who is usually ragged on the first prep night?
7. What was Clanwell's tip concerning that night?
8. Describe the chamber where preparation for the whole school took place?
9. What was Masters' jocular advice given to Speed about? Why was it like that?
10. What did Poulet remark reminiscently about?
11. Remember how you ragged your teachers at school. Share with your group mates what pranks you played on them. How did you rag your teachers? How did your teachers react? What reaction did you expect from them?
12. If you become a teacher, what do you fear most of all? What difficulties can a teacher encounter with a new class?

**12. Retell the text:**

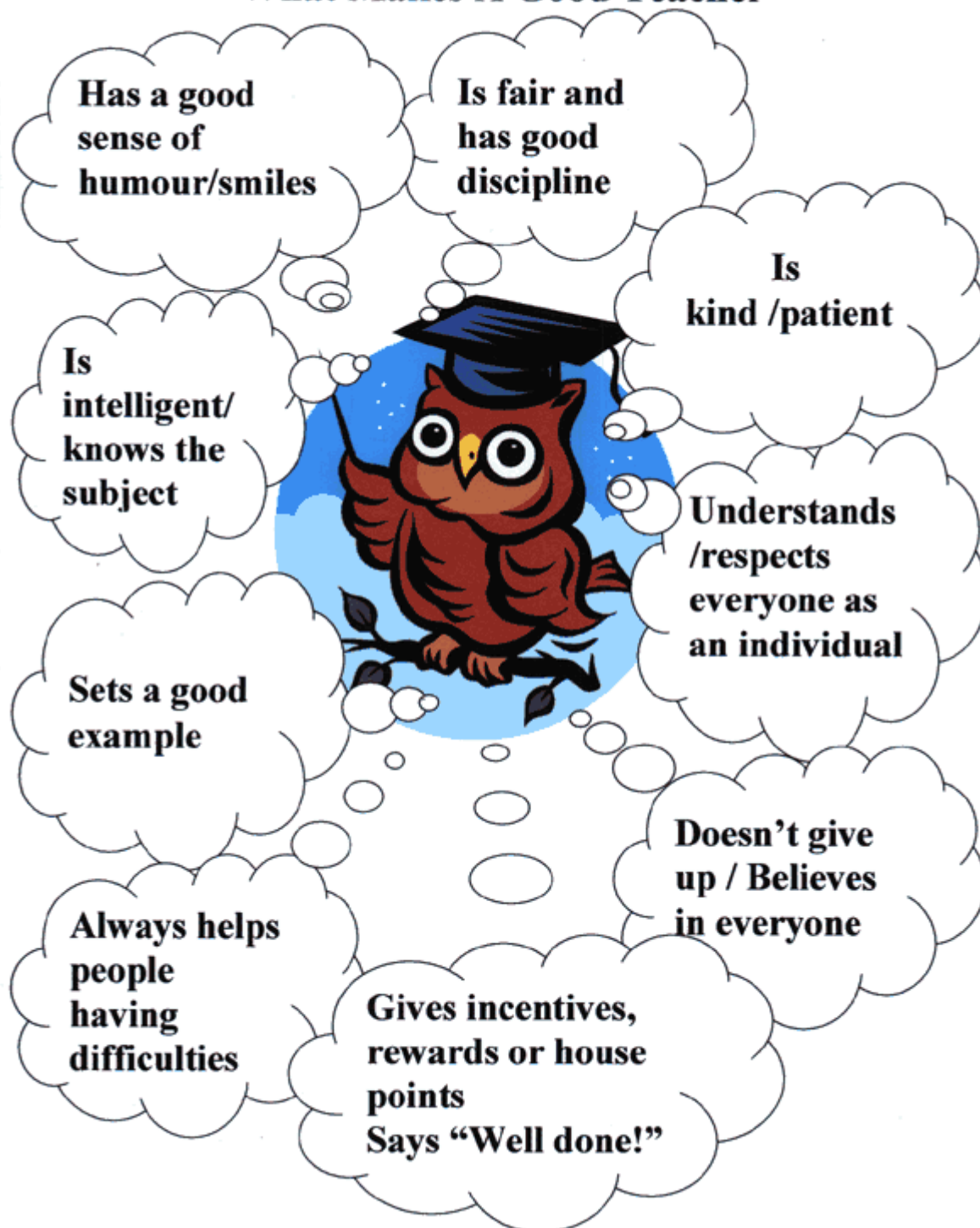
- a) close to the text;
- b) as if you were one of the teachers at Lavery's;
- c) as if you were one of the students at this school.

**13. Write a summary to the text.**



## Part I. WHAT MAKES A GOOD TEACHER?

### What Makes A Good Teacher



#### Topical vocabulary

**1. Qualities of a perfect teacher:** a problem solver (comes up with a solution for all students problems), understands student psychology (comprehends the needs of students and tries his/her best to fulfill them), a good guide (shows students the right path under all circumstances and never shies away from his/her duties, is always there by the student's side, at the time of need), a motivator (never lets the limitations of his/ her students restrict their

vision, constantly motivates students to reach ahead and broaden their horizon, helps students realize their talents as well as the need to pursue them with diligence)

## **2. Image of a perfect teacher:**

- well-dressed, well rested, calm and quiet, enthusiastic about teaching in relevant field;
- to arrive before the students, to greet the students as they arrive, to identify and help the less able students, to remain alert and concentrated on how his/her students behave, to be an attentive listener, to think before he/ she speaks.

## **3. Classroom management:**

- academic work/ achievements/ assessments, to assess academic achievements, to be assessed by the students;
- authority, authoritarian basis/ approach /posture, to be available for personal contact, to be available to children, to be available in a private capacity, child's/ social/ family/ home background;
- care and concern, caring attitude, supportive climate, climate of trust and support, to create climate, academic/ social/ personal development of a pupil, social distance, encouragement/ motivation, to function/ operate happily/ effectively, to guide/ counsel/ advise;
- to impart one's knowledge, individual approach, to individualize, to approach each student individually, interchange, interview with parents/ career advisers, out-of-class activities, endless/ eternal patience, peer group;
- to operate under pressure, pressure on teachers/ child, to anticipate a pressure, to respond to pupils' pressures, to work on / to maintain / to build up pressure, social pressure, to present a problem;
- teacher-student relationship, trade/ social/ study skill, high/ low status, to teach effectively, sympathetic / exacting/ friendly/ open/ approachable/ conscientious/ confident/ knowledgeable/ strict/ efficient/ tactful teacher;
- to evaluate effectiveness, systems of teacher appraisal and evaluation, to monitor and assess teacher's performance, to give a fair evaluation, methods of measuring, attuned to the real contexts, to propose a model, teacher's effectiveness, to take into account, to be more effective with some subjects/ components, to open up new possible debates, to be of interest to, to work in this area.

**1. Read the text and make a list of qualities of a good foreign language teacher. Be ready to present them in class.**

### **What makes a good foreign language teacher?**

Modern methods of language teaching, with their emphasis on the teacher as model and the constant interchange between teacher and student, require a more sympathetic relationship between student and teacher than did earlier, more impersonal methods.

It seemed to me appropriate to question the students themselves regarding that topic of such vital concern all of us: What makes a good teacher of English as a foreign language? In

tallying up the student responses, one salient and somewhat heartening factor became apparent. The students, speaking from sheer experience on the receiving end of the classroom situation, tended to put forth advice strikingly similar to that which most methodology and educational psychology textbooks and courses offer... The students had had a variety of teachers. They were not required to sign the questionnaire and they responded at length with a complete lack of diffidence. Despite the diversity of the students themselves, the responses were revealingly uniform.

First on the list mentioned by an overwhelming 78 per cent of the students was the teacher's thorough knowledge of his subject. As one student wrote: "It doesn't matter how nice a teacher is if he doesn't know what he's talking about."

Logically, the next important concern was how the teacher goes about imparting that knowledge – in other words, methodology. What the students requested most often was variety within the lesson hour.

"If we just do drills forever, I fall asleep. Why do we have to do idioms for a whole hour?"

"It's nice when you have a little grammar, and then a dictation, and then some reading or a discussion."

The students also frequently mentioned the need for activity in the classroom. Many of them referred to language games as being useful and enjoyable. They also seemed to feel that they should be constant participants:

"The teacher shouldn't do all the talking."

"I like it when the students go up to the board."

"Discussions and debates are my favourite ways of learning."

Students complained vehemently about teachers who use up precious class time telling personal anecdotes. On the other hand, the importance of a teacher's sense of humor and his ability to take the tension out of language learning was mentioned repeatedly:

"If he can laugh once in a while, you don't get so nervous about making mistakes."

"When the teacher is smiling at you, you want to try."

Also stressed was the teacher's preparation of the lesson and a conscientious attitude toward student papers: "You can tell if he runs out of things to do before the bell rings."

"Why should I turn in my homework? He doesn't grade it for about a week, anyway."

Discipline, although mentioned specifically by only a few, was hinted at by many.

"There are some teachers who just let a class talk all the time. Then you never learn anything."

"He says your homework is due on a certain day and then he lets people turn it in later. Or he forgets."

"I don't think she cares if we're absent or not. I wish she did."

Getting away from actual teaching methods, over half of the students had something to say about the student-teacher relationship. Most often, they expressed a desire for a sympathetic teacher who "remembers what it was like to be a student." "He should," as one student with an obvious command of the colloquial idiom put it, "be on our wavelength." They felt that the teacher should "know each student as an individual," and there was a frequent demand for justice:

"She only talks to the best students. Doesn't she know I'm trying?"

A significant number of students expressed a fear of being embarrassed by a teacher's caustic wisdom, "They ought to be polite to us. We're people, too."

"She only became a teacher so she could be powerful and hear her own voice."

Lastly, just short of half of the students had something to say about the character of the teacher himself, a majority of the responses praised a teacher who is confident and who obviously enjoys his profession and specialization:

"I liked him right away. He walked in, wrote his name on the board, and started right in. You could tell he wasn't new at it."

"If he doesn't know the answer, he's not afraid to say so. So you know you can trust him."

"I used to hate compositions, but my teacher likes writing and she just makes you like it. She has a lot of fun."

"He could probably have done a lot of things, but he wanted to be a teacher. It wasn't for money either."

The students also referred to teachers with endless patience and amiable disposition that could be provoked to anger only in extreme cases. The teacher's voice was mentioned, too:

"It shouldn't be monotonous."

"You have to hear him in the back row."

Finally, a surprising number were concerned about the appearance of their teachers:

"He's always neatly dressed. It makes things business-like."

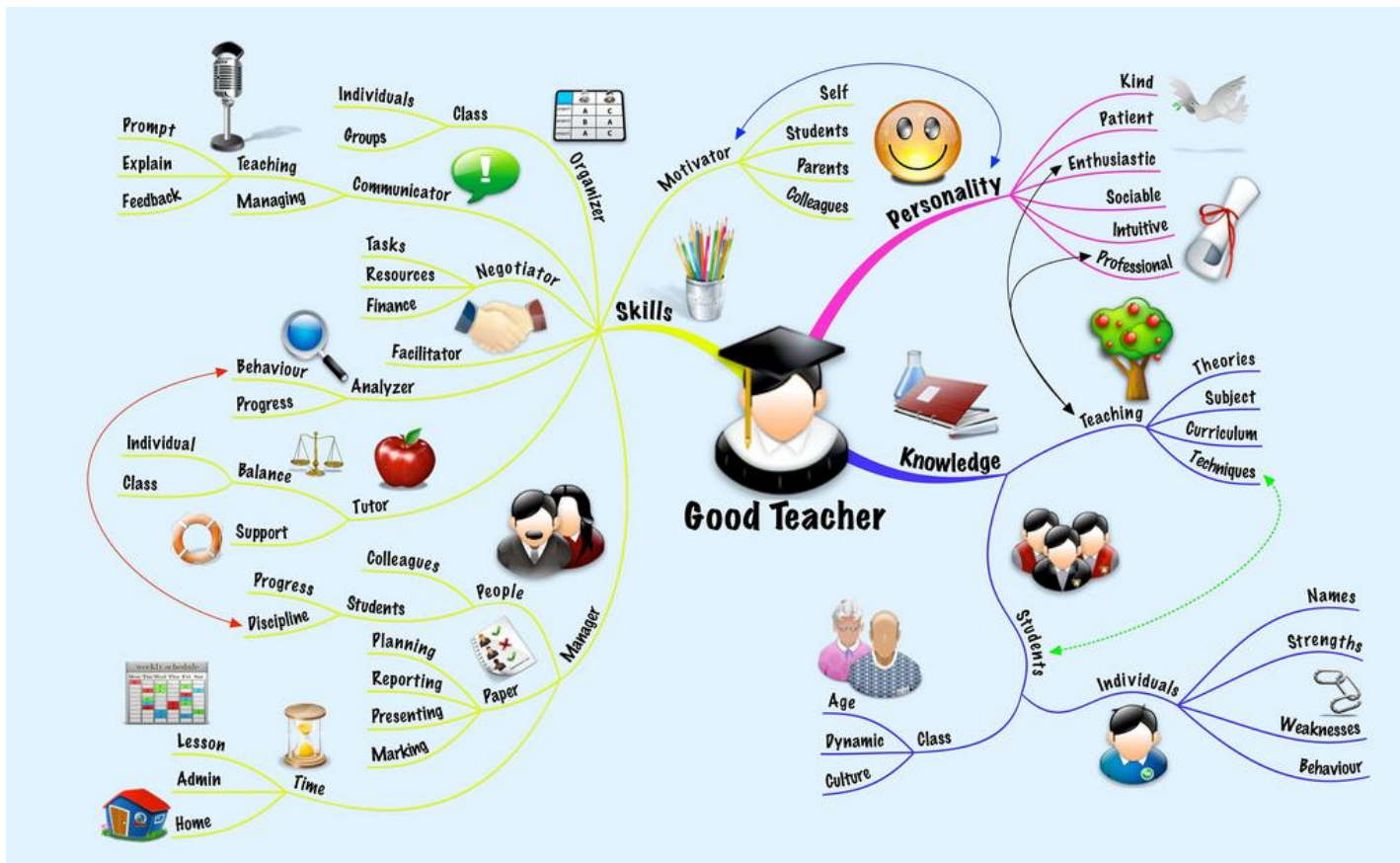
"She's not really pretty, but I don't mind looking at her all hour. Anyway, she tries to look nice."

The composite ideal teacher, then, with infinite knowledge and energy, impeccable teaching techniques, a sense of humour and a talent for discipline, along with personal charm and eternal patience, may seem rather hard to live up to on some Monday mornings. But as one understanding student wrote:

"What makes a good teacher is someone who tries to do everything I have listed above. But I understand that teachers are also people like me."

## **2. Look at the following chart and**

### **a) name the qualities of a good teacher;**



**b) discuss with your partner the following questions:**

1. What are the most important abilities that the teacher should possess?
2. What's your idea of the teacher's ability to understand and trust?
3. What's your understanding of an ability to quickly assess this or that situation at the lesson?
4. Why do you think it's important for a teacher to possess an ability to accurately convey to pupils his (her) mood, feelings and thoughts by words, facial expressions and body motions?
5. How is it possible to obtain a reliable picture of relations among children in a short period of time?
6. What will you do as an English teacher to make children comply with your request and do it willingly?
7. Do you agree with the statement: "A true teacher enjoys communicating with children"?
8. Will you explain how you are going to establish communication with children when you are on teaching practice or when you work as a regular English teacher?
9. What's your point of view on the value of the use of linguistic games and role plays in the instructional process?
10. How will you account for the statement: "A teacher's heart must be nourished by love"?
11. What do you think of this statement: "In teaching, as in poetry, a person's ability to create is realized only when his spiritual forces are developed to the full. Only through high spiritual development can the teacher become closer to a child's heart"?

12. Why do you think children like contests and competitions when doing speech exercises at English lessons? Will you, please, explain to us how you'll organize contests and competitions at your English lessons?
13. What's the value of improvisation? How will you develop your pupils' ability to improvise?
14. Why do you think the teacher's profession is a special profession? In what way do you understand the teacher's cultural, professional and general standards?
15. Do you share the viewpoint that teacher's profession should be only vocation (calling)? Try to sustain your argument.

### **3. Work in groups.**

**a) Read a list of teacher qualities in your teaching context and select 10 important in your opinion. Include any other key qualities not mentioned.**

**b) Single out 3 main qualities which are essential for being an efficient teacher. Describe responsibilities and duties of a teacher. Share your ideas with your group mates.**

#### **List of Teacher Qualities**

- 1) providing a varied set of learning activities
- 2) presenting language points clearly and interestingly
- 3) maintaining a balance between accuracy-focused and content-focused work
- 4) establishing good rapport with class and individual students
- 5) relating language study to appropriate cultural and academic contexts
- 6) eliciting students' background knowledge of course texts/topics
- 7) allowing appropriate teacher talk for the activity and course level
- 8) giving students sufficient time to respond to teacher questions
- 9) encouraging students to ask questions
- 10) recognizing student effort/achievement
- 11) taking account of different ability levels in the class
- 12) maintaining good classroom organization
- 13) using varied error correction strategies
- 14) using information gap and other communicative activities
- 15) making clear the pedagogic purpose of activities
- 16) promoting communication between students
- 17) varying the pace according to different lesson stages
- 18) involving students in decision making
- 19) grouping students appropriately
- 20) giving feedback to students on their progress
- 21) making good use of whiteboard/audiovisual aids
- 22) having flexibility in implementation of planned activities
- 23) explaining activities clearly
- 24) paying attention to classroom language

### **4. Read the information and:**

**a) choose 5 the most important roles and responsibilities of an educator in each section. Explain your choice.**

**b) Enlist the qualities and skills of an ideal teacher. Share them with your partner.**

## **Roles and Responsibilities of an Educator**

### **Towards Students**

- a) Inculcate model behavior and mannerisms by self- example.
- b) Prepare long-term teaching programs and daily lessons in accordance with the guidelines of the school's education system.
- c) Provide activities and materials that engage and challenge the students intellectually.
- d) Understand and implement the use of information technology in lesson preparation and teaching.
- e) Shift between formal and informal methods of teaching, like debates, discussions, practical activities, experiments, projects and excursions.
- f) Plan, set and evaluate grade test, exams and assignments.
- g) Supervise student conduct during the class, lunchtime and other breaks.
- h) Understand the diverse background students come from, their strengths, weaknesses and areas of interest.
- i) Be honest in student appraisal and avoid favoritism.
- j) Enforce discipline by firmly setting classroom rules.
- k) Resolve conflict among students by encouraging positive debate.
- l) Be ready to adjust teaching styles to meet individual needs of students.

### **Towards Parents**

- a) Keep parents well-informed about their ward's progress.
- b) Take time out to discuss an issue, or a problematic behavior.
- c) Encourage parents to promote various diverse interests of their children.
- d) Inform parents about after-school activities like excursions, meetings, as well as detention.
- e) Keep the parent feedback journal updated.
- f) Encourage parent participation in parent-teacher meets.
- g) Finally, work with parents for the betterment of their child's future.

### **Towards Management**

- a) Actively involve in staff meetings, educational conferences, and school programs.
- b) Voluntarily participate in organizing sporting events, and other excursions like camping trips, picnics, educational tours, etc.
- c) Maintain a healthy relationship with all teaching and non-teaching staff members.
- d) Help out in formulating school policies.
- e) Carry out administrative duties relevant to your position in the school.

### **Towards Themselves**

- a) Be a teacher out of choice, and not by default.
- b) Acquire relevant professional education and training to get the right concepts of teaching.
- c) Honesty and sincerity towards the profession.
- d) Accept that being a teacher does not make you a 'know-it-all'; so it's important to become a partner in the learning cycle with the students.
- e) Accept that no two students will think, act and react alike, and respect that diversity.

- f) Upgrade knowledge and learn new ways of teaching.
- g) Avoid indulging in unethical behavior, and at all times maintain the dignity of a teacher-student relationship.
- h) In an emerging world, responsibilities of an educator have increased several folds. From being a person who just imparts bookish knowledge, an educator now has the power to shape a better world for the students and empower them with knowledge to take on the world!

**5. Group work. Discuss with your partner the following questions:**

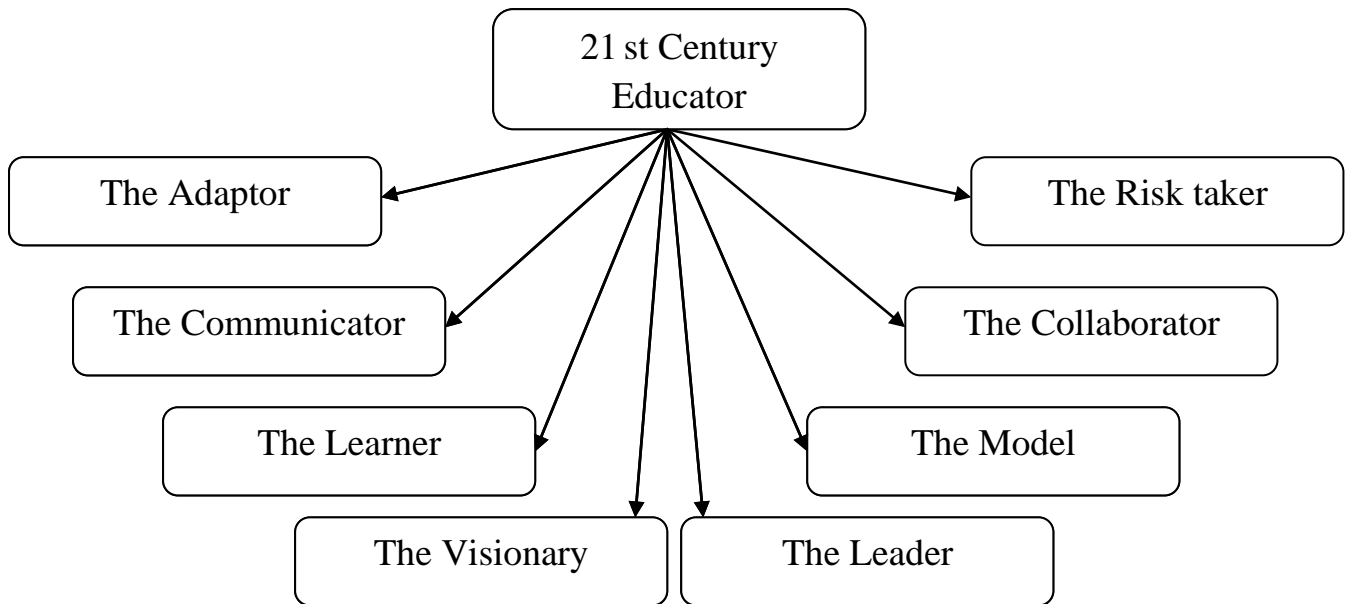
- 1) What years are considered formative in students' life?
- 2) How can a teacher incorporate, facilitate and encourage intellectual and social development in the formative years of a student's life?
- 3) How can a teacher uplift his\her student socially, intellectually, emotionally, and personally?
- 4) What can a teacher foster in his\her children?
- 5) How can a teacher engage and challenge the students intellectually?
- 6) What teaching methods are most effective — formal or informal? Sustain your answer with examples.
- 7) Why is avoiding favoritism important?
- 8) How can you enforce discipline by firmly setting classroom rules? Give examples of these rules.
- 9) What conflicts can arise within a classroom frame? What are the ways to deal with them?
- 10) How can you adjust your teaching styles to meet individual needs of your students? Sustain your answer with examples.
- 11) How can you work with parents for the betterment of their child's future?
- 12) What is your understanding of the statement *'be a teacher out of choice, and not by default'*?
- 13) How can a teacher avoid indulging in unethical behavior, and at all times maintain the dignity of a teacher-student relationship?
- 14) Do you agree that being a teacher does not make you a 'know-it-all'; so it's important to become a partner in the learning cycle with the students? Sustain your answer with examples.
- 15) Which of the enumerated responsibilities are the hardest to accomplish? Why?

**6. Make up and act out:**

- a) an interview between a school headmaster and a young teacher who came to apply for the position of a teacher at a specialized school;
- b) a conversation between an old retired school teacher and an assistant teacher who came to substitute him\her.

**6. Look at the table below. Which of the functions do you find most challenging\difficult? Why?**





**8. Read the following text and answer the questions about it.**

1. Why is the role of a teacher in education system pivotal?
2. Why does the teacher decide if the education system is a success or a failure?
3. Why does a teacher play a crucial role in the development of society? Sustain your answer with examples.
4. What do teachers help their students with?
5. What can happen with the society where teachers are corrupt, betraying, army, unfaithful bureaucracy, untrustworthy politicians etc?
6. Why is a teacher an architect of a new generation?
7. Why is this profession's significance and greatness much higher than seen on the surface?
8. How do teachers make a tremendous contribution to our society and hence why must they always be held high?

*"The task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people."*  
 ~ K. Patricia Cross

**The Role of a Teacher**

I totally agree with the forementioned quote. A teacher is the one who shapes the personality and entire life of children. It is one of the noble professions as it contributes in building the future of the country and overall society. Teachers play a significant and a valuable role as they influence the lives of children who are the future of tomorrow. Students get influenced by the teacher's characters, her affection and commitment, her competence and her morals and ethics. So it is important that only best and the intelligent human beings are allowed to become teachers so that the safe future is ensured.

**Role in School**

Teachers are certainly role models for students, so they must be at their best in front of kids. There are various roles a teacher has to play in school. The first role of a teacher is that

of a facilitator. He should impart all the knowledge and skills related to a particular field. He should also provide children with the right attitude so that they can make the best use of their knowledge and intelligence. One of the other responsibilities of a teacher is guiding students at every stage. He must provide his students with guidance, support, and inspiration so that they can find the right path, be it in career or in life. Supervising is also one of the good teacher qualities, as he warns and convinces his students if they are involved in wrong things. The role of a teacher in the classroom has changed significantly over the years.

Teachers are no more the people who come to the class, give lectures and walk out. An ideal teacher is someone who seeks the participation of all the students, takes student's opinions into account, uses different teaching media and makes learning a fun activity. As someone rightly said, a good teacher teaches from the heart and not from the book. So, to take up a job as a teacher one must have passion for the subject he is teaching so that he can pass the same passion to his students. One of the important roles of a teacher is also that of respecting a student's opinion. A teacher must always be open to learn new things and he must keep himself updated with the latest developments in his subject. These were some of the qualities of a good teacher. Apart from dealing with students, a teacher also has to maintain a dialog with parents, so that they nurture their kids in the right manner.

### **Role in Society**

The role of a teacher in education system is pivotal. He is virtually the yardstick that decides the quality of education system. It is the teacher who decides if the education system is a success or a failure. It is on his shoulders, that the entire education system rests as he single-handedly shapes the generation. As I mentioned earlier, a teacher plays a crucial role in the development of society. Someone once said that if you want to study the nature of the citizens of the country then meet some teachers and study their nature. After all, the society is a replica of teachers living in it. Teachers help mere students transform into good human beings with a positive attitude, confidence and motivation to pursue excellence.

The future of an entire generation depends on the teachers. If they are corrupt and unprofessional, then an entire generation will result in the same. This can result in corrupt judiciary, betraying army, unfaithful bureaucracy, untrustworthy politicians, etc. which leads to a chaotic and deplorable society. So, a teacher is no doubt, an architect of a new generation who determines the quality and future of our tomorrow. But teaching jobs as a profession are not given the respect that they deserve. We must understand that teaching is the only profession that teaches all the other professions and so, its significance and greatness is much higher.

With these insights on the role of a teacher, it is clear that they make a tremendous contribution to our society and hence must always be held high. I would leave you with a quote by Jacques Barzun that shows the sorry state of teaching profession... "Teaching is not a lost art but the regard for it, is a lost tradition."

**9. Below you will find a short synopsis to a book on effective teaching. Choose the correct word and then discuss some of the issues of this synopsis:**

How can we really *evaluate/appreciate* teacher effectiveness? Systems of teacher appraisal and evaluation are being created across the world in order to *mentor/monitor* and *assess/ access* teacher performance. But do the models used really give a *fair/biased*

evaluation? Based on international research, the authors argue that teacher effectiveness is too narrowly conceptualized and methods of *measuring/weighing* it are not *attuned/attached* to the real contexts in which teachers work. They *expose/propose* a model of differential teacher effectiveness which takes into account that: a) teachers may be more effective with some categories of students than with others; b) teachers may be more effective with some teaching *contexts/input* than others; c) teachers may be more effective with some subjects or *proponents/components* than with others. Building on and developing previous research on *models/modals* of teacher effectiveness and *current/floating* theories, the authors open up possible new *database/debates* which will be of interest to academics and researchers working in this area throughout the world.

**10. Discuss the issues below in a round-table discussion.**

- 1) Remember those great teachers who made you excited about learning? Remember how it felt to be in their classes and to experience how they made their classrooms come alive? What made those teachers special?
- 2) What qualities and skills did they have to ignite student learning? Most important, how did those teachers help their students become successful?
- 3) What makes an effective teacher? How do you help good teachers become even better? What tools and techniques are available to support and sustain quality teaching?
- 4) Do systems of teacher appraisal and evaluation help to monitor and assess teacher performance? Is this system of appraisal applicable in your country? What are its benefits and side effects?
- 5) Do you agree that some teachers may be more effective with some categories of students than with others? Sustain your answers with examples.
- 6) Do you think that some teachers may be more effective with some teaching contexts than others? Why?
- 7) When may teachers be more effective with some subjects or components than with others?
- 8) What can help a teacher to focus efforts and develop the kind of teaching skills that make a positive difference in the classroom?

**11. Read the following information on Teaching Plans and answer the questions.**

- 1) Which of the plan types do you consider to be the most difficult? Which of them is most time-consuming? Why?
- 2) What are the basic differences between the types of teaching plan?
- 3) Which of the planning types are usually skipped by teachers? Why?

**TYPES OF TEACHING PLANS**

There are five types of teacher plans that must be organized and implemented for successful education. As a teacher, planning is very important. It is one of the first major steps of ensuring classroom success. The types of teacher planning are course, term, unit, weekly, and daily.

1. **Course Planning.** This type of teacher plan requires several steps. A teacher should set a list of goals for the course and create an outline of the content for the course. This will include major themes, theories, and ideas. It is also good to determine a time line for course content and create a syllabus. Remember to acknowledge and consider the

resources need for coursework and plan ahead appropriately.

2. **Term Planning.** Term planning is the second step in creating an effective teacher plan. During this type of planning it is important for a teacher to determine a weekly schedule and to choose basic ideas for the activities and content to be covered. Term plans should be constructed with students' interests and abilities in mind. Term planning will provide flow for the coursework.

3. **Unit Planning.** During unit planning a teacher must create a chain of lessons that flow and work together to achieve course goals. When a teacher is creating a unit plan they must consider specific activities or ideas and information to be learned in a specific order.

4. **Weekly Planning.** When a teacher creates a weekly plan she must consider the time frame and events for the specific week. This will allow a teacher to manage weekly goals into individual activities and goals. This plan also requires a teacher to plan specific time frames for days of the week.

5. **Daily Planning.** To create a daily plan, teachers must make sure the classroom is ready for the activities planned for the day beforehand.

These five types of teacher plans are important to running a smooth and successful learning environment.

## **12. Make use of these word combinations to describe teaching plan types.**

a)

must be organized and implemented

first major steps

ensure classroom success

requires several steps

set a list of goals for

create an outline of the content

include major themes

determine a time line

course content

acknowledge and consider the resources

plan ahead appropriately

b)

determine a weekly schedule

choose basic ideas

content to be covered

students' interests and abilities in mind

provide flow for

c)

a chain of lessons

flow and work together

consider specific activities or ideas

learn in a specific order.

consider the time frame and events

manage weekly goals

require from a teacher  
 d)  
 specific time frames  
 classroom is ready for the activities  
 plan beforehand  
 important to smth  
 run a smooth and successful learning environment

**13. Complete the texts with words from the box:**

honourable sculptor material be destroyed	satisfy competence knowledge question
--	--

The profession of a teacher is ... and responsible. He is a ... of a young personality, akin to an artist whose ... is human soul and human mind, that are too easy to ... . The teacher must help his pupils to develop their abilities and ... their interests. And of course he himself must be a model of... . So his thorough ... (mastery) of the subject is out of the ... .

adds pace make a lot of progress to make mistakes maintains an excellent pace consult the dictionary	do next take a minute or two check up what I have done me as a personality emotional baggage
--	--

A real teacher ... and humour to the class. We ... with such a teacher because are not afraid ... , we take chances. A good teacher ... in the class. He never loses an instant to ... or to think what to ... . I want such a teacher who will ... to answer my question after the class, or who will take 5 minutes to ... on my own. I want a teacher to treat ... on an equal basis with other members of the class (pupils). And finally: a real teacher leaves his ... outside the classroom (behind the class).

exploit the possibilities success the attention of the class young teacher award experienced teachers	many difficulties the bad habit conducting English plan of the lesson voice, manners, gestures active work different kinds of activities
--	--

illustrated	
-------------	--

As a ... Tracy had to overcome ... before she achieved ... . She attended the lessons of ... improving her teaching skills of ... . But the most difficult thing was to hold ... during the lesson. You will never become a real teacher who controls his ... , and makes use of the skillful techniques of teaching, unless you overcome ... of raising your voice in class. Soon Tracy learned to fully ... of the lesson and to make correct use of the time for ... at the lesson. Sometimes she had to change the carefully thought out ... , depart from it, make the tasks easier for children to explain the difficult material to the pupils. Explaining the material ... with the examples, visual aids, the young teacher made the pupils more active and the lesson more interesting. Her ... was pupils' good answers at the following lesson, their interest and ... .

**14. Complete the article with the words from the list:**

- |                               |                                |
|-------------------------------|--------------------------------|
| professionally                | to identify with the needs     |
| learning activities           | early environmental influences |
| convinced that everyone       | educational backgrounds        |
| provided by the school        | inventory of the pronunciation |
| effective teacher             | related disciplines            |
| conducive to successful       | of evaluation                  |
| a desirable classroom climate | utilize the course             |
| familiarity with...           | the students' progress         |
| dynamics and techniques       | develop certain                |
| cause the students enthusiasm | as a second language           |

**Some Important Teaching Factors**

There can be no doubt that the single most important factor in the instructional process - the important variable - is the teacher. It is what the teacher does to create 1) ... , to plan a variety of 2) ... , to use materials of instruction effectively, and, most important, to try 3) ... and aspirations of students it is these things that will determine, in the final analysis, whether learning will take place. I would admit that genes and 4) ... have an effect on personality and character but I am 5) ... who is willing and interested can hope to become a skilled and 6) ... . In addition to attitude traits such as a sense of justice and abiding desire to grow 7) ... , fairness, tact, humility, intellectual curiosity and 8) ... for teaching either simulated, on occasion, or real - the teacher needs to 9) ... knowledge, skills, and insights. He should, for example:

1. Study the 10) ... of his students as a springboard for planning varied group or individual activities.
2. Gain conscious 11) ... features of the English sound, grammar, vocabulary, and cultural systems. He should make an ... and grammatical items that 12) ... difficulty.
3. Learn methods and techniques of teaching English 13) ... .

4. Integrate principles and/or procedures of 14) ... (linguistics, psychology, sociology and anthropology) in the teaching of English.

5. Understand the 15) ... of grouping. These are crucial in providing for wide ranges in ability and the varied interests of the students.

6. Learn how to 16) ... textbooks and/or develop supplementary instructional materials in the harmony with program objectives and students' goals and learning problems.

7. Learn the science and art 17) ... . Not only should he judge his own teaching skill, but he should also assess 18) ... in order to plan for possible 'remedial' teaching, for regrouping in the classroom, and for appropriate classes 19)...

8. Create a warm 'accepting' classroom environment 20) ... learning and go enhancement.

### **15. Read the text again and discuss the following issues:**

- 1) What is meant by “identifying with the needs and aspirations of students”? Provide an example of such identification. Why is that important in teaching?
- 2) What is “sense of justice”? In what situations is this sense important?
- 3) Why do you think it is important to study educational background of the students?
- 4) How can a teacher integrate principles and/or procedures of related disciplines?
- 5) How can a teacher utilize the course textbooks?
- 6) What is 'remedial' teaching and when is it necessary?

### **16. Translate into English the following memo for a teacher:**

#### **ПАМ'ЯТКА ВЧИТЕЛЯ**

Поважайте особистість у своїх учнях. Бережіть власну гідність.

Змінюйте свою тактику у взаєминах з учнями згідно з їх віком, їх духовним розвитком. Будьте вимогливі в методах виховання не менш, ніж у методах навчання. Уникайте зайвої прямолінійності, штапованих нотацій і повчань. Найкраще те переконання, що сприймається учнями, як особисте.

Стежте, щоб ваші покарання не втрачали своєї дієвості. Навчіться керувати своїм поглядом, своїми жестами, своєю мімікою, але уникайте різкостей, що спотворюють вираз обличчя і пози.

Навчіться володіти своїм голосом, інтонацією, уникайте лементу, тим паче вереску. Лемент свідчить не про вашу силу, а про ваше безсилля.

Уникайте рішень, у недоцільності яких ви не впевнені, не приймайте рішень у стані дратівливості.

Відвідуйте уроки разом зі своїми досвідченими колегами, незалежно від їхньої спеціальності, спостерігайте, як вони поведуться з учнями, які і коли роблять зауваження, як реагують на порушення дисципліни, як слухають учнів, як стоять, як сидять, як ходять по класу.

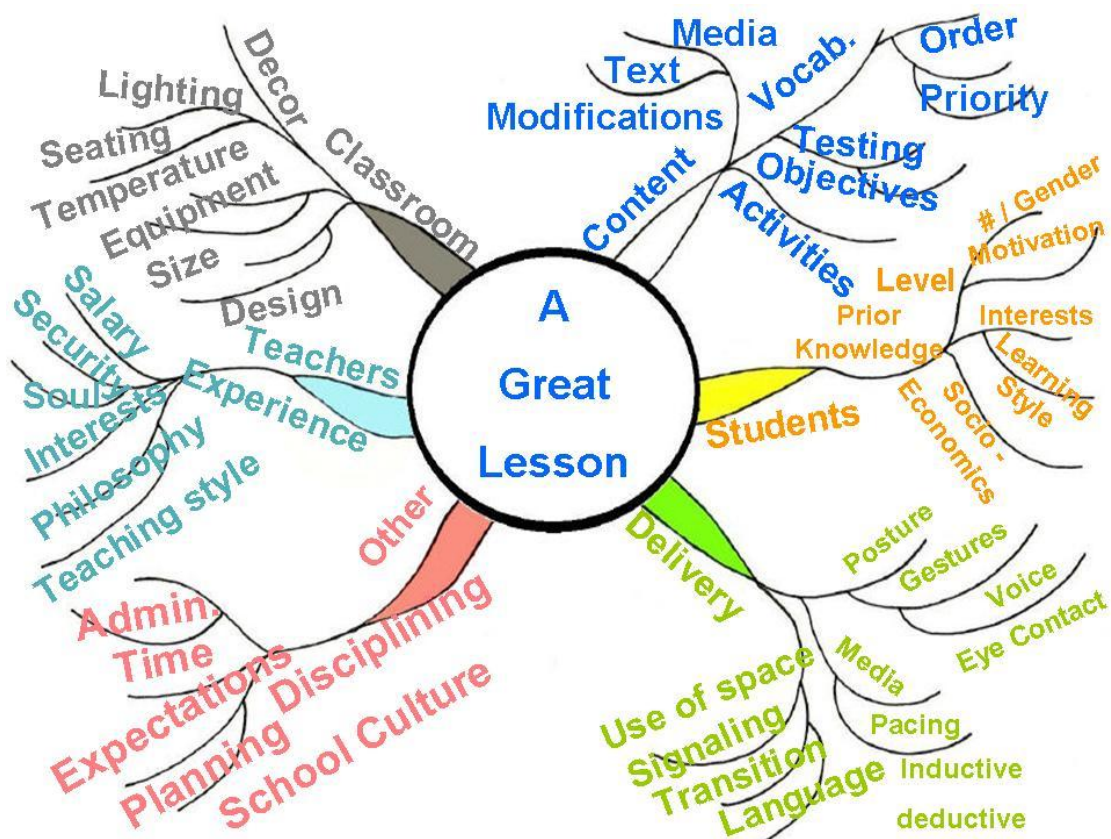
Контакт із цілим класом значною мірою залежить від ваших контактів з окремими учнями. Знайдіть час побути з учнем наодинці, пройдіться разом зі школи, постарайтеся зустрітися начебто випадково, на вулиці, у парку, на

стадіоні. Якщо ви будете тактовні, ненав'язливі, будете уникати прямолінійних повчань, зійдетеся з цим учнем, а значить, певною мірою, і з усім класом.

Не зловживайте скаргами на своїх учнів. Та і дисципліна, встановлена кимось, а не вами, не досить ефективна. Ваші взаємини з учнями — це насамперед ваша справа.

Бережіть довіру ваших учнів. Довіра до вас — це вершина ваших взаємин з учнем, вікно в їхню душу.

## Part II. TEACHING PRACTICE



### Topical vocabulary

**1. Teacher's authority/ prestige:** with authority, to lose prestige in the eyes of pupils, to have authority among, to lack prestige, to foster respect for the teacher's prestige, to raise the authority/ prestige of the teacher, to undermine teacher's prestige, to lose faith/ confidence in oneself, to control one's voice and gestures.

**2. Class teacher:** to build up/ strengthen the pupils' confidence in themselves, to foster the feeling of self-confidence in the pupils, to be in charge of a class, to have faith in what one can do, to conduct/ run a club/ a society, to draw into the club work, to manage the class, to keep in mind pupils' aptitude, to take into account age characteristics, discipline problems, strict/ firm/ good, sound/ poor discipline, to cultivate self-discipline, to maintain discipline, well-behaved pupils/ class, the plan of extracurricular work.

**3. Teacher efficiency:** to have a good grasp of the subject matter, to have in-depth knowledge of a particular subject, to be thoroughly familiar with one's subject, to compel/ secure the attention of the class, to divert attention from/ draw attention to, to engage/ get pupils' attention, to diminish one's attention, to turn/ shift attention (from ... to), to give



individual attention to each pupil, to show undue attention to a child, to overemphasize details, to bring/ involve all the pupils into the class activity/ in the work of the class, to promote greater activity among the pupils, to stimulate the desire to learn, educational influence, direct/ indirect influence, to keep a daybook, to transfer skills, habits to, to proceed in the order of complexity, to move rapidly from one topic to another, school program/ study plan, daily plan/ teacher's plan for every lesson, to think out the plan of the lesson carefully, departure from the plan of the lesson, to change the lesson plan, methodological centre, teacher's qualification, refresher courses for teachers.

4. **Lesson procedure:** to choose/ select methods/ techniques, to adopt/ select methods, aims and objectives of teaching, to get pupils interested/ arouse pupils' interest in, mechanical cramming/ learning by role, retention of the material covered, initial retention/ consolidation, consolidation of knowledge, poor/ lasting/ impermanent/ sound knowledge, gap in one's knowledge, the standard of knowledge, to present the material, in presentation of the material, to illustrate with/ by examples, to make correct/ incorrect/ wrong use of one's time at the lesson, to fully exploit the possibilities of the lesson, to use the material in full/ in part, evaluation of pupils' knowledge, the standard for grading/ assigning marks, a twelve-mark system, to assign/ give a mark for the answer, to put down pupils' marks in the class register, to be lax in marking pupils, to be overstrict in assigning marks, to fill in the marks for the term, to liven up the work, activization of the teaching process, to be active at the lesson, to actively use the acquired knowledge and skills, a good command of the language, to analyze the word in/ outside the context, to develop analyzing ability, by analogy, to draw analogy with, articulation habits, exact/ precise/ defect articulation, to establish permanent associations, a talk/ discussion, to carry on a conversation in a foreign language, introductory talk, independent/ seat/ solitary work.

**1. Read the following dialogues. a) Explain the meaning of the underlined words and word combinations. b) Answer the following questions.**

- 1) What kind of school was Caroline assigned to?
- 2) What was wrong about the school Caroline was assigned to? Did she ever get to know?
- 3) Who and why were Miss Gale and Miss Rowe put with?
- 4) What are "observation periods"? Why are they necessary?
- 5) What happened in Philip's class?
- 6) Why was the Headmaster not furious?

**1.**

Diana: Philip! Philip! We're over here.

Caroline: What happened to you?

Phillip: Nothing very much.

Diana: Well, why are you late then?

Philip: I left the address of the school in my other jacket.

Caroline: I don't know how you'll get through your teaching practice.

Philip: Oh, I'll manage. I always do. I've planned all my lessons. I'll be superb.

Caroline: You're the most conceited man I've ever met. "

Philip: What school are you going to, Steve?

Steve: A school in Hillingdon. Brook Lane Secondary School.  
Philip: Brook Lane! I've heard some pretty ghastly things about that place.  
Steve: Oh? What's wrong with it?  
Philip: You'll find out. I'm glad I'm going to work with Juniors.  
Steve: You still haven't told me what's wrong with Brook Lane.  
Philip: Oh, it's only that my tutor said ...  
Caroline: Don't listen to him, Steve, he's only trying to frighten you.  
Steve: What did your tutor say?  
Phillip: Nothing much. Well, I must dash! See you tonight!

## 2.

Mr Bidwell: Ah, good morning! Miss Gale and Miss Rowe, isn't it?  
Caroline: That's right. I believe you are expecting us. We're from Perivale College of Education.  
Mr Bidwell: Welcome to Parkdale Infants. I'm sure you'll find us a very happy school.  
Diana: We've heard a lot about you at College. Some of your work sounds most exciting, especially your new ideas about the teaching of mathematics.  
Mr Bidwell: Yes, I suppose it is. We're lucky to have a new building and a very good staff. Well, I think we'd better get down to business, don't you? I have your timetables. Here they are.  
Mr Bidwell: I've put you with two of our most experienced teachers. I want you to observe them closely.  
Caroline: Certainly.  
Mr Bidwell: These observation periods will be of great value to you.  
Caroline: When will we be able to start teaching?  
Mr Bidwell: All in good time! There'll be an opportunity to take one or two classes today. Under supervision. of course.  
Diana: Will we be able to see different age groups?  
Mr Bidwell: Most certainly, but for the first couple of days I want you to work closely with Miss Lee ,and.Mrs..Bennett.  
Caroline: Yes, I see.  
Mr Bidwell; Well, ladies, it's nice to have you with us. While you're here for this short period, you'll be treated as members of staff. Now I'll take you to your classrooms. After you, Miss Gale.  
Caroline: Thank you, Mr Bidwell.

## 3.

Diana: How did you get on, Steve?  
Steve: Very well indeed! I had this marvellous idea about drama.  
Diana: What were you doing?  
Steve: It was a history lesson actually. I was doing something about Roman Britain.  
Caroline: Roman Britain? Where did the drama come in?

- Steve: Well, we'd talked about Caesar's invasions of Britain and I thought we'd act the assassination. Marvellous idea! The whole class were Roman Senators and I was Caesar. Action, everything. It was all right until one of the kids produced a real knife! Here's Philip.
- Caroline: Late again!
- Philip: I had to wash my trousers.
- Diana: You had to wash your what?
- Philip: Trousers! They were covered in powder- paint.
- Diana: Well, what's been happening to you?
- Philip: An art class! I told them to paint me. And one of them did! All over! Then the Headmaster came in.
- Steve: I bet he was furious.
- Philip: No, no, on the contrary. He said, 'Congratulations, Mr Webster. We've had such a lot of trouble with that child. This is the first time he's done anything!'

**2. Act out one of the dialogues. Suggest your continuation to any of the illustrated dialogues.**

**3. Describe the stages of your teaching practice using the following vocabulary.**

**1) Assignment to schools:** at random, deliberate choice, too important to leave it to mere chance, a school with a Lg slant/bias; whatever will be – will be.

**2) Anticipation/preparation:** fear, misgiving, anxiety, excitement, self-confidence, to be cock-sure/ self-satisfied, to have head in the clouds/feet firm on the ground, to be indifferent, careless.

**3) Meeting the class/ subject teacher/ class mistress:**

- to be introduced, to have a chance to choose the age group, to be rather afraid of bad discipline, spoilt/ hysterical kids, unpredictable situations, to fight one's own helplessness/ disrespect;
- to be put to with the most experienced teacher, to observe the class closely, to be given instructions, to be treated as members of the staff, to feel too young to teach;
- observation periods, to be of great value, prime/ good/ positive/ wrong impressions, to make an impression on, general effect;

**4) My first lesson(s):** to receive a warm welcome, to feel at ease, to overcome difficulties, to feel discomfort, to be expected much from, to face dozens of expectant/ indifferent /aggressive/ affectionate/ enthusiastic eyes, to be under supervision; to get down to business, to plan the lesson in detail, to get through the lesson, to be a success at one dash, to grow numb, to be speechless, to stumble through the answer, to know less/ more than one expects, to slip one's memory/ mind, to go right out of one's mind, to go out of smb.'s head; to be filled with energy/ enthusiasm, the work is in full swing; to work nonstop/ tirelessly/ without a break/ unremittingly/ indefatigably/ untiringly; to make a blunder, blooper, lapsus, slip; to frighten; to strike terror (into), to scold/ encourage kids; to boil with anger, to see anger; to embarrass, to cause trouble/ inconvenience; to make difficulties (for); to discomfort, to

hamper, to make difficult, to impede, to aggravate, to complicate; to be interrupted by crude remarks;

**5) Methods and techniques:** individual approach, well-planned continuity, group activity, individual tasks, cards at the blackboard, project tasks, visual aids; to dull the pupils, to engage everyone in the work, to feel immediate feedback, to encourage every attempt, to lack words, useless attempts to make pupils interested; to feel teacher's defects, not to work to one's full capacity;

**6) The results of the work:**

- to under/overestimate oneself, to lack experience, to learn from mistakes, to feel in teacher's skin/shoes, to comprehend/ realize many things, to treat the profession of the teacher differently, to change one's mind;
- to be pleased with smth, to keep pace (with), set the pace;
- to overdo, to feel overtired, overstrained, overworked;
- to draw a conclusion, to conclude, to infer, to work to the point of exhaustion, to work till one breaks down, to be copied, to be an example to follow, to promise to give up;
- do one's best, to lack creativity, to work at self-improvement.

**4. Dwell on your teaching practice answering the questions:**

- 1) How were you assigned to school? What did you like about the school you were assigned to?
- 2) How did you prepare to your first lessons? How did you feel before each lesson? Did you anticipate or fear your first lesson?
- 3) How did your first lesson go? Did anything go wrong? Did you manage to do everything according to the plan?
- 4) What were the children like? Did they respond? Did you feel their support or feedback? How did children work all the time?
- 5) What tasks were most successful? What methods and techniques were most effective?
- 6) How did your school supervisor support and instruct you? Was your school supervisor happy with your work? Were his pieces of advice useful and effective?
- 7) Did you feel tired after classes? What is most exhausting about lessons and school in general? What conclusions have you made?
- 8) How has your attitude towards teaching profession changed? If yes, what has influenced your attitude? Would you like to work at school? Why?

**5. Say which of the following presented difficulties or was easy as a pie during your teaching practice:**

- recognizing student effort/achievement
- allowing appropriate teacher talk for the activity and course level
- giving students sufficient time to respond to teacher questions
- encouraging students to ask questions
- using information gap and other communicative taking account of different ability levels in the class

- maintaining good classroom organization
- using varied error correction strategies
- providing a varied set of learning activities
- giving feedback to students on their progress
- making good use of whiteboard/ audiovisual aids
- having flexibility in implementation of planned activities
- explaining activities clearly
- paying attention to classroom language
- presenting language points clearly and interestingly
- maintaining a balance between accuracy-focused and content-focused work
- establishing good rapport with class and individual students
- relating language study to appropriate cultural and academic contexts
- eliciting students' background knowledge of course texts/topics
- activities
- making clear the pedagogic purpose of activities
- promoting communication between students
- varying the pace according to different lesson stages
- involving students in decision making
- grouping students appropriately

**6. Recollect your first lesson and describe how you prepared to it, how it went and how you felt before and after it. Use topical vocabulary.**

**7. Study this comparative chart and speak about good/bad teaching styles**

THE GOOD LANGUAGE TEACHER	THE BAD LANGUAGE TEACHER
friendly	very strict
explained things	didn't let us speak
gave good notes	gave us a text to learn and checked it
knew how to treat someone who sits at a desk for six hours	gave marks all the time
let the students do it by themselves	she was fixed in a chair always above our heads (dominates?)
we did the lesson together	shouted (for no reason)
took out (elicited?) things we know	gave a lot of tests
talked about her life	forced us to do things
talked about problems of the school	didn't discuss other problems

<p>talked about other subjects</p> <p>played games \ told jokes</p> <p>she was one of us</p> <p>didn't push weak learners</p> <p>she was like an actress; pretended a lot</p> <p>she was forceful, but not strict</p> <p>she was educated</p> <p>she knew psychology</p> <p>used movement to make meaning clear</p> <p>she made sure everyone understood</p> <p>she was funny</p> <p>read in a tone that made meaning clear</p> <p>she got close to students</p> <p>she believed in me, made me believe in myself</p> <p>I wanted him to be proud of me</p> <p>he had a personality of his own</p> <p>was very experienced</p> <p>she made grammar clear</p> <p>they tried to communicate</p> <p>she gave advice</p> <p>she gave me a lot of books to read</p> <p>she used questions a lot</p> <p>we cut up animals (= did experiments, practical work)</p> <p>talked about the lesson</p> <p>she knew mathematics (i.e., her subject matter)</p>	<p>started the lesson immediately</p> <p>didn't smile</p> <p>she stared at you and you couldn't say a word</p> <p>his tests were too difficult</p> <p>we were not prepared for the test</p> <p>he just showed us a grammar rule and we forgot it</p> <p>shouted when we made mistakes</p> <p>very nervous (= bad tempered?)</p> <p>talked and talked</p> <p>she just said the lesson and nothing else</p> <p>there was a distance from us</p> <p>believed the students were all the same</p> <p>we didn't do experiments</p> <p>believed students all knew the same things</p> <p>like a machine</p> <p>not prepared</p> <p>treated kids like objects</p> <p>she was rigid</p> <p>sarcastic and ironic</p> <p>only lessons — didn't discuss anything else</p> <p>avoided answering questions</p> <p>you couldn't laugh, you couldn't speak</p> <p>he was the teacher, I was the student</p> <p>he had a blacklist and said "you, you, you"</p> <p>she had a little book with the marks in</p>
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she was more like a comedian

no communication, nothing

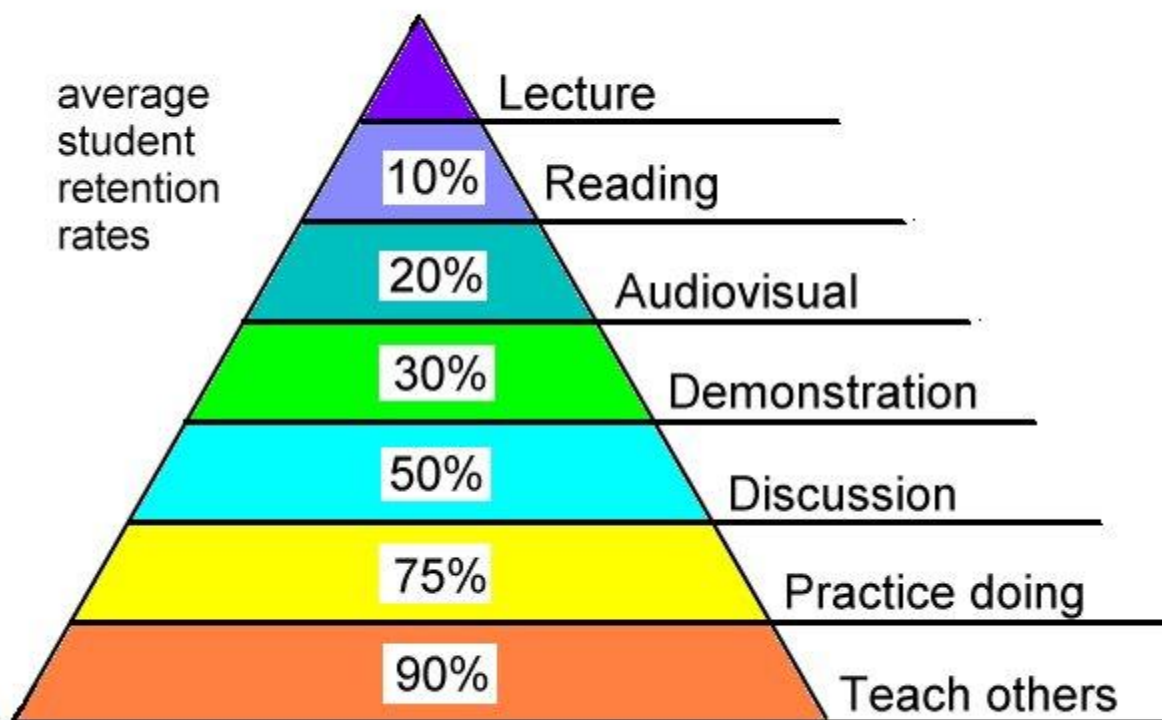
she made me feel anxious

he said we weren't well prepared

**8. Write a letter to your favourite teacher and fill it with reminiscences about his/her wonderful lessons and gratitude for excellent teaching.**

**9. Look at the learning pyramid and dwell on the distributon of time at the lesson.**

## Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

**10. Read the information below and say which of the teaching styles are most challenging, effective, time-consuming or exhaustive? Why?**

### TEACHING STYLES / APPROACHES

Where's the innovation in the classroom, students should be better prepared for the current world because they observe and think and should ask deeper questions and should demand more complex answers of the old guard. In the past, a very rigid lecture system was utilized, especially in higher education. However, not all students are able to profit from it. "I tell you or show you what you are to learn, you will 'learn it' [memorize] and 'retell it' [repeat verbatim]".

### TEACHER AS A LISTENER [affective learning environment]

- encourages learner to express needs
- utilizes concrete experiences
- assures that every student is heard
- prefers students to talk/ communicate
- seeks practical relevant tasks and ideas
- “goes with the flow” - adapts/ adjusts
- considers/aware of non-verbal responses and student’s involvement/ actions/ progress
- reveals own experiences/ emotions feelings
- teacher is accessible and empathetic to all students and accept differences
- teacher is interested in students’ opinions

### **TEACHER AS AN INTERPRETER [symbolic learning environment]**

- utilizes abstract concepts / ideas
- proposes “learning” [memorization] rules, axioms, vocabulary for mastery
- attempts to connect the past to present
- stresses theories and events
- encourages generalizations
- lectures with well-constructed interpretations; students must have thorough knowledge of all essential facts, terms, and objectives
- uses case studies and formal readings
- presents objective data and own thoughts
- shares ideas but not feelings/emotions

### **TEACHER AS A DIRECTOR [perceptual learning environment]**

- utilizes 'reflective' observations.
- gives all directions/examples.
- is final judge on topics and methods.
- has outline, notes, organized lectures.
- directs all classroom learning.
- announces agenda / schedule / rules.
- is time-conscious and sticks to a schedule.
- always has contingency plans for any changes in the schedule (PLAN B).
- remains on a linear path / no detours.
- evaluates with objective criteria => tests. T limits [controls] student participation.

### **TEACHER AS A COACH [relevant- life preparation- environment]**

- develops practical applications
- encourages the active experimenter
- students evaluate their own progress
- involves students in activities/discussions
- wants Students to interact with others



- encourages students questions
- helps Students express/verbalize
- urges/draws upon group strengths
- is facilitator making experiences more comfortable and meaningful for students
- activities/projects/problems are from life

## 11. Look at these types of teaching methods and say which you used at your teaching practice.

**Direct method:** never translates-demonstrates, never explains-acts, never lectures-asks questions and never speaks too slowly/quickly/loudly-speaks normally.

**Active method:** clearly communicates by giving accurate directions, presenting information with outlining, summarizing, frequently reviewing, maintaining focus, reinforcing.

**Cooperative method:** shares responsibility for interaction and learning with students, uses: collaborative problem solving, opinion sharing, positive feedback, motivational support.

## 12. Translate the passages using the topical vocabulary.

Професія учителя поважна і відповідальна. Він — скульптор юної особистості, багато спільного у нього з митцем, і його матеріал — людська душа і розум, які надто легко зруйнувати. Учитель має допомагати учням розвивати свої здібності й задовольняти їх інтереси. І звичайно ж він сам повинен бути взірцем компетентності. Таким чином його бездоганні знання предмету поза запитанням.

Справжній учитель задає темп, і вносить гумористичний елемент в урок. З таким учителем ми досягаємо великих успіхів, бо не боїмося робити помилки. Гарний учитель впроваджує чудовий темп на уроці. Він ніколи не витрачає жодної миті, щоб заглянути у словник чи подумати, що робити далі. Я хочу мати такого учителя, у якого б знайшлася для мене хвилина чи дві, щоб відповісти на моє запитання після уроку, чи хвилин 5, щоб перевірити те, що я зробив самостійно. Я хочу, щоб учитель ставився до мене, як до особистості, нарівні з іншими учнями. І останнє: справжній учитель залишає свої емоції за дверима класу.

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Молода вчителька вимушена була подолати багато труднощів, перш ніж вона досягла успіху. Вона відвідувала заняття досвідчених вчителів, вдосконалюючи методи викладання англійської мови. Але найважчим було утримати увагу учнів протягом уроку. Адже, якщо ти не подолаєш погану звичку підвищувати голос в класі, ти не станеш справжнім вчителем, який контролює свій голос, манери, жести, майстерно використовує різні прийоми та методи викладання. Згодом молода вчителька навчилася повністю використовувати можливості уроку та розраховувати час на всі види завдань, які вона планувала застосувати на уроці. Інколи їй доводилося змінювати на уроці ретельно продуманий план, відступати

від нього, полегшувати завдання, щоб пояснити важкий матеріал. Ілюструючи пояснення прикладами, наочністю, вчителька робила урок більш жвавим та цікавим для дітей. Винагородою їй були добрі відповіді учнів на наступному уроці, їх зацікавленість та активна робота.

За цим слідував аналіз мого уроку та спостереження директора:

«Загалом добре, крім того, домашнє завдання було дане після дзвінка; ви ні разу не прокоментували поставлені оцінки; ви дуже добре знаєте свій предмет, але ви не врахували здібності учнів та не брали до уваги вікові характеристики; ви якось втратили елемент творчості, приділяючи занадто багато уваги жорсткій організації, різним методам та проблемам дисципліни, що поставило над усім структуру уроку, а не його зміст, виклик інтересу у дітей, пожвавлення роботи та стимулювання їхнього мислення.»

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Мені здалося цікавим з'ясувати, які якості вчителі та учні вважають якостями гарного, вірніше, особливого вчителя. Анкету заповнили 40 дорослих учнів та 20 досвідчених викладачів. Учні підкреслювали турботливість особливого вчителя, в той час як вчителі зосередились на індивідуальному підході, врахуванні здібностей учнів та їх вікових характеристик. І вчителі і учні підкреслили важливість ролі вчителя у забезпеченні уваги класу, у стимулюванні бажання навчатись, у підтриманні дисципліни; і вчителі і учні згадали важливість бути гнучким та вміння вчителя замінювати хід уроку при необхідності.

Щоб викликати гострий інтерес у учнів до предмету, вчитель має пам'ятати, що слід подавати матеріал, використовуючи наочність, демонструючи фільми та активно впроваджуючи навчальні ігри в освітній процес. Також, щоб уроки не стали нудним, обов'язком, слід переходити від одного виду роботи до іншого, використовувати різні методики. Про якість праці вчителя свідчать не лише оцінки в журналі, а й щасливі вогники в дитячих очах.

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Наша вчителька завжди користувалась повагою та авторитетом серед учнів. Вона завжди була впевнена у своїх здібностях та добре володіла предметом. Приділяла увагу кожному учню та брала до уваги здібності кожного з нас. Дуже важливо для вчителя уміти заохочувати учнів до роботи в класі та стимулювати бажання до навчання. Вона пожвавлювала роботу класу, тому ми завжди були активні на уроках.

Але наша вчителька була не достатньо суворою, коли виставляла оцінки, тому іноді в нас бували проблеми з дисципліною. І що найважливіше - це те, що наша вчителька правильно розподіляла час на уроці та використовувала всі його можливості. Крім того, активізуючи нашу увагу, вона робила запам'ятовування легше.

## Unit Five

### TEXT

#### From “A MARRIAGE OF CONVENIENCE”

By **W. S. Maugham**

William Somerset Maugham, playwright, novelist and short-story writer was born of British parents in Paris in 1874. He studied medicine for a time before turning to writing, eventually releasing well-known works like “Of Human Bondage”, “Cakes and Ale” and “The Razor's Edge”. W. S. Maugham became a witty satirist of the post-colonial world and wrote over thirty plays, mainly light satiric comedies. He is probably best known as a short story writer. His clear, lucid and economical style makes easy reading and his short stories have been reprinted frequently in collected editions.

I left Bangkok on a shabby little ship. I had gone on board early in the morning and soon discovered that I was thrown amid the oddest collection of persons I had ever encountered. There were two French traders and a Belgian colonel, an Italian tenor, the American proprietor of a circus with his wife, and a retired French official with his.

The French official had been accompanied on board by the French minister at Bangkok, one or two secretaries and a prince of a royal family. He was evidently a person of consequence. I had heard the captain address him as Monsieur Le Governor.

Monsieur Le Governor was a little man, well below the average height, with a very ugly little face; he had a bushy grey head, bushy grey eyebrows, and a bushy grey moustache. He did look a little like a poodle and he had the poodle's soft, intelligent and shining eyes.

The Governor's wife was a large woman, tall and of a robust build. She towered over her diminutive husband like a skyscraper over a shack. He talked incessantly, with vivacity and wit, and when he said anything amusing her heavy features relaxed into a large fond smile.

In such a small ship having once made the acquaintance of my fellow passengers, it would have been impossible, even had I wished it, not to pass with them every moment of the day that I was not in my cabin.

Talking of one thing and another we watched the day decline, we dined, and then we sat out again on deck under the stars. Soon, influenced perhaps by the night, the Italian tenor, accompanying himself on his guitar began to sing first in a low tone, and then a little louder, till presently, his music captivating him, he sang with all his might. He had the real Italian voice, and he sang the Neapolitan songs that I had heard in my youth.

I saw that the little French Governor had been holding the hand of his large wife and the sight was absurd and touching.

“Do you know that this is the anniversary of the day on which I first saw my wife?” he said, suddenly breaking the silence which had certainly weighed on him, for I had never met a more loquacious creature.

“It is also the anniversary of the day on which she promised to be my wife. And, which will surprise you, they were one and the same.”

“Mon ami”, said the lady, “you are not going to bore our friends with that old story. You are really quite unsupportable”. But she spoke with a smile on her large, firm face, and a tone that suggested that she was quite willing to hear it again.

“But it will interest them, mon petit chou”. It was in this way that he always addressed his wife and it was funny to hear this imposing and even majestic lady thus addressed by her small husband.

“Will it not, monsieur?” he asked me. “It is a romance, and who does not like a romance, especially on such a night like this?” I assured the governor that we were all anxious to hear and the Belgian colonel took the opportunity once more to be polite.

“You see, ours was a marriage of convenience pure and simple.”

“C'est vrai” said the lady. “It would be stupid to deny it. But sometimes love comes after marriage and not before, and then it is better. It lasts longer.” I could not but notice that the Governor gave her an affectionate little squeeze.

“You see, I had been in the navy, and when I retired I was forty-nine. I was strong and active and I was very anxious to find an occupation. I looked about; I pulled all the strings I could. And presently I was sent for by the minister to the Colonies and offered the post of Governor in a certain colony. The minister told me that I must be ready to start in a month. I told him that would be easy for an old bachelor.’

“You are a bachelor?” he cried.

“Certainly,” I answered. “And I have every intention of remaining one”

“In that case I am afraid I must withdraw my offer. For this position it is essential that you should be married.”

“It is too long a story to tell you, but the gist of it was that owing to the scandal my predecessor had caused, it had been decided that the next Governor must be a model of respectability. I expostulated. I argued. Nothing would serve. The minister was adamant.”

“But what can I do?” I cried in dismay.

“You can marry,” said the minister.

“I do not know any women, I am not a lady’s man. I am forty-nine. How do you expect me to find a wife?”

“Nothing is more simple. Put an advertisement in the paper.” I was confounded. I did not know what to say.

“Well, think it over,” said the minister. “If you can find a wife in a month you can go, but no wife no job. That is my last word”. He smiled a little; to him the situation was not without humor.

“And if you think of advertising I recommend the *Figaro*.”

I walked away from the ministry with death in my heart. Suddenly I made up my mind. I walked to the offices of the *Figaro*, composed an advertisement, and handed it in for insertion. You will never believe it, but there were four thousand three hundred and seventy-two women willing to share my solitude and be a Governor’s lady. It was staggering. They were of all ages from seventeen to seventy. There were maidens of irreproachable ancestry and the highest culture. There were unmarried ladies who had made a little slip at one period of their career and now desired to regularize their situation; there were widows whose husbands had died in the most harrowing circumstances; and there were widows whose children would be a solace to my old age. They were blonde and dark, tall and short, fat and thin; some could speak five languages and others could play the piano. Some offered me love and some craved for it; some could give me only solid friendship but mingled with esteem; some had a fortune and others good prospects. I was overwhelmed, I was bewildered. At last I lost my temper, for I am a passionate man, and I got up and I stamped on all those letters and all those photographs and I cried: I will marry none of you. I felt if I did not see them all, I should be tortured to the rest of my life by the thought that I had missed the one woman the fates had destined to make me happy. I gave it up as a bad job.

I went out of my room hideous with all those photographs and littered papers and to drive care away went on to the boulevard and sat down at the Cafe de la Paix. After a time I saw a friend passing. My friend stopped and coming up to me sat down.

“What is making you look so glum?” he asked me.

I was glad to have someone in whom I could confide my troubles and told him the whole story. He laughed consumedly. Controlling his mirth as best he could, he said to me:

“But, my dear fellow, do you really want to marry?” At this I entirely lost my temper.

“You are completely idiotic,” I said. “If I did not want to marry, do you imagine that I should have spent three days reading love letters from women I have never set eyes on?”

“Calm yourself and listen to me,” he replied. “I have a cousin who lives in Geneva. She is Swiss. Her morals are without reproach, she is of a suitable age, a spinster, for she has spent the last fifteen years nursing an invalid mother who has lately died, she is well educated and she is not ugly.”

“It sound as though she were a paragon,” I said.

“I do not say that, but she has been well brought up and become a position you have to offer her.”

“There is one thing you forget. What inducement would there be for her to give up her accustomed life to accompany in exile a man of forty-nine who is by no means a beauty?”

When I made this remark to my friend he replied: “One can never tell with women. There is something about marriage that wonderfully attracts them. There would be no harm in asking her.”

“But I do not know your cousin and I don't see how I am to make her acquaintance. I cannot go to her house, ask to see her, and when I am shown into the drawing room say: *Voila*, I have come to ask you to marry me. She would think I was a lunatic and scream for help. Besides I am a man of extreme timidity, and I could never take such a step.”

“I will tell you what to do,” said my friend. “Go to Geneva and take her a box of chocolates from me. You can have a little talk and then if you do not like the look of her you take your leave and no harm is done.”

That night I took the train to Geneva. No sooner had I arrived than I sent her a letter to say that I was the bearer of a gift from her cousin. Within an hour I received her reply to the effect that she would be pleased to receive me at four o'clock in the afternoon. As the clock struck four I presented myself at the door of her house. She was waiting for me. Imagine my surprise to see a young woman with the dignity of Juno, the features of Venus, and in her expression the intelligence of Minerva. I was so taken aback that I nearly dropped the box of chocolates. We talked for a quarter of an hour. And then I said to her:

“Mademoiselle, I must tell you that I did not come here merely to give you a box of chocolates. I came to ask you to do me the honour of marrying me.”

She gave a start.

“But, monsieur, you are mad,” she said.

Then I repeated my offer.

“I will not deny that your offer has come as a surprise. I had not thought of marrying, I have passed the age. I must consult my friends and my family.”

“What have they got to do with it? You are of full age. The matter is pressing. I cannot wait.”

“You are not asking me to say yes or no this very minute? That is outrageous.”

“That is exactly what I am asking.”

“You are quite evidently a lunatic.”

“Well, which is it to be?” I said. “Yes or no?”

She shrugged her shoulders. She waited a minute and I was on tenterhooks.

”Yes.”

And there she is. We were married in a fortnight and I became Governor of a colony. “I married a jewel, my dear sirs, one in a thousand, a woman of the most charming character, a woman of masculine intelligence and a feminine sensibility, an admirable woman.”

He turned to the Belgian colonel.

“Are you a bachelor? If so I strongly recommend you to go to Geneva. It is a nest of the most adorable young women.”

It was she who summed up the story.

“The fact is that in a marriage of convenience you expect less and so you are less likely to be disappointed. As you do not make senseless claims on one another there is no reason for exasperation. You do not look for perfection and so you are tolerant to one another’s faults. Passion is all very well, but it is not a proper foundation for marriage. For two people to be happy in marriage they must be able to respect one another, and their interests must be alike; then if they are decent people and are willing to give and take, to live and let live, there is no reason why their union should not be as happy as ours.” She paused.

“But, of course, my husband is a very, very remarkable man.”

### SPEECH PATTERNS

1. He was evidently a **person of consequence**.

- She was a woman of few words.
- He is a man of property.
- She was a woman of few ideas.

2. **No sooner had I arrived than** I sent her a letter to say that I was the bearer of a gift from her cousin.

- No sooner had the company made an announcement then share prices began to rise.
- Hardly had I added up the figures when the mistake became apparent.
- Hardly had the athletes covered the first lap when the leading runner slipped and fell.

3. Within an hour I received her reply **to the effect that** she would be pleased to receive me at four o'clock in the afternoon.

- The letter said something to the effect that she was no longer needed.
- I sent a note to the effect that I had joined the teaching staff.
- Many banks will make statements to the effect that they don't make loans like that.

### Phrases and word combinations

to encounter

to be confounded

robust build	with death in one's heart
to tower over	to hand the advert for insertion
to make an acquaintance of somebody	harrowing circumstances
to talk of one thing or another	to laugh consumedly
till presently	to control one's mirth
a loquacious creature	to set eyes on somebody
to pull strings	by no means a beauty
to withdraw one's offer	lunatic
to expostulate	to be on tenterhooks

## ESSENTIAL VOCABULARY

1. **odd** *adj* 1) strange, different from what is normal or expected, especially in a way that you disapprove of or cannot understand, *e.g.* It was an odd thing to say. It is an odd way to behave. They're an odd couple. There was something odd about him. What she did was unforgivable, but the odd thing was he didn't seem to mind. She was holding an extremely odd-looking weapon.

**it is/seems odd (that)** *e.g.* It seemed odd that he wanted a picture of me.

*Ant.* unusual

2) various (only before noun) not specially chosen or collected, *e.g.* Any odd scrap of paper will do.

3) not in a pair/set (only before noun) separated from a pair or set: an odd shoe

**the odd man/one out** (British English) someone or something that is different from the rest of the group or not included in it, *e.g.* Which shape is the odd one out? I was always the odd one out at school.

**against (all) the odds** (although there are great difficulties) *e.g.* Against all the odds, he recovered from his terrible injuries.

**overcome the odds** (succeed although there are great difficulties)

**enormous/heavy/overwhelming odds** *e.g.* The South Africans overcame the odds to beat Australia. The odds are stacked against the young birds, especially in winter. Their job was to hold on despite impossible odds, in order to give the rest of the army time to strike.

**be at odds** 1) to disagree **be at odds with**, *e.g.* Briggs found himself at odds with his colleagues.

**be at odds over/on** *e.g.* The two politicians were at odds over what was the truth.

2) if two statements, descriptions, actions etc are at odds with each other, they are different although they should be the same

*Syn.:* **unusual, strange, odd, bizarre, extraordinary, exceptional, remarkable**

**oddly** *adv* in a strange or unusual way, *e.g.* She's been behaving oddly this week.

**oddly enough** used to say that something seems strange or surprising, *e.g.* Oddly enough, someone asked me the same question only yesterday.

2. **relax** *v t/i* 1) to rest or do something that is enjoyable, especially after you have been working, *e.g.* I just want to sit down and relax. What Robyn needed was a drink to relax her. A hot bath should help to relax you.

2) to become quiet and calm after you have been upset or nervous, or to make someone do this, *e.g.* Once out of danger, he started to relax. Relax! Everything's fine.

3) if you relax a part of your body or it relaxes, it becomes less stiff or less tight, *e.g.* Gentle exercise can relax stiff shoulder muscles.

**relax your hold/grip on** *e.g.* The party has no intention of relaxing its hold on the country.

**relaxed** *adj* 1) feeling calm, comfortable, and not worried or annoyed, *e.g.* Gail was lying in the sun looking very relaxed and happy.

**relaxed about**, *e.g.* I feel more relaxed about my career than I used to.

2) a situation that is relaxed is comfortable and informal, *e.g.* There's a very relaxed atmosphere in the school.

3) not strict, or not feeling that you have to do something in the way that other people think you should do it

**a relaxed attitude/manner/style** etc, *e.g.* She has a fairly relaxed approach to housework.

**relaxing** making you feel relaxed, *e.g.* a relaxing afternoon in the garden.

**relaxation** *n* a way of resting and enjoying yourself, *e.g.* I play the piano for relaxation. Meditation allows you to enter a state of deep relaxation.

3. **pass** *v* 1) go past: to come up to a particular place, person, or object and go past them, *e.g.* The crowd parted to let the truck pass.

2) move/go: to go or travel along or through a place, *e.g.* He passed along the corridor to a small room at the back of the building.

3) road/river or railway line that passes a place goes through or near the place, *e.g.* The road passes right through the town centre.

4) give: to hold something in your hand and give it to someone else, *e.g.* Pass the salt, please.

**pass somebody something**, *e.g.* Can you pass me that bag by your feet?

**pass something to somebody**, *e.g.* She passed a cup of tea to the headmaster.

**pass something (on/over/back) to somebody**, *e.g.* I'll pass the information on to our sales department.

5) time: if time passes, it goes by, *e.g.* The days passed slowly.



6) exam/test: a) to succeed in an examination or test (not to fail), *e.g.* Did you pass all your exams? b) to officially decide that someone has succeeded in an examination or test (not to fail), *e.g.* The examiners will only pass you if they feel that you have done the work properly.

7) happen: written if something passes between people, they speak to each other or do something together

**pass between** *e.g.* A glance of recognition passed between them.

**pass something around** to offer or show something to each person in a group, *e.g.* Pass the cookies around, would you?

**pass for somebody/something** if something passes for another thing, it is so similar to that thing that people think that is what it is, *e.g.* With my hair cut short, I could have passed for a boy.

**pass off** 1) pass off well/badly etc if an event passes off well, badly etc, it happens in that way, *e.g.* The visit passed off without any serious incidents.

2) **pass somebody/something off as something** to make people think that someone or something is another thing, *e.g.* They bought up pieces of old furniture and passed them off as valuable antiques.

**pass** *n* 1) document an official piece of paper which shows that you are allowed to enter a building or travel on something without paying, *e.g.* The guard checked our passes.

2) exam/test a successful result in an examination, *e.g.* You will need at least three passes to get onto the course.

**pass in**, *e.g.* Did you get a pass in English?

**the pass mark** (the mark you need to be successful) is 55%.

**mention/note something in passing** if you say something in passing, you mention it while you are mainly talking about something else, *e.g.* He did mention his brother's wife, but only in passing.

4. **present** *adj* 1) [not before noun] in a particular place

**present at/in** *e.g.* Foreign observers were present at the elections.

2) memory [not before noun] felt strongly or remembered for a long time, *e.g.* The memory of her brother's death is still present in her mind.

3) time [only before noun] happening or existing now: the present situation of the millions of people who are suffering poverty and disease, *e.g.* At the present time we have no explanation for this.

**presently** *adv* 1) in a short time, soon, *e.g.* The doctor will be here presently.

2) especially American English at the present time, now, *e.g.* The range of courses presently available has grown.

**present** *v* 1) give to give something to someone, for example at a formal or official occasion.

**present somebody with something** *e.g.* He was presented with a bottle of champagne. She was presented with an award.

**present something to somebody/something** *e.g.* The computer centre presented a cheque for £500 to cancer research.

5. **decline** *n* a decrease in the quality, quantity, or importance of something

**decline in** *e.g.* There has been a decline in the size of families.

**decline of** *e.g.* the decline of manufacturing.

**rapid/sharp/steep/dramatic decline** *e.g.* a rapid decline in unemployment.

**steady/gradual/long-term decline** *e.g.* The island's population initially numbered 180, but there was a gradual decline until only 40 people were left.

**in decline** widely held belief that educational standards are in decline (falling).

**fall/go etc into decline** *e.g.* The port fell into decline (became less important and less busy) in the 1950s.

**decline** *v* 1) decrease: to decrease in quantity or importance: *e.g.*: Spending on information technology has declined.

2) say no: to say no politely when someone invites you somewhere, offers you something, or wants you to do something, *e.g.* Offered the position of chairman, Smith declined, preferring to keep his current job.

**decline an offer/invitation** etc, *e.g.* Mary declined Jay's invitation to dinner.

**decline to do something** *e.g.* The minister declined to comment (refused to speak to people who report the news) about the progress of the peace talks.

3) to become gradually worse in quality, *e.g.* Qualified staff are leaving and standards are declining.

6. **hold** *v* 1) in your hand/arms: a) to have something in your hand, hands, or arms, *e.g.* Could you hold my bag for me?

**hold something in your hand/arms** *e.g.* He was holding a knife in one hand. I held the baby in my arms.

**hold hands (hold each other's hands)** *e.g.* They sat holding hands under a tree.

**hold somebody close/tightly** (with your arms around someone), *e.g.* Max held her close and wiped away her tears.

b) to move your hand or something in your hand in a particular direction

**hold something out/up etc** *e.g.* He held out his hand to help her to her feet. Hold the picture up so we can see it.

2) to have a meeting, party, election etc in a particular place or at a particular time (*conference, demonstration, election, inquiry, meeting, rally, referendum, seminar, talks*), *e.g.* This year's conference will be held at the Hilton Hotel.

*Syn:* organize, prepare, plan, arrange, set up, stage

**hold the post/position/office** etc (of something), *e.g.* She was the first woman to hold the office of Australian state premier.

**hold off** *ph v* to delay doing something, *e.g.* Buyers have been holding off until the price falls.

*Syn:* delay, wait, hesitate, put off, hold off, sit on, procrastinate

**hold off (on) doing something** *e.g.* Hold off making your decision until Monday.

**get hold of something** also **get a hold of something** AE to find or borrow something so that you can use it, *e.g.* I need to get hold of a car. She managed to get a hold of a copy.

**get hold of somebody** also **get a hold of somebody** AE to find and speak to someone about something, *e.g.* I must get hold of Vanessa to see if she can babysit.

7. **break** *v* 1) to disobey a rule or law, *e.g.* They're breaking the law by employing such young children. If you break the rules you will be punished. The cameras catch motorists who break the speed limit.

2) not do something that you have promised to do or signed an agreement to do, *e.g.* I never break my promises. You betrayed me. You broke your word.

**break an agreement/contract** *e.g.* He was worried that he might be breaking his contract.

**break a habit** to stop doing something that you do regularly, especially something that you should not do, *e.g.* a new drug which helps smokers to break their habit.

**break somebody's concentration** to interrupt someone and stop them from being able to continue thinking or talking about something, *e.g.* The slightest sound would break his concentration.

**break the silence** to end a period of silence by talking or making a noise, *e.g.* The silence was broken by a loud scream.

**break somebody's spirit** to destroy someone's feeling of determination, *e.g.* They could not break her spirit.

**break off** *phr v* to suddenly stop talking, *e.g.* She started to speak, then broke off while a waitress served us coffee.

**broken home** a family that no longer lives together because the parents have divorced, *e.g.* The majority of offenders do not come from broken homes.

**broken marriage** a marriage that has ended because the husband and wife do not live together any more

**a broken heart** a feeling of extreme sadness, especially because someone you love has died or left you, *e.g.* I reckon she died of a broken heart.

8. **bore** *v* to make someone feel bored, especially by talking too much about something they are not interested in, *e.g.* He's the sort of person who bores you at parties.

**bore somebody with something**, *e.g.* I won't bore you with all the technical details.

**bore somebody to death/tears** make them very bored

**bore** *n* 1) something that is not interesting to you or that annoys you, *e.g.* Waiting is a bore.

2) someone who is boring, especially because they talk too much about themselves or about things that do not interest you, *e.g.* He turned out to be a crashing bore (used to emphasize that someone is very boring).

**bored** *adj* tired and impatient because you do not think something is interesting, or because you have nothing to do, *e.g.* He was easily bored.

**bored with**, *e.g.* Are you bored with your present job?

**bored stiff/to tears/to death/out of your mind** extremely bored

**boring** *adj* not interesting in any way, *e.g.* Her husband is about the most boring person I've ever met. The job was dull and boring.

**dead/incredibly/terribly etc boring** very boring

*Syn.:* not very interesting: dull, dreary, drab

very boring: tedious, mind-numbing, soul-destroying

9. **impose** *v* 1) if someone in authority imposes a rule, punishment, tax etc, they force people to accept it, *e.g.* The court can impose a fine.

**to impose something on/upon something/somebody**, *e.g.* The government imposed a ban on the sale of ivory.

2) to force someone to have the same ideas, beliefs etc as you impose something on somebody, *e.g.* Parents impose their own moral values on their children.

**to impose a burden/hardship etc (on somebody/something)**, *e.g.* Military spending imposes a huge strain on the economy.

**imposing** *adj* large, impressive, and appearing important, as an imposing building, appearance, *e.g.* He's a tall, quietly spoken, but imposing figure.

**self-imposed** (usually before noun) a self-imposed rule, duty etc is one that you have made for yourself, and which no one has asked you to accept, *e.g.* She spent five years in self-imposed exile in Bolivia.

10. **marry** *v* 1) if you marry someone, you become their husband or wife as to marry a fortune, to marry down; to marry for convenience (money, love), *e.g.* He married Bea in 1925. I'm going to ask her to marry me on St Valentine's Day.

2) to perform the ceremony at which two people get married, *e.g.* The priest who married us was really nice.

3) to find a husband or wife for one of your children

**marry somebody to somebody**, *e.g.* She was determined to marry all of her daughters to rich men.

**marry somebody off to** to find a husband or wife for someone - used in order to show disapproval, *e.g.* They married her off to the first young man who came along.

**not the marrying kind** not the type of person who wants to get married, *e.g.* I'm just not the marrying kind.

**marry into something** to join a family or social group by marrying someone who belongs to it, *e.g.* She married into a very wealthy family.

**married** *adj* having a husband or a wife, as just married; parents of the married couple; 10 years married; to settle down to married life; married creep; married life; married with children; married couple/man/woman; a happily married man, *e.g.* Are you married or single? They've been married for eight years. Married men earn 70 percent more than single men.

**get married** is more common than marry as be married to someone or get married to someone, *e.g.* Nicole is married to my brother. We're getting married (marrying) next month.

**be married to something** to give most of your time and attention to a job or activity, *e.g.* I was married to my job.

4) also marry up (formal) to combine two different ideas, designs, tastes etc together

**to marry something with/to something**, *e.g.* The building's design marries a traditional style with modern materials.

**marry something and something**, *e.g.* He writes fiction that marries up realism and the supernatural.

## READING COMPREHENSION EXERCISES

### 1. Consult the dictionary and practise the pronunciation of the following words:

Colonel, proprietor, tenor, moustache, robust, diminutive, incessantly, vivacity, absurd, loquacious, predecessor, expostulate, adamant, irreproachable, ancestry, overwhelmed, hideous, boulevard, consumedly, exile, lunatic, admirable, exasperation.

### 2. Paraphrase the following sentences using the patterns:

*No sooner... than or Hardly/ barely/ scarcely... when:*

1. Stephanie came home. She turned on the television. 2. He got to the camp. He collapsed, got tired, on the bed. 3. I got round the corner. A traffic policeman stopped my car. 4. She locked the door. A taxi pulled up at the gate. 5. The operator put me through. The line was disconnected. 6. They evacuated the building. The roof fell in. 7. We heard the noise. We rushed to the spot. 8. I solved the problem. Another popped up.

*to the effect that:*

1. There's a Japanese saying: "If you do a favor for someone you must humbly apologize, because you have caused them to lose face". 2. I've left a comment with the meaning: "I can't see how they'd be much use in moving people around a city". 3. My letter contained the information that I was willing to join the project. 4. She was a little vague but said that she'd repay the loan very soon.

### 3. Translate the following word combinations into English:

Жінка зі смаком, чоловік дії, жінка з характером, відважна людина, чутлива людина, людина слова, вчена жінка, людина з досвідом, небагатослівний чоловік, геніальна людина, багатослівна людина, обмежена жінка, чоловік зі статками.

### 4. Make up five sentences on each speech pattern.

### 5. Make up and act out a dialogue using speech patterns.

### 6. Find in the text words similar in meaning to the following:

*Nouns:*

A human being, an owner, a statesman, getting to know someone, the celebration of a date, a single man, a post, bad public gossip, a person who strives for getting something, a single lady, stimulus, a present, a madman, a precious stone.

*Verbs:*

To meet by chance, to travel together with somebody, to call somebody, to cease employment, to take back, to protest, to give to somebody, to finish abruptly, to ask for advice, to give instructions, to summarize.

*Adjectives:*

In bad condition, bad-looking, tall-bodied, tiny, tender, silly, firm, appropriate, urgent, admirable, good enough, moving.

### **7. Explain in other words the following phrases.**

To confide troubles, to lose temper, without reproach, of a suitable age, to nurse somebody, to be taken aback, to do someone the honour of marrying him, to be on tenterhooks, to give a start, to come as a surprise, to pass the age, to be of fall age, a proper foundation for marriage, a person of consequence, an aspirant to someone's hand, to be adamant, a marriage of convenience.

### **8. Find in the text English equivalents for the following Ukrainian words and phrases.**

Шлюб з розрахунку; річниця; складати оголошення; претендент(ка) на руку; поділитися проблемами; любовне послання; непохитний, до теперішнього часу (наразі), балакучий, жахливі обставини, відповідного віку, несповна розуму, неодружена жінка; ніяким чином (зовсім, ні в якому разі), один на тисячу; з важким серцем, пристрасть – це добре, проте..., гарна основа для шлюбу; союз.

Випадково зустріти, міцна статура, супроводжувати; важлива персона; звертатися до когось; віднести коробку цукерок від чийогось імені; надати честь вийти заміж; вийти з певного віку; вкрай розсміятися, контролювати сміх, подати оголошення для публікації, бути повнолітнім; бути щасливим у шлюбі; набагато нижче середнього росту; таємно впливати на хід справи, відкликати пропозицію, здійматися над кимось; познайомитися; говорити про те, про се; порушити тишу; нічого не приносило користі; вирішити; розвіятися; щодуху; втратити контроль; в очі не бачити; ніяким чином; бути здивованим; впустити; здригнутися; невідкладна справа; знизати плечима; як на голках; рекомендувати; завершити розповідь.

### **9. Recount the situations with the following:**

To encounter, robust build, to make the acquaintance of somebody, till presently, a loquacious creature, to tower over somebody; to withdraw one's offer; with death in one's heart; to set eyes on somebody; to find an occupation; to be by no means a beauty; to expostulate, to be confounded, to be adamant, to hand an advert for insertion, harrowing circumstances, to laugh consumedly, lunatic, to lose one's temper; to come as a surprise; to relax into a smile; to be on tenterhooks; to be ready to start in a month; by no means, to pull

strings, no harm to be done; to control one's mirth; to get to do with something; to make up one's mind; to be less likely.

### **10. Insert missing prepositions or postpositions where necessary:**

1. I felt deep sorrow and wanted to confide my troubles ... somebody. 2. The children were so much taken ... that they could not speak for a while; then they decided to think it ... . 3. You don't need to consult ... anybody, you have already passed ... the age when people depend on others. 4. The best way to drive care ... is to sit ... a cafe. 5. One never knows how to address ... young ladies — Miss or Mrs. 6. A lot of people have never set eyes ... skyscrapers. 7. The lady at the table shrugged ... her shoulders and sent ... the waiter. 8. Not everyone has enough tolerance to nurse ... elderly people but those who have, never give it ... . 9. I encountered ... my old friend in the street, we went to a cafe and talked ... so many things. 10. The most difficult thing for a young author is to hand ... his manuscript to the editor. 11. Younger people are easily influenced ... all sorts of things they see or hear. 12. When the lady was pleased her lips relaxed ... a smile. 13. Quite often the students are asked to sum ... the story. 14. The tenor sang and his assistant accompanied him ... the guitar.

### **11. Paraphrase the following using essential vocabulary:**

1. Our running into each other was merely an unexpected meeting. 2. Flavorful ginger, garlic and a medley of spices produce a strong heat, while also providing an array of health benefits. 3. The central problem is that the number of cases involving companions has doubled in the past decade. 4. They discussed various unspecified matters or events. 5. I haven't met him till presently. 6. He was talkative, providing a great deal of his introspection in public. 7. To utter surprise of all the relatives their marriage was agreed upon for a particular purpose. 8. He was 6 ft and much taller than the rest of us. 9. He paused when he reached the right position and took away a small amount of clear fluid. 10. As they pulled out, families rushed to the border fence to see relatives they had not seen since 1948. 11. She felt nervous all night, expecting Joe to return at any moment. 12. They soon subsided into a bout of laughter while tears of amusement glistened in their eyes. 13. "Now this is really blackmail," the villain disagrees. 14. They refused to change their mind to the effect that they would not allow the council to carry out work on the house nor the family to take up residence. 15. His amazing recovery surprised the medical specialists. 16. Arab Americans who came forward to testify at the hearing told equally frightening tales of harassment. 17. His excessive laughter made everyone lose their temper. 18. The prize is in no way certain. 9. He had his uncle get him a promotion by means of influential friends.

### **12. Translate the sentences into Ukrainian using the vocabulary of the text.**

1. Хто може у сорок років відмовитися від звичного життя і поїхати на край світу, щоб почати все спочатку? 2. Я думаю, не буде ніякої шкоди, якщо ми детально все обговоримо. 3. Я прошу негайно відповісти. 4. Коли вона розповідала Френку про свій візит до тітки у передмісті, випадкова зустріч з Філіпом навмисно залишилися поза увагою. 5. З важким серцем вона погодилася на цю химерну зустріч з чоловіком, який

завдав їй у минулому так багато прикрощів. 6. Його міцна статура не могла залишити байдужими десятки прихильниць, які так і чекали бодай лише на один поблажливий погляд. 7. Він дізнався про роботу через спільного знайомого. 8. Його справа наразі розглядається судом присяжних. 9. Балакучий помічник адвоката Дерек Шел мимохіть повідомив, що поліції нескладно було перевірити свідчення підозрюваного, слова якого ставилися під великий сумнів. 10. Шлюб з розрахунком на подив чисельних заздрісних подруг виявився досить міцним, оскільки подружжя, покладаючись лише на умови контракту, раптово виявило палку прихильність та взаєморозуміння. 11. Її кремезна постать височіла поряд з тендітними панночками, які так і намагались втратити свідомість від палких почуттів. 12. Мати гордовито на неї зверху дивилась, ніби подавала дочці своїм видом взірць непохитної завзятості. 13. Сара сиділа як на голках, не промовляючи ні слова, тоді коли в іншій кімнаті вирішувалась її доля. 14. Гість підвів погляд на Ніну, що стояла серед хати у зняковій позі, з опущеними руками й міцно стиснутими устами.

### 13. Answer the following questions:

1. What were the people on board the ship? 2. What indicated that the Governor was a person of consequence? 3. What did the Governor and his wife look like? 4. How did it happen that the Governor started telling a story? 5. Why was it essential for the Governor to be married? 6. What did the minister recommend him to do? 7. In what way did the Governor look for his wife? 8. What kind of letters did the Governor receive? 9. Why did he decide to give up reading letters? 10. Where did he meet his friend? 11. What did his friend advise? 12. Did the Governor agree to follow his friend's advice? 13. What impression did the lady produce on the Governor? 14. What was lady's decision?

### 14. Work in pairs. Make up and act out dialogues using phrases and word combinations from the text:

- **between the prospective Governor and his friend:** *to encounter, robust build, to make the acquaintance of somebody, till presently, a loquacious creature, to tower over somebody; with death in one's heart; to set eyes on somebody; one can never tell with women, to give up one's accustomed life to accompany in exile, to be well brought up, to nurse an invalid mother.*

- **between the minister and the prospective Governor:** *a model of respectability, to cry in dismay, to be not a lady's man, to expostulate, to be confounded, to be adamant, to hand an advert for insertion, harrowing circumstances, to laugh consumedly, lunatic, to lose one's temper; to come as a surprise; to relax into a smile; to withdraw one's offer; to find an occupation; to be by no means a beauty;*

- c) **between the prospective Governor and his future wife:** *to be on tenterhooks; to be ready to start in a month; to give a start, to pass the age, to pull strings, no harm to be done; to control one's mirth; to get to do with something; to make up one's mind; dignity of Juno, the features of Venus, the intelligence of Minerva a woman of the most*






*charming character, a woman of masculine intelligence and a feminine sensibility, an admirable woman.*

**15. Work in pairs. Discuss the following points using text vocabulary:**

- a) make a character sketch of the Governor and his wife.
- b) the Governor and his wife are different in appearance: is it good or bad in marriage?
- c) Is it a true to life story?
- d) Is it really a marriage of convenience? Can it be a case of love at first sight?
- e) Pros and cons of marriage of convenience.

**16. Express your opinion about the following statements used in the text:**

	Agree 	Disagree 	Not sure 
But sometimes love comes after marriage and not before, and then it is better. It lasts longer.			
One can never tell with women. There is something about marriage that attracts them.			
For two people to be happy in a marriage they must be able to respect one another, and their interests must be alike...			

**VOCABULARY EXERCISES**

**1. Study the essential vocabulary. Give the Ukrainian equivalents for every unit.**

**2. Paraphrase the following sentences using the essential vocabulary:**

1. The hospital's director has been trying to overcome the problems to improve the patient care.
2. James was valedictorian of her class and overcame many obstacles during her school career.
3. Isn't it strange?
4. An unusual thing happened to me last night.
5. I have to work more than 20 years before I retire.
6. Which of these three shapes is not appropriate?
7. He sometimes does many small different pieces of work.
8. Surprisingly he succeeded in

keeping his business going during the recession. 9. He has been quarrelling with his brother for years. 10. That guidance is clearly different from the 1972 decision letter.

\* \* \*

1. She smiled at me, friendly, and I became less tense - then tensed slightly, because the door was closing behind me. 2. He clenched the wheel tighter, then made it less firm his grip, thinking that maybe, just maybe Ellie would catch on. 3. Instead, take a walk or a quick jog, lift weights, take a hot shower to rest or do any activity you enjoy that will keep your mind off smokeless tobacco. 4. Some restrictions may be made less strict soon, he says - but it won't be much. 5. Nothing makes me feel more comfortable than a nice hot bath. 6. I used to get really nervous performing, but I'm not concerned about it now. 7. Not strict attitude lengthens a man's life; jealousy rots it away. 8. Sit back and enjoy the sounds that make you feel good.

\* \* \*

1. He gave me a smile as he went past. 2. We went through the gates into a courtyard behind. 3. The main railway line goes just north of Manchester. 4. I gave the note back to her. 5. They've given the enquiry to the police. 6. She became more ambitious as the years went by. 7. He did not succeed in his driving test. 8. Please say nothing of what has happened here today.

\* \* \*

1. It is estimated that several million tonnes of CFCs are occurring in the atmosphere. 2. A doctor must be in a particular place at the ringside. 3. She did not expect to find herself in the existing situation. 4. The article being discussed cannot answer every question. 5. Your case is now investigated. 6. In a short time I fell asleep. 7. Another colleague and neighbour Joe Boyle gave Peddy in a formal way a holiday gift voucher and a fishing rod. 8. A check formally delivered by Mr Jackson was returned by the bank.

\* \* \*

1. There has been a decrease in the size of families. 2. After the war, the city became less important and less busy. 3. The minister refused to comment on the rumours. 4. Share prices became less sharp last week. 5. So the title of your book is less interesting because we hear a lot about educational standards diminishing because of fewer students excelling in sciences and maths. 6. The sun began to creep round to the west and move downwards. Mary refused politely to drink coffee and went to her room.

\* \* \*

1. She had a catalogue under her arm. 2. Joe was supported by a single rope. 3. She carried a baby in her arms. 4. She kissed him and put her arms around him tightly. 5. In April, the President organized talks with Chinese leaders. 6. A thanksgiving ceremony was organized to mark the occasion. 7. He may be hesitating for a few days. 8. Can you manage to talk to Mike and tell him the meeting is postponed?

\* \* \*

1. Numerous forces have been used to make physicians change their practice behaviours. 2. He was given a conditional discharge for six months for obstructing the police officer and no separate penalty was required for the other charges. 3. They have introduced restrictions on trade with foreign companies. 4. They invited me to dinner, but I did not want to cause

extra work. 5. This new tax gives employers an unfair burden to deal with. 6. He was an impressive figure on stage.

\* \* \*

1. I do not care what your reasons are, the fact is you failed to go by the rules. 2. The cameras catch motorists who exceed the speed limit. 3. Elliot claims that his partner went back on his word and did not meet the deadline. 4. Twenty years in prison did not destroy his confidence and determination. 5. He suddenly stopped talking in mid-sentence to shake hands with the arrivals. 6. Her husband dies and she dies soon afterwards of extreme sadness and grief. 7. She works with children whose parents are divorced.

\* \* \*

1. I hope I am not making you dissatisfied. 2. I won't talk to you about all the details. 3. You'll find it terribly annoying. 4. After a while I got tied, impatient and left. 5. She felt weary staring out of the window. 6. Finally she gave up trying to read and sat at the table, feeling weary, the swinging idly in her fingers.

\* \* \*

1. She tied the knot at a young age. 2. People in higher social classes are more likely to become man and wife late (when they are older than is usual). 3. Sophia had, in a sense, married someone of a lower social class than hers. 4. In the seventeenth century, science was still connected to religion. 5. When she first came to London, she was newly wed and out of work. 6. Lisa and Kunal are planning to join in wedlock next month. 7. Jane swore that she would never take a husband. 8. The rabbi performed a marriage ceremony for the couple.

### **3. Translate words and phrases into English using essential vocabulary:**

Непарне число, не ладити з кимось, відрізнятися, жити випадковими заробітками, дивак, третій зайвий, лишній, дивний, незрозумілий, дивакуватий, досить дивно, непарна панчоха, біла ворона, будь-який папірець, нестандартний, незважаючи на труднощі, ексцентричні манери.

\* \* \*

Відпочивати, розслабитися, послабити вплив, зняти напругу, розрядити обстановку, послабити засоби безпеки, несувора дисципліна, спокійний, врівноважений, поблажливе ставлення, розкуті манери, зменшити зусилля, послабити контроль, спростити візовий режим, відпочити душею, підбадьоритися.

\* \* \*

Минати, проходити через, передавати формацію, проминути, час іде, скласти іспит, видавати себе за музиканта, видавати картину за оригінал, пройти успішно/ невдало, перепустка, безкоштовний квиток, задача екзамену на «задовільно», прохідний бал, побіжно згадати.

\* \* \*

Дарувати, презентувати, пред'являти, вручати, теперішній, цей, існуючий, присутній, фактичний, дійсний, прийняти подарунок, серед присутніх, саме зараз.

\* \* \*

Спад виробництва, погіршення здоров'я, захід сонця, на схилі літ, пониження цін, згасання, впасти, пониження температури, спад ділової діяльності, зняти відповідальність, відмовитися від пропозиції, економічна криза.

\* \* \*

Тримати в руках, обійматися, зберігати інформацію, придбати нові книги, займати посаду, відкладати реалізацію плану, поговорити з другом, узнати таємницю, затримувати поїздки, баритися з відповіддю.

\* \* \*

Обкладати податками, накладати зобов'язання (санкції), легко піддаватися обману, нав'язувати думку, скористатися добродушністю, створювати труднощі, накладати штраф (заборону), вражаюча будівля, солідний прибуток, разюча різниця, добровільне вигнання, добровільний обов'язок, вражаюча зовнішність.

\* \* \*

Розірвати стосунки, псувати дружні відносини, порушувати дисципліну (тишу, закон, рамки), зупинитися, робити паузу, підірвати дух, розбите серце, підірване здоров'я, пригнічений настрій, говорити ламаною англійською, недоїдки, дрібні гроші, розірвані стосунки, розірваний шлюб.

\* \* \*

Набридати, нудьга, зануда, докучати, помирати від нудьги, нудьгуючий, незацікавлений, без ентузіазму, докучливий, монотонний голос, банальна промова.

\* \* \*

Одружитися з кимось, видавати заміж, укладати шлюб, виходити заміж, щасливо жити у шлюбі, одружений, заміжня, сімейний, подружжя, бути у шлюбі, таємно повінчатися, молодята, шлюбний аферист, заміжжя, прізвище чоловіка, одружений і має дітей, свати, обзавестись сім'єю, вступити у нерівний шлюб, одружитися з «нерівною собі», річниця шлюбу.

#### 4. Translate the following sentences into English using essential vocabulary:

##### A.

1. Сусіди вважали його дивакуватим. 2. Як не дивно, вони сподобались одне одному. 3. Ми, напевно, матимемо труднощі при вирішенні цього питання. 4. Ви справді говорите іноді дивні речі. 5. Вони довго сперечались щодо фінансування проекту. 6. Її версія подій відрізнялася від тієї, що зазначена в рапорті поліції. 7. У школі Том завжди був білою вороною – мало хто мав бажання провести з ним вільний час. 8. Після роботи вона мала звичку заходити до найближчої кав'ярні та розслаблятися, випиваючи філіжанку кави. 9. Плавання добре знімає напругу та тримає в тонусі м'язи. 10. Два тижні потому поліція послабила міри безпеки в аеропорту після того, як там був виявлений вибуховий пристрій. 11. Її промова на саміті мала на меті послабити на континенті міжнародну напругу. 12. Громадяни країни радісно сприйняли звістку про те, що уряд збирається спростити візовий режим задля підвищення рівня економіки та туризму. 13. За рогом театру ми минули групу студентів. 14. По дорозі на роботу я минаю спортивний центр. 15. Ми подорожували по вашій місцевості, тому подумали, що можемо провідати до вас. 16. Вони довго

сиділи мовчки, напрочуд швидко спливали дорогоцінні хвилини, проте ні він, ні вона так і не наважилися сказати про свої почуття. 17. Ні дня не проходило без сумних звісток з фронту. 18. Вона склала іспити з високими оцінками. 19. Том два роки видавав себе за мистецтвознавця. 20. Нарешті нам видали перепустки до театру. 21. У сквері зібралися всі міські пліткарки. 22. На зборах були присутні 50 представників цієї партії. 23. Будівельна компанія пред'явила рахунок на забудову цієї ділянки. 24. Стефані Донеллі офіційно вручили подарунковий сертифікат на 50\$. 25. Обидва види нуклеїнових кислот співіснують в клітинах. 26. Серед присутніх на церемонії був посол з дружиною. 27. У цьому журналі 55 молодих науковців опублікували результати своїх досліджень. 28. Продаж машин впав на 10%. 29. Її здоров'я погіршувалося кілька днів. 30. Суд відмовився переглядати справу. 31. Він не стане наполягати, якщо Ви відмовитеся від його допомоги. 32. Її новий роман був видавництвом поспішно відхилений. 33. Старість не за горами. 34. На схилі віку Марко Лукич постійно не працював у трупі, а більше гастролював.

## **В.**

1. У Роберта був талант отримувати таку інформацію, до якої ні в кого не було доступу. 2. Вони дуже схвильовані тим, що хтось намагався зламати пароль на сейфі та заволодіти секретними матеріалами. 3. Елізабет підвела очі і побачила дівчинку років семи, яка тримала в руках маленьку кульку. 4. Я тримала двері відкритими на випадок, якщо раптом він вирішить повернутися. 5. Подружжя обнімалося, матері міцно тримали дітей на руках, а чоловіки кивали один одному. 6. Як довго вони будуть відкладати впровадження нових політичних реформ? 7. Вибори відбудуться у жовтні. 8. Кілька днів я намагаюсь поговорити з сусідами, але вони пізно повертаються і рано йдуть з дому. 9. Він відправився на три роки у добровільне вигнання. 10. Дональд міг попроситися на ніч у тих людей, проте не хотів нав'язуватися. 11. У районах з високим відсотком злочинності була введена комендантська година. 12. Товари сумнівної якості часто нав'язуються широкій глядацькій аудиторії рекламними відеороліками. 13. Джереми не став нав'язувати свої погляди людям, яких ймовірно бачив перший і останній раз в житті. 14. Радіо принесло нову вражаючу звістку про політ космічної автоматичної станції до планети Венера. 15. Після військових сутичок були організовані добровільні народні дружини для підтримання порядку на вулицях та попередження злочинності. 16. Не зважаючи на складні умови ведення бойових дій, нехватку продовольства та їжі, дух солдатів не був зламаний. 17. Власники торговельних точок, де неповнолітнім продають алкогольні напої та цигарки, будуть притягнуті до відповідальності. 18. Розірвані стосунки з молодим чоловіком виявилися складним випробуванням в її житті. 19. Він говорив ламаною англійською і стверджував, що італієць. 20. Ніч без сну далась взнаки. 21. Сахно не хотіла ні порушувати свого слова, ані ризикувати своєю персоною. 22. Я Вам ще не набрид? 23. Вони тинялися увесь день, помираючи від нудьги. 24. Пані натхненно грала на роялі танго й розважала від нудьги саму себе й гостей. 25. Життя у Вітровій Валці видалося не таким уже нудним. 26. Постояльці були люди нудними й брудними. 27. Він говорив тихо, скрипучим, монотонним голосом. 28. У поїзді нарешті можна було поспати під монотонне перестукування коліс. 29. Він одружився відразу після закінчення ВУЗу. 30. Це ж відомий шлюбний аферист, який скористався закоханістю трьох вдів та ошукав їх, відібравши майно. 31. Він не збирається одружуватися з нею,

він просто морочить їй голову. 32. Старий Роджерс дуже переймається тим, що має віддати заміж три доньки, проте він і гадки не має, що найменша вже таємно обвінчалась з чоловіком, якого батько вважає нерівним їхньому соціальному становищу. 33. Заміжжя Софії видалося вдалим.

### 5. Make up and dramatize dialogues with essential vocabulary discussing:

- **a marriage of convenience:** to get hold of sb, to hold tight, to decline to do sth, to present sb with smth, against all the odds, to pass off well, relaxed style, a bore, to be at odds, to break a habit, to impose one's ideas.
- **the marriage of people with different social status:** against all the odds, to pass between, to present with, to relax, present in memory, gradual decline, to hold smd close, to get hold of smth, to break one's word, to be at odds.
- **the age of getting married:** to bore with smth, broken home, imposing. manner, broken heart, self-imposed duty, broken spirit, to mention in passing, relaxing, presently, to pass off well, against all the odds.

## FAMILY VALUES



### Topical Vocabulary

#### Family Values

**Values:** moral, clear/ unclear/ uncertain, espoused, material, social, family, universal, intellectual, career; ~ we profess, ~ in action, ~ we believe in.

**Function and purpose of values:** are held, give direction, help you know, establish a relationship, set direction for, come from many sources, go back to childhood, help understand our motivation, can change over lifetime, guide our behavior, affect our decisions and goals, are encoded into our brains, are established by observations, are influences by our age.

**Types of family values:** belonging, flexibility, love, respect, honesty, forgiveness, generosity, curiosity, communication, responsibility, tradition, understanding/ sensitivity / empathy, sharing, tolerance, hard work.

**Children in the family:** learn to be responsible for their living space, have privacy

cut the “cord”, are encouraged not to be tied to “mother’s apron strings”, look out for number one, stand on their own feet, are taught to make decisions/ be responsible, learn the “values of a dollar”, fulfill obligations to extended family members, provide care for older relatives, find nursing care for relatives.

**Parents in the family:** treat newborns, put a newborn in a separate room, offer a child a separate room, like to preserve privacy, instill values in children, encourage work, do not arrange marriages, approve of their children’s choice.

**Young adults:** self reliant ~, independent ~; leave “the nest”, begin independent live, find social relationships, find financial support outside the family, meet their spouses, are free to choose a career.

**Types of families:** nuclear, extended, one-member/ two member, single parent, blended/ step-family, dual career couples, traditional/ nontraditional, commuter marriages.

**Nuclear family:** has its own residence, is economically independent of other family members.

**Nuclear family members:** become “heads of household”, struggle to buy their home, do not expect the “down payment”.

**Extended family members:** take care of children/ older family members, have extensive/ strong obligations and contact with other relatives, establish communal living, have close ties to family members, “pool” money for a young couple to buy a home.

**Single parent families:** rely on extended family members, consult/ do not consult extended family members, are mostly headed by women, (do not) receive alimony/ child support payment, feel stretched to their limits, carry the burden of supporting a family, have few opportunities for rest and relaxation, have supportive extended family members.

**The elderly:** seek friends, feel alienated and alone, are placed in nursing homes, stay in their own homes, do not want to rely on their grown children, choose to live in retirement communities, have the companionships of peers, have recreational and health services.

**Wives and husbands:** are responsible for emotional support/ child raising/ housekeeping, are responsible for the maintenance and care of the household, contribute to the family income, attain personal fulfillment, pursue professional interests, carry an extra burden, work outside home, are “breadwinners”, stay home and care for children.

**Commuter couples:** can't find employment in the same geographical location, move and commute back to the family, fly great distances to maintain commuter marriages, are strongly committed to their respective professions.

**Blended family members:** remarry, bring both sets of children in the marriage.

**1. Read the definitions of the word “value”, choose the one you like and give your reasons.**

What is a value?

- Qualities, characteristics, or ideas about which we feel strongly.
- Our values affect our decisions, goals and behavior.
- A belief or feeling that someone or something is worthwhile.
- Values define what is of worth, what is beneficial, and what is harmful
- Values are standards to guide your action, judgments, and attitudes.

**2. This activity will help you learn types of values and identify your own ones.**

**Step 1.** Imagine you have been given a check for \$1000.00 to do whatever you like with it. What would you do with it? Share with the class what you would do with it. See conclusion on the next page.

**Step 2.** Say what things you did during the past week. What you choose to do with your time also has everything to do with what you value.

**Step 3.** Read the following statements and say whether it is about you.

**Hypocrite is one who subscribes to one set of values, and does another.**

**Immature is one who has not identified his values.**

**Step 4.** Study the following characteristics of mature and immature people. Which characterize you?

<b>Immaturity:</b> <ul style="list-style-type: none"><li>▪ Unclear values</li><li>▪ Drifters</li><li>▪ Flighty</li><li>▪ Uncertain</li><li>▪ Apathetic</li></ul>	<b>Maturity:</b> <ul style="list-style-type: none"><li>▪ Clear values</li><li>▪ Life of purpose</li><li>▪ Meaning and direction</li></ul>
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**Step 5.** Study the importance of values.

**Direction: Values – Goals – Behaviour – Self-value**

- Values give direction and consistency to behavior.
- Values help you know what to and not to make time for.
- Values establish a relationship between you and the world.
- Values set the direction for one's life.



**Step 6.** Study the sources of values and say what influenced your values.

Values are deeply held views of what we find worthwhile. They come from many sources: parents, school, peers, and people we admire and culture. Many go back to childhood. There are others we learn as adults. As with all mental models there is a distinction between our “espoused” values, which we profess we believe in, and our values “in action” which actually guide our behaviors. These latter values are coded into our brains at such a fundamental level that we can’t easily see them. We rarely bring them to surface or question them.

**Conclusion: What you spend the money on has everything to do with what you value**

That’s why they may create dissonance for us. Talking about our values together as a family can help us understand our motivation behind our actions.

**Sources of values**

<ul style="list-style-type: none"> <li>▪ our homes</li> <li>▪ school</li> <li>▪ society</li> <li>▪ friends</li> <li>▪ TV</li> <li>▪ church</li> <li>▪ music</li> <li>▪ books</li> <li>▪ families</li> </ul>	<ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ employers</li> <li>▪ time-period in which you were raised;             <ul style="list-style-type: none"> <li>- 70’s anti-establishment, peace, individuality;</li> <li>- 80’s money, prestige, don’t get caught, etc.;</li> <li>- 90’s earth, green peace, health and fitness, etc.</li> </ul> </li> </ul>
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Your age will greatly influence your values. Different people and things influence you at different ages:

- Ages 1-7 – parents
- Ages 8-13 – teachers, heroes (sports, rocks, TV)
- Ages 14-20 – peers (values because of peers or peers because of values?)
- Ages 21+ – your values are established, but you may test your values from time to time.

**Values versus Facts:**

VALUES are things we feel “should”, “ought”, or “are supposed to” influence our lives.

FACTS simply state what actually are. It is easy to confuse values with facts.

VALUE: All people should be active in a specific religion.

FACT: Many people are active in a specific religion.

VALUE: The best time to buy

FACT: The most economical time to buy clothing is when the seasons change

clothing is when the price is discounted.

and the price is reduced.

A value is a statement of one's personal beliefs.

A fact is established by observation and measurement.

### **Values and Behaviors:**

Happiness comes from letting values decide your behavior and goals.

Values can change over a life-time as your experiences change your view.

**Step 7.** Learn the types of values. Say what really matters to you.

#### **Types of Values**

Moral/ Material

Universal/ Group specific values

Social / Family

Intellectual /Career

**Step 8.** Spend time really thinking about the values and what they mean to you. Don't just pick words quickly. It is not an intellectual exercise; it is connected with your feelings. Listen and ask questions when talking to your family. The intention is to explore and learn about another's values, not to impose your values on others. At the end, take time to reflect on what was most meaningful about your conversation.

**3. From the list below pick ten words or phrases that are important to you. Feel free to add your own words. Really think what is important to you. Pick your top three words. Circle your most important values.**

#### **Parents' words**

accountability

achievement

balance home/ work

commitment

compassion

competence

continuous learning

#### **Kids' words**

doing what you say you will do

reaching your goals

balancing school work and play time

working hard on what we believe in

being kind and understanding

being good at what you do

always learning

cooperation	working well with other people
courage	being brave
creativity	using your imagination
enthusiasm	being excited and confident
efficiency	making good use of time
ethics	doing the right things
excellence	doing excellent work or sport
fairness	being fair
family	family
financial stability	having enough money
friendships	having friends
future generations	caring about the children
health	keeping healthy
honesty	telling the truth
humor/ fun	laughing and having fun
independence	able to do things on your own
integrity	being honest and trustworthy
initiative	making decisions for yourself
making a difference	making life better for others
open communication	talking openly and freely with others
personal fulfillment	having a full and happy life
personal growth	improving yourself
respect	showing respect
responsibility	being responsible
risk-taking	being brave to try something new
self-discipline	controlling your behavior
success	being successful

trust

trusting others

wisdom

Being wise

#### **4. Now that you identified your values read more about them. Feel free to add your own information.**

**Belonging.** It is important that each member of my family feel that they are loved, that they belong and that they matter. Being a cohesive family could mean that you spend every spare minute together doing family activities but keep in mind that everyone is different. Creating a strong family unit is great but each person should be allowed the space and freedom to explore the activities they think they may enjoy. People are more courageous and more willing to take chances if they know they have a safe place to come back to when things don't quite work out. Coming together for special occasions and holidays and just spending time together as a family is what helps build that sense of belonging.

**Flexibility.** I'm all for order, schedules and structure in my family to help maintain some level of sanity. But too much structure and the unwillingness to give a little can result in a lot of unhappiness and resentment. The more flexibility you have in decision making, for example, the happier your family will be for it. Imagine one member of the family always thinking they are right and enforcing their way of doing things. This certainly wouldn't lead to much happiness within the family unit.

#### **Love and Respect.**

**Love.** With love most barriers in the relations are solved. And this works not only at the level of the family but also at the societal levels. Love allows you to be human and accept people and things in society, to feel a bonding and therefore becoming a part of society in the true sense of the word.

**Respect.** This is a bit more difficult to define. For my family, to respect each other is to take feelings, thoughts, needs, and preferences in to account when making decisions. It also means acknowledging and valuing everyone's thoughts, feelings and contributions to the family as a whole. Respect is indeed earned and there is a very fine line between it and fear. The only way to earn and keep someone's respect is to first show them respect yourself. Respect as an important family value will extend out of the home and into school, work or other social settings.

**Honesty.** This is the foundation of any relationships that are meant to last. Mother-daughter, husband-wife, sister-brother. Without honesty a deeper connection will not form and certainly won't last. Encourage honesty by practicing understanding and respect when someone tells you of their wrong doings. If we lose it and get angry when we're told what has happened the other person will be more likely to hide it from you next time simply to avoid the disrespect.

**Forgiveness.** Forgiving people who have wronged you is an important choice to make. Yes, forgiveness is a choice. It is not some feeling that randomly washes over you when you feel the other person has "suffered" enough. This can be tough since a lot of us tend to equate

forgiveness with saying what you did was okay. They are not the same thing. Holding a grudge is not conducive to a close family with mutual respect. Keep in mind that everyone makes mistakes, we all occasionally say things we wish we hadn't and none of us are perfect. Refer to value 3 communication. Get issues out in the open, gain some understanding and move on. Life is too short.

**Generosity.** Giving without thinking “what’s in it for me” is an important value for anyone wanting to be a responsible, contributing member to society. Through generosity we build empathy since we tend to think more about what people want or need. Being generous doesn't mean simply handing over money to someone in need. It can also include giving your time, love, attention or even some of your possessions.

**Curiosity.** Children have a natural curiosity. If you've ever watched a toddler even for a couple of minutes you'd see that quality shine through. For some that curiosity wanes. I think it's important to encourage and push our kids and even ourselves to be curious about things. Rarely should we ever just take someone's word for it. How do we spark our curiosity? Ask questions. Lots of them. Read about a topic you know very little about and don't be afraid to say you don't know. Critical thinking is an important skill that can be learned and developed through exploring your own curiosity.

**Communication.** Communication is as much an art as it is a science. A failure to communicate will likely lead to unhappiness and misunderstandings. Small issues grow into larger ones and when they eventually boil to the surface it's unlikely they will be resolved calmly. Communication is a lot more than simply speaking your mind. In addition to spoken words, communication also extends to tone, volume, expression, eye contact, body language and effective listening. I would argue that this is the most important value for families to have. When people feel they can talk openly about anything – hopes, dreams, fears, successes or failures – all without judgment, it's encouraging and strengthens the bond.

**Responsibility.** We'd all like to be considered responsible people. Some of us are and some of us are decidedly less so. Responsibility is something that is learned. As a child you may have been shown how to put your toys away after playing, how to tidy your room or how and when to feed the dog. This sense of responsibility extends well into adulthood. An adult who has an intrinsic sense of responsibility doesn't require a lot of prodding to show up to work on time, return phone calls or meet deadlines. Setting out individual responsibilities for family members works to instill this quality in everyone.

**Traditions.** This is by far the most fun for me. I think traditions are what make a family unique, they draw people together and create a sense of belonging for everyone. Traditions don't need to be expensive, elaborate or a lot of work. It can be something as simple as a lazy Saturday morning sipping coffee and chatting or an annual fondue dinner to ring in the new year. If you don't currently have traditions in your family, create them! All traditions started with one person why not let your family traditions start with you? Get creative and have fun.

**Understanding/Sensitivity/Empathy.** Understanding others, being sensitive to their needs and being emphatic to their sorrows is something that makes a good human being. One cannot live as a single entity in society, which means that in order to live well with others, he has to be sensitive to their needs and wants and therefore this forms for an important value in society.

**Sharing.** Egocentricity or selfishness are traits that take you away from exemplifying what a good human being is. Sharing facilities and things with others is a trait that not only makes for a good human but also allows one to be well settled in society.

**Tolerance.** We aren't born clones of the other and therefore there are bound to be differences in the way each person thinks and acts. More so over, every culture will influence a person's behavior and provide an individual with different traits, habits and values. An individual who lives as a part of society therefore needs to develop the quality of not only tolerating those differences but accepting them as well and making them work.

**Hard Work.** There really is no substitute for hard work and there should not be any, either. And when it comes to instilling values in children, they should be taught that nothing comes in easy and there has to be hard work if you want to achieve something in life. Learning this trait early on prepares you for life's challenges and trials.

**5. Now that you learned how values are manifested complete the worksheet.**

Write down your three most important values	Why are these values important to you?	What do you do to show people these values? What are your behaviours?
1.		
2.		
3.		

- Share your worksheet with your friends, family members. Share stories about when you saw them living their values.
- Say what you learned from this activity. What are your key learnings?

**6. Read the text about family types and traditions in the USA and single out values of American families.**

*Family: Types and Traditions*

There are universal dimensions of family life, and the functions of a family are similar around the world. However, families' structures and their methods of satisfying human needs differ greatly. For example, one needs only to observe how parents talk to their young, how children respond to their parents, and the degree to which children's independence is encouraged or discouraged to know that there are significant cross-cultural differences among families.

### *Child Raising*

Acculturation, which begins at birth, is the process of teaching new generations of children the customs and values of the parents' culture. How people treat newborns, for example, is indicative of cultural values. In the United States, it is common for parents to put a newborn in a separate bedroom when the child is a few weeks old. Part of the reason is economic; that is, many houses are large enough to offer each child a separate room. However, Americans have other reasons for separating their children physically soon after birth. Parents like to preserve their privacy. By having their own rooms, the children will also be able to have privacy when they are older. In addition, the children will eventually learn to be responsible for their own living space. This is seen as a first step toward personal independence.

Americans have traditionally held independence and the closely related value of individualism in high esteem. Parents try to instill these values in their children. American English expresses those value preferences: at a certain age, children should "cut the (umbilical) cord" and are encouraged not to be "tied to their mothers' apron strings." In the process of their socialization, children learn to "look out for number one" and to "stand on their own two feet."

Many children are taught at an early age to make decisions and to be responsible for their actions. Often children work for money outside the home as a first step to establishing autonomy. Some ten-year-olds, for example, mow their neighbors' lawns, and slightly older children may deliver newspapers or babysit. This type of work is encouraged by parents, who see it as a means for their children to learn the "value of a dollar" as well as learn responsibility.

### *Young Adulthood*

Upon reaching a certain age (usually between eighteen and twenty-one years), American children have typically been encouraged, but usually not forced, to "leave the nest" and begin independent lives. However, contrary to the stereotype held by many foreigners, over 50 percent of young adults aged eighteen to twenty-four currently live in their parents' home. Young people seem to be "leaving the nest" later, largely for economic reasons. After children leave home they often find social relationships and financial support outside the family. (There is, however, a great deal of variation among ethnic groups; members of some groups continue to support their children financially for many years into adulthood.) Parents do not arrange marriages for their children, nor do children usually ask their parents' permission to get married. Romantic love is most often the basis for marriage in the United States; young adults meet their future spouses through other friends, at school, at work, and

in organizations and religious institutions. Although children choose their own spouses, they still hope that their parents will approve of their choices.

### *Independence*

In many families, parents feel that children should make major life decisions by themselves. A parent may try to influence a child to follow a particular profession, but the child is free to choose another career. Sometimes children do precisely the opposite of what their parents wish in order to assert their independence. A son, for example, may deliberately decide not to go into his father's business because of a fear that he will lose his autonomy. Independence from parents is seen as positive; parents and children love each other even with the independence that characterizes their relationship. Many parents feel that they have done a good job raising their children if their children are self-reliant by the time they reach twenty-one.

### *The Elderly*

Societal and familial treatment of the elderly also reflects the values of independence and individualism. Their financial support is often provided by government-sponsored social security or welfare systems that decrease their dependence on the family. Additionally, older people often seek their own friends rather than becoming too emotionally dependent on their children. Senior citizen centers provide a means for peer-group association within their age group. There are problems, however, with growing old in the United States. Indifference to the aged and glorification of youth have left some old people alienated and alone. It is estimated that 15 percent of men aged sixty-five to seventy-four and 35 percent of women in the same age group live alone.

It is a common practice for families to place their older relatives in nursing homes because of physical disabilities or illness rather than caring for them in their homes. This is, however, less common for those cultural groups within the United States whose values include fulfilling obligations to the extended family. Yet, some "nonethnic" families (i.e., those who typically emphasize obligations to the nuclear family rather than to the extended family) are realizing that the care in many nursing homes is inadequate, and thus they are looking for better alternatives to nursing homes. Some middle-age children provide care for older relatives in their own homes, while others attempt to find nursing care for them in their parents' own homes. The ideal situation is when parents can stay in their own homes even if they cannot care for themselves. Many older people do not want to have to rely on their grown children. The same spirit of independence that guides child raising and young adulthood affects older people. If given a choice (financial status is a large consideration), many older people would choose to live in retirement communities where they have the companionship of peers and many recreational and health services. The disadvantage of this type of living arrangement is that it results in a separation of the generations. Some people see this as psychologically unhealthy; others prefer the separation.

### *The Nuclear and the Extended Family*



Attitudes toward the elderly can be further understood by distinguishing between "nuclear" and "extended" family structures. In the United States, the nuclear family consists of the father, the mother, and the children; this is "the family". The extended family, which consists of grandparents, aunts, uncles, cousins, nephews, nieces, and in-laws, is important in the United States, but in different ways than in other cultures. Members of the extended family are not necessarily consulted when it comes to making major decisions, and it is not assumed that extended family members will take care of the children in the family. (Although in single-parent families, there is sometimes more reliance on extended family members.) In some other cultures, it is assumed that extended family members will take care of older members, have intensive contact with relatives, and establish communal living.

The distinction between the nuclear and the extended family is important because it suggests the extent of family ties and obligations. In extended families the children and parents have strong obligations to other relatives. In the United States, there are close ties to some extended family members (especially to grandparents), but not the same obligations that you would find in other cultures. Again, this varies among members of ethnic groups. For example, Italian-Americans, Chinese-Americans, Jewish-Americans, and Mexican-Americans, among others, have more extensive obligations and contact with extended family members than do many other Americans.

The American nuclear family usually has its own separate residence and is often economically independent of other family members. When couples marry, they are expected to live independently of their parents and become "heads of households" when they have children. In times of financial need, it is not unusual for nuclear family members to borrow money from a bank rather than from relatives. Unlike practices in some other cultures, many couples struggle to buy their own first home without expecting family members to contribute. When older parents help their married children with the "down payment" (the initial payment for a house), it is appreciated but not expected. Among members of some ethnic groups in the United States (e.g., Chinese-Americans and Filipino-Americans), extended family members often "pool" their money so that a young couple can buy a home.

### *Working Wives and Husbands*

In both nuclear and extended families, the culture imposes set gender roles upon parents. Traditionally, the male was responsible for the financial support of the home and family members, and the female was responsible for emotional support, child raising and housekeeping. However, during the past two to three decades in the United States, gender roles have been redefined, with an increasing number of mothers in the work force. The prescribed roles of the man as the "breadwinner" and the woman as the housewife have changed dramatically. A major reason for this change is the women's movement, which has influenced society's views of desirable educational goals and careers for women. In addition, because of financial necessity, it is often no longer possible for a family to live on one salary.

It is estimated that both spouses work in 63 percent of American marriages where there are children aged six to seventeen. (The figure is about 51 percent for parents with children under six.) For many women, their work represents the need to contribute to the family income and not a means of attaining personal fulfillment. These women are often carrying an extra burden. They work outside the home, yet they are still primarily responsible for the

maintenance and care of the household and children. Other women choose to work because they want to share in providing financial support for the family. In addition, they want to pursue their professional interests in order to fulfill themselves and to contribute to the larger society (i.e., not just to their family.)

A challenge for couples with children is finding day care and obtaining flexible work schedules so that they can coordinate their time between home and work. Occasionally, husbands stay home and care for the children and home while the wives work. For most couples, changing work patterns involves negotiating home and family tasks. Some men, even those with wives who contribute to the family income, resist doing household and family tasks that have traditionally been characterized as "women's work". Among many younger people, however, this is changing.

In some cases, particularly among the highly educated, there are "dual career couples", where both the husband and the wife work full-time in high-level professional jobs (e.g., lawyers, doctors, professors, and managers). In these families, there is generally a more equitable sharing of family and home responsibilities than in the larger population.

Although they are not common, there are situations where both members of a couple cannot find employment in the same geographical location, and so one will move and commute back to the family on weekends. In a minority of cases, people have to fly great distances to maintain such commuter marriages. This can be a strain on the family, but both the husband and the wife are strongly committed to their respective professions. Some couples believe that their family life is better because they make the most of the little "family time" that they have.

### *Single-Parent Families*

Changes in the American family structure are evidenced by high rates of separation and divorce. It is estimated that almost 50 percent of all marriages end in divorce. These trends have resulted in a high number of single-parent families headed mostly by women. Many of these women do not receive alimony or child support payments, and are more likely to be poor than married women. Single mothers (and fathers) often feel "stretched to their limits" with the unending responsibilities that face them. They carry the burden of supporting a family and being totally responsible for their children. They have very few opportunities for rest and relaxation, unless they have supportive extended family members who will help them.

Despite the high numbers of single parents in the United States, there is no indication that marriage is becoming less popular. The remarriage rate; remains high, with approximately four out of five divorced couples eventually remarrying other people. When single parents marry each other, they create "stepfamilies" or "blended families."

### *Varieties of Families in the United States*

In the United States, there are now families that would not have been called "families" fifty or one hundred years ago. The largest percentage is still the traditional family with two parents and children, but this type is not even the majority of families in certain areas. Children can belong to two families, for example, if their parents are divorced. They may

live with one parent for half the week and the other parent during the second half of the week. A family may be a "blended" one in which both parents have been divorced, each with their own children. They remarry and bring both sets of children into the marriage. Two women or two men with or without children can also constitute a family. Couples who have decided not to have children or unmarried couples who have chosen to live together may likewise see themselves as a "family". A single parent (e.g., divorced or widowed) having complete responsibility for the care of the children would not want to be considered to have "less" of a family than someone in a family with two parents.

The regional, ethnic, and religious heterogeneity in the United States means that people will react differently to families that are nontraditional. Individuals also vary in their reactions to diversity in family type. (In other words, people within a region or an ethnic group will disagree on what constitutes a family.) In general, on the West and East coasts, there is more tolerance for diversity in family structures than there is in the South or the Midwest. Also, in areas where people tend to be more religious, there seems to be less acceptance of the nontraditional family.

The various family types found in the United States may not have much in common, but they do demonstrate that the family as an institution is not dying. It is instead one that is changing and is being accommodated by a society that does not enforce "sameness" in family life style. The changes in the traditional family structure are seen by some as a breakdown or disintegration of values and a decline in morality. Others, however, believe that these shifts in family shape are inevitable in a rapidly changing society.

**7. Read the text once again and prepare to speak about American families using words and phrases from the text:**

**a) Child raising in the USA:**

- *to treat newborns*
- *to teach customs and values*
- *to preserve one's privacy*
- *to be responsible for one's living space*
- *to instill values in children*
- *to cut the cord*
- *to be tied to mother's apron strings*
- *to establish autonomy*
- *to learn the value of a dollar*

**b) the period of adulthood and getting independence:**

- *to leave the nest*
- *to live in parents' home*
- *to find social relationships and financial support outside the family*

- *to arrange marriages*
- *to meet future spouses*
- *to approve of one's choice*
- *to lose autonomy*
- *to raise a kid*
- *to be self-reliant*

**c) life of the elderly people:**

- *to provide financial support by government sponsored social security or welfare system*
- *to decrease dependence n the family*
- *senior citizen centers*
- *peer group associations*
- *to place older relatives in nursing homes*
- *to find nursing care*
- *to live in retirement communities*
- *the companionship of peers*
- *recreational and health services*
- *separation of generations*

**d) the types of families and challenges facing families:**

- *nuclear, extended families*
- *a single parent family*
- *reliance on extended family members*
- *to have intensive contact with relatives*
- *to establish communal living*
- *family ties and obligations*
- *to have strong obligations to other relatives*
- *to have one's own separate residence*
- *to be economically independent*
- *to be heads of households*
- *to borrow money from*
- *to help with down payment*
- *to "pool" money*

**e) issue of working wives and husbands:**

- *to impose set gender roles*
- *to be responsible for financial/ emotional support, child raising, housekeeping;*
- *a breadwinner*

- *to live on one's salary*
- *to contribute to the family income*
- *to work outside the home*
- *to be responsible for the maintenance, care of the household and children*
- *to pursue one's interests*
- *to fulfill oneself*
- *to contribute to the larger society*
- *to find day care*
- *to obtain flexible work schedules*
- *to coordinate one's time between home and work*
- *to change work patterns*
- *dual career couples*
- *to be strongly committed to one's profession*

**f) challenges of single parent families:**

- *to end in divorce*
- *to receive alimony*
- *to be stretched to one's limits*
- *to carry the burden of supporting a family*
- *step families, blended families*
- *to bring both sets of children into the marriage;*

**8. Discuss typical features of a Ukrainian family in a dialogue form with your partner.**

**9. Fill in the chart:**

American family values	Ukrainian family values
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**10. Sum up the info of this article. Present your reports in class concentrating on:**

- concerns of society about family as an institution;
- functions of a family;
- changes in American families;
- the history of American families.

## **The American Family**

**by Maura Christopher**

The United States has many different types of families. While most American families are traditional, comprising a father, mother and one or more children, 23 percent of all American families in 1983 were headed by one parent, usually a woman. In a few families in the United States, there are no children. These childless couples may believe that they would not make good parents; they may want freedom from the responsibilities of child-rearing; or, perhaps they are not physically able to have children. Other families in the United States have one adult who is a step-parent. A stepmother or stepfather is a person who joins a family by marrying a father or mother.

Americans tolerate and accept these different types of families. In the United States, people have the right to privacy and Americans do not believe in telling other Americans what type of family group they must belong to. They respect each other's choices regarding family groups.

Families are very important to Americans. One sign that this is true is that Americans show great concern about the family as an institution. Many Americans believe there are too many divorces. They worry that teenagers are not obeying their parents. They are concerned about whether working women can properly care for their children. They also worry that too many families live in poverty. In one nationwide survey, about 80 percent of Americans polled said the American family is in trouble. At the same time, when these people were asked about their own families they were much more hopeful. Most said they are happy with their home life.

How can Americans be happy with their individual families but worried about families in general? Newspapers, motion pictures and television shows in the United States highlight difficulties within families. Family crime, problems and abuse become news stories. But most families do not experience these troubles. Since the earliest days of the United States, people have been predicting the decline of the family. In 1859, a newspaper in the city of Boston printed these words: "The family in the old sense is disappearing from our land." Those words could have been written yesterday. But the truth is that families are stronger than many people think.

Nine out of 10 people in the United States live as members of families and they value their families highly. In one poll, 92 percent of the people who were questioned said their family was very important to them.

Families give us a sense of belonging and a sense of tradition. Families give us strength and purpose. Our families show us who we are. As one American expert who studies families says, "The things we need most deeply in our lives – love, communication, respect and good relationship - have their beginnings in the family."

Families serve many functions. They provide a setting in which children can be born and reared. Families help educate their members. Parents teach their children values — what they

think is important. They teach their children daily skills, such as how to ride a bicycle. They also teach them common practices and customs, such as respect for elders and celebrating holidays. Some families provide each member a place to earn money. In the United States, however, most people earn money outside the home. The most important job for a family is to give emotional support and security.

Families in a fast-paced, urban country such as the United States face many difficulties. American families adjust to the pressures of modern society by changing. These changes are not necessarily good or bad. They are simply the way Americans adjust to their world.

### **Changing American Families**

When Americans consider families, many of them think of a "traditional family." A traditional family is one in which both parents are living together with their children. The father goes out and works and the mother stays home and rears the children. The biggest change in families in the United States is that most families today do not fit this image. Today, only 11 percent of all American families are "traditional families" in this sense.

The most common type of family now is one in which both parents work outside the home. In 1950 only 20 percent of all American families had both parents working outside the home. Today, it is 60 percent, even women with young children are going back to work. About 42 percent of women with children younger than six years old now work outside the home.

Another big change is the increase in the number of families that are headed by only one person, usually the mother. The number of one-parent families increased by more than 100 percent between 1970 and 1983. Today an average of one out of eight children lives with only one parent. Three percent of American families are headed by a man rearing children alone.

Another change is that families in the United States are getting smaller. In the mid-1700s, there were six people in the average household. Today the average household contains between two and three people. A household is defined as any place where at least one person is living.

One recent change is that the number of marriages is rising. The number of babies born also has been climbing steadily for the past 10 years. Many experts see these trends as a sign that Americans are returning to the values of marriage and family.

### **History of the American Family**

To understand why these changes are happening, let us look at the history of the family in the United States. When the United States was established, more than 200 years ago, it was a big, sparsely settled country. Earlier, this land had been a colony of Great Britain. For many years the immigrants who settled in the United States were nearly all of European origin, but later people came to the United States from all over the world. Life was hard for these early families. The average marriage in colonial America lasted only 10 years because many people died young. Few people lived to be older than 60. A widow or widower often remarried many times. Even with today's high rate of divorce, many marriages last longer now than marriages did in the 1700s.

Later, Americans began settling the American West. They were looking for land to farm and for a better life. They left behind their homes, their relatives and their friends. When these

settlers said good-bye to the people they loved, usually it was forever. These first settlers of the Midwest and the Great Plains of the northwestern United States were isolated; often their nearest neighbor was many miles away. Family members had to work together and to depend on each other to survive.

The family formed an important economic group. All of its members helped to bring food and money into the home. They worked on a farm, planting and harvesting, or they worked making goods to sell at a market. Few people got married as a result of love or affection alone. Most people married because they needed a family in order to make a living. When people married, often they looked for the husband or wife who could bring the most material goods into the marriage. In colonial America, men who did not marry were heavily taxed. Almost 90 percent of all population married.

Many changes came to families when the United States shifted from being mainly a farming nation to being an industrial nation. This happened in the late 1800s. In 1820, fewer than eight percent of Americans lived in cities. By 1900 about 40 percent of all people lived in cities. People began earning their money outside the home in factories. Instead of getting married on the basis of economic need, people could marry primarily for love.

As men and women became less dependent on their families for a livelihood, the number of divorces began to increase. Between 1900 and 1920, the divorce rate doubled; in 1900, there were four divorces for every 1,000 married couples. By 1920, there were eight divorces for every 1,000 married couples. This trend alarmed people, but divorce was not new. The first divorce in the United States occurred in 1639 and involved a man who had married two women. Still, divorce was difficult. A wife was her husband's property. If a husband abused his wife, she had few alternatives and sometimes a wife, or even a husband, would run away from a bad marriage.

The decade of the 1950s is thought to have been the most family-oriented period in American history. People praised and glorified families. Hundreds of thousands of young couples married. They married at the youngest ages in the history of the United States. "In the 1950s, by the time men and women reached 27 years old, more than two-thirds of them were married. Today fewer than half of all 27-year-olds are married. The 1950s was also a "baby boom" time, with very high birth rates. In one year alone more than 4.3 million babies were born. The average mother had more than three children; today the average mother has one or two children.

Today, some people look at the American family of the 1950s as a model or a goal for the family. Many experts, however, see the 1950s as an exceptional period. They say that the marriage and family patterns of Americans today are closer to those prevalent during the rest of American history than was the pattern of the 1950s.

Slowly some of the values accepted during the 1950s began to change. During the 1960s and the 1970s, some women found that they wanted more from life than rearing children, and caring for household matters. Women began to see that they had choices. They could have a job or a family, or both. More women began taking jobs. According to the magazine, *U.S. News and World Report*, the number of families in which both husbands and wives worked grew by four million during the 1970s.

The period of the late 1970s and early 1980s has also been called the decade of the "me generation." This is a time in which people have explored new ways of living. In the 1970s



many couples began living together without being married. These couples questioned why they needed a marriage license.

For about 10 years, the number of unmarried couples living together grew rapidly. Birth control also became more widely accepted. Couples were able to choose when they wanted to start a family.

Other changes also occurred. One change was an increase in divorces. In 1970, there were 47 divorces for every 1,000 married couples. By 1980, this number had grown to 114 divorces for every 1,000 married couples.

In the mid-1980s, more traditional marriage and family practices returned. Today, married couples are the fastest growing type of household in the United States. Women and men are rediscovering the joys of home and family life. Even the leaders who speak out strongly for women's rights are modifying their views regarding the relative importance of career and family life for women. One leader in the women's movement, Betty Friedan, says now that American women must again emphasize the importance of the family.

Looking at the history of families in the United States helps to explain how the American family is changing. But what do these changes mean? Are they good or bad? In order to understand, let us look at what is behind these numbers.

**11. Study the reasons of divorce and tips how to prevent it. Share your stories about people who lived through divorce or were on the point of divorce (lives of celebrities, for example) but saved their marriage. What were the reasons of divorce? How did they manage to stay in marriage?**

### **The Top 10 Reasons Marriages End in Divorce**

**by Mary Montgomery**

In life, things happen for a reason and divorce is one of those life events that just doesn't happen by accident. In a marriage, whether it's been a year or 20 years, problems tend to build up over time. If one or both of the spouses chooses not to share how they're feeling, the probability of reaching a divorce at that point is very likely. Based on a survey conducted by the National Fatherhood Institute, the top reasons for divorce in the U.S. across all demographics included a lack of commitment by one or both partners, too much arguing, and infidelity. In today's day and age, more marriages end in divorce, we've compiled a list of the top ten "symptoms" or reasons why divorce happens.



1. **Lack of communication.** This is one of the major reasons why divorce happens. Distance is created quickly if you don't share your feelings, don't tell your partner what's happening, and keep your feelings to yourself. A successful relationship constantly keeps the lines of communication open.

2. **Finances.** Money talks and can make your life better or in some cases worse than you were. If money becomes a consistent topic of disagreement, the road to divorce is certain.

3. **Feeling constrained.** You may feel your marriage is holding you back from achieving goals and taking opportunities. If your partner can't support you, then they don't support the marriage.

4. **Trust.** Do you really trust your spouse? Trust is one of the leading factors in having a successful relationship and marriage. Your marriage is unlikely to survive if you don't trust your spouse.

5. **Expectations from each other.** When expectations aren't met, it can put a strain on the relationship. This leads to a personality conflict because one or the other spouse won't bend to sacrifice their time and comfort.

6. **Your spouse doesn't understand / fulfill your needs and desires.** It's common knowledge that we all have different needs and wants. A partner who won't acknowledge your interests and desires won't go the distance to fulfill your needs and wants.

7. **Quick change in lifestyle.** Couples that can't compromise and meet in the middle are unable to adapt to new changes and be together in harmony.

8. **Insecurity.** Jealousy and insecurity can lead to fights, and questioning each other's intentions can put a dent into trust and your relationship moving forward.

9. **Religious and cultural differences.** Religious beliefs and cultural values can cause conflict, which affects the way you live your life and raise your children. If you aren't committed to adapting and practicing these values, this can be an ultimate deal breaker.

10. **Abuse.** Lastly, if you've been in a situation where your partner has been abusive or controlling in any manner, discuss this rationally with your spouse. If need be, contact a trusted family, friend, or your attorney about this matter.

### **10 Tips for Preventing Divorce or Reconnecting with a Separated Spouse**

After numerous years of collecting stories about the best and worst ways to handle marriage, separation, and divorce, the editors at Divorce Magazine have decided to offer some of their best tips about divorce prevention. These 10 suggestions might help you get to the point where you want to work things out with your current spouse, or they will help you in your next relationship. Either way, this advice is worth the read.

1. **Make time to connect lovingly with your spouse every day.** A couple can significantly improve their chances of marital success by devoting as little as 15 minutes a day exclusively to each other. For instance, you could wake up a little earlier, and spend the extra time in bed cuddling, making love, and reaffirming your love for each other. Take time every day to have meaningful conversations with each other; to listen with the same intensity

as when you were dating; to touch, hug, and show affection; to tell each other how you feel about your marriage; and to talk about your goals for the marriage and your lives.

**2. Compliment your spouse regularly – both in private and in front of others.** Even if your partner seems embarrassed or shrugs it off at first, the glow from sincere praise lasts a long time.

**3. Love your spouse in the way he/she wants to be loved.** We often make the mistake of assuming that the things that touch our hearts the most deeply will affect our partner in the same way. For instance, you may think red roses are the perfect gift, but to your spouse, they represent a waste of money and an allergy attack. If you don't already know, find out what your spouse yearns for, and then deliver it with love – and no comments about how "stupid" it is to want a cordless drill/a picnic on the living room floor/a tuna casserole. Remember: the best gift is something your spouse wants – not merely something you want him/her to have.

**4. Take care of your appearance.** Look your best for your spouse. Lose the ratty sweat pants or frayed sweater he/she hates so much; you can find other comfortable clothes that aren't a complete turn-off for your partner. This also means taking care of your health – including eating properly and exercising regularly.

**5. Remain faithful.** Dr. Finnegan Alford-Cooper studied 576 couples who had been married for 50 years or more; in 1998, she released her findings in the book *For Keeps: Marriages that Last a Lifetime*. In her study, she found that 95 percent of the spouses agreed that fidelity was essential to a successful marriage, and 94 percent agreed or strongly agreed that marriage is a long-term commitment to one person. And these "lifers" weren't making the best of a bad lot: a whopping 90 percent of the couples she surveyed said that they were happily married after 50-plus years.

**6. Do things together.** Another common factor of long-term happy marriages is that the spouses regularly do things together that they find fun and exciting. Whether that's ballroom dancing, bowling, playing cards, SCUBA diving, or skiing, participate in at least one activity that you both enjoy every week. If you have kids, make sure at least half of these activities are for you and your spouse only.

**7. Spend time apart.** You take a pottery course while your spouse plays hockey; you play bridge and your partner collects stamps. You don't have to love everything your partner loves, but you do have to allow him/her the freedom to pursue cherished hobbies. An added bonus is that separate interests can generate interest between you.

**8. Be friends with your partner.** John Gottman – a psychology professor who claims his research will predict with 91 percent accuracy whether a couple will stay together – says the key to marital happiness and success is friendship. Some of the most important aspects of this type of friendship are knowing each other intimately, demonstrating affection and respect for each other on a daily basis, and genuinely enjoying each other's company.

Gottman based his findings on 25 years of marital research, which he presented in his book *The Seven Principles for Making Marriage Work*.

**9. The Terms of Endearment.** Top Los Angeles divorce attorney Stacy D. Phillips says flowers, candy, cards, and gifts are all wonderful tokens of love, but if you really want your romance to last, you must practice some marriage-saving steps. She advises couples to spell out the basics of their relationship in a yearly contract – or at least to clarify them. "Most disputes that break up marriages are over sex and money," she says. "Don't let surprises lead to trouble. Marriage is like any other contract: its terms and conditions must be reviewed and updated."

**10. Say "I love you" every day.** This is especially important when you're not feeling the sensation of love; at these times, you have to actively generate it. Saying those three little words, and performing loving gestures, will warm both your and your spouse's hearts.

**12. Look through the list of top 10 countries with highest divorce rate in 2014. How can you account for the fact that in the first place is taken by the USA?**

#### **Top 10 Countries with Highest Divorce Rate in 2014**

**10. Canada:** Canada is a developed nation, but with various social problems. The people here remain too busy in coping up with the challenges of tomorrow and don't spend time with their families. This is one of the reasons of increased divorce rate in Canada, in addition to various other family issues. It is considered that the rate of divorce in Canada during this year has increased 50 % from 2013.

**9. India:** Although India is a country of rich cultural and religious values, but still it has an alarming divorce rate. The people of India are living miserable and backward lives. The lack of job opportunities and education among such people are the reasons of the divorce. The men fail to earn sufficient to support their families and thus leave their wives. The estimated rate of of divorce in India is 2100 cases annually.

**8. South Korea:** The divorce rate in South Korea, during this year, has tripled as compared to 2013. The common reasons of this issue in this country are lack of mutual understanding and no time to spend with the partners, which lead them get separated.

**7. Russia:** Russia, although, has become a developed and economically strong country, but the internal issues like crimes and divorce rates seem to be not ending in the near future. In Russia the rate of divorce, during 2014, has increased 65.4 % which is a serious matter indeed.

**6. Ukraine:** The male community of Ukraine is of dominating nature. For them their wives are the inferior personalities and this usually becomes the reason of increased divorce rate in Ukraine. This rate has increased almost 43.5 %.

**5. Italy:** Italians live hectic lives, all the men and women in Italy are professional and do different sorts of jobs. They fail to pay attention to each other and to the children and thus lack of affection becomes the reason of divorce. In Italy, the divorce rate has almost doubled than the previous two to three years.

**4. South Africa:** Whenever a boy and girl in South Africa get married, they are strongly advised by the parents and relatives to live with each other. Sounds strange? Don't get surprised because unfortunately the South African partners love to live apart due to professional reasons. This gives rise to lack of love and sexual relationships and finally they get no room of compromise. In South Africa, 61.2 % is the current rate of divorce which was about 34.5 % in previous few years.

**3. Aruba:** Divorce in Aruba is a common habit of the people belonging to villages. These live somewhat poor lives and lack of earning opportunities lead them get involved into divorce or murder like issues. The men kill their females because they don't have anything for them to eat. This is, indeed, a very bad and shocking thing but still it's the truth. In Aruba the males are dominating and don't care much of their wives, this is yet another reason of divorce rate, which according to the current stat has 81 % increased.

**2. United Kingdom:** It is obvious for us to understand why the divorce rate in United Kingdom is so high, definitely the people here are open minded and don't pay too much attention to their families. If on one hand, the married men have girlfriends then on the other hand the wives are not behind the race to spend time with their boyfriends rather than the husbands. In different cities of UK, the divorce rate has doubled (about 53 %) from what it was in 2013.

**1. United States of America:** USA is a nation of multicultural people. In order for the USA citizens to cope up with the challenges of advancements and development, they live really hectic lives with lots of workload, which means no time for the families. Thus, USA has the highest divorce rate in the world which has five times increased during this year as compared to 2013.

### **13. Render the article into English.**

a) Які бувають сімейні цінності?

**Спілкування.** Для будь-якої людини спілкування є важливим моментом у житті, адже, з одного боку, існує потреба ділитися інформацією, висловлювати власну думку, а з другого, отримувати поради та рекомендації. Дуже часто в сім'ях не побудована належна система спілкування, тому всі свої радості і тривоги ми несемо друзям і психоаналітикам. Коли ж у родині панують довірливі стосунки, тоді і сварок стає менше, адже багато питань вирішуються вдома.

**Повага.** Якщо члени сім'ї не поважають один одного і не цікавляться думкою партнера чи дитини, то й спілкування між ними стає неможливим. Важливо при цьому не плутати повагу і страх, адже діти мають шанувати батьків, а не боятися. Повага в свою чергу виражається в готовності зрозуміти почуття, потреби і думки іншої людини без нав'язування власних.

**Визнання.** Повертаючись додому, ми очікуємо побачити радість в очах близьких нам людей, нам так хочеться відчувати їх любов і знати, що вона не залежить від наших досягнень і перемог. Пам'ятаймо, що дім – це фортеця, а сім'я – тиха гавань, напевно, саме цього й хочеться кожній людині.

**Уміння прощати.** Людина далека від ідеалу, проте сім'я – це не те місце, де чоловіку/дружині чи дитині хотілося б чути докори і критику на свою адресу. Щоб сім'я стала тихою гаванню, давайте у стосунках не акцентуватися на помилках, а прощати їх.

**Традиції.** В одних сім'ях традицією є збиратися всією родиною на 9 травня у бабусі-ветерана, в інших – по суботах дивитися фільми, зібравшись у вітальні біля телевізора, а хтось кожен місяць всією сім'єю вибирається за місто (у боулінг чи аквапарк). У кожній родині традиція своя, але її наявність є об'єднуючим чинником і робить сім'ю унікальною.

## FAMILY LIFE



### 1. Study topical vocabulary.

- Family, folks, household, tribe, clan, descent (to be of some descent), descendant, ancestor, forefather, heredity, hereditary, sibling, paternal, maternal, next of kin, nearest and dearest, one's own flesh and blood, in-laws.
- To date smb, to be smb's date, to go out with smb, to court smb, boyfriend, girlfriend, bridegroom, bride, fiancée, best man, bridesmaid, newlyweds, marriage knot, marriage of convenience, single, spouse, divorced, divorcee, separated, bachelor, spinster, old maid.
- To bring up a child, to raise a child, to adopt a child, to foster, a foster child/brother, step-mother/father, half-brother/sister, a single parent.
- Reactions: amazement, surprise, astonishment, horror, misery, disappointment, to be appalled, to be astounded, to be disgusted; ecstatic, overjoyed, thrilled; to be put out, to be offended, to hurt someone's feelings; furious, speechless with anger; to be taken aback; to be upset, to be dismayed, to be disheartened, moving, touching; to feel crushed, horror-stricken.

### 2. Study information about the traditions of the American wedding. Say whether they differ greatly from the Ukrainian ones. Answer the questions:

- What are the usual steps that precede marriage?
- Have you ever witnessed a wedding ceremony? Describe it naming all the participants and their activities.
- What nontraditional wedding ceremonies do you know?
- Find information about wedding customs in other countries and present it in class.

## American Wedding



Most weddings in the United States traditionally follow the white wedding type which originates from the white color of the bride's wedding dress, but refers to an entire wedding routine. Customs and traditions vary, but common components are listed below.

### *Before the wedding*

The host sends invitations to the wedding guests, usually one to two months before the wedding. Invitations may most formally be addressed by hand to show the importance and personal meaning of the occasion. Large numbers of invitations may be mechanically reproduced. As engraving was the highest quality printing technology available in the past, this has become associated with wedding invitation tradition. Receiving an invitation does not impose any obligation on the invitee other than promptly accepting or declining the invitation, and offering congratulations to the couple.

While giving any gift to the newlywed couple is technically optional, nearly all invited guests who attend the wedding choose to do so. Wedding gifts are most commonly sent to the bride's or host's home before the wedding day. Gifts are typically not brought to ceremonies or receptions, and any that are will not be opened, but rather placed aside for later delivery to the newlyweds' home.

A color scheme is selected by some to match everything from bridesmaids' dresses, flowers, invitations, and decorations, though there is no necessity in doing so.

### *At the wedding*

A wedding ceremony may take place anywhere, but often a church, courthouse, or outdoor venue. The ceremony is usually brief, and may be dictated by the couple's religious practices. The most common non-religious form is derived from a simple Anglican ceremony in the Book of Common Prayer, and can be performed in less than ten minutes, although it is often extended by inserting music or speeches. Because of its brevity, guests who arrive late may miss the ceremony entirely.

American brides usually wear a white, off-white, silver, or other very light-colored dress, particularly at their first marriage. Brides may choose any color, although black is strongly discouraged by some as it is the color of mourning in the west.

Uncooked rice is sometimes thrown at the newlyweds as they leave the ceremony to symbolize fertility. Some individuals, churches or communities choose birdseed due to a false but widely believed myth that birds eating the rice will burst. Because of the mess that rice and birdseed make, modern couples often leave in clouds of bubbles.

The wedding party may form a receiving line at this point, or later at a wedding reception, so that each guest may briefly greet the entire wedding party.

### *At the wedding reception*

Drinks, snacks, or perhaps a full meal, especially at long receptions, are served while the guests and wedding party mingle.

Often, best men and/or maids of honor will toast newlyweds with personal thoughts, stories, and well-wishes; sometimes other guests follow with their own toasts. Champagne is usually provided for this purpose.

In a symbolic cutting of the wedding cake, the couple may jointly hold a cake knife and cut the first pieces of the wedding cake, which they feed to each other. In some sub-cultures, they may deliberately smear cake on each other's faces, which is considered vulgar elsewhere.

If dancing is offered, the newlyweds first dance together briefly. Sometimes a further protocol is followed, wherein each dances next with a parent, and then possibly with other members of the wedding party. Special songs are chosen by the couple, particularly for a mother/son dance and a father/daughter dance. In some subcultures, a dollar dance takes place in which guests are expected to dance with the one of the newlyweds, and give them a small amount of cash. This practice, as is any suggestion that the guests owe money to the couple, is considered rude in most social groups as it is contrary to basic western etiquette.

In the mid-twentieth century it became common for a bride to toss her bouquet over her shoulder to the assembled unmarried women during the reception. The woman who catches it, superstition has it, will be the next to marry. In a similar process, her groom tosses the bride's garter to the unmarried men, followed by the man who caught the garter placing it on the leg of the woman who caught the bouquet. While still common in many circles, these practices (particularly the latter) are falling into less favor in the 21st century.

### *Wedding gifts*

The purpose of inviting guests is to have them witness a couple's marriage ceremony and vows and to share in their joy and celebration. Gifts for the wedding couple are optional, although most guests attempt to give at least a token gift of their best wishes. Some couples and families feel, contrary to proper etiquette, that in return for the expense they put into entertaining and feeding their guests, the guests should pay them with similarly expensive gifts or cash.

The couple often registers for gifts at a store well in advance of their wedding. This allows them to create a list of household items, usually including china, silverware and crystalware, linens or other fabrics, pots and pans, etc. Registries are intended to aid guests in selecting gifts the newlyweds truly want, and the service is sufficiently profitable that most retailers, from luxury shops to discount stores, offer the opportunity. Registry information should, according to etiquette, be provided only to guests upon direct request, and never included in the invitation. Some couples additionally or instead register with services that enable money gifts intended to fund items such as a honeymoon, home purchase or college fund. Some find bridal registries inappropriate as they contravene traditional notions behind gifts, such as that all gifts are optional and delightful surprises personally chosen by the giver, and that registries lead to a type of price-based competition, as the couple knows the cost of each gift. Traditionally, weddings were considered a personal event and inviting people to the wedding who are not known to at least one member of the couple well enough to be able to choose an appropriate gift was considered inappropriate, and registries should therefore be unnecessary. Whether considered appropriate or not, others believe that weddings are opportunities to



extract funds or specific gifts from as many people as possible, and that even an invitation carries an expectation of monetary reward rather than merely congratulations.

### **3. What are the characteristics of a wife/husband and a mother-in-law?**

#### **a) Study the following characteristics of:**

**Wife or husband:** tolerant, considerate, faithful, affectionate to husband/wife, affectionate to children, hard-working, tidy, home-loving, good-looking, rich, thrifty, quiet, well-educated.

**Mother-in-law:** willing to baby-sit, attractive, generous, young (relatively), well-dressed, rich, good at organizing home, has telephone, has many interests, does not interfere, has other married children, lives nearby.

#### **b) Put the characteristics in order of your priority.**

#### **c) Cut them down to the five most important.**

#### **d) Expand them to describe exhaustively the most perfect wife / husband and mother-to-law.**

### **4. Agree or disagree with these statements. Use topical vocabulary while providing the grounds.**

1. It takes hands to build a house, but only hearts can build a home.

2. Every house where love abides and friendship is a guest, is surely home, and home sweet home for there the heart can rest. (Henry Van Dyke)

3. The family is the corner stone of our society. More than any other force it shapes the attitude, the hopes, the ambitions, and the values of the child. And when the family collapses it is the children that are usually damaged. When it happens on a massive scale the community itself is crippled. So, unless we work to strengthen the family, to create conditions under which most parents will stay together, all the rest — schools, playgrounds, and public assistance, and private concern — will never be enough. (Lyndon Baines Johnson)

4. Good family life is never an accident but always an achievement by those who share it. (James H.S. Bossard)

5. Your family and your love must be cultivated like a garden. Time, effort, and imagination must be summoned constantly to keep any relationship flourishing and growing. (Jim Rohn)

6. A child tells in the street what its father and mother say at home. (The Talmud)

7. Home is the place where, when you have to go there, they have to take you in. (Robert Frost)

8. It takes hands to build a house, but only hearts can build a home.

## DOMESTIC CHORES



### 1. Study topical vocabulary.

**Household chores:** to do the chores, to do the laundry, to wash dishes and pots, to wash up, to cook meals, to do the shopping, a shopping list, to vacuum a room, to polish furniture, to redecorate a room (with new wallpaper).

**Equality and prejudice:** to consider smb inferior/superior or as an equal; to enjoy equal prospects and opportunity; equality of opportunity; conventional/unconventional attitudes/beliefs-; acceptable/unacceptable patterns/modes of behaviour; to be prejudiced against smb; to discriminate against.

### 2. Look at the photo and read the title and first paragraph of the text.

**A woman's work is never done**



**What do you think the text will say about:**

- men, women and housework
- women and marriage?

## 2. 1. Read the text and check your predictions.

### A woman's work is never done

When the 27-year-old Susan Maushart arrived at her marital home with her new husband after their honeymoon, she found herself suddenly acting very strangely. She proceeded directly to the bathroom and started cleaning and didn't stop until it has been scrubbed and polished from top to bottom. When that was done, she moved to the kitchen, pulled out a recipe book and started to work on a casserole. Perfectly normal behaviour for some blushing brides maybe, but for Maushart, an ardent feminist and hardened New Yorker who'd previously existed on fast food, this was decidedly out of character. It was like some weird way of marking our female territory, she says. Scrubbing the bathroom felt good. Wifely, even.



What Maushart had unwittingly found herself doing was participating in what she now terms 'wifework' - that is the extra, unpaid labour that a woman takes on when she ties the knot. *'I thought I was the last person it would happen to,' she says. 'But when I got married a metamorphosis happened to me, it was bizarre.'*

In her book, entitled *Wifework*, Maushart sets out to explain why an intelligent PhD student like herself should suddenly regress into archetypal Fifties housewife mode. And by contemplating marriage in terms of a simple calculation - *'a balance sheet, if you like, of the cost of getting hitched, weighed up against the benefits* - Maushart draws some I disturbing conclusions.

*'The moment a man gets married,'* Maushart says, *'his domestic workload almost disappears. He immediately gets about 70 per cent less cleaning, 50 per cent less cooking and 90 per cent less laundry. There are nowhere near these benefits for a woman when she gets married. And these days you're at pains to deny that you're doing ill because apart from being exhausted by it, you're ashamed of yourself.'*

Maushart's motivation comes from her own marital experiences. Perhaps the alarm bells should have started ringing prior to tying the knot on her own happy day. *'I remember being surprised when he requested, rather firmly, that I refrain from smoking during our outdoor wedding reception,'* she writes of her husband-to-be in the book. *'But why now?'* I wanted to know. *'My cigarettes have never bothered you before. And everybody else will be smoking. I'd just prefer that you didn't,'* he replied evenly.

Things quickly went from bad to worse. The first day he grumbled about the lack of clean socks in his underwear drawer, *'I honestly thought it was a joke,'* she says. *The day I started lying to him about line-drying his shirts, I knew it had gotten way beyond one.'* Within three years, the marriage had broken down and they went their separate ways.

Drawing together research from the UK, America and Australia, *Wifework* is littered with some highly revealing nuggets of information. That two-thirds to three-quarters of divorces are initiated by women, that ex-wives are much slower to re-marry than husbands, and that wives reported levels of depression in two or three times higher than unmarried women:

One woman in the book, an ex-wife, summed it up neatly. *'It just got too tiresome. I woke up one day and decided I'd rather keep my money for myself. I had a good job, I was the one who really raised the kids, I did all the housework. I even mowed the lawns. And I just decided that the husband had to go. There was no advantage in keeping him.'*

Instead of the seven-year itch, Maushart points out how the four-year mark is actually far more common these days. Along with that, we're now starting to see the rise of the 'mini-marriage' - the one that doesn't even last a year. This may make for depressing reading, but Maushart says it's not. She believes marriage is an institution that is simply in a state of flux. Our attitudes towards it may have changed enormously compared to those of our mothers and grandmothers, but the reality of it, or the division of labour within it, hasn't caught up. As a result, there is a mismatch, and it is this that Maushart believes is causing our spiralling divorce rate. *'We are so much out of tune with our changing environment, what else can we expect?'* Ultimately, however, if the institution of marriage is worth saving, and for the sake of children Maushart thinks it is, then *wifework* simply has to go.

**2.2. Read the text again and decide whether the following are stated (V) or not stated (X).**

1. Susan's behaviour after her honeymoon was atypical of her.
2. She would not allow her husband to do any of the housework.
3. She thinks there are more disadvantages than advantages to getting married.
4. Women are reluctant to admit they do more housework than their husbands.
5. Susan considered her fiance's attitude towards her smoking to be unreasonable.
6. She was amused by his initial attempts at washing his own clothes.
7. Men are more keen to get married after a divorce than women.
8. Marriage is gradually going out of fashion.

**2.3. Work in pairs and discuss the following.**

- Compare the situation described in the text to that in your country.
- Describe the division of labour in your household now and/or when you were growing up.
- Is the institution of marriage worth saving? Why or why not?

**3. Work in pairs.** You have just moved into rented accommodation together and are discussing the housework rota for the next three months. You are keen to ensure an equal distribution of labour. Is it easy to come to a decision as a group? Would/Do you find it easy or difficult to share a house or flat? Why?

### **Household duties**

**Cleaning:** once a week. Bathroom, kitchen, three living rooms.

**Washing:** Two loads of washing each week (excellent washing machine with tumble dryer in flat)

**Ironing:** Two hours's worth of ironing in total each week

**Cooking:** You want to eat a cooked meal together every weekday evening

**Washing up:** no dishwasher in flat

**Shopping:** nearest supermarket over kilometers away

### Observations

<b>Student A:</b>	<b>Student B:</b>
<p>1. You like cooking, even though your dishes don't always turn out as planned</p> <p>2. Your shirts/ blouses have to be ironed for work. Someone else has done it for you in the past.</p> <p>3. You recently broke your left wrist, and it will be in the plaster cast for the next six weeks. You are right handed.</p> <p>4. Your favourite TV soap is on Wednesday and Friday evenings from 7.30 to 8.30. You haven't even missed an episode for nearly two years.</p> <p>5. There is only one television in the flat and you can't afford another.</p>	<p>1. You hate ironing and would rather someone else ironed your clothes for you.</p> <p>2. You have never cooked so much as a boiled egg in your life.</p> <p>3. You have a bad back: you cannot carry heavy weights and bending over is painful.</p> <p>4. You don't want to do any housework on Wednesday evenings – your favourite music programme on TV from 8.30 to 9.30.</p> <p>5. There is only one television in the flat and you can't afford another.</p>

### 3.1. Discuss with your partner and share key points with the group.

1. Why do some men agree to help with the housework, at least in theory? 2. Do you think "dirty chores" is a suitable heading for the list of domestic work? 3. What sort of emotional blackmail do husbands use as an excuse? 4. Do you think playing ignorant is a good way of avoiding doing jobs you don't want to do? 5. Is it possible to let housework wait until you want to do it as the man implies? 6. What is your picture of housework?

## BABYSITTING



1. nappy
2. feeding bottle
3. cot
4. high chair
5. bib
6. rattle
7. dummy
8. teddy bear
9. pushchair
10. pram

**1. Label the items in the picture with the words in the box. Discuss the questions in your groups.**

- What qualities do you think are required to be a good babysitter?
- Are you/ Would you be a good babysitter? Why or why not?

**2. Work in pairs. Read the information about attitudes to children in the UK and discuss the questions.**

1. How would you describe current attitudes towards children in your country?
2. How child-friendly is your local area?
3. How easy or difficult is it in your country for working parents to spend time with their children?

Britons are often considered to have an intolerant attitude towards children. Fortunately, things have come a long way since Victorian times, when the cruel treatment of children was commonplace, if one is to believe the novels of Charles Dickens. But the proverb 'Children should be seen and not heard' is sometimes used to illustrate the current situation, and many British parents complain that they feel uncomfortable when they go out as a family. Indeed, there are still pubs which are more welcoming to dogs than they are to children.

However, attitudes are thought to be changing and many pubs, restaurants and other public places now cater specifically for families. In 2003 the National Family and Parenting Institute launched a ten-year Family Friendly Campaign, aiming to 'promote a culture of acceptance, tolerance and support for parents, children and young people'. As



part of this it is campaigning to make local neighbourhoods more child-friendly, with speed restrictions for traffic and more play areas and youth facilities. It also supports the right of parents to have greater flexibility at work in order to enable them to balance their working lives with the task of bringing up children.

### 3. Work in small groups. Discuss the questions. Share your ideas in class.



These people have all adopted foreign children.

- Who are they and what do you know about the adoptions?
- Why do you think some people object to international adoptions?
- What potential problems and benefits are there for the children of famous people?

### Listening Birth Order

4. Look at the picture and read the sayings about sibling. Say whether you share the same opinion.



**A sister is your both your mirror  
and your opposite.**

**A brother is a little bit of childhood  
that can never be lost.**

#### Pre-listening

**Task 1. Complete the sentence:**

Having a brother or a sister means.....

Being an only child means.....

**Task 2. Explain the meaning:**

Grown-ups  
 First-borns  
 Later-borns  
 Older/younger siblings

**Task 3. Match phrases with their synonyms:**

1. rebellious streak	lots of attention
2. loads of attention	discontented trait
3. to mimic parents	does things parents approve
4. goody two-shoes	to copy parents
5. to pin hopes on smbd	bad-tempered
6. stropky	to hope that smth will happen
7. to rock the boat	to act the fool
8. to clown around	to cause problems
9. to be laid back	to end an argument because you want to stay friends
10. to patch things up	relaxed

**While-listening**

**Task 1. Choose the correct alternative to complete the sentence:**

1. Rob read that many first born children *are more intelligent than their siblings / copy their parents' behavior / spend too much time with their parents.*
2. In her late teens Christina was unhappy about *her parents high expectations / her relationship with her brother / her choice of subject at the university.*
3. Ann is not entirely convinced that *she is a very good artist / the article is based on fact / she fits the description in the article.*
4. Christina's brother developed *a career as an actor / accounting skills / strategies to attract attention.*
5. Ann says that her sister *is often ill / worries unnecessary / is a light sleeper.*
6. Rob says he enjoys *receiving attention / helping to solve problems / having arguments.*
7. Birth order is thought to influence *people's chances of becoming famous / banking procedures / consumers buying habits.*

**Task 2. Fill in the table:**



<i>First-borns</i>	<i>Later-borns</i>	<i>The only child</i>

<i>Cristina</i>	<i>Rob</i>	<i>Ann</i>

### Post-listening

**Task 1. Tell your partner the traits of first-borns/ later-borns/ the only child.**

**Task 2. Tell your partner about three different people who have different birth rank.**

**Task 3. Dwell on the advantages and disadvantages of first-borns/ later-borns/ the only child.**

**Task 4. How important do you think the following are in determining a personality? To what extent do you feel that birth order has affected your personality?**

### *Part III. Generation Gap*



#### **1. Study topical vocabulary**

##### **1. A happy child is:**

a) kind-hearted, good-natured, loving, friendly, affectionate; confident, balanced, secure; getting along (comfortably) with others; gregarious: sociable, communicative; outgoing; unselfish; hard-working, industrious; self-disciplined, self-possessed

b) alert, motivated; conscientious, active, persevering; enthusiastic; polite, courteous; considerate, thoughtful; helpfully able to cope with difficulties, problems.

##### **2. An unhappy problem child is:**

a) obedient, prone to obey, submissive; disciplined, repressed; depressed, distressed; mixed-up, confused, frustrated; disturbed; neglected; self-centered; unsociable, lonely; timid, shy, fearful, sulky; indifferent, impersonal, listless; irresponsive, insensitive; hurt; humiliated; stubborn; uninterested, un-motivated, dull, inactive, bored; unable to cope with difficulties

b) irritable, annoyed, anxious; restless, naughty, wilful; inconsistent, impulsive; undisciplined, unruly, misbehaving, disobedient; resentful, arrogant, insolent, impudent; inconsiderate, intolerant, disrespectful; unrestrained; destructive, belligerent; rude, rough, coarse, offensive; wrong-doing, delinquent, unable to cope with difficulties, problems.

### **3. A happy parent is:**

loving, caring, affectionate; kind, kind-hearted, good-natured, friendly, approving, reassuring; responsive, thoughtful, considerate, understanding; sensitive, sympathetic; sensible, reasonable; self-restrained; patient, tolerant; open, outgoing; firm, consistent; just.

### **4. An unhappy difficult parent is:**

a) impulsive; indulging, pampering, babying; unreasonable; selfish, self-indulging, self-interested; self-willed, wilful; inconsistent; partial; sentimental; permissive

b) loveless, indifferent, impersonal; insensitive, disapproving; unjust, unfair; impatient, intolerant; insensible, unreasonable, unwise; inconsistent; nagging, fussy; cold, hard, harsh, cruel; bullying, aggressive, destructive, violent; repressing, demanding, restraining; moralizing; uncompromising, tough.

## **2. Read the text and give the definition of “generation gap” using topical vocabulary Generation ZZZ**

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. The young are better educated, they have a lot of money to spend and enjoy more freedom. They grow up more quickly and are not so dependant on their parents. They think more for themselves and do not blindly accept ideals of their elders. Events that the older generation remembers vividly are nothing more than past history. Every new generation is different from the one that proceeded. This difference is very marked indeed. The old always assume that they know the best for the simple reason that they have been around a bit longer. They do not like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They are questioning the assumptions of their elders and disturbing their complacency. They doubt that the older generation has created the best of all possible worlds.

What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all men in the world should wear drab grey suits and convict haircuts? If we turn our minds to more serious matters, who said that human differences can best be solved through conventional politics or violent means?

Why are they so unhappy and guilt-ridden in their personal lives; so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to the older for guidance but sometimes the situation might be reversed. The old – if they are ready to admit it – could learn a thing or two from their children. One of the big lessons they could learn is that enjoyment is not sinful. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy our work and leisure shedding restricting inhibitions. The world is full of uncertainty and tension. This is their glorious heritage. No surprise that they can so often question the sanity of the generation that bequeathed it.

These discrepancies in world perception of two closely related generations can be traced in their challenges, motivation and desire to achieve the goal. Young generation, labeled Generation Z, have different aspirations. In contrast to their parents, they postpone commitment, wanting to keep their options open as long as possible. They have a great fear of boredom and prefer short-term projects. They love facts and processes and feel powerful from knowing “how”. They crave continual feedback, desire jobs that are “sexy” in the eyes of their peers, believe they are inherently good, and want marriage, family and material success. Their parents or boomers (born in 50s), on the other hand, love adventure, independence and risk; can work for general goals; can even tolerate ambiguity and multiple answers. Generation Z love information and work best to concrete goals. The old want to be artists at what they do, value creativity, are self-directed and want to do things “my” way. They can write, speak and conduct self-directed research well in contrast to their children who expect clear standards and procedure, want to be experts at what they do, like guided practice supervised by organized people and overestimate their communication.

Teenagers have always been unpredictable, but today's young generation is taking the trait to extremes. Just when their parents are trying to be laid back – turning a blind eye to drinking and even the odd puff of cannabis – the young ones start acting like middle-aged bores. Instead of raving the night away in a club, they are more likely to be joining their friends for conversation. Some of them are bored with clubbing and spend three or four nights every week with their friends. They don't go to big clubs any more. Everyone is completely off their faces and that becomes very annoying. They stay or go to a friend's place and it's much more fun. They just talk, watch videos or share a bottle of wine.

They become a lot closer to their friends, meet most of them in clubs, but realize that they are just acquaintances. Sociologists found that young people who went in for low-key socializing saw it as trendy, not embarrassing. Some youngsters of 18 and 19 say they are clubbed out. They suddenly realize they have been clubbing and taking drugs so often that they haven't actually properly spoken to them for years. As they look to the millennium, teenagers are feeling uncertain about their future and are looking inwards. An ideal night is more about sharing experiences and talking.

Sociologist's claim that shunning the social whirl means teenagers can expect fewer but intense friendships. Rather than finding new companions, they will increase the demands they make on the tiny circle they already know. Teenagers are more discerning about TV. They want to get something out of television, rather than watching it mindlessly. The music industry was quick to spot the switch from loud nightclubs by cashing in on the craze for easy

listening. Now cardigan-clad singers – who had even passed out of fashion when many of today’s parents were teenagers – are back in style.

**3. Read the text once again and paraphrase the following expressions using synonyms from the text:**

to deliberately ignore one’s drinking, to have doubts about values, a feeling of satisfaction with what you have achieved, to begin to think about more serious matters, feeling guilty in one’s personal life, to treat questions as unimportant, to get rid of restricting feeling of worry that stops you from doing or saying what you want to, to refuse to accept conformity, to be bored with going regularly to nightclubs, to be fond of spending time with other people in a friendly way, not to intend to attract a lot of attention to an event, to avoid the social activity.

**4. Match A and B:**

A

- 1.complacency
- 2.assumption
- 3.conformity
- 4.ambition
- 5.obsession
- 6.record
- 7.rat-race
- 8.craze

B

- a. something that you think is true although you have no proof
- b. a strong desire to achieve something
- c. a feeling of satisfaction with what you have achieved which makes you stop trying to improve or change things
- d. behavior that obeys the accepted roles of society or a group
- e. something that becomes suddenly very popular but only for a short time
- f. the unpleasant situation in business or politics in which people are competing against each other for success
- g. the known facts about someone’s behavior and how successful, good or bad they have been
- h. an unreasonably strong and continuous interest in something, or worry about something, which stops you from thinking about anything else

**5. Explain what is meant by:**

generation ZZZ; to question and threaten values; to disturb the complacency; to reject conformity; to turn one’s mind to more serious matters; to be guilt-ridden in one’s personal life; to be obsessed with mean ambitions; to shrug off questions; to have a spotless record; to turn to the older for guidance; to apply enjoyment to all aspects of life; to shed restricting inhibition; to postpone commitment; to like guided practice supervised by organized people; to turn a blind eye to drinking; to rave the night away in a club; to be bored with clubbing/ to

be clubbed out; to act like middle aged bores; to share a bottle of wine; to go in for low-key socializing; to see something as trendy; to look inwards; to shun the social whirl; to expect intense friendships; to increase the demands on the tiny circle; to be discerning about TV/ to watch TV mindlessly; to spot the switch; to cash on the craze for easy listening; to pass out of fashion.

**6. Develop your fluency answering the questions:**

What comment is made from generation to generation as to the problem of ‘fathers and sons? Why is every new generation different from the one that proceeded? What do the young reject? What thing could the old learn from their children? What differences can be noticed in world perception of two closely related generations? Who are the ‘boomers’?

**7. Three teenagers were asked the question “What do you think about being a teenager?” Choose from the list A-D a sentence that describes each speaker. Use letters only once. There is an extra letter which you do not need to use.**

*Teenager 1.* Everybody says that youth is probably the best time of life. I doubt whether it is true. It seems to me that it is the most difficult time. You have to make some very important decisions which will influence all your future life.

*Teenager 2.* Being young means dates, love, new discoveries, choosing a career, thinking about many problems and ways to overcome them.

*Teenager 3.* Being a teenager means taking a lot of exams. It is very difficult, especially, when you fall in love and can’t think about anything but about your love.

- A. I am quite indifferent to many problems but choosing a career.
- B. It’s time for important decisions.
- C. Exams make my life difficult.
- D. Despite love and dates, I think about anything in the world.

**8. Complete the table.**

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
	complaint	
respond		
	addiction	
defend		
	exploitation	
rebel		

**9. Complete the sentences using one of the words from the table above.**

1. The government must protect children from....
2. Drug and alcohol ... are often combined with family and school problems.
3. How would you ... to your friend's complaint?
4. He is always ....
5. Such treatment would make anybody....
6. People who work at home are more easily ... by employers.
7. We find the ... not guilty.
8. Tom has always been a teen-age ... .
9. He is seriously ... to these tranquilizers.
10. Anyone dismissed because of their race has legitimate grounds for ....

**10. Describe to your partner what your parents were like when you were a child. Give reasons for their behavior. Make use of the words from the table below.**

<i>My parents...</i>	<i>They believed...</i>
were strict	children needed discipline
were supportive	children needed encouragement
were permissive	children should have fun
pressured me to study a lot	education was important
wanted me to make my own decisions	children should develop independence
spent a lot of time with me	family life was important
...	...

**e.g. A.:** What were your parents like when you were growing up?

**B.:** My parents? Well, they were very strict with me, since they believed children needed a lot of discipline. That's how they were brought up. How about yours?

**A.:** Well, they were not strict, but they used to pressure me a lot. As my father loved music, he wanted me to learn to play the piano. He used to get mad at me for not practicing.

**11. Name at least two or three situations that cause you feel the emotions listed below. Continue the list.**

**Pattern:** I find sharing experiences exciting because...

boring  
embarrassing  
confusing

- sharing experiences
- taking with parents
- finding new companions

exciting  
 annoying  
 worrying  
 amusing

- spending a night at a club
- doing domestic chores
- ...

**12. Write your good/ bad points using the personality profile chart given below and ask your friend to say whether you are objective. Make up a dialogue between two friends: ask your friend to give you a piece of advice how to come to agreement with your parents.**

Personality profile chart

<i>Good points</i>	<i>Bad points</i>
caring, cautious, charming, dependable, hard-working, honest, kind, loving, sympathetic, witty.	big-headed, impatient, moody, stubborn, self-interested, unforgiving, self-pitying, too easily hurt.

**13. Describe the qualities you like about your parents. What qualities do you think they appreciate in you?**

**14. Read the text and answer the questions:**

- What happens when a child becomes a teenager?
- Why is it important to cop an attitude?
- What is necessary to do to be respected?
- What is a ‘bugaboo’?

### **Bridging the Generation Gap**

When your baby becomes a teenager the basket of bathtub toys has been collecting dust in the cupboard for may be five or six years now. He dresses himself, remembers to bathe, makes his lunch, gets ready for bed and sleeps when he is tired. His life is a strobe of furious activity interspersed with periods of intense sloth. The phone is his personal domain, and special dispensation or dire emergency is required to wrest it from his grasp. You have a teenager. Most of the moments of his day take place beyond your vision and outside your knowledge. Except what he tells you about. What does he tell you, anyway? Are you living with a stranger, or do you still know this person? The answer is an equation. Your part + his part = the relationship. It is about all the influence you have now. Here are just a few tips for how to make the most of it.

Cop an attitude. An attitude of respect and faith is contagious. Kids tend to see themselves the way their parents see them, so when you respect their ability to make decisions, learn

from outcomes and survive mistakes and adversity, this is strengthening to them. Self-respect and faith in self are cornerstones of self-esteem.

Enjoy them. The humor, energy and sense of possibility teenagers often have can reawaken parents to sides of themselves they had forgotten or neglected. (This is not always a happy event. If you find yourself dealing with unresolved issues from your own teenage years, you might want to get some support from friends or professionals to work it out so you don't visit your "stuff" upon your kid.) When kids experience themselves as likable, they usually act more likable.

Listen more than you talk. Adopt an attitude of curiosity rather than trying to control or manipulate child's thinking. Ask questions like, "How so? What do you think now? Were you surprised? Now what will you do? What is your plan? Is this some thing you want help with?" If your object is only to listen, you won't be preparing your response while she is still talking. You'll hear better that way, and she'll be encouraged to talk more.

Ask whether he wants to hear it before sharing your point of view. Only proceed if he says "yes." Then be brief, don't lecture, and don't expect him to agree with you. If you state your case with a "This is what makes sense to me" attitude as opposed to "This is the only right way to see things," he can listen more openly instead of planning his rebellion.

If you want respect, respect yourself. This is how kids learn what respect looks like, not by hearing you insist upon it with words. Say no when asked for something you simply do not want to do or give. You don't always have to have a good reason. She may be mad but she won't be scarred for life. (Refusing calmly without guilt is one of the most valuable skills a child can have modeled for her.) Don't listen to abusive language; if she won't modify her words, remove yourself till you're both cooled down.

To teach respect, show respect. Treat him as you want to be treated. Speak to your child as you would to a friend, even when you are upset with him. Request instead of demanding. Ask instead of telling. Make agreements instead of dictating rules. Involve him in deciding; don't decide for him. Accept that his priorities and perspectives may be completely different from yours. This is normal.

Remember that hypocrisy and double standards are some of the biggest bugaboos for teenagers. Don't expect them to follow rules you don't follow yourself. Whether it is about checking in by phone, putting things away, or drinking out of the milk carton, "Do as I say and not as I do" will not improve the relationship.

Think "we" instead of "you". "We have chores to do before we can leave the house; how can we take care of what needs to be done?" or "Since spills seem to happen, let's not eat or drink in the living room." (As opposed to, "Since you spilled, you can't eat in there.") Any way you can get across the message, "We are in this together," bridges the gap that conflicts might otherwise create.

Don't catastrophize, you'll lose your credibility. Instead of "You are ruining your life!" say, "I'm concerned about what might happen if . . . What do you suppose you might do in a case like that?" Relax. What you're seeing is a grand experiment. It's not who he is or how he'll be forever.

Admit your own mistakes and talk about what you are learning from them. Showing self-acceptance and tolerance of imperfection in this way is very encouraging to kids (as well as other people around you) and tends to make you easier to approach with questions, regrets



and challenges. Apologize when you wish you had done or said something differently, like saying something mean during an argument.

Go off the things which don't affect YOUR life, like friends, clothes, music, school and diet. If you save your energy for setting limits and following through firmly and kindly for things which do affect you directly and you really can control, he is much more likely to be receptive, and learn more about life and relationships. This would include enlisting participation in household tasks like cooking and cleaning, not doing more driving around than you are really willing to, and sticking to a budget for clothes and entertainment. (Better yet, give him a monthly allowance or let him get a job so he can budget.) If you can avoid taking his behavior personally (thinking everything he does is a reflection on you as a parent), you will have an easier time staying out of his business.

#### 14.1. Match two columns:

- |    |                 |  |
|----|-----------------|--|
| 1. | go off          | a.laziness   |
| 2. | strobe          | b.stop liking  |
| 3. | bugaboo         | c.an imaginary thing or person that children are       |
| 4. | credibility     | scared of  |
| 5. | sloth           | d.light that flashes on and off very quickly           |
| 6. | cop an attitude | e.the quality of deserving to be believed and trusted  |
|    |                 | f.take a negative or positive attitude about something |

#### 14.2. Find equivalents of the following phrases in the text:

to reduce the difference between two things, willing to consider new ideas or listen to someone else's opinions, laziness, to continue to live normally and not be too upset by your problems, to spend money as much as it is planned, a situation in which you have a lot of problems that seem to be caused by bad luck, never completely recover from an unpleasant experience.

#### 14.3. Explain what is meant by:

to involve somebody in deciding; to be bugaboos for children; to create conflicts; to bridge the gap; to lose one's credibility; to catastrophize; to show self-acceptance and tolerance of imperfection; to go off the things; to set limits; to be receptive; to stick to a budget for clothes and entertainment; to stay out of ones business; a strobe of furious activity interspersed with periods of intense sloth; one's personal domain; to cop an attitude; to survive mistakes and and adversity; to deal with unresolved issues; to experience oneself as likable/ to act more likable; to be cornerstones of self-esteem; to be scarred for life .

**14.4. Give English equivalents of the following phrases:**

особиста власність, особливий дозвіл, крайня необхідність, не приймати близько до серця помилки та скрутне становище, основи самоповаги, мати справу з невирішеними питаннями, відчувати, що комусь подобається, мати рану на все життя, об'єкт страху, втратити довіру, бути терплячим до недосконалості, встановлювати межі, сприймати щось, дотримуватись запланованих витрат на одяг та розваги.

**15. Phrasal verbs with go. Match the phrasal verbs in list A with their meaning in list B.**

A	B
1. to go against	a. to stop liking
2. to go off	b. to do the opposite
3. to go round, around	c. to suffer or experience something bad
4. to go to	d. to begin to experience or do something
5. to go together	e. to have romantic relationship
6. to go through	f. to be able to live without something or without doing something
7. to go without	g. to be enough for everyone

**16. Complete the sentences using the correct form of the verbs from list A above.**

1. He went ... watching thrillers late at night.
2. She goes ... her mother's request.
3. How does she keep smiling after all she's gone ...?
4. Shih! Daddy's trying to go ...!
5. I didn't know Sharon and Las were going ....
6. You are in disgrace! So you have to go ... watching TV till next Monday.
7. She went ... her counsel's advice.
8. Let's go ... the whole thing again.
9. Don went ... his pocket looking for the key.
10. You cannot go ... accusing people like that.

**17. Pair work. You and your friend are discussing the following question: Whom do you come to for help and support during tough times? Complete the dialogue using the words from the text above.**

Y – you; C – your classmate

Y: Can you share your problems with your mom or dad?

C: I think I can. But they are always worrying about me. So I do it very seldom. I'd rather talk my problem through with my close friends. And you?

Y: ...

**18. Answer the following questions:**

What tips are applied in your family to bridge the generation gap? Do your parents cop an attitude? Do your parents listen to all your problems and encourage you? Do your parents show self-acceptance and tolerance of imperfection? What do you do to establish good relationships with your parents?

**19. Read the following statements and say which of them characterize the relationships with your parents best of all.**

1. The contact with my grandparents is reduced to a check or cash in a birthday or holiday card.

2. One to one relationship with grandma or grandpa became limited to special occasions rather than ordinary events.

3. I am one of the lucky ones in having my grandma share with me a lengthy overseas trip. The outcome of the trip was an intellectual enhancement for both of us.

4. My parents treat me as an adult and I am able to see that wise piece of advice can be gleaned from someone older than myself.

5. My parents gained tolerance for my way of communicating with others without the restraint built in by tradition.

6. I, like the rest of my friends, think that my parents are overprotective and examine carefully every bit of advice they give me before deciding whether to heed it.

7. I am no saint. My room is sloppy and my parents are constantly grumbling that I never wash the dishes I have soiled. Yet I am always neat looking and presentable.

8. I talk to my mom at least once a week, sometimes several times a week, and then my father about once every couple weeks.

9. I keep very few secrets from my mom/ dad. The things I am dealing with at school, things about relationships with family or friends, love interests, kind of the whole array of things.

**20. Pair work. Make up dialogues between children and their parents discussing burning issues and filling in the gaps in the dialogue frame with the phrases from the list below. Express surprise, annoyance, disagreement. Give your reasons.**

*Son/ daughter:* Why don't you...

- respect my ability to make decisions?
- adopt an attitude of curiosity instead of trying to manipulate my thinking?
- request instead of demanding?
- make agreements instead of dictating rules?
- involve me in deciding instead of deciding for me?
- accept my priorities and perspectives?
- admit your own mistakes and talk about what you are learning from them?
- apologize when you have done something wrong or said something mean during an argument?

*Father/ mother:* So what?

Why should I?

What's the use of ...?

Don't you think it's silly?

You must be joking!

You can't be serious!

## **21. Make a list of tips for teenagers how to come to agreement with their parents.**

## **22. Pair work. Make up dialogues that could take place and dramatize them in class:**

- a) between mother and daughter discussing the approximate age of getting married;
- b) between father and son debating whether a 20 years old young man can drop a course at the university and go abroad;
- c) between parents talking about new friends of their son and the way his friends influence him;
- d) between teenagers sharing their experience how to come to grips with their parents.

## **23. Render the article into English**

а) Практично у кожній сім'ї відбуваються конфлікти між батьками та дітьми. Нічого жахливого в цьому немає, адже «правильно проведені» конфлікти допомагають зняти між його учасниками напругу і допомагають дійти згоди без утиску інтересів одного з членів сім'ї і в підсумку, тільки зміцнюють взаємини. Але це стосується тільки розумно дозволених конфліктів. Набагато частіше суперечки і сварки стають причиною затаєних образ та психологічних комплексів, а іноді навіть провокують розкол сім'ї.

б) Щоб конфлікт пройшов безболісно, дотримуйтеся таких порад:

- Не шукайте винних серед оточуючих. Дуже важко чинити опір спокусі звинуватити іншу людину, але спробуйте стримати себе і подивитися на ситуацію чужими очима.

- Не «задавіть» дитину своїм авторитетом. Те, що ви старше за віком, не означає, що всі повинні поступатися своїми інтересами, щоб вам догодити. Діти – такі ж особистості, як і дорослі і так само потребують поваги.

- Цікавтесь життям і думкою дитини та дорожте їй довірою. Найголовніше в сім'ї підтримувати нормальні, доброзичливі і довірливі стосунки. Важливо, щоб дитина могла з батьками поділитися своїми проблемами, а не приховувати їх зі страху чи сорому. І тільки тоді батьки отримують шанс своєчасно допомогти дитині, а часом навіть і врятувати її. Звичайно, будувати довірливі стосунки потрібно заздалегідь, а не тоді, коли вже почалося відкрите протистояння і дитина кожну вашу фразу приймає «в багнети».

- Не шантажуйте («Якщо не будеш робити, як я велю, не отримаєш кишенькових грошей»).

- Намагайтеся вести себе спокійно або відкладіть вирішення конфлікту на момент, коли і ви, і дитина заспокоїться, «охолонете».

- Намагайтеся знайти компромісне рішення. Ситуація, коли один задовольняє свої інтереси і потреби за рахунок іншого – неправильна. Щоб вибрати найбільш відповідний метод вирішення конфлікту, запитайте у дитини, який вихід вона бачить із ситуації, що склалася. Після перерахування всіх варіантів виберіть один або запропонуйте на вибір дитині свої версії рішення проблеми.

в) Конфлікти батьків і дорослих дітей можуть проходити ще більш напружено, ніж з маленькими дітьми або підлітками. Адже в такому випадку діти – вже повністю сформовані особистості з власними принципами і переконаннями. Але навіть і в цьому випадку всі вищезазначені методи залишаються правильними і дієвими. І найголовніше – пам'ятайте, що молоде покоління не краще і не гірше – воно просто інше. І якби не ці відмінності, якби не було суперечок і конфліктів між дітьми і батьками, не було б ніякого прогресу, і люди, живучи в печері, так і до цих пір би полювали на диких звірів.

## FAMILY VIOLENCE

**1. Read the text and say what episodes illustrate family violence. Discuss the following questions with your partner. Share key points with the class.**

- Why was Rhia happy to meet her second husband?
- Why didn't she flee away at the first signs of violence?
- What made her drift apart?
- What is your prediction of Rhia's future?



## **Rhia's Domestic Violence Story**

There are many things that can change the direction of someone's life, graduating, getting married, having a child, losing a parent, getting divorced and so many more things. I have done all those things. I got married at the age of 18 years to a man I had known for 3 weeks. I started having babies right away and had three sons in four years. My husband was not a very good husband or father but I was young and did not want to raise my sons alone so I stayed. In fact I stayed for 15 years before I just could not work to hold onto a broken marriage. After I separated from my husband I met a man I did not know that he was going to be the single biggest thing to happen to me in my life time.

We met at a dance and almost immediately we became inseparable. He was cute and funny and seemed to not be able to get enough of me. After 15 years of a man who did not seem to like me much this was a refreshing situation. He called and dropped by with flowers and was just so charming. He even seemed to get along with my sons who at that time were early teens and hard to get along with. I knew he had just gotten out of prison, but as he always said he had learned his lesson. I was on probation myself at this time and we should have not been together, but that just heightened the attraction. I should have seen the warning signs right then and there but I did not.

He moved in rather quickly, I just love to do things fast, and things seemed so blissful. He made coffee in the morning and cleaned up after himself and just could not get enough of the togetherness, I had been craving. The abuse did not start out physical it started with: I was lucky to have him, he could do so much better than me, the house needed to be cleaner, the boys needed to be quieter, and I needed to be home with him when he was, that my friends were not really my friends, and on and on.

The first sign of the physical abuse started not with hitting but pushing and grabbing. First came the apologies "I am so sorry I did not mean to grab you so hard but if you had only listened or did something right the first time we would have not had to go through that fight." As time went on the abuse got worse and happened at a faster pace. He started punching and kicking and burning and cutting. I was hiding all this from people who loved me, so I had no one to turn to. I could not even go to the law, as he was fond of pointing out. He was on parole and I was on probation if we had gotten caught together I risked going to jail myself. So, as the problem grew so did my fear that one of my boys were going to hurt him and end up in trouble themselves.

The final straw and the single most thing that changed my course with him was the day we had gone over to the neighbor's house for a barbeque and he thought I was flirting with the husband. The fight was on when we got home. There was nothing I could say or do to end this thing. I sent my sons to the store to see if I could defuse the situation, I did not want them to see anymore then they had to. He got angrier and angrier and went for his gun. It was not the first time that a weapon had been brought in but this time I was really scared. I was right to be scared, he placed the gun in my mouth because I was lying to him and I deserved to die for that and shooting through my lying mouth made sense to him. I remember being very calm and thinking about a lot of things, was I right with God, yes, would the boys be ok, no, but in the end the only thing I could pray for was that my boys not be the ones to find me. His uncle showed up and talked him out of shooting me and I ran. I got my children and ran as far as I could.

I tell this domestic violence story not for sympathy but to point out that you never know what the one thing in your life is going to be that changes you and everything you believe. If someone had told me I would let myself be hurt in this manner I would have laughed. I did find out that I am stronger than I thought. I also found out my children were not as blind as I thought. The biggest thing I found out was that even someone who was smart could get into a situation like this. I just want anyone who is going through this to know you can get out and be safe. That is why I tell my story I am no longer ashamed and if one person can find a way out because they have heard my story then it is worth all the pain to relive it. So, if you or someone you love is going through this just know you are not alone and you are stronger than you think. Today could be your changing day.

## **2. Study the current crime victimization survey and say who is primarily exposed to violence and what crimes prevail in these statistics?**

- An estimated 85 to 90 percent of domestic violence victims are female.
- Females are victims of intimate partner violence at a rate about five times that of males.
  - Females between the ages of 16 and 24 are most vulnerable to domestic violence.
  - Females account for 39 percent of hospital emergency department visits for violence-related injuries, and 84 percent of persons treated for intentional injuries caused by an intimate partner.
  - As many as 324,000 females each year experience intimate partner violence during their pregnancy, and pregnant and recently pregnant women are more likely to be victims of homicide than to die of any other cause.
  - Females experience the greatest assault rate (21.3 per 1000 females) between the ages of 20 and 24. This is eight times the peak rate for males (3 per 1000 males ages 25 to 34).
  - Domestic violence constitutes 22 percent of violent crime against females and 3 percent of violent crime against males.
  - Eight percent of females and 0.3 percent of males report intimate partner rape.
  - Twenty-eight percent of high school and college students experience dating violence and 26 percent of pregnant teenage girls report being physically abused.
  - Seventy percent of intimate homicide victims are female, and females are twice as likely to be killed by their husbands or boyfriends than murdered by strangers.
  - On average, more than three women are murdered by their husbands or boyfriends in the United States every day. In 2000, 1,247 women were killed by an intimate partner. The same year, 440 men were killed by an intimate partner.
  - An estimated 5 percent of domestic violence cases are males who are physically assaulted, stalked, and killed by a current or former wife, girlfriend, or partner.
  - Domestic violence victims lose a total of nearly 8.0 million days of paid work—the equivalent of more than 32,000 full-time jobs—and nearly 5.6 million days of household productivity as a result of the violence.

- The costs of intimate partner rape, physical assault, and stalking exceed \$5.8 billion each year, nearly \$4.1 billion of which is for direct medical and mental health care services.<sup>47</sup>
- Males are significantly more likely to be victimized by acquaintances (50 percent) or strangers (44 percent) than by intimates or other relatives.
- Females experience over 5 to 10 times as many incidents of domestic violence than males. In comparison to men, women have a significantly greater risk for being a victim of domestic violence and suffering chronic and severe forms of physical assaults.

### 3. Sum up the info about types of family abuse and answer the questions.

- What is family abuse?
- What does physical abuse include?
- What happens in case of emotional or verbal abuse?
- What is financial and spiritual abuse?

**Family abuse** is when a parent or caregiver abuses, mistreats, or neglects you or other people in your family. The abuse can be physical, psychological/emotional. Neglect is another form of abuse, which is when parents do not take proper care of or pay attention to the needs of the children in a family.

#### **Physical abuse**

Physical abuse includes hitting, punching, or physically harming a child or youth in some other way. Other examples of physical abuse are: slapping, biting, kicking, pulling hair, scratching, shaking, choking, arm twisting, using an object, such as a belt or bat, to causing any kind of pain.

#### **Emotional abuse**

This kind of abuse, also known as psychological abuse, is difficult to identify because it doesn't leave physical marks. Still, emotional abuse can be as painful as physical abuse. Here are some examples of emotional abuse:

**Verbal abuse:** name calling, insulting, and criticizing to hurt feelings, ridiculing

#### **Humiliating in public:**

- yelling at someone, pushing them around, or speaking down to them in front of others;
- telling someone they're a bad person;
- giving someone the "silent treatment";
- threatening to hurt someone or a person they care about (or threatening to harm a pet);
- threatening to leave a young person somewhere, or to leave the home and never return;
- abusing someone else (sibling, parent, or pet) in front of a young person;
- fighting in front of someone;

#### **Financial abuse:**



- stealing or controlling someone's money or valuables;
- forcing someone to work;
- denying someone the right to work;
- preventing the victim from obtaining employment or an education;
- withholding money, prohibiting access to family income, or lying about financial assets and debts;
- making the victim ask or beg for money;
- forcing the victim to hand over any income;
- refusing to contribute to shared or household bills;
- neglecting to comply with child support orders;

**Spiritual abuse:** using someone's religious or spiritual beliefs to manipulate, dominate, and control her.

### **Neglect**

Neglect is when parents can not provide their children with basic needs. Parents are legally required to provide their children with the following:

- appropriate clothes;
- nutritious food;
- adequate hygiene (soap, shampoo, and a place to take showers or baths)
- supervision and guidance;
- education (i.e. ensuring that you attend school or receive home schooling);
- emotional support (i.e talking to their children, showing interest and affection);
- medical care (i.e. basic preventative care like going to the dentist or doctor on a regular basis, trips to the doctor when you're sick, visits to the hospital in medical emergencies )

Parents may neglect their children because of several reasons such as they don't have the necessary skills, or because they have an illness or addiction that interferes with their ability to parent. Neglect is a serious issue, no matter what the cause is.

## **4. Read the information about causes of abuse.**

### **Root Causes of Domestic Violence**

Some people believe domestic violence occurs because the victim provokes the abuser to violent action, while others believe the abuser simply has a problem managing anger. In fact, the roots of domestic violence can be attributed to a variety of cultural, social, economic, and psychological factors. As a learned behavior, domestic violence is modeled by individuals, institutions, and society, which may influence the perspectives of children and adults regarding its acceptability.

Abusive and violent behaviors can be learned through:

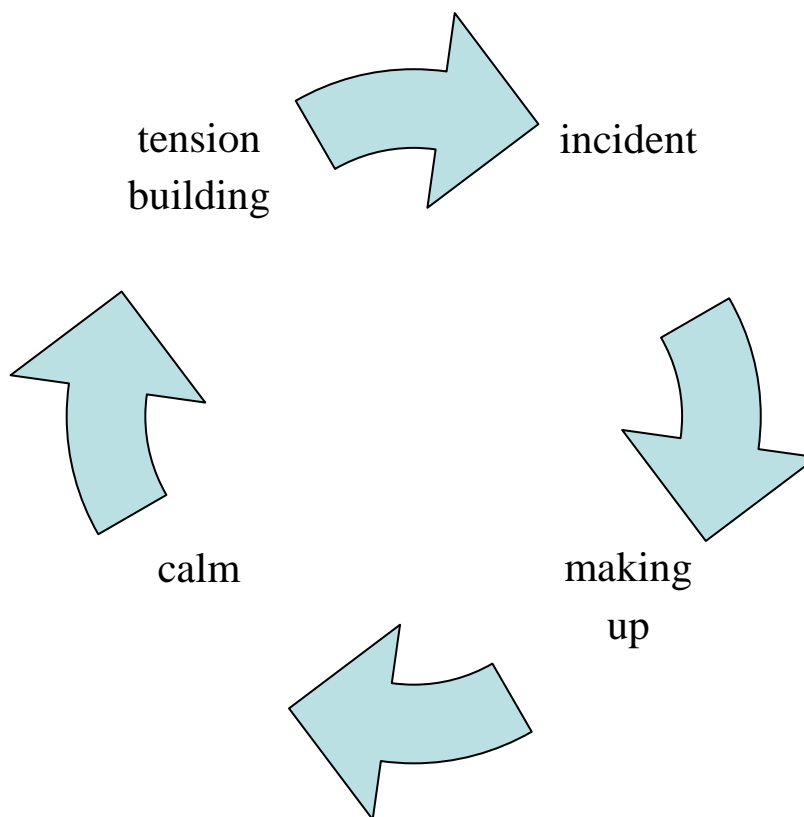
- childhood observations of domestic violence;
- one's experience of victimization;
- exposure to community, school, or peer group violence;

- living in a culture of violence (e.g., violent movies or videogames, community norms, and cultural beliefs).

Domestic violence is reinforced by cultural values and beliefs that are repeatedly communicated through the media and other societal institutions that tolerate it. The perpetrator's violence is further supported when peers, family members, or others in the community (e.g., coworkers, social service providers, police, or clergy) minimize or ignore the abuse and fail to provide consequences. As a result, the abuser learns that not only is the behavior justified, but also it is acceptable.

Psychopathology, substance abuse, poverty, cultural factors, anger, stress, and depression often are thought to cause domestic violence. While there is little empirical evidence that these factors are direct causes of domestic violence, research suggests that they can affect its severity, frequency, and the nature of the perpetrator's abusive behavior. Although there is debate among researchers regarding a definitive theory to explain domestic violence, there is little disagreement that it is an insidious problem requiring a complex solution.

**5. Look at the picture demonstrating the vicious circle of family abuse. Discuss with your partner the chain of actions that keep violence happening. Share your key points with the class.**



**6. Study the info about myths of family violence. Match myths with their refutations.**

Myth One: Only poor, uneducated women are victims of domestic violence.

Myth Two: Victims provoke and deserve the violence they experience.

Myth Three: Victims of domestic violence move from one abusive relationship to another.

Myth Four: Victims of domestic violence suffer from low self-esteem and psychological disorders.

Myth Five: Victims of domestic violence are weak and always want help.

1. An abusive tactic used by perpetrators is to accuse their partners of "making" them violent. This accusation is even more effective when the perpetrator and other people tell the victim that he or she deserved the abuse. As a result, many victims remain in the abusive relationship because they believe that the violence is their fault. Many victims make repeated attempts to change their behavior in order to avoid the next assault. Unfortunately, no one, including the victim, can change the behavior except for the perpetrator. The perpetrator is accountable for the behavior and responsible for ending the violence.

2. Victims of abuse can be found in all social and economic classes and can be of either sex. They can be wealthy, educated, and prominent as well as undereducated and financially destitute. Victims of domestic violence live in rural towns, urban cities, subsidized housing projects, and in gated communities. The overrepresentation of underprivileged women in domestic violence crime reports may be due to several factors, including the fact that those seeking public assistance or services are subject to data tracking trends that often capture this information. Victims of domestic violence who have higher incomes are more likely to seek help from private therapists or service providers who can protect their identity through confidentiality agreements.

3. Some people believe that victims of domestic violence are mentally ill or suffer from low self-esteem. Otherwise, it is thought, they would not endure the abuse. In fact, a majority of victims does not have mental disorders, but may suffer from the psychological effects of domestic violence, such as posttraumatic stress disorder or depression. Furthermore, there is little evidence that low self-esteem is a factor for initially becoming involved in an abusive relationship.<sup>60</sup> In reality, some victims of domestic violence experience a decrease in self-esteem because their abusers are constantly degrading, humiliating, and criticizing them, which also makes them more vulnerable to staying in the relationship.

4. Some victims of domestic violence are passive while others are assertive. Some victims actively seek help, while others may refuse assistance. Again, victims are a diverse group of individuals who possess unique qualities and different life situations. Victims of domestic violence may not always want help and their reasons vary. They may not be prepared to leave the relationship, they may be scared their partners will harm them, or they may not trust people if past efforts to seek help have failed.

5. Although approximately one-third of victims of domestic violence experience more than one abusive relationship, most victims do not seek or have multiple abusive partners. Victims of domestic violence who have a childhood history of physical or sexual victimization may be at greater risk of being harmed by multiple partners.

## DOMESTIC VIOLENCE AND CHILDREN

1. Study the info about the impact of family abuse on children. Discuss key points with your partner and present them in class.



### Domestic violence has an impact on children

- ◆ Thinking constantly about the traumatic event.
- ◆ Having nightmares.
- ◆ Avoiding places, people, or activities that re-mind them of the event.
- ◆ Losing interest in doing things that they liked before.
- ◆ Feeling alone, empty, sad, anxious, or uncaring.
- ◆ Becoming irritable, angry, and easily startled.

When children are exposed to domestic violence, it shows

#### ◆ Behavioral, social, and emotional problems

- higher levels of aggression, anger, hostility, oppositional behavior, and disobedience; fear, anxiety, withdrawal, and depression; poor peer, sibling, and social relationships; low self-esteem.

It hurts them...

#### ◆ Cognitive and attitudinal problems

- lower cognitive functioning, poor school performance, lack of conflict resolution skills, limited problem-solving skills, acceptance of violent behaviors and attitudes, belief in rigid gender stereotypes and male privilege.

...and can last a lifetime.

#### ◆ Long-term problems

- higher levels of adult depression and trauma symptoms, increased tolerance for and use of violence in adult relationships

## 2. Render the articles into English:

а) Жорстоке поводження в сім'ї з дітьми не така вже й рідкість. Часто, плутаючи методи виховання із звичайним насильством, батьки намагаються бути «розпорядниками» життя власної дитини. Не знаючи іншого ставлення, малюки не можуть правильно оцінити ситуацію, тому самі, вважаючи себе винними навіть не намагаються захиститись. Ситуація ускладнюється ще й тим, що в суспільстві не прийнято це обговорювати. Дуже часто один з батьків просто спостерігає за знущанням над своєю дитиною. Та насправді ця форма насильства існує у побуті дуже давно і поширена серед представників різних національностей, різного соціального та фінансового статусу, у сім'ях з різними світоглядами та релігійними вподобаннями. За даними статистичного центру, у 2006 році в Україні від різноманітних протиправних дій дорослих постраждало 7 тисяч дітей. Найбільше страждають від домашнього насильства діти у віці до 10 років. Причому кожен третій з них не вчиться у школі – чи

батьки не пускають, примушуючи жебракувати, чи то немає можливості відвідувати заняття (відсутність одягу та ін.)

б) Однією з причин загострення проблеми домашнього насильства над дітьми є соціально-економічна нестабільність у суспільстві. За даними статистики в Україні відомо про існування близько 2 мільйонів неповних і проблемних сімей, де немає когось з батьків, або ж батьки знаходяться у постійних пошуках роботи. Із них – близько 60 тисяч сімей, в яких проживає 150 тисяч підлітків, офіційно вважаються неблагополучними. Дуже часто жорстоке поводження з дітьми стає результатом того, що самі батьки страждали у дитинстві від насильства. Найжахливіше те, що ця модель може повторюватися багатьма поколіннями.

в) Інша причина – раннє батьківство. У деяких батьків ще не сформувалося почуття батьківської відповідальності. Від незнання того, як поводитися з дитиною в різних ситуаціях, людина стає агресивною і всі проблеми вирішує одним способом - образами чи побиттям. Такі батьки часто не сприймають всерйоз потреби своїх дітей. Вони висміюють їх, не дозволяють їм виражати свої істинні почуття, їм важко поважати дітей як особистостей зі своєю власною свободою. Вважаючи дітей причиною своїх проблем, вони починають їх бити, ображати, погрожувати їм, ізолювати, не довіряти чи зневажати. Такі діти страждають від психологічних травм.

## Unit Six

### TEXT From "A NEWS STORY"

By Allan Jefferys

Born in Woodbury, N.J., Jefferys served as an Army Air Corps pilot in World War II and returned to start a career in acting and broadcasting. While he was trying to break into those fields, he drove a taxi, worked as a short-order cook, sold encyclopedias and operated a tumbler in a laundry. He landed his first TV jobs in Washington, before moving to ABC in New York. As part of his theater criticism and newscasts, he conducted several thousand celebrity interviews over the years, saying Angela Lansbury was one of his favorites while Barbra Streisand and Milton Berle were monosyllabic. He wrote several novels and coauthored the radio satire "DJ" in the 1960s with his friend and colleague Bill Owen. "He was a fine staff announcer and writer," his former colleague Bob Gibson recalled Sunday. "But I think he was most proud of his work as a theater critic." Allan Jefferys noted in later years that he gave the quasi-rock musical "Hair" a good review in 1968 despite his professed dislike for rock 'n' roll, calling the cast "the most talented bunch of hippies you'll ever see." "You have to put aside your own prejudices," he said, "and judge the performance."

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"Stand by to roll 87. . . Stand by cartridge . . . stand by announce."

"ROLL 87!"

"87 is rolling. . . three. . . two. . . one. . ."

"TAKE 87! HIT CARTRIDGE! Open the announce mike . . . cartridge under. . ."

"ANNOUNCE! Standby Camera 1. . ."

The rich timbre of an announcer's voice overpowered the allegro theme that gushed from the KLH speaker angled down from the ceiling. Two stories below, in the basement of the Alpha Broadcasting Building, a montage of New Yorkers at work and play threaded itself smoothly through the sprockets of Projector 87 and was electronically fed to the on-the-air monitor.

Block lettering optically superimposed on the film spelled out what the announcer was reading: The WABS-TV SIX O'CLOCK NEWS was on the air.

"TAKE 1 . . . CUE BLADE!"

A medium close-up of anchorman Howard Blade replaced the film on the monitor as the theme faded out. Blade fixed his lips in a half smile and rattled off the headlines of the day's major news stories in a flat mid-western twang totally devoid of humor, excitement or even interest.

In the semi-dark control room above the studio a short stocky man named Jack Heek turned to his neighbor and sneered, "I hope he doesn't fall asleep before the first commercial."

His neighbor gave Heek, the new general manager, a wary glance and stated, "He's a good newsman. He maintains his objectivity."

"Hmmp!"

The associate director whirled and snarled, "Hey, hold it down back there. We're trying to do a show."

The general manager shrugged and turned his attention back to the monitor. Blade was wrapping up the first story and leading into a commercial.

"I'll have more news in just a moment."

Five men hunched over a long Formica-covered shelf went into action on Blade's last word. The Technical Director punched a button that erased Blade from the screen and replaced him with the image of a young actress pretending to be a housewife as she brandished a can of floor wax. Another technician studied an oscilloscope and made a minuscule adjustment in the video level of the film. On the other side of a glass partition, the audio man turned a knob to the left as he lowered the volume of the commercial. The VU meter registered -1 but the commercial still sounded loud and three people in three different homes made themselves a promise to write a letter of complaint to the station. None of the promises would be kept.

"Twenty out," warned the Associate Director. "Next lower third is Lindsay. Change RP, please."

"Coming out on Camera 2," the Director announced. "Put him in the center, 2. Tilt down more. Hold it right there. Stand by to take 2 . . . TAKE 2—CUE HIM!"

Blade made a quarter turn in his chair to face Camera 2 and droned his way through three more stories.

Fifty miles to the northeast of TV-27, in the heart of Connecticut's affluent Fairfield County, the town of New Canaan busied itself in preparation for the arrival of the first batch of homeward bound commuters. Martini glasses were chilling in refrigerators, charcoal briquettes were heaped high on outdoor grills, steaks were marinating in secret concoctions and wives were changing from blue jeans and tennis shorts to more enticing apparel. Few of the residents were tuned into the WABS-TV SIX O'CLOCK NEWS. The sun was still too high above the white spires of the churches on what the town called God's Acre to think about watching television. Those interested in learning what was happening to the world were content to await the eleven o'clock news programs or even to hold off until the next morning, where they would scan the headlines of the New York Times that would be deposited in their mail boxes before dawn.

There was one notable exception to this disdain for the efforts of the WABS-TV news team. In a comfortable pecan-paneled den tucked into one of the many rambling colonial homes of this quiet village, a large man sat slumped in a leather chair staring at a 25 inch color television set. He wore a worried expression on his face and seemed to be having difficulty concentrating on the screen. It was unlike this man to find his mind wandering while watching a news program. News had been the mainstay of his life for almost a third of a century.

He did not look like a newsman. He looked like someone who would be more at home on a dairy farm than in a newsroom. His six foot four inch frame was well proportioned and well maintained. His condition was that of a man twenty years his junior. The only intrusion to his appearance was a large bulbous nose— an incongruous interruption to a well tanned face with a firm chin and deep-set blue eyes tucked in beneath bushy eyebrows. He used those eyebrows effectively to punctuate proclamations aimed at his cohorts in the news business. His name was Otto Colbert and he was the president of Alpha Broadcasting News. Few of the daily occupants of the thirty-seven-story building that housed Alpha Broadcasting were paying attention to their own local TV newscast. Radio was engaged in its own problems; most of the secretaries, promotion people, salesmen, lawyers, labor relations and personnel workers and the other off-the-air employees had already departed for the day.

Those who remained were busy at other tasks. Commercials were being inserted in taped shows due to air later that night. One studio was in full swing as a team from the sports department taped a special on a Grand Prix race that had been filmed earlier in Monaco. In still another studio the first of three network news feeds was already snaking its way across the country on closed-circuit lines. In the network newsroom on the fourth floor writers, editors and desk assistants were racing frantically around as they checked wires for possible updates.

Again, there was one notable exception. In the long corridor-like clients' booth that overlooked TV-27, a lone girl alternated between watching the squat color set at one end and staring belligerently down toward the studio floor itself. Her eyes narrowed to thin slits of envy as Channel 3's girl reporter, Betsy Hoopes, took her turn in front of the camera. The girl in the client's booth saw herself in that role and resented the fates that had thus far kept her behind the camera. Her name was Sheri Gamm and she was the secretary to the WABS-TV Local News Director.

Blade introduced the sportscaster, Harvey Cooper, who spent forty seconds giving baseball scores and two minutes regaling the audience with a long-winded diatribe about the need for changes in baseball's rules. The sportscaster was an ex-lawyer and never let anyone forget it.

Weatherman Hal Conway followed him. Conway looked more like a Wyoming cowboy than a television personality. He was six feet six and built like a sinewy locust tree but he had dominated the weather scene in New York television for fifteen years. He and his puppet, Angus, were celebrities when TV news was still picking up the crumbs of seven newspapers. Today, Angus was garbed in an old-fashioned bathing suit that accentuated his knobby wooden knees. It was Conway's trick to tell the viewers that tomorrow promised to be another scorcher.

The majority of the transients stopping at the Hotel Americana chose to ignore New York's local newscasts. Most of the tourists were still strolling up and down the searing sidewalks in almost masochistic determination to squeeze in every available minute of sightseeing. If they regretted choosing a New York vacation over one at the cooler beaches or mountains, they kept those regrets locked inside them. This was supposed to be fun and they were damned if their holiday was going to be loused up by temperatures in the 90's.

The business men who called the hotel a temporary home were poring over order blanks, invoices, notes and brochures— angry at the number of prospects who were out of town but happy at last to be ensconced in air-conditioned comfort. They would spend the rest of the hot night working in the hotel, dining in the hotel, boozing in the hotel and, hopefully, fornicating in the hotel.

For the third time there was a notable exception. This time it was a dapper young man who was now letting a smug smirk play around his lips as he checked off the errors in WABS-TV's newscast. If all went as promised he would soon be earning more than twice his current salary.

It would not be enough to satisfy him.

He would also have power over three times the number of people who now answered to him.



It would not be enough to satisfy him.

He would gain prestige offered to few men in his industry.

It would not be enough to satisfy him.

His name was Anthony J. Hadde and he was the News Director of Alpha Broadcasting's San Francisco outlet.

Conway finished his weather report and Blade closed out the program with a filmed story about the zoo's two favorite polar bears. Jack Heek yawned loudly in the middle of it.

As the theme ended and the on-the-air monitor went to black, the Director hit the intercom switch that fed the studio floor and said, "Good show everybody. Thank you. That's a good night."

The Technical Director threw another switch that opened intercoms to projection, Master Control and tape facilities. "That's a good night from TV-27," he said.

The audio man stood up, stretched and announced, "Time for a taste of the grape. All those interested in the delights of PADDY'S SALOON will please form a single file and follow me."

"Everybody back at ten o'clock for set-up," the TD ordered.

The control room emptied quickly as the crew took advantage of the three-hour break between the early and the late news. It was, as the audio man suggested, a time for a taste. Or maybe two tastes. If possible, dinner would be squeezed in. But first, second and third: a taste.

Mitch Bellows turned to the short stocky man and said, "Buy you a drink, Jack?"

Jack Heek gave the News Director a long level stare as though he were turning the offer over in his mind. He rejected it. "Rain check, Mitch, Rain check."

Mitch lingered in the control room long enough to give the general manager a good head start toward the elevator. Heek had pointedly rejected not only the drink but any discussion of the news program he had just witnessed. The depressing thought that his days might be numbered as News Director brushed across Mitch's mind. He shrugged off the prospect of being ousted. He had had the same premonitions about each of the last three general managers. Each one had flaunted a big broom. Each had tried to walk tough around the news area and each had finally adopted a hands off policy. News was still a sacred cow.

Mitch was wrong. Jack Heek had no intention of honoring any hands off policy where WABS-TV News was concerned. Heek had plans for the station and the news operation was on top of his agenda of things to be changed.

## Commentary

1. **KLH:** KLH is an audio company founded in 1957 as KLH Research and Development Corporation in Cambridge, Massachusetts, United States, by Henry Kloss, Malcolm S. Low, and Josef Anton Hofmann originally to produce loudspeakers. KLH had sales of \$17 million, employed over 500 people and sold over 30,000 speakers a year before it was sold to Singer Corp in 1964. Later it was bought by Electro Audio Dynamics Inc. and moved to California in 1980.

2. **VU meter:** volume unit (VU) meter or standard volume indicator (SVI) is a device displaying a representation of the signal level in audio equipment.

3. **RP:** rear-projection television (RPTV) is a type of large-screen television display technology.

4. **WABS-TV:** an imaginary TV company.

5. **Grand Prix** [ˌgrɒnˈpriː]: any of a series of motoracing or motorcycling contests forming part of a world championship series, held in various countries under international rules.

### SPEECH PATTERNS

1. **The only intrusion** to his appearance was a large bulbous nose...

The only thing worse than being blind is having sight but no vision. (Helen Keller)

*The only reason* for time is so that everything doesn't happen at once...

2. **They would spend** the rest of the hot night **working** in the hotel...

They would waste the rest of their fortune gambling.

They would defend the rest of their country fighting.

3. **If all went** as promised he would soon be earning more than twice his current salary.

If we could achieve our aims by merely wishing, life would be very easy.

If turnips were watches, I would wear one by my side.

If all the world were just, there would be no need of valor.

### Phrases and Word Combinations

to fade out

to rattle off the headlines

devoid of smth

to maintain one's objectivity

to wrap up the story

to resent the fates

to pick the crumbs of adjustment

to drone one's way through

to be content to do smth

to hold off

to scan the headlines

to be the manstay of one's life

an incongruous interruption

to be a full swing

network news feed

to snake one's way

to pretend to be

to make a minuscule

to brush across one's mind

to have premonitions

to flaunt a broom

to adopt a hands off policy

to be a sacred cow

to be on top of agenda

## ESSENTIAL VOCABULARY

1. **rattle** *vt/i* 1) (cause to) make short, sharp sounds quickly, one after the other, *e.g.* The windows were rattling in the strong wind. The hail rattled on the roof.

**to rattle off** (colloq.) to talk, to say or repeat smth quickly; to repeat (words) quickly and too easily from memory; to perform (an action) with ease and speed, *e.g.* What is the point of teaching the children to rattle off the names of the kings and queens of England if they know nothing about history?

**to rattle away/on** to talk rapidly and at some length and uninterestingly, *e.g.* At every meeting of the women's club, Mrs White rattles on for hours.

2) to annoy, cause to feel angry, *e.g.* My persistent questioning of his story rattled him, and he refused to answer my queries. She was rattled by the hypothetical eyes spying upon her.

*Syn.* embarrass, discomfit, abash, faze

**rattled** a annoyed, *e.g.* In the end he got rattled, (or: We got him rattled.)

2. **overlook** *vt* 1) to have or give a view of (smth or smb) from above, *e.g.* Our room overlooked the sea. 2) to look at but not see; not notice, *e.g.* Every time the question of promotion came up, Smythe was always overlooked. 3) to pretend not to see; forgive, *e.g.* I overlooked that breach of discipline as you were concentrating on a very important job.

*Syn.* open on, give on, face, miss

3. **way** *n* 1) a road or track (used lit. and fig.), *e.g.* Are you going my way?

**to block the way** to make movement difficult or impossible, *e.g.* Will you step aside, you're blocking the way.

**to clear the way (for smth or smb)**, *e.g.* Clear the way for the car.

**to make way (for smth or smb)** to allow freedom to pass, *e.g.* All traffic must make way for a fire-engine.

**to feel (grope) one's way** to feel about with the hands; to search for in a hesitating way, *e.g.* We groped our way through the dark streets. "Have you come to any definite conclusion yet?" "No, I'm still feeling my way."

**to give way** 1) to break; to fail to hold up, *e.g.* The branch gave way and I fell into the stream. His legs gave way and he fell on his side, *e.g.* The army gave way (= retired) before the advance of the enemy.

2) to surrender oneself to smth, *e.g.* Don't give way to despair.

3) to be replaced by smth, *e.g.* His anger gave way to curiosity.

**to go out of one's way** to do smth, to make a special effort to do smth, *e.g.* He went out of his way to do me a kindness (a favour, an injury).

**out-of-the-way** remote, *e.g.* Students come to our city from the most out-of-the-way parts of the county.

2) direction (used lit. and fig.), *e.g.* I was so ashamed, I didn't know which way to look.

**to know (see, find out) which way the wind blows** to know what the state of affairs is, *e.g.* He always seems to know which way the wind blows (is blowing).

3) progress; advance, as to make (push, fight, feel, force, elbow, shoulder, pick, etc.) one's way (along, forward, to, towards, back, home, etc.), *e.g.* He pushed (elbowed, forced, etc.) his way through the crowd.

4) a method or plan; a course of action, *e.g.* Don't change anything, I like it that way.

**to know one's way about** to know one's course of action, *e.g.* You needn't worry about her, she knows her way about and can take care of herself.

**all (quite, just) the other way about** (AE **around**) quite the opposite, *e.g.* "As far as I know he denied what he had said before." "Quite the other way about. He confirmed everything."

(in) one way or another (other, the other), *e.g.* You'll have to do it one way or another, there's no getting away from it.

5) a characteristic method or manner of behaving, *e.g.* I don't like his ways at all.

**to have a way with smb** to be able to win the confidence and affection of people, *e.g.* She'll make a good teacher, she has a way with children.

**it (this) is always the way with smb, it is always the case with smb**, *e.g.* Tom failed me again, this is always the way with him.

6) respect, degree, *e.g.* In one way that explanation is satisfactory, but in another way it is not.

**in no way**, *e.g.* The photos are in no way similar.

**by way of**: 1) as a substitute for, *e.g.* He said something by way of apology.

2) via, *e.g.* He went to town by way of the old road.

**underway**, as restructure underway, *e.g.* With the election campaign underway the candidates began giving a great deal of speeches.

4. **thing** *n* 1) (C) any material object, *e.g.* What's that thing you've got on your head?

2) (C) a piece of clothing, *e.g.* I've not got a thing' to wear.

3) (C) that which is not material, *e.g.* What a nasty thing to say to your sister!

4) (C) a subject, matter, *e.g.* There's one more thing I wanted to say.

5) (C) a person or animal regarded as an object of pity, affection, or contempt, *e.g.* Your daughter's such a sweet little thing. You stupid thing!

6) (C) happening, event, *e.g.* A funny thing happened yesterday.

7) *pl* possessions, belongings, *e.g.* Have you packed your things for the journey?

8) *pl* the general state of affairs, *e.g.* Things are getting worse and worse.

**(not) quite the thing** (*informal*) what is considered socially correct, fashionable, *e.g.* It's not quite the thing to wear an open-necked shirt to a formal evening dinner.

**the thing is** the most important point is, *e.g.* The thing is can we get there in time?

**have a thing about** (*informal*) — a peculiar attitude or feeling toward smth, *e.g.* She has a thing about cats.

5. **resent** *vt* to show or feel indignation at, *as* to resent smb's behaviour (smb's words, an insult, smb's manner, etc.), *e.g.* Anyone would resent such treatment. The child resented being made fun of.

*Note* the pattern **smb resents smth**. Compare with the Ukrainian patterns: когось обурює щось; обурює кого-небудь.

**resentful** a feeling or showing resentment, as to be resentful of smb (smth), *e.g.* The boy was resentful of the remark.

**resentment** *n* a feeling of indignation or annoyance; a deep sense of injury, as to (have) bear no resentment against smb (smth), *e.g.* His conduct aroused everybody's resentment.

6. **to fall about** – to laugh uncontrollably), *e.g.* The audience fell about laughing, but no laughter came from me, I was in love with her.

**to fall apart** – to disintegrate), *e.g.* Ann did what she could to keep the marriage from falling apart.

**to fall away** – to disappear), *e.g.* The wind fell away and all was calm.

**to fall back** – to withdraw, to retreat), *e.g.* They had fallen back to let her through.

**to fall behind** – to fail to remain level; to move to a position lower down or behind others), *e.g.* We fell behind with the payments on the car and it was repossessed.

**to fall for** – to be strongly attracted to smb, to come to admire), *e.g.* I fell for Irma in a big way.

**to fall from** – to lose smth good), *e.g.* The Minister fell from favour and was dismissed from the government.

**to fall in with** – to become friends and start spending a lot of time with people who are a bad influence on you), *e.g.* Even since she had fallen in with Tommy Jones and his gang, her school work had gone downhill.

**to fall into** – to begin smth, to enter), *e.g.* I fell into conversation with an interesting man at the meeting.

**to fall off** – to become smaller or to get worse), *e.g.* The cooking fell off remarkably.

**to fall out with** – to quarrel with smb and stop being friends with them), *e.g.* We fell out with him when he criticized my sister.

**to fall over** – to fall while walking, running, moving, etc), *e.g.* She fell over and hurt herself.

**to fall through** – not to be successfully completed(used for plans, projects, arrangements), *e.g.* Our project to set up an English school fell through when we found out how much we would need to invest.

**to fall to** – to begin especially to eat, attack or do anything active, *e.g.* When the children saw the food on the table, they fell to eagerly and soon ate everything.

*Word combinations and idioms: to fall for a lie* – to believe in lie;

**to fall flat** – to fail to amuse or interest people;

**to fall from grace/favour** – to stop being liked by people in authority;

**to fall victim, prey** – to get a very serious illness or be attacked or deceived by someone;

**to fall in a line** – to obey someone or do what other people want you to do, especially when you do not want to do it at first;

**it fell off the back of the lorry** – used to say when smth is stolen;

**to fall on deaf ears** – not to pay any attention to smth.

7. **suggest** *vt* 1) to cause to come to the mind, *e.g.* The open window suggested that somebody else had got into the house.

2) to bring itself to the mind, *e.g.* An idea suggested itself, Harry has bad manners. Lack of proper home training suggests itself.

3) to give signs (of), *e.g.* Her expression suggested anger/(that), she was angry.

**suggestion** *n* a slight sign, *e.g.* Her face held a suggestion of anger.

8. **ignore** *vt* not to take notice of, *e.g.* Ignore the child if he misbehaves and he will soon stop.

**to ignore smth** to pretend not to know or see it, *e.g.* She saw him coming but she ignored him.

*Ant.* to consider, to regard

*Note:* The Ukrainian for **to ignore** is ігнорувати, не помічати. Ignore does not correspond to the Ukrainian нехтувати, не турбуватися про що-небудь, випускати з поля зору which is expressed by the verb **to neglect**, *as* to neglect one's duties, one's children.

**ignorant** *a* 1) lacking knowledge, not aware, as ignorant of even simplest facts, *e.g.* He is quite ignorant of these facts. She was ignorant of his presence. (She didn't know he was there.)

2) rude, impolite *esp.* because of lack of social training, *e.g.* He is an ignorant person — he always goes through a door in front of a girl (lady). She is an ignorant girl: she knows nothing about her country's history.

9. **error** *n* smth done wrong, a mistake, as spelling errors; an error of judgement, *e.g.* Not to commit an error of judgement he looked for more evidence.

**err** *vi* (*formal*) to make mistakes; to do or to be wrong, *e.g.* To err is human.

**erratic** *a* irregular in behaviour or opinion (of a person or his behaviour); likely to do unusual or unexpected things, *e.g.* She's so erratic I never know how she's going to react to my suggestions.

10. **mind** *vt* 1) to attend to or take care of, *e.g.* Mind your own business. Please mind the baby (the fire).

2) to obey, *e.g.* The child won't mind his granny.

3) to be careful of, *e.g.* Mind your step. Mind! There is a bus coming. Mind the traffic rules.

4) to object to, be afraid of, *e.g.* Do you mind my smoking (if I smoke)? – I don't mind it a bit. (Yes, I mind it very much.) Would you mind closing the window? – Never mind (an answer to an apology).

**mind** *n* 1) intellectual faculties, as the great minds of the world; to be in one's right mind, *e.g.* Paton was one of the greatest minds of the world of his time. Are you in your right mind to say such things?

2) memory or remembrance, as to come to one's mind; to bear in mind, *e.g.* The incident gradually came to my mind. Bear in mind that you are to be here at six sharp.

3) one's thoughts, opinions, wishes, as **to make up one's mind** to come to a decision.

**to change one's mind.**, *e.g.* I won't change my mind whatever I said.

**to be in two minds** to hesitate, *e.g.* I'm in two minds and can't give you a definite answer now.

**to speak one's mind** to say what one thinks, *e.g.* Don't beat about the bush, speak your mind.

**to give a person a piece of one's mind** to tell him frankly what one thinks of him, *e.g.* I shall give you a piece of mind, unpleasant as that may be.

**to have a (no) mind to** to be disposed to, *e.g.* She had no mind to answer such questions.

**to have smth. on one's mind** to be anxious about smth, *e.g.* She seemed to have something on her mind and could not concentrate.

**-minded** *adj* in compounds having the kind of mind indicated, as absent-minded, fair-minded, broad-minded, narrow-minded, *e.g.* She is very absent-minded and always leaves her things behind.

## READING COMPREHENSION EXERCISES

**1. a) Consult a dictionary and transcribe the following words from the text. Practise their pronunciation paying attention to stresses:**

Allegro, medium, maintain, associate, technician, oscilloscope, minuscule, partition, briquettes, concoction, enticing, apparel, content, deposit, intrusion, incongruous, punctuate, cohort, commercial, belligerently, diatribe, sinewy, dominate, crumb, accentuate, knobby, scorcher, ensconce, agenda.

**b) Listen to your groupmates' reading of the above exercise. Correct their mistakes.**

**2. Practise the pronunciation of the following polysyllabic words paying attention to the principal and secondary stresses:**

Overpower, superimpose, objectivity, interruption, proclamation, sportscaster, newspaper, determination, premonition.

**3. Read out the following observing all the phonetic phenomena of connected speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").**

as the theme faded out; devoid of humor, excitement or even interest; punched a button, a young actress, he wore a worried expression, to punctuate proclamations, other off the air employees, at other tasks, a Grand Prix, a sinewy locust tree, for the third time there, time for a taste of the grape, everybody back at ten o'clock.

**b) Practise the pronunciation of the following word combinations containing the nasal sonant[ŋ] in the intervocalic position:**

block lettering optically superimposed, Blade was wrapping up the first story and leading into a commercial, more enticing apparel, concentrating on the screen, were paying attention, shaking its way, picking up, working in the hotel, fornicating in the hotel, the prospect of being ousted, honoring any hands off policy.

**c) Read the following passages: 1) from "Stand by to roll 87" up to "Cue BLADE" and 2) from "The Technical Director..." up to "Rain check". Observe the intonation group division, stress, rhythm and tempo.**

**4. Translate the following sentences into English using the speech patterns:**

1. Єдиним, що заважало сімейній ідилії, був несплачений борг за оренду квартири. 2. Вони б провели решту ночі граючи в карти якби не екзамен наступного дня. 3. Якби все пішло як задумано, вона б уже через місяць носила обручку на безіменному пальці. 4. Єдиним, що втрутилось в його мрії, був дзвінок у двері, і він поспішив до входу. 5. Якби поїзд прийшов за графіком, вони б уже за кілька хвилин пили каву в одному із затишних львівських кафе. 6. Вони б провели решту свого життя танцюючи в нічних клубах і п'ючи мартіні, якби не втратили всі заощадження в черговій грошовій афері. 7. Несподівана хвороба матері була єдиним, що зруйнувало його плани кругосвітньої подорожі.

**5. Make up two sentences of your own on each speech pattern.**

**6. Make up and act out in front of the class a dialogue using the speech patterns.**

**7. Study the sentences containing the phrases and word combinations and translate them into Ukrainian.**

**8. Paraphrase the following sentences. Use the phrases and word combinations:**

1. As it got farther into the distance, the car disappeared from view. 2. Most journalists and sub editors will read the headlines quickly without a second thought. 3. Again the question was without implication. 4. Being objective is the most important job of a judge. 5. After the climax, *end the story* as quickly as possible. 6. I believe that it is illegal *to be* a fake of someone else that actually exists. 7. This is actually just a small change that will help. 8. She slowly reached the end of the story before falling asleep. 9. The easiest way to be satisfied with your life is to adjust your perspective and daily actions. 10. She postponed calling him until the last possible moment. 11. She looked through the headlines quickly in search for first article. 12. Music was the main support for her. 13. An inappropriate pause was caused by a visitor. 14. They worked hard as if they were a single unity. 15. The river winds through the valley. 16. He was in constant struggle for better results under dreadful circumstances. 17. The newspapers receive information from TV programmes. 18. What if you could see the future whenever you wanted it? 19. She was above criticism. 20. This issue is of primary importance.

**10. Make up a sentence of your own with phrases and word combinations from the text.**

**11. Make up and practise a dialogue using the phrases and word combinations.**



**12. Translate the following sentences into English. Use the phrases and word combinations:**

1. Парус корабля ніби розтанув за горизонтом. 2. Він проторохтів останні новини і зник з екрану. 3. Журналістська позиція повинна бути об'єктивною, позбавленою пихи та підлабузництва. 4. Авторка закінчила оповідати про події так же стрімко, як і почала. 5. Вона прикинулась власною матір'ю і відповіла на дзвінок учителя. 6. Після проведення незначних пристосувань заняття почалися. 7. Вона швидко закінчила історію розповіддю про щасливе життя принца та Білосніжки. 8. Він проглядав заголовки вранішніх газет і злився від власної безпорадності. 9. Головною опорою в житті художника була віра в те, що він прославиться. Він протистояв несправедливості долі та підбирав крихти слави з коментарів про вдало виконані портрети. 10. У неї були передчуття, що нова мітла местиме по-новому. 11. Новини - це святая святих кожного інформаційного каналу, вони повинні бути позбавлені необ'єктивності та неправди. 12. Політика «умивання рук» чи то тримання паузи інколи допомагає згуртувати команду в єдине ціле.

**13. Make up and act out a situation using the phrases and word combination (Pair work).**

**14. Explain what is meant by:**

To give a wary glance; to make a quarter turn; more enticing apparel; a pecan-paneled den; to narrow to thing slits of envy; a long winded diatribe; never let anyone forget smth; to keep regrets locked inside; time for a taste of grape; to form a single file; to walk tough around the news.

**15. Answer the questions and do these assignments:**

a) 1. Where is the first scene of the story set? 2. What was the atmosphere in the studio? 3. What was the manner of Howard Blade's news presentation? 4. Why did some people decide to write a letter of complaint to the station? 5. Speak on the interest of New Canaan inhabitants to the news. Who was the only exception to the general situation? 6. Why does the author lay special emphasis on the description of Otto Colbert's appearance? 6. Describe the daily routine in Alpha Broadcasting Company. Was it a chaos or well-organized working process? 7. Why was Sharri Gamm so envious? Could she occupy the position she wanted? What would you recommend her to do in order to achieve her goal? 8. Describe the television personalities from the story, stress upon common and completely different features, appearance and manner of presentation. 9. How independent are those people working for the television companies? 10. Comment on the meaning "a time for a taste" and how it is connected with work on TV.

b) 1. Speak on the overall tone of the passage, specifying the setting of the story and characters involved. Observe the stylistic means the author employs: a) the words and

phrases denoting emotional reaction; b) the contrast of the atmosphere existing in the TV studio and life behind its walls;

2. To what literary mode does this excerpt belong, e. g. science fiction, fantasy, a realistic novel, a detective story. 2. List the words from the passage which belong particularly to the vocabulary of TV workers. 3. Is there a lot of figurative language in the story? Give examples of the epithet, metaphor, simile.

3. Indicate the lexical and syntactical devices used to depict the characters of Otto Colbert, Anthony J. Hadde: a) which words and phrases help the reader to understand their characters? Are the descriptions complete ones? b) What do they feel about their work? Enlarge on the function of inner speech and various repetitions.

### **16. Retell the text as if you were one of the characters:**

- a) Howard Blade
- b) Otto Colbert
- c) Anthony J. Hadde
- d) Sharri Gamm
- e) Jack Heek

### **17. Give a summary of the text.**

**18. Astrid Alauda said “Television is an anesthetic for the pain of the modern world.” Write an essay of 200-250 words for or against this statement.**

## **VOCABULARY EXERCISES**

**1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.**

### **2. Translate the following sentences into Ukrainian:**

1. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working. 2. Druet was rattling on boasting about his recent victories and Hurstwood grew more and more resentful. 3. The quiet deliberate footsteps approaching my door *rattled* me/got me *rattled*. 4. She seemed *rattled about* my presence/by my question. 5. I had taken a taxi which *rattled* down the road. 6. He was left alone except Rachel *rattling* pots in the kitchen. 7. She didn't *overlook a thing* in planning the party. 8. June went there sometimes to cheer *the old things* up. 9. That was an unkind *thing* to say. 10. She's got *a thing* about fast cars. 11. I'm having trouble paying attention — *I have a thing* or two on my mind. 12. Anthony could not have blamed Steve if through *resentment* he now decided to abandon his brother to the dreadful struggle that was to come. 13. The Forsytes *resented* encroachments on their property. 14. Kit had been called

out once before during the night and his body *resented* the second disturbance. 15. He was a big man who *resented* the buttons on his shirts. 16. Give me the best estimates you have by the end of the month. *Err*, if you must. 17. It was a new car, but dust, luggage, and *erratic* driving gave it a veteran appearance. 18. ... geniuses are such *erratic* people and mediocrities so respectable. 19. The great *thing* about television is that if something important happens anywhere in the world, day or night, you can always change the channel. 20. Success is simple. Do what's right, the right *way*, at the right time. 21. You have your *way*. I have my *way*. As for the right *way*, the correct *way*, and the only *way*, it does not exist. 22. Most important *thing* in life is learning how to fall. 23. Love is a slippery slope and it's so easy to *fall*. 23. Gravitation is not responsible for people *falling in love*. 24. I never said I was perfect. I make mistakes; I *fall down*. But I pick myself right back up, dust myself off, and work for perfection.

B. 1. It is said that the business of words in prose is primarily to state; in poetry not only to state but also (and sometimes primarily) to *suggest*. 2. White gloves to the elbow *suggested* a Royal Garden party. 3. They say that to be *ignorant* of one's *ignorance* is the malady of the *ignorant*. 4. He had been working at hospital for so long that he *ignored* the "No smoking" sign. 5. We are well *underway* with the publication of the textbook. 6. "I can give you a lift." "No, I'm going *the other way*." 7. The night was pitch dark and he *felt his way about*. 8. He *has a way with* students and they crowd to his lecture. 9. There is nothing unusual of the letter, nothing *out of the way*. 10. My wife went into hysterics at the mention of the police, but I stood firm and at last she *gave way*. 11. I'll see to everything, all you have to do is *not to get in the way*. 12. They *go out of their way* to do you good ... but you feel like a fool. 13. I gave him up (abandon) because didn't want *to stand in his way*. 14. Remember if there is *any way* in which I help you, it will be a pleasure. 15. I *made my way* into the smoking room. 16. Now they were inclined *to meet us half-way*. 17. I *gave way to* quite ungovernable grief. 18. So we two *went on our way* in great happiness. 19. *The way to* school was plain enough; the game consisted in *finding some way* that wasn't plain, starting off ten minutes early in some almost hopeless direction, and *working my way round through* unaccustomed streets to my goal. 20. He was walking *part of the way* home with me. 21. She didn't say anything *but made way* for us to pass. 22. He estimated they *were half-way to* the city. 23. *In contrast to the way* she had been before, she was now just another elderly woman. 24. Our garden *is overlooked from* the neighbours' windows. 25. He complains that his services *have been overlooked by* his employers.

### 3. Give the English equivalents for the following phrases:

- тріщати; гуркотіти; гриміти; барабанити (про дощ); теревенити; тріщати; говорити без упину; мчатися з гуркотом; відбарабанити урок; брязкальце, гримуча змія;
- чайний посуд; солодощі; духовні цінності; стан речей; бідненька; крихітка; тупиця; сказати не те, що треба; справа в тому, що; як раз те, що треба; щось не зовсім підходяще; єдине;

- обурюватися чиєюсь поведінкою; обурюватись чийось відношенням; ображатися на зауваження; затаїти образу;
- навіювати; викликати; підказувати(думку); натякати; наводити на думку; говорити про; говорити само за себе;
- не взяти до уваги чиюсь пораду; пропустити зауваження повз вуха; не звернути уваги; ігнорувати чиюсь присутність; нічого не розуміти в мистецтві; не підозрювати про існування кого-небудь(чого-небудь); неук; тримати кого-небудь необізнаним; знехтувати обов'язками; занехаяти будинок; не турбуватися про дітей; запустити заняття;
- кімната з видом на море; дивитись на чиюсь погану поведінку крізь пальці; прогледіти найважливіше; пропустити помилку; випустити обставину з поля зору;
- дати дорогу; уступити; дати волю сльозам; перегородити дорогу; віддалений район; пробиратися у натовпі;
- помилка судочинства; орфографічні помилки; навіжена поведінка;

**4. a) Give the Ukrainian equivalents of the following:**

Airway, archway, carriage way, doorway, driveway, gangway, getaway, highway, midway, motorway, railway, runway, sideway, stairway, waterway.

**b) Give the opposite of the following statements using combination with the word "way":**

1. He didn't stir a finger to help us. 2. The car will clear the way. 3. I'm sure he is at a loss and doesn't know what to do. 4. Do you think they will never agree to a compromise? 5. What you suggest is quite common. 6. Are you going in the opposite direction? 7. The pictures are similar in every way.

**5. Replace each of the italicized words in the sentences below with a phrasal verb, making sure that it fits grammatically into the sentence.**

1. Though the picture was not a genuine Rembrandt, we *liked it* at once. 2. It cut him to the quick when I told him that their newspaper had *had lower sales* lately. 3. His injured leg was much of a handicap during the event and he *got behind* the other contestants. 4. He used to be an ardent fighter for the rights of women. Now he is married and his enthusiasm seems to have *become much smaller*. 5. There was a lull in the boy's game as the two partiers *withdrew* to regain strength.

**Define the meaning of these idiomatic expressions and use them in the sentences:**

*a) fall under the influence; b) fall into my lap; c) fall on deaf ears; d) fall into the wrong hands; e) fall into place; f) fall about laughing; g) fall from grace; h) fall apart (at the seams); i) fall head over heels in love; j) fall over themselves.*

1. For three years after I left university I didn't really know what I wanted to do in life, but then I got a job in New York, made some great friends and everything suddenly seemed to ... 2. You do realize that this information is confidential. Do you? If it ... we'd lose our job immediately. 3. The government's request that people use public transport more often is ... The number of cars on the road is still increasing. 4. My sister's still in Italy. She went there to learn Italian earlier this year and ... with her teacher. She decided to live there. 5. I'm a bit worried about my son at university. He seems to have ... of a crowd who are into drugs and alternative life styles. 6. Browning used to be one of the Prime Minister's advisors but he ... when he was found guilty of fiddling his expenses. 7. I'm very lucky to have this job. I didn't even apply for it. It just... 8. My marriage began to ... when I lost my job. 9. Tim felt backwards off his chair in the office today. I suppose we should have helped him, but we all just... 10. Universities are... to get foreign students onto their courses. They've been forced to do everything they can to make money.

### 6. Choose the right equivalent of the following way idioms:

- By the way are you thinking of going on holiday?  
 a. *incidentally* b. *however* c. *naturally* d. *nevertheless*
2. If I'm on your way, I'll leave the room.  
 a. *I'm confusing you* b. *I'm trying you* c. *I'm hindering you* d. *I'm finding you*
3. Every investor is really pleased because profits are way up this year.  
 a. *have gone up some* b. *have gone up gradually* c. *have gone up moderately* d. *have gone up hugely*
4. As your house is on our way, we'll give you a lift home if you like  
 a. *on our trip* b. *on our route* c. *on our excursion* d. *on our crossing*
5. At the moment plans are under way and the work should be finished next year  
 a. *in progress* b. *in the middle* c. *in order* d. *in control*
6. We don't usually allow refunds but once in a way I agree  
 a. *often* b. *directly* c. *frequently* d. *occasionally*
7. The army commander was very concerned about his troops and would never allow them to be in harm's way  
 a. *in fights* b. *in battle* c. *in combat* d. *in danger*
8. You'll just have to make a decision. You can have in both ways.  
 a. *benefit by cancelling two vertical views* b. *benefit by agreeing to two opposite views*  
 c. *benefit by agreeing to two similar views* d. *benefit by agreeing to two average views*
9. I view of the considerable opposition the members agreed to give way.  
 a. *yield* b. *sustain* c. *suspect* d. *volunteer*
10. She left school and immediately started to make her own way without help from her family  
 a. *find her living* b. *try her living* c. *earn her living* d. *hold her living*

### 7. Review the essential vocabulary and translate the following sentences into English:

1. Вікна ходили ходором від вітру. 2. Він мав звичку говорити, що початкова стадія в роботі найголовніша. 3. Декілька слів, які він випадково промовив, наводили на думку, що все сказане ним було найчистішою видумкою. 4. У неї жахливо боліла голова, але не зважаючи на біль, вона продовжувала працювати. 5. Він обурювався, коли його приймали за школяра адже був студентом. 6. У неї був власний підхід до дітей: любов, прийняття і підтримка. Вона не звертала уваги на їх дрібні пустощі, пропускала їх крізь пальці. 7. Робити помилки властиво людям, але не всім властиво їх визнавати.

**8. Explain the meaning of the proverbs. Give their Ukrainian equivalents. Make up a dialogue to illustrate their usage.**

1. There's no such thing as a free lunch. 2. To err is human. 3. Where there is a will there is a way. 4. All good things must come to an end

## TELEVISION

### TOPICAL VOCABULARY

**1. Television:** TV; telly (colloq.), the box (BE); the tube (AE), portable television (set) wide screen; flat screen TV; colour television (set); cable television; satellite television; network; viewer; viewing; peak viewing hours; prime time (8-11 p.m.); theme tunes; TV addict; compulsive viewing, Premium Stations.

**2. Operating TV set:** clicker; to switch on/off; to turn on/off; to turn the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed, rerun.

**3. Personnel/People in television:** to be in television; announcer; newsreader/newscaster; anchorman/woman (AE); presenter; TV reporter/correspondent; commentator; interviewer; speaker; quizmaster; camera man/operator; editor; producer; technician; soundman; a film crew; a programme crew.

**4. Programmes:** programme; show; daily; weekly; monthly; the news; newscast; local news; current affairs programme; special report; factual reportage; live footage (AE), talk (chat) show; discussion, panel discussion; interview; documentary; magazine programme;<sup>1</sup> children's programme; cartoon; educational programme; wild/ nature life programme;<sup>1</sup> sports programme; the weather report/ forecast; variety show; musical variety; game show; quiz programme;<sup>1</sup> feature film, movie (AE); television play/film; television version of a play (adapted for television); thriller; Western;<sup>1</sup> serial (a play broadcast in parts, e. g. a three-part serial); instalment (a part of a serial); sitcom (situation comedy); soap opera; commercial; video clip; a regular character of the programme; a regular feature of the programme, ratings; family friendly.

**5. Television techniques:** to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape; recorded programme; to do a television show; sound track; sound effects; test

card; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time.

## **1. Read the text and define the main idea.**

### **Is Television a Blessing or a Curse and a Time Waster?**

It goes without saying that television is one of the greatest inventions of the previous century. With the help of TV people are able to see the far away planets and even enjoy a direct broadcast from the space. Television makes it possible to watch the splitting of the atom, the birth of life, the volcano eruptions and even the earthquakes.

Ask a child, a teenager or an adult if he can do without TV and he will honestly be surprised at the question. Everyone seems to have a favourite daily or weekly chat show, serial, soap opera or at least a news programme. I personally consider it to be a wonderful way to relax and to switch off from everyday problems. So very often I indulge myself to watching a sitcom or a show. It's ridiculous to deny that a witty comedy can improve your mood, if you are upset or exhausted, because laughter has a similar effect to physical exercise: it improves your state of mind and affects the entire well being. Besides, it's the safest way to get an adrenaline buzz.

It's useless to deny that education benefits greatly from television. It stirs the attention of a student and brings fun and excitement into school routine. Frankly speaking I would have never learned so much about Great Britain or America but for the videos we have watched on TV. A single panel-game or a quiz show will make memorizing ten times more efficient and enjoyable. So TV is blessing at school.

Of course every great invention can be misused. Some people are hooked on cartoons, feature films, thrillers, westerns or pop music shows. They wouldn't miss their favourite chat shows or football matches for anything in the world. Such people must remember that one can get addicted to TV, as it is a habit-forming drug impossible to resist. Some of us develop such a taste for it that they schedule their daily routine around the TV. Some people stop participating in any sports activities. Others stop going out to socialize with friends and relatives. TV can seriously interfere with homework too. I personally disapprove of such TV maniacs. To my mind they are really wasting their lives for nuts.

Doctors keep reminding us that constant viewing inevitably degrades the eyesight. Sitting slows down blood circulation and turns you either into a couch potato or a misfit. And in this case television really becomes a curse and a real disaster.

Researchers nowadays are very concerned about the nerves system of the teenagers. They say that a child being exposed to so much violence, gore and crime that he is unable to differentiate between good and evil. Therefore he becomes aggressive, abusive and doesn't fit the social norms. Psychologists say that such kids are more likely to kick their classmates or even commit a crime.

In this research I'd like to say that it is rather the fault of society and television. And besides, watching thrillers or horror films can provide a person with the knowledge of inevitable penalty of punishment. He learns that a criminal is doomed to be punished for burglary, arson, drug trafficking or a bank lifting. And in this case a second hand experience is definitely better than a real one. Thus TV upgrades our morals.

So I'm more likely to conclude that television is a real blessing for humanity. Even the busiest housewives drop their household chores to watch the soap operas. Businessmen freeze in front of the tel to learn the stock exchange news. Little toddlers crawl out of their beds at five in the morning to watch the cartoons. TV gives their parents a chance for a proper sleep at the weekends. Spinsters with the tears watching sentimental dramas about young happy lovers. Millions of disabled and elderly people forget their misery and pain in front of the TV screen. Cooking, cleaning, mending and repairing become much more enjoyable thanks to this magic box. Try to eliminate television from their lives and they'll tear you to pieces.

In conclusion I'd like to say that TV viewers always complain about adverts. However, witty and bright, they may be they are definitely the greatest time wasters. Almost half of the viewing time is wasted on commercials. Pretty often my patient snaps and I turn off the TV set without learning who murdered the old lady or hijacked the plane. That's when I really start hating TV and the time wasted on it. Besides, he pollutes the global atmosphere and risks cancer.

However, there are some ads, which I find very instructive. These ads persuade us to do things well. The idea is that you must buy the product if you want to do your job properly. Many soap, powders are sold through the idea that they "wash whiter than white", "remove stains" and so on. That's how I discovered "Tide" and "Ariel" washing powders. It would have cost me a pretty penny to buy and try dozens of others.

The ads which I really like to approve of are those that tell us to be responsible or act responsibly. These are adverts for health foods, environmentally friendly products, and even charities. They really appeal to the caring side of human nature. They aim to make us feel guilty if we ignore the appeal. I do want my children and grand children to live on a healthy green planet without polluted forests or harmful wastes from nuclear plants and reactors. In this concern I'd like to mention the grooving anxiety of Americans about GE food. For years they had been bombarded with ads full of fresh red-ripe tomatoes, green spotless apples and mouthwatering strawberries. Most of them turned out to be genetically engineered. Genetically engineered food is the one whose genes have been manipulated to resist destruction and develop desirable characteristics. It makes up about 60 to 70 percent of the stock in your grocery store. So those tomatoes, for example, may well have had fish genes inserted so they will resist frost. Now people become more and more aware of what they are eating and now Europe's seven largest grocery chains have committed the store brands to go "GE" free and Japan, South Korea, New Zealand and Australia require labeling of a genetically modified foods.

To finish with, I'd like to say that I'm not entire influenced by adverts like "millions of satisfied users". I don't believe that it is possible to become special by using a spray the pop-stars use, or become a VIP by driving a posh Rolls Roy's car. I remember Robert Burns' epigram about a flea that still remained a flea after spending a day with a king. I am not going to see "unique experience", tasting new Fanta or Cola. LIFE itself is a unique experience and it doesn't need any advertising.

## EXPRESSIONS

*Be part and parcel of* – to be included in something else or connected with it



*GE food* – genetically engineered food

**a) As you read the text look for the answers to these questions:**

1. Why has advertising become part of our life?
2. Why is advertising on TV a powerful force?
3. How can advertising influence you?
4. What kind of adverts are instructive?
5. What adverts can be helpful?
6. Why are Americans anxious about GE food?
7. Why doesn't life need any advertising?

**b) Find in the text the arguments to illustrate the following:**

1. Television is helping educate people.
2. Television brings pleasure in everyday life.
3. Watching television is a waste of time.

**2. Use the topical vocabulary in answering the following questions:**

1. What are your favourite programmes? Refer to specific programmes to illustrate your preferences. 2. What qualities do you look for in a television programme? 3. What are the programmes that appeal to specific age groups? 4. What is the amount of weekend TV time devoted to sports programmes? Would you rather watch a favourite sport on TV or view it in person? Give your arguments/reasoning. 5. What genres seem to dominate prime-time viewing? First check a week's TV schedule and make a list of all prime-time TV and break it into genres. 6. Should musical concerts and theatrical performances be broadcast on TV? 7. What is your favourite TV channel? Why? 8. What is the worst TV channel? Why? 9. Do you like watching TV shows that are aimed at discovering and showing people's talents? If so, what is your favourite one? 10. Do you like watching TV shows with celebrities? What is your favourite one? 11. Do you like watching talk shows? If so, what is your favourite one? 12. Do you prefer watching movies on TV or going to the cinema? 13. Do you like watching commercials? 14. What TV commercials do you hate? Why do you not like them? 15. Are subliminal messages in TV commercials forbidden in our country? 16. What are the advantages and disadvantages of watching TV?

**3. Do library research and prepare a presentation "The History of Television."**

**4. Check the meaning of the following words and phrases from the Glossary and insert them into the text:**

*pauses for a commercial break, newscast, infomercials, family friendly, premium channels, wide screen, sitcoms, talk shows, remote, news anchor.*

We watch a lot of television in my house. In the family room there is a huge ... TV. From anywhere in the room you can see the screen without a problem. Some will say that modern day Americans watch too much TV, but I don't agree.

Since we spend so much time in front of the television, I decided to pay the money for all of the ... This way we never miss any of our favorite shows. My wife likes funny programs about other families so she watches... When the kids are around we make sure to watch ... shows. We don't want the children seeing a lot of violence. Once the kids go to bed I like to watch... These shows have guests ranging from movie stars to famous athletes. My favorite one is Late Night with Conan O Brian. He is a good host.

If it is really late at night there isn't much on TV. The networks show mostly... I get bored with these and I usually grab the... and change the channels all night. I should probably just go to bed! We do actually use the TV to be informed about what is going on in the world today. I watch the... that NBC, my favorite network, airs at 6:00 PM every night. The... is a pleasant man who seems to know what he is talking about. Some days the only time I get off the couch is when the network... During this time I run to the kitchen to get a snack. Someday I will get outside and get some exercise, but for now I just love the TV too much.

**5. Read the essay written by Joshua Becker about glamorization of different things on TV. Describe something what you would like to glamorize, create a strategy of your goal achievement.**

*“Watching too much TV can triple our hunger for more possessions while reducing our personal contentment by about 5 percent for every hour a day we watch.”* —David Niven

Television is a powerful medium to influence thought, behavior, and even society.

We know this to be true.

- Television is carefully choreographed. Settings, dialogue, and movement are meticulously planned by writers, directors, actors, and actresses.
- Television is a one-way conversation. There is no opportunity for viewers to push-back, debate, or ask questions.
- Television engages viewers' minds and thoughts with action, sensory, and emotion.
- Television uses story to teach values and information—just like every good communicator (and civilization).
- Television speaks to us in the privacy of our own homes. As a result, our defenses are down.
- Television is chosen by us—we decide what we want to watch.

Years ago, I sat down to interview my grandfather for a still-upcoming project. He is 93 years old, one of the wisest men I've ever met, and has experienced 10 different decades of America. I asked him about wealth, poverty, and consumerism.

At one point, I asked if he thought America was more consumeristic today than it was years ago. He said, “Yes, absolutely.”

My next question was a follow-up, “Why do you think that is the case?”

His replied without hesitation, “I think one of the greatest reasons America is more consumeristic today is television. Television can glamorize anything it wants to promote. And yet we willingly invite it into our homes and lives.”

He is, of course, absolutely right. Television can and does glamorize anything it desires. It gets to share any side of the story without needing to reveal any of the consequences. And it does so willingly again and again for selfish gain.

As a result, it can make any situation seem attractive: broken families, sexual unfaithfulness, unemployment. Television can romanticize drug addiction, gang life, or mob culture. It can sensationalize war, crime, revenge. And it can promote wealth and consumerism as the answer to our problems.

Television will glamorize anything it desires. And even though we know this to be true, it is helpful to be reminded over and over again.

## 6. Translate into English.

1. Найжахливіша проблема сьогодення – безнадійна пристрасть дітей до телебачення. Вони буквально приклеєні до екранів, ігнорують читання книжок, заняття спортом, ігри на свіжому повітрі. 2. Батьки у відчаї, тому що вони не можуть контролювати все те, що дивляться їхні діти. Саме телебачення є найдоступнішим джерелом інформації. Діти часто дивляться програми для дорослих, які йдуть після дев'яти годин вечора, і які показують насилля та різні сторони дорослого життя. 3. З появою супутникового телебачення глядачі мають можливість дивитися значну кількість каналів. Однак, без сумніву, найбільш популярними каналами в Британії залишаються чотири: BBC 1, BBC 2, ITV та 4-й канал. BBC 1 і BBC 2 - це канали, які отримують субсидії від держави і які залежать від ліцензійної плати. 4. Багато комерційних каналів транслюють свої програми цілодобово, навіть не беручи до уваги кількість глядачів, які все ще біля екранів в освітній час. Ранкове телебачення пропонує глядачам програми, які є "сумішшю" новин у світі, поточних подій і розважальних шоу". 5. Дуже важко класифікувати смаки глядачів. Будь-яке схвалення або несхвальний відгук про ту чи іншу програму, про той чи інший канал – це лише відображення індивідуального смаку. 6. Він дуже кмітливий, дотепний, винахідливий і завжди готовий до експромту. Шкода, що він не погодився бути ведучим цього шоу. 7. Розважально - ігрові програми надзвичайно популярні серед різних верств населення. Деякі з них захоплюючі та пізнавальні, а інші безглузді та лише претендують на тонкий смак.

## 7. Read the quotations about television, choose one to your liking and illustrate it with a short story.

“So, please, oh please, we beg, we pray, go throw your TV set away, and in its place you can install, a lovely bookcase on the wall.” ~Roald Dahl

“Kids don't remember their best day of television.” ~Author Unknown

“I hate television. I hate it as much as peanuts. But I can't stop eating peanuts”.  
~Orson Welles

“Theatre is life. Cinema is art. Television is furniture.” ~Author Unknown

“All television is children's television”. ~Richard P. Adler

“TV — a clever contraction derived from the words Terrible Vaudeville.” ~Goodman Ace

“Life doesn't imitate art, it imitates bad television.” ~Woody Allen

**8. Read an extract from "Classroom Combat: Teaching and Television" by Maurine Doerken to find out the negative psychological effects of television watching.**

### **Personal Isolation and Television**

An important aspect in the conflict of television and children is the personal and emotional isolation fostered by TV. How does this affect individual growth and development? It must be remembered that when a child accepts the box as a form of leisure activity or comfort, he turns away from people and all the direct stimulation they provide. His learning becomes vicarious rather than first-hand; he substitutes something inanimate for live, direct interaction. TV allows him to escape from personal involvement by substituting something that seems like close contact but which in fact is not. Some people believe television is the perfect refuge for those who are unable to cope with life because it acts as solace to the individual who cannot deal with the outside world. Rather than encouraging him to face his problems and learn from other people, TV offers him a place to hide or becomes a way to kill time so he will not have to cope with reality.

The following case study is a good example of this type of influence and how it can directly affect a child's behavior in school. A little girl named “Susie” exhibited marked antisocial tendencies in class. She would not participate in group activities and refused to become involved with other children. When her teacher discovered that Susie was a heavy TV viewer, she suggested to the mother that she put her daughter on a TV diet.

During the first week without TV, Susie was very upset over not being allowed to watch. Her teacher reported that she was moodier than usual and would sit and stare at the ground. After only a week, however, changes began to appear. Susie started to ask her mother to invite playmates over to the house after school. This was something she had never wanted before, and her teacher also noticed her playing more with the other children during class time. By the end of the four weeks, the youngster no longer was just an outsider but a participant. She played by herself and with other children, and both mother and teacher thought her a much happier child. Several weeks later, however, when the girl's mother allowed her to resume watching television, Susie's previous symptoms returned. She simply refused to interact with other people. There appeared to be a direct relationship between the little girl's social maladjustment and her TV-watching behavior...

There is also the possibility that those who consume large amounts of television may possess certain introverted personality traits which are only reinforced by the medium's tendency to isolate and remove. Though television by no means warrants universally adverse effects, among heavy viewers certain patterns do begin to emerge. Like the little girl just mentioned, the heavy user is lonelier, more listless, and shy. On the other hand, children who watch little TV are almost the opposite. Nor is it merely the only child or the child whose parents work who is the heavy viewer, but more importantly, the insecure child who has trouble making friends or who feels safer alone than in a group.

Whether television stimulates these personality/emotional tendencies or draws individuals to it who are already predisposed to such traits does not really matter, because the net result is a negative influence on personal development. TV can prevent a child from being lonely, but this is not necessarily good, especially if that child is inclined to shyness in the first place. He should, on the contrary, be encouraged to participate with those around him. In other cases, television may keep children from learning how to be alone and cope with aloneness, both of which represent vital aspects of growth. As psychologist Bruno Bettelheim suggests:

Children who have been taught or conditioned, to listen passively most of the day to the warm verbal communication coming from the TV screen... are often unable to respond to real persons because they arouse so much less feeling than the skilled actor. Worse, they lose the ability to learn from reality because life experiences are more complicated than the ones they see on the screen, and there is no one who comes in at the end to explain it all... If this block of solid inertia is not removed, the emotional isolation from others that starts in front of the TV may continue. This... is one of the real dangers of TV.

This isolation and lack of personal involvement may lead to an increase in all dependant behaviors and may hamper the development of individuals into people capable of forming their own decisions...

It must be remembered, too, that television's isolating effect has been going on for several decades now. It is not a question of a few random individuals like little Susie holing up with the box, but if the Niensens are correct, almost an entire nation! This fourteen-year-old's comment states the case as well:

Television is perfect to tune out the rest of the world. But I don't relate with my family much because we're all too busy watching TV.

**9. Nicholas Johnson once said that "All television is educational television. The question is: what is it teaching?" Agree or disagree with the statement, look for the arguments in this text:**

### **Television and Children**

As children grow and develop, they can be easily influenced by what they see and hear, especially on television. While television programs can be educational, many children watch too much television. TV programs can show children violent behavior that you do not want them to imitate, or that can cause fear. TV may also show children poor eating habits through commercials for high-calorie, low-nutrient foods. Too much TV watching can also take away time from reading, studying, learning activities, play, and/or exercise. Television can also show alcohol and/or drug use, smoking, and sexual behavior before a child is emotionally ready to understand these issues and practice good decision-making.

Parents can help decrease the harmful effects of television watching by screening the type of programming and limiting the amount of time a child watches television. The following are suggestions for helping set good television viewing habits:

- Choose programs for your child to watch. Always plan what your child will see on TV. Do not turn on the TV randomly. Give choices between two programs you think are appropriate for your child.

- Limit TV viewing to 1 or 2 hours a day for children older than 2 years of age. The American Academy of Pediatrics recommends that children younger than 2 years should not watch TV at all.
- Turn to educational shows from the local Public Broadcasting Station (PBS), or from programming such as the Discovery Channel, Learning Channel, or History Channel.
- Watch TV with your child. Talk about what happened on the show. Talk about what was good or bad about the program. Talk about the difference between reality and make-believe.
- Turn the TV off if the program is something you believe your child should not see.
- Do not assume all cartoons are acceptable and appropriate, as many cartoons contain violence.
- Many daytime programs (such as soap operas and talk shows) are not appropriate for children.
- Be a good example to your child by not watching too much television yourself. Be involved in other activities, especially reading. Read to your child.
- Encourage play and exercise for your child. Plan other fun activities for your child, so he or she has choices instead of TV.
- Limit using TV as a reward for good behavior. Try a trip to the park, a festival, playground, or a visit to a relative's or friend's house instead.
- Do not allow TV watching during mealtimes

**10. Read the information given below about negative effect of news consumption. Summarise this article and give your own examples of negative effect of news consumption.**

### **News is bad for you**

News is bad for you – and giving up watching it will make you happier

News is bad for your health. It leads to fear and aggression, and hinders your creativity and ability to think deeply. The solution? Stop consuming it altogether

Out of the ~10,000 news stories you may have read or watched in the last 12 months, did even one allow you to make a better decision about a serious matter in your life, asks Rolf Dobelli. Photograph: Guardian/Graphic

In the past few decades, the fortunate among us have recognised the hazards of living with an overabundance of food (obesity, diabetes) and have started to change our diets. But most of us do not yet understand that news is to the mind what sugar is to the body. News is easy to digest. The media feeds us small bites of trivial matter, tidbits that don't really concern our lives and don't require thinking. That's why we experience almost no saturation. Unlike reading books and long magazine articles (which require thinking), we can swallow limitless quantities of news flashes, which are bright-coloured candies for the mind. Today, we have reached the same point in relation to information that we faced 20 years ago in regard to food. We are beginning to recognise how toxic news can be.

*News misleads.* Take the following event. A car drives over a bridge, and the bridge collapses. What does the news media focus on? The car. The person in the car. Where he came from. Where he planned to go. How he experienced the crash (if he survived). But

that is all irrelevant. What's relevant? The structural stability of the bridge. That's the underlying risk that has been lurking, and could lurk in other bridges. But the car is flashy, it's dramatic, it's a person (non-abstract), and it's news that's cheap to produce. News leads us to walk around with the completely wrong risk map in our heads. So terrorism is over-rated. Chronic stress is under-rated. The collapse of Lehman Brothers is overrated. Fiscal irresponsibility is under-rated. Astronauts are over-rated. Nurses are under-rated.

We are not rational enough to be exposed to the media. Watching an airplane crash on television is going to change your attitude toward that risk, regardless of its real probability. If you think you can compensate with the strength of your own inner contemplation, you are wrong. Bankers and economists – who have powerful incentives to compensate for news-borne hazards – have shown that they cannot. The only solution: cut yourself off from news consumption entirely.

*News is irrelevant.* Out of the approximately 10,000 news stories you have read or watched in the last 12 months, name one that – because you consumed it – allowed you to make a better decision about a serious matter affecting your life, your career or your business. The point is: the consumption of news is irrelevant to you. But people find it very difficult to recognise what's relevant. It's much easier to recognise what's new. The relevant versus the new is the fundamental battle of the current age. Media organisations want you to believe that news offers you some sort of a competitive advantage. Many fall for that. We get anxious when we're cut off from the flow of news. In reality, news consumption is a competitive disadvantage. The less news you consume, the bigger the advantage you have.

*News has no explanatory power.* News items are bubbles popping on the surface of a deeper world. Will accumulating facts help you understand the world? Sadly, no. The relationship is inverted. The important stories are non-stories: slow, powerful movements that develop below journalists' radar but have a transforming effect. The more "news factoids" you digest, the less of the big picture you will understand. If more information leads to higher economic success, we'd expect journalists to be at the top of the pyramid. That's not the case.

*News is toxic to your body.* It constantly triggers the limbic system. Panicky stories spur the release of cascades of glucocorticoid (cortisol). This deregulates your immune system and inhibits the release of growth hormones. In other words, your body finds itself in a state of chronic stress. High glucocorticoid levels cause impaired digestion, lack of growth (cell, hair, bone), nervousness and susceptibility to infections. The other potential side-effects include fear, aggression, tunnel-vision and desensitisation.

*News increases cognitive errors.* News feeds the mother of all cognitive errors: confirmation bias. In the words of Warren Buffett: "What the human being is best at doing is interpreting all new information so that their prior conclusions remain intact." News exacerbates this flaw. We become prone to overconfidence, take stupid risks and misjudge opportunities. It also exacerbates another cognitive error: the story bias. Our brains crave stories that "make sense" – even if they don't correspond to reality. Any journalist who writes, "The market moved because of X" or "the company went bankrupt because of Y" is an idiot. I am fed up with this cheap way of "explaining" the world.

*News inhibits thinking.* Thinking requires concentration. Concentration requires uninterrupted time. News pieces are specifically engineered to interrupt you. They are like

viruses that steal attention for their own purposes. News makes us shallow thinkers. But it's worse than that. News severely affects memory. There are two types of memory. Long-range memory's capacity is nearly infinite, but working memory is limited to a certain amount of slippery data. The path from short-term to long-term memory is a choke-point in the brain, but anything you want to understand must pass through it. If this passageway is disrupted, nothing gets through. Because news disrupts concentration, it weakens comprehension. Online news has an even worse impact. In a 2001 study two scholars in Canada showed that comprehension declines as the number of hyperlinks in a document increases. Why? Because whenever a link appears, your brain has to at least make the choice not to click, which in itself is distracting. News is an intentional interruption system.

*News works like a drug.* As stories develop, we want to know how they continue. With hundreds of arbitrary storylines in our heads, this craving is increasingly compelling and hard to ignore. Scientists used to think that the dense connections formed among the 100 billion neurons inside our skulls were largely fixed by the time we reached adulthood. Today we know that this is not the case. Nerve cells routinely break old connections and form new ones. The more news we consume, the more we exercise the neural circuits devoted to skimming and multitasking while ignoring those used for reading deeply and thinking with profound focus. Most news consumers – even if they used to be avid book readers – have lost the ability to absorb lengthy articles or books. After four, five pages they get tired, their concentration vanishes, they become restless. It's not because they got older or their schedules became more onerous. It's because the physical structure of their brains has changed.

*News wastes time.* If you read the newspaper or watch TV for 15 minutes each morning, then check the news for 15 minutes during lunch and 15 minutes before you go to bed, then add five minutes here and there when you're at work, then count distraction and refocusing time, you will lose at least half a day every week. Information is no longer a scarce commodity. But attention is. You are not that irresponsible with your money, reputation or health. Why give away your mind?

*News makes us passive.* News stories are overwhelmingly about things you cannot influence. The daily repetition of news about things we can't act upon makes us passive. It grinds us down until we adopt a worldview that is pessimistic, desensitised, sarcastic and fatalistic. The scientific term is "learned helplessness". It's a bit of a stretch, but I would not be surprised if news consumption, at least partially contributes to the widespread disease of depression.

*News kills creativity.* Finally, things we already know limit our creativity. This is one reason that mathematicians, novelists, composers and entrepreneurs often produce their most creative works at a young age. Their brains enjoy a wide, uninhabited space that emboldens them to come up with and pursue novel ideas. I don't know a single truly creative mind who is a news junkie – not a writer, not a composer, mathematician, physician, scientist, musician, designer, architect or painter. On the other hand, I know a bunch of viciously uncreative minds who consume news like drugs. If you want to come up with old solutions, read news. If you are looking for new solutions, don't.

Society needs journalism – but in a different way. Investigative journalism is always relevant. We need reporting that polices our institutions and uncovers truth. But important



findings don't have to arrive in the form of news. Long journal articles and in-depth books are good, too.

I have now gone without news for four years, so I can see, feel and report the effects of this freedom first-hand: less disruption, less anxiety, deeper thinking, more time, more insights. It's not easy, but it's worth it..

**11. Analyze the possibility of overcoming the couch potato syndrome. Dwell on the most effective ways of doing it.**

## **17 Ways to Beat Your Television Addiction**

Escape couch potato syndrome.

**from Stealth Health**

Tired of wasting the equivalent of two months of your life every year glued to the tube? Spending more than an hour sitting in front of the television each evening? Like kicking any habit, half the battle of TV addiction is acknowledging the problem and making the commitment to change. Assuming you have the commitment, here are specific tips on getting the job done:

ComstockCompleteSet a rule that you must read 30 pages of a book or magazine before you can turn on the TV.

1. Give your extra TVs to charity. Allow your home one TV in a room dedicated to nothing but reading or TV watching. Donate the rest to a school or charitable organization in your community. You'll not only get the tax deduction and a feeling that you did good, but it will be that much harder to veg out in front of the tube!

2. Only turn on the TV to watch a particular show. In other words, don't just turn it on and go surfing for something worthwhile. Hours are quickly wasted, switching from one show to the next, watching all and none at the same time.

3. Then, when you sit down to watch a particular show, set a timer or an alarm clock in another room for the length of the show. When it beeps, you'll have to get out of your chair to turn it off, a signal to also turn off the tube.

4. Throw out the remote control. It's amazing how much less television you'll watch if you have to get up every time you want to change channels or adjust the volume. Plus, it eliminates all those hours you spend channel surfing.

5. Rearrange the furniture. Design your family room so that the television becomes not the focal point of the room, but an afterthought that requires twisting around or rearranging the furniture to view.

6. Hide the television. Put it behind an armoire, hang a blanket over it, or stick it inside a cabinet. Do whatever you can to ensure it fades into the background and can't be seen for what it is — a dangerous time sucker.

7. Eat meals, especially dinner, with the television OFF.

8. Set a rule that you can't watch TV if the sun is shining. Instead, you have to go for a walk, ride a bike, or get some other kind of healthy physical activity for at least an hour before you can turn on the tube. This rule also works great for your kids or grandkids.

9. Make a TV-watching plan each week. Sit down with the viewing guide and pick out the shows you want to watch that week. Watch only those shows, and when they're over, turn the TV off.

10. Set a rule that you must read 30 pages of a book or magazine before you can turn on the TV. Depending on how fast you read, you may never watch TV again!

11. Create a list of one-hour evening projects. List everything you can possibly dream of: cleaning a particularly messy cupboard, organizing recipes, touching up the paint on your bedroom walls, sharpening kitchen knives, sorting through your sewing materials. Then create an old-fashioned job jar, and try to do one each evening.

12. Switch to games. With your spouse and/or children, relearn the fun of Scrabble, backgammon, or even chess. Get out the playing cards and have a hearts or gin rummy battle. Play Ping-Pong, pool, or darts in the basement. Go outside and practice your golf swing with practice balls. All of these are more fun, healthy, and life-affirming than sitting in front of the television.

13. Develop a fast-moving news routine. Most news shows are scheduled down to the minute. So investigate the handful of shows you watch and figure out when they run the features you are most interested in. For example, the local weather is on the Weather Network at eight after the hour; the recap of the day's headlines on CNN at fifteen after; the sports scores on ESPN SportsCenter shortly after. Add it all together, and you have a total national news briefing in about 15 minutes. Sounds like the perfect evening television routine. Watch it when you get home, and then turn off the television for the rest of the night.

14. Say no to Jaws for the 15th time. Often we can be strangely drawn into watching things we've seen many times before. There's something comforting in the repetition. Well, resist it. Watching the same James Bond movie or Trading Spaces episode again and again is unhealthy for your body and your brain.

15. Get outdoors every night. Make it a point to leave your home or apartment at least once after dinner, if only for a short walk around the block. Too many people consider their day pretty much done once they've eaten dinner, when in fact, evening can be a wonderful time for getting things done and having fun.

16. Change your TV-viewing chairs. Make them somewhat hard and upright — chairs you don't want to lounge in for hours. Move your most comfy chairs to the living room, and use them for listening to music and reading.

17. Say no to pundits and celebrity talkfests. One way to cut down on television is to rule out certain types of shows. We suggest, start with any show in which you are watching a person talk. It is rare that a television interview or conversation is deeply insightful. Other categories to consider boycotting:

- Entire ball games. Why spend three hours watching a baseball or football game when the critical action can be captured in five minutes?
- Any show with a laugh track. How good can it be if it requires canned laughter to tell you a scene is funny?
- Shows filled with guns and violence. Who needs the mental baggage of all that killing and mayhem?

- Reality shows built on a cruel premise. If it torments the participants, or causes them ridicule, or extols values contrary to yours (like all the shows glorifying plastic surgery), then don't watch.

What does that leave you with? Quality news coverage; good movies; shows you can learn from; shows that celebrate people and the good in life.

## 12. Choose the right answer.

1. Did you see that ... about wildlife in Africa on television last week?

a) *documentary* b) *history* c) *slapstick* d) *soap opera*

2. All three TV channels provide extensive ... of sporting events.

a) *broadcast* b) *coverage* c) *network* d) *vision*

3. We hope to bring you further news of this in our next ... at midnight.

a) *article* b) *bulletin* c) *episode* d) *piece*

4. We covered a wide ... of topics in the interview.

a) *collection* b) *extend* c) *number* d) *range*

5. TVP Channel One tries to ... for all tastes.

a) *cater* b) *furnish* c) *regard* d) *suit*

6. We are interrupting this programme for a news ... .

a) *alarm* b) *alert* c) *flash* d) *signal*

7. I must remember to ... my TV license next week.

a) *regain* b) *renew* c) *replace* d) *retain*

8. The ... comedy in the silent films was especially funny.

a) *clownish* b) *mocking* c) *slapstick* d) *witty*

9. The programme was so successful that a ... series is being made.

a) *after-effect* b) *backup* c) *by-product* d) *follow-up*

10. There are several TV in Poland, and all of them allow advertising ... .

a) *broadcasts* b) *canals* c) *channels* d) *screens*

11. Violent programmes on TV may have a bad ... on children.

a) *control* b) *influence* c) *power* d) *pressure*

12. There is a fault at our television station. Please do not ... your set.

a) *adjust* b) *change* c) *repair* d) *switch*

13. The laughter on many comedies on TV isn't real laughter, it's ... laughter.

a) *bottled* b) *canned* c) *corked* d) *wrapped*

14. There are many ... on television where a team of people have to answer questions.

a) *inquiries* b) *puzzles* c) *quizzes* d) *riddles*

15. The poor reception on your TV is probably due to outside ... .

a) *interception* b) *interference* c) *interruption* d) *intervention*

**13. With the development of the Internet and social networks the amount of internet addicts is constantly growing. This “new plague of the 21<sup>st</sup> century” must be cured. Use the information given below to compile the list of strong and weak points in solving this challenge.**

## **Internet & Computer Addiction. Signs, Symptoms, and Treatment**

While time spent online can be hugely productive, compulsive Internet use can interfere with daily life, work, and relationships. When you feel more comfortable with your online friends than your real ones, or you can't stop yourself from playing games, gambling, or compulsively checking your smartphone, tablet, or other mobile device—even when it has negative consequences in your life—then you may be using the Internet too much. Learn about the signs and symptoms of Internet addiction and how to balance your life online and off.

*What is Internet addiction or computer addiction?*

Internet Addiction, otherwise known as computer addiction, online addiction, or Internet addiction disorder (IAD), covers a variety of impulse-control problems, including:

- Cyber-Relationship Addiction – addiction to social networking, chat rooms, texting, and messaging to the point where virtual, online friends become more important than real-life relationships with family and friends.
- Net Compulsions – such as compulsive online gaming, gambling, stock trading, or compulsive use of online auction sites such as eBay, often resulting in financial and job-related problems.
- Information Overload – compulsive web surfing or database searching, leading to lower work productivity and less social interaction with family and friends.
- Computer Addiction – obsessive playing of off-line computer games, such as Solitaire or Minesweeper, or obsessive computer programming.

*Healthy vs. unhealthy Internet use*

The Internet provides a constant, ever-changing source of information and entertainment, and can be accessed from most smart phones as well as tablets, laptops, and desktop computers. Email, blogs, social networks, instant messaging, and message boards allow for both public and anonymous communication about any topic. But how much is too much Internet usage?

Each person's Internet use is different. You might need to use the Internet extensively for your work, for example, or you might rely heavily on social networking sites to keep in touch with faraway family and friends. Spending a lot of time online only becomes a problem when it absorbs too much of your time, causing you to neglect your relationships, your work, school, or other important things in your life. If you keep repeating compulsive Internet behavior despite the negative consequences in your offline life, then it's time to strike a new balance.

*How do people become addicted to the Internet?*

To relieve unpleasant and overwhelming feelings

Many people turn to the Internet in order to manage unpleasant feelings such as stress, loneliness, depression, and anxiety. When you have a bad day and are looking for a way to escape your problems or to quickly relieve stress or self-soothe, the Internet can be an easily accessible outlet. Losing yourself online can temporarily make feelings such as loneliness, stress, anxiety, depression, and boredom evaporate into thin air. As much comfort as the Internet can provide, though, it's important to remember that there are healthier (and more effective) ways to keep difficult feelings in check. These may include exercising, meditating, and practicing simple relaxation techniques.

For many people, an important aspect of overcoming Internet and computer addiction is to find alternate ways to handle these difficult feelings. Even when your Internet use is back to healthy levels, the painful and unpleasant feelings that may have prompted you to engage in unhealthy Internet use in the past will remain. So, it's worth spending some time thinking about the different ways you intend to deal with stressful situations and the daily irritations that would normally have you logging on.

Risk factors for Internet addiction and computer addiction

You are at greater risk of Internet addiction if:

- You suffer from anxiety. You may use the Internet to distract yourself from your worries and fears. An anxiety disorder like obsessive-compulsive disorder may also contribute to excessive email checking and compulsive Internet use.
- You are depressed. The Internet can be an escape from feelings of depression, but too much time online can make things worse. Internet addiction further contributes to stress, isolation and loneliness
- You lack social support. Internet addicts often use social networking sites, instant messaging, or online gaming as a safe way of establishing new relationships and more confidently relating to others.
- You're an unhappy teenager. You might be wondering where you fit in and the Internet could feel more comfortable than real-life friends.
- You are less mobile or socially active than you once were. For example, you may be coping with a new disability that limits your ability to drive. Or you may be parenting very young children, which can make it hard to leave the house or connect with old friends.
- You are stressed. While some people use the Internet to relieve stress, it can have a counterproductive effect. The longer you spend online, the higher your stress levels will be.

Signs and symptoms of Internet addiction or computer addiction

Signs and symptoms of Internet addiction vary from person to person. For example, there are no set hours per day or number of messages sent that indicate Internet addiction. But here are some general warning signs that your Internet use may have become a problem:

- Losing track of time online. Do you frequently find yourself on the Internet longer than you intended? Does a few minutes turn in to a few hours? Do you get irritated or cranky if your online time is interrupted?
- Having trouble completing tasks at work or home. Do you find laundry piling up and little food in the house for dinner because you've been busy online? Perhaps you find yourself working late more often because you can't complete your work on time—then staying even longer when everyone else has gone home so you can use the Internet freely.
- Isolation from family and friends. Is your social life suffering because of all the time you spend online? Are you neglecting your family and friends? Do you feel like no one in your "real" life—even your spouse—understands you like your online friends?
- Feeling guilty or defensive about your Internet use. Are you sick of your spouse nagging you to get off the computer or put your smart phone down and spend time together? Do you hide your Internet use or lie to your boss and family about the amount of time you spend on the computer or mobile devices and what you do while you're online?

- Feeling a sense of euphoria while involved in Internet activities. Do you use the Internet as an outlet when stressed, sad, or for sexual gratification or excitement? Have you tried to limit your Internet time but failed?

Physical symptoms of Internet addiction

Internet or computer addiction can also cause physical discomfort such as:

- Carpal Tunnel Syndrome (pain and numbness in hands and wrists)
- Dry eyes or strained vision
- Back aches and neck aches; severe headaches
- Sleep disturbances
- Pronounced weight gain or weight loss

Internet addiction: Online gambling

While gambling has been a well-documented problem for years, the availability of Internet gambling has made gambling far more accessible. It has also made it harder for recovering addicts to avoid relapse. Online or virtual casinos are open all day, every day for anyone with Internet access. People who don't live within close proximity of a traditional casino or betting track, for example, or even those who are too young to gain access, now find it much easier to gamble online.

Other net compulsions

Net compulsions such as compulsive stock trading or online auction shopping can be just as financially and socially damaging as online gambling. eBay addicts, for example, may wake up at strange hours in order to be online for the last remaining minutes of an auction. They may purchase things they don't need and can't afford in order to experience the excitement of placing the winning bid.

Compulsive online gamers can isolate themselves for many hours at a time participating in virtual reality or online fantasy games, neglecting other aspects of their lives such as work and family.

*Internet addiction: Cyber-relationships*

When used responsibly, the Internet can be a great place to interact socially, meet new people, and even start romantic relationships. However, online relationships can often be more intense than those in real life. Our fantasies are given free reign and the idea of being with our online love can exceed all realistic expectations. Since few real-life relationships can compete with these wild, fantasy relationships, the Internet addict will prefer to spend more and more time with their online friends.

Another problem is that about 50% of people online lie about their age, weight, job, marital status, or gender. When online friends meet and the real-life person fails to match the online persona, it can create profound emotional disappointment.

*Self-help tips for breaking your Internet addiction*

There are a number of steps you can take to get your Internet use under control. While you can initiate many of these yourself, it's important you get some outside support as well. It can be all too easy to slip back into old patterns of usage, especially if you use the Internet heavily for work or other important activities.

- Recognize any underlying problems that may support your Internet addiction. If you are struggling with depression, stress, or anxiety, for example, Internet addiction might be a way to self-soothe rocky moods. Have you had problems with alcohol or drugs in the past? Does anything about your Internet use remind you of how you used to drink or use

drugs to numb yourself? Recognize if you need to address treatment in these areas or return to group support meetings.

- Build your coping skills. Perhaps blowing off steam on the Internet is your way of coping with stress or angry feelings. Or maybe you have trouble relating to others, or are excessively shy with people in real life. Building skills in these areas will help you weather the stresses and strains of daily life without resorting to compulsive Internet use.

- Strengthen your support network. The more relationships you have in real life, the less you will need the Internet for social interaction. Set aside dedicated time each week for friends and family. If you are shy, try finding common interest groups such as a sports team, education class, or book reading club. This allows you to interact with others and let relationships develop naturally.

Modify your Internet use step by step:

- To help you see problem areas, keep a log of how much you use the Internet for non-work or non-essential activities. Are there times of day that you use the Internet more? Are there triggers in your day that make you stay online for hours at a time when you only planned to stay for a few minutes?

- Set goals for when you can use the Internet. For example, you might try setting a timer, scheduling use for certain times of day, or making a commitment to turn off the computer, tablet, or smart phone at the same time each night. Or you could reward yourself with a certain amount of online time once you've completed a homework assignment or finished the laundry, for instance.

- Replace your Internet usage with healthy activities. If you are bored and lonely, resisting the urge to get back online can be very difficult. Have a plan for other ways to fill the time, such as going to lunch with a coworker, taking a class, or inviting a friend over.

Tips for dealing with Internet addiction:

- Ask yourself, "What am I missing out on when I spend so much time on the Internet?" Write down these activities and decrease your Internet time to pursue some of them.

- Set reasonable Internet use goals and stick to them. Take frequent breaks, at least 5 minutes each hour, and do some other activity.

- Alter your routine to break your usage patterns. If you spend evenings on the Internet, start limiting your use to mornings.

- Seek out friends and acquaintances who "couldn't care less" about the Internet. Take time to appreciate the fact that all life is not yet online.

- Stay connected to the offline world. Visit newsstands, book and music stores, and participate in entertainment such as museums, music, and live theater. Novels and poetry readings are hard to experience online.

- Treat the Internet as a tool. Stay focused on the fact that the Internet is a means to an end. Plan your strategy—whether you're looking for information or entertainment—with the end in mind and you'll save valuable time.

Source: University of California, San Francisco

*Helping a friend or family member with Internet addiction*

Tips to helping others with Internet addiction

- Be a good role model. Manage the Internet and computer use in your own life well.

- Introduce the Internet addict to other people who handle their Internet use sensibly.

- Get your friend involved in non-Internet related interests.
- Talk to your friend about your concerns with their Internet use.
- Support their desire for change if they think they have a problem.
- Encourage them to seek professional counseling.

Adapted from: The University of Texas at Dallas

*Helping a child or teen with an Internet addiction*

It's a fine line as a parent. If you severely limit a child or teen's Internet use, they might rebel and go to excess. But you should monitor computer and smartphone use, supervise online activity, and get your child help if he or she needs it. If your child or teen is showing signs of Internet addiction, there are things that you can do to help:

- Encourage other interests and social activities. Get your child out from behind the computer screen. Expose kids to other hobbies and activities, such as team sports, Scouts, and afterschool clubs.
- Monitor computer use and set clear limits. Restrict the use of computers or tablets to a common area of the house where you can keep an eye on your child's online activity, and limit time online. This will be most effective if you as a parent follow suit. If you can't stay offline, chances are your child won't either.
- Talk to your child about underlying issues. Compulsive computer use can be the sign of deeper problems. Is your child having problems fitting in? Has there been a recent major change, like a move or divorce, which is causing stress?
- Get help. Teenagers often rebel against their parents but if they hear the same information from a different authority figure, they may be more inclined to listen. Try a sports coach, doctor, or respected family friend. Don't be afraid to seek professional counseling if you are concerned about your child.

**14. For each sentence, choose the best word or phrase to complete the gap from the choices below.**

1. I love TV. I can watch it all day sometimes. If I get bored watching something on one channel, I just \_\_\_\_\_ over to another channel.

- A *jump*                      B *switch*                      C *hop*                      D *move*

2. My friend is a real TV addict. You can't talk to her sometimes because she's just \_\_\_\_\_ to the box.

- A *glued*                      B *stuck*                      C *riveted*                      D *frozen*

3. In the UK, what we can watch on TV is much more liberal than in the past, but even now some things are still \_\_\_\_\_.

- A *outcast*                      B *censored*                      C *outlawed*                      D *no-show*

4. I hate being in a room with somebody who is channel \_\_\_\_\_ . I just want to watch one programme from beginning to end.

- A *jumping*                      B *leaping*                      C *swapping*                      D *hopping*

5. Last night, I watched a fascinating fly-on-the-wall \_\_\_\_\_ about people coping with disability.

- A *soap*                      B *drama*                      C *documentary*                      D *broadcast*

6. Tonight's concert of Mozart and Handel is being broadcast \_\_\_\_\_ from the Royal Albert Hall.



A *in the flesh*      B *fresh*      C *live*      D *currently*

7. The picture on the TV is awfully dark. Would anybody mind if I turned up the \_\_\_\_\_ ?

A *lightness*      B *brightness*      C *brilliance*      D *luminance*

8. People are always writing letters of complaint about the number of \_\_\_\_\_ on TV but I miss so many programmes that I like it when they show things again.

A *reviews*      B *second showings*      C *re-broadcasts*      D *repeats*

9. I've decided to get a satellite dish because some of the satellite channels offer exclusive \_\_\_\_\_ of important sporting events like boxing and European football matches.

A *portrayal*      B *broadcasting*      C *coverage*      D *viewing*

10. Nowadays, many people complain about the \_\_\_\_\_ of television but I think modern programmes are just as intelligent as programmes twenty years ago.

A *lowering IQ*      B *brain-drain*      C *de-braining*      D *dumbing down*

11. My cousin is a real \_\_\_\_\_ potato. The only exercise he ever gets is picking up the remote control to change channels.

A *sitting*      B *lazy*      C *couch*      D *permanent*

12. People get annoyed with me for always changing the channel, but whatever I'm watching, I'm always worried that I'm missing something better on the other \_\_\_\_\_ .

A *stream*      B *broadcast*      C *track*      D *side TV set*

### 15. Write a newspaper article on one of these topics:

a) Describe a film or a TV program which has made a strong impression on you.

You should say:

what kind of film or a TV program it was

when you saw the film or TV program

what the film or TV program was about and explain why this film or TV program made such an impression on you.

b) Describe a TV series which you enjoy watching.

You should say:

what the series is about

who presents it/acts in it

how often it is on and explain why you enjoy watching the series so much.

c) Effects of TV

Some people think that watching TV can be a negative influence. Would you agree?

What benefits can TV bring people?

What priorities do you think TV stations should have?

d) Developments in interactive TV

What kind of interactive programs are there in your country?

Are these a good or a bad development? Why?

What kind of programs will there be in the future, do you think?

**16. Write a television news report. Describe the place where you are reporting. Name the person you are going to speak about and make up the quotes she/he would use while speaking to you.**

**Imagine that you are a television reporter. You are interviewing:**

a) *A POPULAR SPORTSMAN*. Ask him about his sports career, his coaches, the competitions he took part in; about his likes and dislikes and the way he spends a typical day;

b) *A WRITER*. Ask him about his parentage, his family; his literary career, his successes and failures; his future plans; his opinion on old and modern literature (prose and poetry) and art in general;

c) *A FILM STAR*. Ask her about her theatrical education, her work, the film directors in whose films she was short, the latest film she took part in, about her hobbies.

**17. Group discussion. Divide into two groups and organize a discussion about the nearest future of reality TV in Ukraine: a) render the following information in English; provide examples from the article and your own experience.**

### **Жанрові новації сучасного українського телебачення**

*М. І. Недопитанський*

*к. філол. н., доц.*

Нині вже можна констатувати: в Україні існує сучасне телебачення, і його продукт мало чим поступається світовим медійним стандартам. Така обставина, звісно, тішить, але й зобов'язує.

За спостереженнями телевізійних менеджерів, останнім часом українська аудиторія помітно втрачає інтерес до програм московських телеканалів, які транслюються здебільшого комерційним ТБ. Помічено, що деякі рейтингові проекти російських партнерів у нас провалюються. Раніше така ж доля спіткала американський медіапродукт; у результаті голівудське "кіноміло" з'являється тепер на наших телеекранах рідше і не дає значного рейтингового ефекту.

Мотиви такої тенденції очевидні – український глядач хоче пізнавати не чужу, а свою реальність (це прагнення особливо підсилилося під впливом недавніх політичних процесів). Тоді чому ж і досі вітчизняний телефір відчутно насичений чужоземним продуктом, здебільшого російського походження? По-перше, дається взнаки комерційний інтерес: приватному телеканалу вигідніше купити готову й "об'їджену" програму, аніж витратитися на своє виробництво. (Принаймні телеканал "СТБ" так і пояснив прилюдно причину закриття свого департаменту документального кіно на чолі з відомим українським документалістом С. Буковським.) По-друге, вітчизняні телевізійники призвичаїлися йти у фарватері телевізійних авторитетів, копіюючи апробовані формати. Отже, існує проблема творчих новацій. Утім, така проблема є актуальною для телебачення безперервно. Бо ТБ – річ вельми динамічна, глядач постійно прагне змін і новинок; навіть вельми

успішні проекти недовговічні. Тому журналісти мусять бути в постійному творчому пошуку.

Стилістика сучасного телеефіру нагадує видовище. Навіть статичні за своєю жанровою логікою випуски новин тяжіють до моделювання інформаційного дійства. Його режисери прагнуть, щоб глядач уявно проник в інформаційну картину дня, підсвідомо відчув його пульс. Елементи видовища збагатили також телевізійну публіцистику, утворивши, по суті, новий жанровий формат, який має характер шоу. Політичний чи культурний дискурс стає тут до певної міри грою, у яку віртуально втягується й аудиторія. Ток-шоу та близьке до нього реальне шоу помітно впливають сьогодні на формування обличчя телебачення. Тому саме ці відносно нові жанрові формати є головними об'єктами аналізу пропонованої публікації.

Почнемо з ток-шоу, що має неабияку популярність серед глядачів. Політичні, розважальні, інтелектуальні... Сучасний авторитетний телеканал виробляє по кілька ток-шоу, охоплюючи провідні сфери суспільного та громадського життя. Їх диференціюють відповідно до видів аудиторії, ідеологічних цілей, а також маркетингових завдань. Так, у денному ефірі переважають ток-шоу для домогосподарок, шкільної та студентської молоді. Опівночі – для інтелектуалів. У цьому випадку менеджери свідомо йдуть на збитковість програмного виробництва, адже нічна аудиторія нечисленна і залучити достатньо реклами для самоокупності важко. Зате можна мати інший зиск – іміджевий. Вдало продумана тема і ретельно підібраний гурт учасників її обговорення можуть шляхом резонансу (наприклад, цитування цікавих і нестандартних думок у пресі) надати телеканалу вигідного образу-осередку інтелектуальної еліти; тобто формується імідж інтелігентного і стильного ТБ.

Телевізійні критики досить прискіпливо оцінюють надто розважальні ток-шоу. Однак це не знижує їх високий рейтинг. Суперечність між оцінками телекритики та смаками глядача, очевидно, мотивована недостатнім розумінням ролі й суті популярного жанру. Для розуміння суті ток-шоу важливою є думка журналістів-практиків, які безпосередньо творять цей продукт. Автор систематизував газетно-журнальні фрагменти з їхніх виступів, долучивши міркування телекритиків, і спробував не лише кинути світло на філософію жанру, а й проаналізувати практичний досвід. Ось деякі висновки:

1. Принадність ток-шоу зумовлена ілюзією причетності аудиторії до обговорення актуальної проблеми. Стежачи за дійством, глядач підсвідомо асоціює себе з учасниками діалогу: "я теж міг би так висловитися"; "ні, не згоден з такою думкою"... Студійна масовка створює ефект віртуальної присутності під час запису програми. Ніби зникає невидима перепона, що розділяє глядача й диспутантів. Тому запрошені на запис "волонтери" мають проходити коректний і негласний відбір (частіше вживається нині модне іншомовне слово "кастинг") з метою продуманого розміщення гостей, щоб виникало відчуття зацікавленої атмосфери. Тут ще й має значення вміння режисерів та операторів вихоплювати зосереджені й вдумливі вирази обличчя для підсилення відчуття співпереживання.

2. Телевізійне ток-шоу задовольняє потребу аудиторії в спілкуванні. Адже не завжди у своєму середовищі щастить зустріти цікавого співбесідника, з яким можна обговорити щось актуальне чи поділитися наболілим. Ток-шоу дає таку можливість,

щоправда віртуальну. Комунікативний аспект жанру має надзвичайно велике суспільне значення. Завдяки йому ТБ може привертати увагу громадськості до важливих суспільно-політичних проблем, впливати на суспільні процеси, формувати громадську думку. По суті, ток-шоу замінює сумнозвісне перешіптування на домашній кухні, добре відоме за радянських часів. Отже, комунікативність жанру сприяє демократизації суспільства. Спостерігаючи за телевізійним диспутом, глядач прилучається до культури спілкування, стає розкутим під час висловлення своїх думок. У його свідомості виникає розуміння цінності консенсусу й можливості його досягнення.

3. Нерідко автори надають програмі певної скандальності, створюючи подекуди диявольський театр абсурду. Телекритика, як правило, осуджує це: мовляв, у глядачів виховуються не кращі людські чесноти, зокрема цинізм, дволикість, лукавість тощо; тим самим ТБ легалізує, виправдовує їх існування в повсякденності. Психологи ж пояснюють популярність скандальної ознаки ток-шоу підсвідомим прагненням аудиторії грати роль судді. Тобто пересічному глядачеві імпонує позиція стороннього спостерігача за тією чи іншою життєвою колізією. Звісно, це може нагадувати й добре відоме побутове пліткування або ж балаканину на дозвіллі. З іншого боку, чужа драматична ситуація змушує замислитися над певними життєвими цінностями, скорегувати свою поведінку. Чи не в цьому полягає сутність стандарту "ТБ з людським обличчям", про який любляють розмірковувати телевізійні менеджери? Загалом, скандальність у ток-шоу – питання неоднозначне; очевидно, все тут залежить від рівня етики й естетики авторів.

Отже, популярний на ТБ жанр – не забаганка менеджерів, а соціально й психологічно мотивоване явище, ознака поглиблення комунікативності суспільства.

Однак активне поширення ток-шоу в телевізійному ефірі призвело до певної його девальвації. Водночас це змусило авторів та продюсерів нарешті зайнятися пошуком тематичної й стильової відмінності. Стало очевидно, що кожна програма повинна охоплювати лише певний тематичний сегмент, добувати собі повноцінний бренд. Глядач має уже наперед знати, що може очікувати саме від цього ток-шоу, легко впізнавати його стилістику. Слід зазначити, що й донині багатьом діалогічним програмам бракує свого почерку і системності висвітлення тем.

Однак концептуальна безконфліктність перетворила програми на прісне видовище з солодкуватою інтонацією. Ефірна недовговічність обох вищеназваних ток-шоу спонукає зробити такий висновок: в основі драматургії має бути конфлікт, особистісний, соціальний, світоглядний тощо. Зіставлення суперечностей, динаміка висловлення різних думок – усе це надає програмі емоційного насичення, створює ефект "живого кіно"; чим, власне, і сильне ТБ як вид мистецтва.

Окрім сценарної безконфліктності, ще однією вадою ток-шоу є поверхове висвітлення теми. Нерідко спостерігається явне ковзання по її суперечливих фрагментах. Не завжди автори здатні чітко резюмувати обговорення. Та попри все, формат є вельми перспективним і гідним уваги журналістів.

Інший популярний жанр – реальне шоу (reality show) – запозичено в науковців-психологів. Телевізійники лише винесли в ефір те, що досліджувалося з науковою метою, додавши режисерського антуражу. Відомо, що свого часу британська медіакорпорація Бі-бі-сі замовила вченим експеримент на виявлення психологічних

змін людини в екстремальних умовах. Групу добровольців було розділено на "ув'язнених" та "наглядачів" і взято під нагляд в обмеженому лабораторному просторі, що нагадував в'язницю. Експеримент припинили достроково, бо "наглядачі" надто вжилися у свою роль і почали вдаватися до відвертого садизму. Однак така рольова гра дала можливість кинути світло на природу влади. Але чому еволюція людської психології має бути лише об'єктом наукового аналізу? – задумалися тоді продюсери. Як під впливом обставин змінюється людина? – корисно знати кожному, щоб упередити певні життєві конфлікти та колізії. Ось приблизно так виник жанр реального шоу.

Його філософія ґрунтується на бажанні проникнути крізь межу, яка відокремлює приватне від публічного. Власне, цим реал-шоу близьке до документального кіно. Жанр став однією з ознак поняття "інформаційне суспільство", яке сприяє руйнації приватних обмежень. Отже, не слід розглядати "реальне ТБ" як підглядання крізь шпаринку. Воно є своєрідною моделлю суспільства, що віддзеркалює соціум. У цьому ключі яскравим був проект телеканалу "Інтер" під назвою "Весілля". Аудиторія спостерігала за справжнім весільним дійством: з народним колоритом, розмовами про життя, про витрати на застілля, де і на що житимуть молодята тощо. Тим самим ініціювалася масштабна дискусія про болючі життєві проблеми. Тобто жанр сприяє саморегуляції суспільної думки, і в цьому полягає його значущість.

Окрім соціального спрямування, "реальне ТБ" дає ще й ефект світла в кінці тунелю. Такі відомі проекти телеканалу "1+1", як "Останній герой", "Стати зіркою", "Народний артист" (їхні реальні персонажі натхненно прагнули успіху), оптимізують соціальне й психологічне почуття аудиторії, особливо молодіжної. Популярні формати вчать науки виживання, надихають діями сильних і яскравих особистостей ("їм пощастило, а може, й мені уміхнеться доля").

Однак є й зворотний бік медалі. "Реальне ТБ" до певної міри легалізує непривабливі ознаки людської психології: дволикість (коли герої позаочі, перед телекамерою, осуджують партнера, демонструючи синдром Іуди), цинічний прагматизм (жертвування певними людськими чеснотами заради виживання) тощо. Водночас інтрига, що розвивається в річищі антитези герой-антигерой, спонукає до роздумів. Ми ніби опиняємося перед невидимим дзеркалом: ось такі ми, цинічні й дволикі; подобається? Тобто жанр реального шоу спонукає до осмислення самого себе, дає можливість власного вибору. А це справляє ефективніший вплив, ніж банальне моралізування.

Феномен популярності реал-шоу, вважає Б. Потятиник, нагадує нам про непозбутній потяг людини до видовищ, де страждання і радість не вигадані сценаристом, режисером та актором, а цілком "справжні". Таке шоу може й проявляти ті риси, про які ми навіть не здогадувалися.

Загалом, жанр до певної міри суперечливий, але й дуже цікавий з огляду на можливість творчої самореалізації.

Наближення якості вітчизняного телефіру до світових стандартів оптимізує розв'язання досі актуальної для України проблеми інформаційної безпеки. Назріла потреба перегляду загальнонаціональними телеканалами своїх творчих концепцій з метою адекватного висвітлення українських реалій. Стратегія виживання має змінитися на стратегію розвитку.

Успішний розвиток вітчизняного ТБ тісно пов'язаний з його жанровим різноманіттям. Упровадження сучасних жанрових новацій сприяє масовості телевізійного продукту. Видовищність, діалогічність та інші аспекти стилістики ТБ значно розширюють глядацьку аудиторію, що, в свою чергу, зміцнює вплив телефіру на суспільну свідомість.

Жанрові новації підвищують конкурентоспроможність будь-якого телеканалу. Отже, їх науковий аналіз є актуальною справою як для менеджерів, так і журналістів.

# **SUPPLEMENTS**

## Unit One

### Education-Related Terms

**academy** академія, училище, школа, National ~ of Sciences Національна академія наук, military ~ військове училище, musical ~ музична школа

**adjunct professor** позаштатний професор, професор-сумісник (*що його університет наймає на короткий термін, для виконання певного завдання і часто з неповним навантаженням*)

**admission** прийом (вступників)

**Admissions Office, Office of Admissions** приймальний відділ/комісія

**adult education** навчання дорослих

**alma mater** – альма-матер (про вуз)

**alumnus** колишній студент, випускник (*коледжу чи університету*)

**alumna** колишня студентка, випускниця (*коледжу чи університету*)

**alumni випускники, колишні студенти** (*спільна назва випускників і випускниць*)

**applicant** вступник (*що вже подав заяву про вступ*)

**application fee** вступний внесок (*покриває витрати, пов'язані з опрацюванням вступних документів*)

**application form** бланк (форма) заяви про вступ (аплікаційна форма)

**application** заява (про вступ, на участь у програмі) (аплікація)

**art school** школа мистецтв (пор. *Arts school*)

**Arts school (BrE)** гуманітарний (філологічний) факультет

**the arts**, гуманітарні науки (історія, філологія, література, філософія)

**assignment** домашнє завдання

**assistant, assistant teacher** асистент (до його обов'язків входить перевіряти роботи студентів, доглядати лабораторії і допомагати викладачам)

**assistant lecturer** асистент, молодший викладач

**assistant professor** звання викладача в американських вузах нижче *associate* ~ викладач або старший викладач

**associate professor** ад'юнкт-професор (звання викладача в амер. вузах вище *assistant professor* і нижче *full professor*), доцент

**boarding school** пансіон, закритий навчальний заклад; школа-інтернат

**bursary (BrE)** стипендія

**campus** територія вузу (часто разом із приміщеннями)

**chancellor** ректор університету (у Великобританії – почесний, у США – чинний)

**cheat** (on examinations) нечесно скласти іспити, користуватися шпаргалками, підказками, списувати тощо

**class 1.** заняття **2. (AmE), lesson (BrE)** урок **3. (AmE), course** (курс (*цикл занять*)) **4.** клас (учнів), група (студентів) **5. (AmE), classroom** клас, класна кімната

**coeducational school** школа зі спільним навчанням (хлопчиків та дівчаток) **college 1. (esp AmE)** коледж (окремий навчальний заклад чи частина університету - *university college*). Випускники коледжів отримують ступінь бакалавра **2. (esp BrE)** коледж, школа, відділ (як частина університету). Такий структурний підрозділ спеціалізується на певній дисципліні. ~ of music музичний відділ **3. (BrE)** слово, що входить до назв деяких *public schools* e.g. Eton College

**college of art (and design), art college** коледж образотворчого мистецтва і музики

**collegiate university** університет, що складається з кількох *рівноправних коледжів*

**commencement (AmE), graduation (BrE)** випускний вечір (церемонія вручення атестатів чи дипломів у кінці навчального року)

**community college (AmE, in the U.S.)** місцевий коледж типу *junior college* Такі коледжі призначені для місцевого населення.

**comprehensive school** єдина середня школа (в Англії та Уельсі), є основною ланкою comprehensive system



**comprehensive system** єдина система шкіл (в Англії та Уельсі). Заступила *tripartite system*.

**correspondence courses/studies** заочні курси /заочне навчання

**correspondence school/college** школа/коледж заочного навчання. *Correspondence school /college* поштою відправляє завдання студенту, а він так само повертає виконані завдання для перевірки.

**county school** (*BrE*) державна школа (цілком контрольована державою). "County schools" разом з *voluntary schools* належать до *state schools*.

**credit, credit hour** кредитний бал. В американській системі вузів за кожен успішно закінчений курс або складений іспит студентові нараховують певну кількість кредитних балів. Щоб здобути ступінь (бакалавра, магістра), студент повинен набрати за всі роки навчання встановлену кількість кредитних балів.

**cum laude** (*AmE*) диплом з відзнакою (в американських університетах відзнака першого рівня, нижча за *magna cum laude i summa cum laude*)

**curriculum** (pl. *curricula*) навчальний план закладу (перелік предметів), *core* – основний курс навчання, профільні предмети.

**day school** 1. денна школа (на відміну від *evening school*) 2. школа без пансіону (на відміну від *boarding school*)

**degree course/program** курс/програма на здобуття ступеня

**department** 1. факультет (в амер. і брит. університетах та коледжах) 2. кафедра 3. відділ, e.g. the Department of Oriental Languages кафедра (відділ) східних мов

**dormitory** гуртожиток

**drama school** театральна школа

**dropout** вибулий або виключений учень /студент

**education** освіта, *adult further* ~ (*BrE*), *continuing* ~ подальша освіта (*вечірні курси для дорослих на базі університету, освітнього центру, але поза системою вищої освіти*). На відміну від "післядипломної освіти" навчання не завершується здобуттям ступеня.

**educational institution** навчальний заклад

**educationalist, educationist** педагог, педагог-методист

**educator** (*formal, esp AmE*) учитель або викладач

**elective** факультативна дисципліна, курс на вибір (у школі, вузі)

**elementary school** початкова школа (*AmE, термін застарілий у BrE*)

**enrol (on)** (*BrE*), **enroll (in)** (*AmE*) 1. вступити (до вузу, до школи), записатися (на курс тощо) 2. зарахувати (когось до вузу, до школи), записати (когось на курс тощо)

**enrolment** (*BrE*), **enrollment** (*AmE*) загальна кількість студентів (що навчаються у вузі, у школі, на факультеті, слухають курс тощо)

**evening school** (*infml*), **night school** (*infml*) вечірній навчальний заклад, вечірні курси (поняття ширше, ніж "вечірня школа")

**exam paper** 1. (*esp BrE*), **question paper** екзаменаційний (іспитовий) лист (із завданнями) 2. (*esp AmE*), **answer sheet** екзаменаційний (іспитовий) лист (з відповідями), екзаменаційна (іспитова) робота

**extracurricular activities** (*formal*) позанавчальна діяльність (*спорт, музика, театр, громадська робота*)

**facilities** обладнання, споруди, *educational* – навчальне приладдя, *athletic* ~ спортивні споруди (*приміщення, майданчики, поля*), *research* ~ обладнання/засоби для дослідів.

**faculty** 1. (*mainly AmE*) професорсько-викладацький склад, адміністративно-викладацький склад, колектив (університету, коледжу) 2. факультет. У назвах **факультетів** здебільшого уникають прикметників: the Economics Faculty, the Faculty of Economics.

**fee-paying school** (*BrE*) приватна (платна) школа

**fellow** 1. стипендіат 2. (*esp BrE*) член ради університету, коледжу

**fellowship** 1. (*esp AmE*) стипендія (на навчання на рівні аспірантури) або грант (на проведення дослідження) 2. посада наукового робітника у вузі **final(s)** 1. (*BrE*) випускний(-і) іспит(и) 2. (*AmE*) завершальний іспит (у кінці курсу)

**fraternity** (*in the U.S.*) студентське братство. В університеті зазвичай є кілька таких організацій, члени яких живуть здебільшого в одному приміщенні (типу окремого гуртожитку) і спільно проводять дозвілля. Належність до таких організацій асоціюється з певним рівнем достатку і престижу.

**freshman 1.** (*AmE*), **first-year student** першокурсник, студент першого курсу **2.** (*AmE*) учень першого року навчання у *high school*

**full professor** (*AmE*), **professor** (*esp BrE*) професор (*найвище наукове звання викладача університету*)

**full time student** студент денного відділення (*має повне навантаження*)

**grade point average (GPA)** середній бал за період навчання

**graduate 1.** *випускник* (вузу, особливо такий, що отримав перший ступінь) **graduate student** (*AmE*), *postgraduate student* (*BrE*) *магістрант* або *докторант* (студент, що отримав перший ступінь і навчається далі, у магістратурі чи докторантурі, що приблизно відповідає аспірантурі укр. вузів) **3. high-school graduate** (*AmE*), *school-leaver* (*BrE*) випускник середньої школи

**grammar school 1.** (*у Великобританії*) середня класична школа

**grant** грант, стипендія, субсидія

**gymnasium** спортзал, також *гімназія*

**hand outs** (друкований) роздатковий матеріал

**head** (*BrE, infml*), *headmaster/headmistress* (*BrE*), *head teacher* (*BrE, official*) директор школи

**high school 1.** (*у США, 9-12 класи школи*), **secondary school** (*BrE*) середня школа **2.** (*у США*) те саме, що й *senior high school* **3.** частина назви деяких середніх шкіл у Великобританії, Bristol High School. У цьому вживанні *high school* не позначає тип школи, як у США.

**homework** домашнє завдання

**the humanities** гуманітарні науки. Інколи термін означає те саме, що й *the arts*, проте може мати ширше значення, позначаючи також соціальні науки (економіку, історію, політологію, психологію, антропологію та соціологію) **independent school** (*esp BrE*) приватна школа (*не залежна від держави*)

**infant school** (*BrE*) підготовча група, нульовий клас

**institute** інститут (*окремий заклад чи підрозділ університету зі спеціалізацією в одній галузі*)

**instruction** викладання, навчання, *language of ~* мова викладання

**instructor 1.** інструктор **2.** (*AmE*) асистент (*викладача*)

**intern** (*mainly AmE*) студент-практикант

**intramural** (*courses, competitions*) (*esp AmE*) університетський, внутрішньо-університетський; інститутський, внутрішньо-інститутський, ~ *basketball competition* університетські змагання з баскетболу

**invigilate** див. *proctor*

**Ivy League** група найстаріших і найпрестижніших університетів США (Yale, Harvard, Princeton, Columbia, Dartmouth, Cornell, the University of Pennsylvania, and Brown)

**junior 1.** (*AmE*) третьокурсник, студент третього курсу **2.** (*AmE*) учень третього року навчання у *high school*. "Junior" відповідає "third-year student" у системах з чотирирічним навчанням.

**junior college 1.** (*in the US*) дворічний коледж (*на кшталт технікуму*). Випускники отримують сертифікати (не ступені). **2.** (*in the US*) неповний коледж (*підрозділ вузу, у якому студенти протягом двох років слухають загальні курси*)

**junior high school** (*AmE*) неповна (або молодша) середня (7, 8 і 9 класи школи у більших містах) див. *senior school*

**lecture hall** лекційна за

**lecture room** аудиторія

**lecturer** лектор (звання викладача у брит. вузах нижче **senior lecturer**) **lesson** (*BrE*), **class** (*AmE*) урок

**liberal arts** (*AmE*), **liberal studies** (*BrE*) загальноосвітні предмети (*на противагу курсам з обраної спеціалізації та технічним курсам*). Поняття охоплює, крім *the humanities (the arts)* ще й

образотворче мистецтво, природничі та соціальні науки. Ці предмети спрямовані на загальний розвиток студентів.

**liberal education** гуманітарна освіта; освіта, що включає головню *liberal arts*

**magna cum laude** (*AmE*) диплом з особливою відзнакою (з амер. вузах, відзнака другого рівня, вища за *cum laude* і нижча за *sum ma cum laude*). **maintained school** (*formal*) те саме, що *state school*

**major 1.** (п.) основний (профільний) предмет, спеціалізація (у *студента*), *to have a ~ in physics* вивчати фізику як основний предмет, *smb's ~ is biochemistry* чиясь спеціалізація – біохімія **2.** (в.) вивчати щось як такий предмет, *to ~ in law* вивчати право як основний предмет, мати спеціальність "право", спеціалізуватися з права **3.** (п.) (у *сполуках позначає студента*). *He is a history ~* Його спеціальність – історія. Пор. *minor*

**mid term examinations, mid-terms** (*infml*) іспити посередині семестру

**minor 1.** (п.) другий предмет спеціалізації **2.** (в.) вивчати щось, як такий предмет. Студент, зазвичай, може вибрати один *major* і один *minor*.

**monitor** див. *староста*

**non-degree course/program** курс /програма, що не завершується здобуттям ступеня

**open house** (*AmE*), **open day** (*BrE*) день відкритих дверей

**optional course** факультативна дисципліна, курс на вибір (у *школі, вузі*)

**part time student** студент, що навчається за індивідуальним планом (має неповне навантаження кожного семестру (в амер. системі - менше 12 кредитних годин), бо поєднує роботу і навчання чи з іншої причини. Такий студент закінчує весь курс навчання пізніше, ніж інші студенти).

**period** час, відведений на урок; урок, заняття, **double ~** подвійний урок, *free ~* "вікно" (вільні години між двома заняттями), *form ~* (*BrE*) виховна година

**Philosophy, Master of (M.Phil.)** магістр філософії

**Philosophy, Doctor of (Ph.D.)** доктор філософії (у *певній галузі науки*). *She has a Ph.D. in biology.* Вона має ступінь доктора з біології.

**practice teacher** (*BrE*) студент-практикант

**playground** (шкільне) подвір'я, майданчик для ігор

**polytechnic 1. polytechnical institute** політехнічний інститут **2.** політехнікум

**postgraduate student 1.** (*BrE*), **graduate student** (*AmE*) магістр чи докторант (студент, що вже отримав ступінь і здобуває наступний) **preparatory school, prep school** (*infml*) **1.** (у *Великобританії*) приватна підготовча школа (що готує до *public school*) **2.** (у *США*) приватна середня школа (що готує до вузу)

**principal 1.** (*AmE*) директор **2.** (*esp BrE*) директор (у *деяких школах*); директор ліцею; ректор університету

**private school 1.** (у *широкому значенні*) приватна школа **2.** (у *вужчому значенні*) приватна школа комерційного типу, створена задля отримання прибутків. У такій школі навчаються і хлопчики, і дівчатка. Це може бути денна школа або школа-інтернат. Пор. *public school*

**proctor 1.** (п.) (*AmE*), **invigilator** (*BrE*) асистент, наглядач за студентами під час іспиту **2.** (в.) (*AmE*), **invigilate** (*BrE*) наглядати за студентами під час іспиту, щоб вони не списували.

**professor 1.** (*BrE*), **full professor** (*AmE*) професор (найвище наукове звання викладача університету) **2.** (*AmE*) викладач університету (з будь-яким званням), *~ emeritus* заслужений професор у відставці

**provost 1.** провост, ректор (в *деяких університетських коледжах Великобританії*) **2.** проректор (в *американських університетах*)

**public school 1.** (у *Великобританії*) приватна школа. Більшість таких шкіл є престижними школами-інтернатами для хлопчиків віком 13-18 років, здебільшого платними, але некомерційними (створеними не задля отримання прибутку), **2.** (у *США*) середня школа з безплатним навчанням.

**quiz** (*esp AmE*) коротка контрольна робота, **pop ~** коротка контрольна робота, яку викладач дає без попередження, щоб перевірити, чи вчать студенти матеріал.

**reader 1.** лектор (у Великобританії звання викладача, нижче *professor* і вище *senior lecturer*); **2.** читанка **3.** хрестоматія (з *текстами для читання з предмет, творами одного автора чи творами певної тематики*)

**recess (AmE), break (BrE)** перерва

**reference 1.** (*esp BrE*), **recommendation (esp AmE)** характеристика, рекомендація **2.** людина, що дає рекомендацію; поручитель

**refresher course** курс(и) підвищення кваліфікації / удосконалювання знань

**registrar** секретар навчального закладу

**remedial course** корективний курс (*для слабших студентів*)

**report card (AmE), school report (BrE)** таблиць успішності

**research 1.** (*adj.*) дослідний, науковий, ~ institute науково-дослідний інститут, ~ council наукова рада дослідного інституту, ~ university (AmE) дослідний університет **2.** дослідження, scientific ~ наукове дослідження (*особ. в галузі природничих наук*)

**researcher** дослідник, науковець

**revise (BrE), review (AmE), study** (for an exam) готуватися до іспиту (*повторюючи вивчене*)

**sabbatical year/leave** річна відпустка викладача (надавано, зазвичай, через кожні шість років для наукової роботи)

**scholar 1.** науковець (особ. гуманітарій) **2.** стипендіат

**scholarship** стипендія

**scholarship holder** (AmE) стипендіат

**school 1.** школа, ballet ~ балетна школа, хореографічне училище **2.** курси, driving ~ курси водіїв; автошкола; language ~ курси вивчення (іноземної) мови **3.** інститут, коледж у структурі університету, the London School of Architecture Лондонська школа архітектури (коледж Лондонського університету); **4.** факультет, відділення університету, law/medical ~ юридичний/медичний факультет

**school leaver (BrE), high-school graduate (AmE)** випускник

**science faculty, faculty of sciences** факультет природничих наук

**science 1.** природознавство **2.** одна з природничих наук, sciences/ natural sciences природничі науки **3.** галузь знань; наука. Переважно більшість дисциплін можна однозначно зарахувати або до (natural) sciences, або до arts, але є і проміжні випадки, наприклад, географія, психологія. Деякі науки, що належать до arts, можуть, проте, сполучатися зі словом *science* у таких конструкціях: the science of linguistics лінгвістична наука, social sciences соціальні науки

**scientist** науковець (в ділянці точних наук)

**secondary school** середня школа (у Великобританії)

**senior 1.** (AmE), **fourth-year student** четвертокурсник **2.** (AmE) учень четвертого року навчання у *high school*. Загальне значення - учень чи студент останнього року навчання (у системі з чотирирічним навчанням)

**senior high school** (у США) повна (або старша) середня школа (*класи 10, 11, 12 школи у більших містах*)

**senior lecturer (BrE)** старший викладач

**session 1.** заняття, час навчання (*частина навчального року, коли проводяться заняття*) **2.** навчальний рік.

**single sex school** школа з окремим навчанням (для хлопчиків або для дівчаток)

**sixth-form college** (у Великобританії) підготовчий коледж (школа для учнів 16 років і старших, що готуються скласти випускні іспити найвищого рівня)

**sophomore 1.** (AmE), **second-year student** другокурсник, студент другого курсу **2.** (AmE) учень другого року навчання у *high school*

**sorority (in the US)** товариство, клуб студенток (організація, подібна до *fraternity*)

**special education** спеціальна освіта (*для дітей з психічними і фізичними вадами, розумово відсталих дітей або ж для обдарованих дітей*)

**state school** середня школа з безплатним навчанням у Великобританії (що її фінансує держава або органи місцевого самоврядування, поділяється на *country schools* та *voluntary schools*)

**stream (BrE), track (AmE) номік** чи клас, сформований за здібностями учнів; спеціалізований клас, А ~ потік А (для найкращих учнів)

**student 1.** студент (вищого навчального закладу) **2.** (esp AmE) учень (школи)

**student body** студенство, студенти (певного навчального закладу)

**student loan** кредит на навчання

**student teacher (AmE)** студент-практикант

**study** навчання, заняття

**summa cum laude (AmE)** диплом з вищою відзнакою (в амер. університетах, найвища відзнака)  
див. *sum laude, magna cum laude*

**syllabus** (pl. syllabi) програма курсу, лекцій з одного предмету. Syllabus - це документ, де викладено, що саме містить програма з певного предмету. **teaching staff** викладацький склад див. також *faculty*.

**technical college (BrE), college of technology (BrE)** технічний коледж (не входить до університету), спеціальне училище, технікум

**technical education, technical training** технічна освіта

**tenure** постійна (до виходу на пенсію) посада викладача в університеті чи право займати таку посаду, **tenured professor** викладач, що обіймає таку посаду чи має таке право, **tenure track staff** викладачі, що претендують на таку посаду чи право

**term 1. семестр 2. also semester (AmE) 3. also trimester (AmE)** триместр **4. also quarter** (esp AmE) чверть

**the three R's** ("reading, 'riting, and 'rithmetic") читання, письмо і арифметика (три предмети, що їх вважають основою освіти)

**track** див. *stream*

**training school** технікум, спеціальне училище, medical ~ медучилище, art ~ художнє училище

**transcript** виписка оцінок

**tripartite system** тривидова система шкіл (в Англії та Уельсі). До неї належали *grammar schools, technical schools* та *secondary modern schools*. Поступилась місцем *comprehensive system*.

**tuition 1. (AmE) tuition fees** плата за навчання **2. (formal, esp BrE)** навчання, уроки, private ~ приватні уроки, ~ by correspondence заочне навчання

**tuition waiver** звільнення від плати за навчання на певний період або на весь час навчання

**tutor 1.** репетитор, приватний /домашній учитель **2.** наставник, опікун **3.** куратор групи (в брит. університетах), науковий керівник, консультант **tutorial** (поточна) консультація, практичне заняття з керівником (tutor) для одного студента чи невеликої групи. Під час навчання такі консультації проводять регулярно.

**undergraduate** студент див. *student*

**university college** університетський коледж (коледж у складі університету)

**university extension** університетські курси (наприклад, вечірні курси для тих, хто інакше не може відвідувати заняття; вечірній факультет), extension course університетський курс такого типу

**virtual course** курс дистанційного навчання через інтернет

**visiting professor** запрошений викладач (професор)

**visual aids** наочність, наочні приладдя

**teaching profession** (collectively) педагоги, викладачі, вчителі

**voluntary school** (у Великобританії) добровільна школа, частково фінансована місцевим колективним органом, церквою чи іншою релігійною організацією, або приватними добровільцями

**workshop** (практичний) семінар, передбачає обмін досвідом, знанням між учасниками, critical thinking ~ семінар з критичного мислення

\* \* \*

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Harvard University	1	1	US
Massachusetts Institute of Technology	2	2	US
Stanford University	3	6	US
University of Cambridge	4	3	UK
University of Oxford	5	4	UK
University of California, Berkeley	6	5	US
Princeton University	7	7	US
Yale University	8	10	US
California Institute of Technology	9	11	US
University of California, Los Angeles	10	8	US
University of Tokyo	11	9	Japan
Columbia University	12	13	US
Imperial College London	13	14	UK
University of Chicago	14	14	US
University of Michigan	15	12	US
ETH Zürich – Swiss Federal Institute of Technology, Zürich	16	20	Switzerland
Cornell University	17	17	US
Johns Hopkins University	18	19	US
Kyoto University	19	23	Japan
University of Toronto	20	16	Canada

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
National University of Singapore	21	22	Singapore
University of Pennsylvania	22	18	US
University of Illinois at Urbana-Champaign	23	24	US
London School of Economics and Political Science	24	25	UK
University College London	25	20	UK
Seoul National University	26	41	South Korea
New York University	27	29	US
University of Wisconsin-Madison	28	30	US
Carnegie Mellon University	29	26	US
Duke University	30	31	US
University of Washington	31	27	US
University of California, San Francisco	32	40	US
University of British Columbia	33	31	Canada
McGill University	33	31	Canada
University of Texas at Austin	33	27	US
Tsinghua University	36	35	China
Northwestern University	37	37	US
Georgia Institute of Technology	38	38	US
Pennsylvania State University	39	51-60	US
University of California, San Diego	40	34	US

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Peking University	41	45	China
Delft University of Technology	42	51-60	Netherlands
University of Hong Kong	43	36	Hong Kong
King's College London	43	61-70	UK
University of Melbourne	43	39	Australia
University of Edinburgh	46	46	UK
Ludwig-Maximilians-Universität München	46	44	Germany
Purdue University	48	50	US
École Polytechnique Fédérale de Lausanne	49	51-60	Switzerland
Osaka University	50	51-60	Japan
University of California, Davis	51-60	48	US
Hong Kong University of Science and Technology	51-60	61-70	Hong Kong
Karolinska Institute	51-60	61-70	Sweden
Korea Advanced Institute of Science and Technology	51-60	61-70	South Korea
University of Manchester	51-60	47	UK
University of Minnesota	51-60	51-60	US
Lomonosov Moscow State University	51-60	50	Russian Federation
Ohio State University	51-60	51-60	US
National Taiwan University	51-60	51-60	Taiwan



Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Tokyo Institute of Technology	51-60	61-70	Japan
Australian National University	61-70	42	Australia
University of California, Santa Barbara	61-70	51-60	US
University of Massachusetts	61-70	42	US
Michigan State University	61-70	71-80	US
University of North Carolina at Chapel Hill	61-70	51-60	US
Universität Heidelberg	61-70	71-80	Germany
University of Southern California	61-70	61-70	US
University of Sydney	61-70	49	Australia
Technische Universität München	61-70	61-70	Germany
Tohoku University	61-70	61-70	Japan
University of Amsterdam	71-80	81-90	Netherlands
Boston University	71-80	81-90	US
Humboldt-Universität zu Berlin	71-80	71-80	Germany
Indiana University	71-80	-	US
Katholieke Universiteit Leuven	71-80	71-80	Belgium
Middle East Technical University	71-80	51-60	Turkey
Université Paris-Sorbonne	71-80	71-80	France
University of Pittsburgh	71-80	71-80	US
Texas A&M University	71-80	91-100	US

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Washington University in St Louis	71-80	81-90	US
Brown University	81-90	81-90	US
Chinese University of Hong Kong	81-90	81-90	Hong Kong
Freie Universität Berlin	81-90	91-100	Germany
Leiden University	81-90	61-70	Netherlands
University of Maryland, College Park	81-90	91-100	US
Mayo Medical School	81-90	-	US
University of Queensland	81-90	71-80	Australia
University of São Paulo	81-90	61-70	Brazil
Utrecht University	81-90	81-90	Netherlands
Yonsei University	81-90	-	South Korea
University of Arizona	91-100	-	US
University of Florida	91-100	81-90	US
London Business School	91-100	-	UK
London School of Hygiene and Tropical Medicine	91-100	-	UK
Nanyang Technological University	91-100	71-80	Singapore
University of New South Wales	91-100	81-90	Australia
Université Pierre et Marie Curie	91-100	81-90	France
Rutgers, the State University of New Jersey	91-100	81-90	US

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
RWTH Aachen University	91-100	-	Germany
Technion Israel Institute of Technology	91-100	-	Israel

<http://www.theguardian.com/news/datablog/2014/mar/06/worlds-top-100-universities-2014-reputations-ranked-times-higher-education>

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### The Bologna Process

#### *Bologna cycle structure*

Student workload/duration for the most common Bologna programmes			
<b>Bachelor programmes</b>	240 ECTS (4 academic years)	<b>Master programmes</b>	60 ECTS (1 academic year)
<b>Bachelor/Master cycle structure models most commonly implemented</b>	240+60 ECTS (4+1 academic years)		

### Participation in EU programmes

#### 1. Tempus

Ukraine has participated in the Tempus Programme since 1993.

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008- 2012)

Institutions	Total	Number of projects JP	SM
NATIONAL TECHNICAL UNIVERSITY "KHARKIV POLYTECHNIC INSTITUTE"	9	8	1

<b>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</b>	<b>8</b>	<b>4</b>	<b>4</b>
<b>ZHUKOVSKY NATIONAL AEROSPACE UNIVERSITY "KHARKIV AVIATION INSTITUTE"</b>	<b>8</b>	<b>7</b>	<b>1</b>
<b>SUMY STATE UNIVERSITY</b>	<b>7</b>	<b>5</b>	<b>2</b>
<b>TAURIDA NATIONAL V.I.VERNADSKY UNIVERSITY</b>	<b>7</b>	<b>5</b>	<b>2</b>
<b>IVAN FRANKO NATIONAL UNIVERSITY</b>	<b>6</b>	<b>3</b>	<b>3</b>
<b>LVIV NATIONAL POLITECNIC</b>	<b>6</b>	<b>5</b>	<b>1</b>
<b>KHMELNITSKIY NATIONAL UNIVERSITY</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE "KYIV POLYTECHNIC INSTITUTE"</b>	<b>6</b>	<b>5</b>	<b>1</b>
<b>OLES GONCHAR DNIPROPETROVSK NATIONAL UNIVERSITY</b>	<b>5</b>	<b>5</b>	<b>0</b>

## **2. Impact of the Tempus Programme**

Ukraine joined Tempus in 1993. The projects carried out in Ukraine at that time focused on improvement of university governance and management, upgrading of old curricula and development of new courses and programmes and professional development of teachers, especially in disciplines such as economics, foreign languages, social science, European studies and law. Ukrainian HEIs carried out projects such as: *Establishing Social Work and Social Policy as Higher Education Disciplines in the Ukraine (1994)*; *'AGFED' Agricultural & Food Economics Development in Ukraine (1997)*; *Training of Marine Lawyers in European Law (1998)*; *Establishment of a National Innovation Centre (1999)*; *Development of a New Framework for M.Sc. Thesis Work (1999)*.

During the third phase of the TEMPUS Programme in 2000-2006 there was a shift to new national priorities for Ukraine and a focus on new disciplines. Ukraine's participation in the Tempus III programme coincided with its wish to join the European Higher Education Area in line with Bologna Process, which was reflected in the projects undertaken. The list of priority disciplines for that period included, in addition to economics and business management, agrarian science, ICT and environment, as reflected in accepted projects such as: *Education development in environmentally safe energy (2000)*; *Restructuring the B.Sc. in economics and management (2001)*; *Electronic Media Resource Centre, Ukraine (2002)*; *Master of Business Administration & Information Technology (2002)*; *Agricultural Policy and Administration in Ukraine towards European Integration (2003)*.

As from 2000, participation in the Tempus projects broadened beyond the scope of HEIs and was opened to companies, nongovernmental and non-profit organisations and authorities. Accordingly, participants in Tempus projects in Ukraine included the Secretariat of the Cabinet of Ministers of Ukraine, the Ministries of Education and Science, of Environmental Protection and of Agricultural Policy, regional state administrations, municipalities, entrepreneurs' associations and students' unions, agricultural companies, seaports and research institutes. As a consequence of Tempus projects, new courses and curricula were developed that meet the current requirements of the Ukrainian labour market. University teachers confirm that cooperation with European colleagues within the Tempus project enabled them to obtain new knowledge and Master new teaching skills and evaluation techniques which resulted in greater competitiveness of their universities and improved their status and standing. Many projects focused on use of ICT and involved purchase of equipment and software and implementation of courses in E-learning format. They contributed to the universities' capacity building as well as to the establishment of a distance education culture in Ukraine. Such projects included: *Elearning - The virtual law library and Law Consultancy Centre (2002)*; *Accreditation and standardisation of distance education (2005)*; *Adaptive Information and Communication Technologies for Education and Visually Impaired Students in Ukraine (2005)*; *Practicum to Improve Ukrainian eLearning System (2006)*; *ICT, media, libraries, elearnin (2008)*.

Since 1994 more than 120 Ukrainian universities have participated in Tempus. On the whole, the Tempus programme facilitated the internationalization of Ukrainian universities, helped to establish long-term partnerships between them and their European counterparts and contributed to the initiation of new research projects or exchange programmes. On many occasions, Tempus

projects helped to set up a dialogue between HEIs and the Ministry of Education and Science or its regional branches; between faculty and administration and between employers, teachers and students.

Not all Ukrainian universities have implemented the Bologna principles and transferred to a three-cycle education system. But those universities where changes have taken place and whose curricula fully meet the Bologna requirements link their progress and success to Tempus projects participation.

Projects dealing with implementation of Bologna principles: *ECTS-implementation at Ukrainian universities (2004)*; *Workshops for the Introduction of Practical Approaches in Transforming Higher Education in Ukraine*

*(2005)*; *All-Ukrainian Network of ECTS regional consultants points (2005)*; *Quality Assurance in Ukraine (2006)*; *Accreditation and licensing in the Ukraine (2006)*; *Training for the Implementation of the European Higher Education Area Third Cycle in Ukraine (2006)*; *Development of strategy of UA students international mobility using the ECTS opportunities (2006)*; *Training courses in Ukraine on Bologna process (2006)*.

A network of University ECTS Regional Consultation Centres was created thanks to Tempus project "All-Ukrainian Network of ECTS regional consultants points" (2005). Recognizing the important role of the centers, the mentioned experience has been studied by and disseminated to other Universities in Ukraine.

Tempus projects have helped to strengthen the cooperation between universities and enterprises, e.g. by establishing career development centres for students. Examples of such projects: *University-Industry Centres: Model for Cooperation (2004)*; *Establishing Mechanisms of cooperation and interaction between universities and employers (2006)*; *Bridging the gap between University and Business (2004)*; *Promoting Technology Transfer and Entrepreneurial Activities in Ukrainian Universities (2006)*; *Career & Employability Centre: new service for graduates (2006)*; *Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities (2006)*.

Tempus project "Career and Employability Centre: New Service for Graduates" (2006) provided students with an opportunity to take part in study visits to European universities and training sessions focused on career support and job search techniques, thus enhancing their employability.

In the framework of the project *Crisis Analysis and Decision-Making in Ukraine (2005)*, an EUUA integrated Master course in crisis analysis and decision-making was developed and simultaneously

introduced in four Ukrainian universities of various types. The course is based on advanced information technologies

and existing European experience.

In the new Tempus IV (2007-2013) calls for proposals, Ukraine's national priorities have placed a strong emphasis on implementing the Bologna Principles.

Projects selected within four calls for proposals with participation of Ukrainian partners cover topics such as: the three-cycle system in social work education, a new Master curriculum for intellectual property law, curricular reform in space technology, engineering, automation/mechatronics, E-commerce, geographic information technology, tourism, railway transport, intellectual transport systems, education measurement, educational management, environmental management, industrial ecology, renewable energy and environmental technology, foodstuff expertise and quality control, medical education, social psychology, land governance etc. The project Master "Interoperabilite / Securite/ Certification" dans le domaine du Transport International Ferroviaire (2008) actively involved employers and created new solid Master programme on railway transport that incorporated latest development in the sphere of railway and helped to prepare specialists of international level.

The study "Knowledge triangle educationknowledge- innovation" undertaken within the project "Towards research and entrepreneurial university models" (2008), outlined the ways to effectively apply European experience in property rights protection. The project created departments of innovation in partner universities and contributed to reforms in the area of technology transfer. While improving the image of Ukraine as a space power, the Tempus project "Curricula Reform in Space Technology" (2008) had extended the network of space ground stations from Brussels to Krasnoyarsk. It also established university labs of micro-satellites and regional coordination and technological bureaus that serve as a linkage between university and labour market in aerospace sphere. The project "Quality Assurance tools for the Management of Internationalization" (2008) helped Ukrainian universities to reform the governance system by employing internationalization strategy.

Building upon developments in internationalization of higher education, another Tempus project "E-internationalization for Collaborative Learning" (2009) launched Eplatform "International Clearing House" that enables knowledge sharing among professors from Ukraine and Europe, gives an opportunity to create joint international courses and enhance skills in international teambuilding.

In order to effectively market scientific inventions of universities, the project "Innovation cross-universities network for development of partnership with enterprises" (2009) trained representatives of partner universities to turn scientific products into business models.

Besides the ones mentioned, 38 projects of Tempus IV pursued with participation of Ukrainian higher education institutions, have generated variety of sustainable outcomes that led to creation of education centre network on modern technologies of local government, establishment of a West-East teacher education network, implementation of research and entrepreneurial university models in higher education, development of quality assurance system and others.

## **2. Erasmus Mundus**

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) – with scholarships Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects.

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

#### **Institutions participating in the programme up to and including 2011**

<b>Institutions</b>	<b>Action 1 Joint Programmes</b>	<b>Action 2 Partnerships</b>	<b>Action 3 Attractiveness projects</b>
<b>DNIPROPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>DONBAS NATIONAL ACADEMY OF CIVIL ENGINEERING AND ARCHITECTURE</b>	X		
<b>DONBAS STATE TECHNICAL UNIVERSITY</b>		X	
<b>DONETSK NATIONAL TECHNICAL UNIVERSITY (DNTU)</b>		X	
<b>DRAGOMANOV NATIONAL PEDAGOGICAL UNIVERSITY</b>		X	
<b>INTERNATIONAL EDUCATION ADVISING CENTER</b>			X
<b>IVAN FRANKO LVIV STATE UNIVERSITY</b>		X	
<b>KROK UNIVERSITY HIGHER EDUCATION INSTITUTION</b>		X	
<b>LVIV POLYTECHNIC NATIONAL UNIVERSITY</b>		X	
<b>NATIONAL ACADEMY OF MUNICIPAL ECONOMY KHARKIV</b>	X	X	
<b>NATIONAL AEROSPACE UNIVERSITY “KHAI”</b>		X	
<b>NATIONAL AVIATION UNIVERSITY</b>		X	
<b>NATIONAL O.O. BOHOMOLETS MEDICAL UNIVERSITY</b>		X	
<b>NATIONAL TARAS SHEVCHENKO UNIVERSITY OF KYIV</b>		X	

<b>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE 'KYIV POLYTECHNIC INSTITUTE'</b>		X	X
<b>NATIONAL UNIVERSITY OF FOOD TECHNOLOGIES</b>			X
<b>NATIONAL UNIVERSITY OF "KYIV-MOHYLA ACADEMY"</b>	X	X	
<b>NIZHYN STATE MYKOLA GOGOL UNIVERSITY</b>	X		
<b>ODESSA I.I. MECHNIKOV NATIONAL UNIVERSITY</b>		X	
<b>ODESSA NATIONAL ACADEMY OF FOOD TECHNOLOGIES</b>			X
<b>ODESSA NATIONAL POLYTECHNIC UNIVERSITY</b>		X	
<b>OLES HONCHAR DNIPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</b>		X	
<b>TAURIDA NATIONAL V.I. VERNADSKY UNIVERSITY</b>		X	
<b>VASSIL KARAZIN NATIONAL UNIVERSITY OF KHARKIV</b>		X	
<b>YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY</b>		X	
<b>KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS</b>		X	



## Unit Two

### PERSUASION

Persuasion involves not only making a suggestion but actively trying to convince someone to agree with you and accept it. As such, it is a mild and (usually) acceptable form of arguing.

But evidently to use cliches is by far not enough. What you need is valid arguments to really persuade a person to do this or that. Remember that to be convincing you must abide by certain rules in logics:

#### Persuasion

(Oh) come on	I don't know, but
Don't you think	I'll tell you what
After all	Look
I'm awfully sorry to ask you ... but	Why don't we
It's important for you	I know you can do it
It's crucial for you	If you do it... I'll
It's necessary for you	Let's do ...
What you don't seem to understand is that	

#### Going in to persuasions

(Well) I guess so	All right
Maybe you're right	Look – I'll tell you what
Oh, if you insist	We'll see

#### Making suggestions

What do you say	Why don't you try
Maybe you could	Don't you think
If I were you	I have an idea
I was wondering if you'd ever thought of	
I wonder/was wondering how to attend	
I think it might be a good idea to	

#### Resisting persuasion

I don't know	No way
Oh (with using information)	Absolutely not
We'll see	I don't care
I know, but	That's all out of the question
I don't see how	That might be OK, but
That's a good idea, but	I see what you mean, but
That's true, but	

#### Some means that can be useful in persuading others

1. Citing facts to support your view, naming their source if the facts are likely to be doubted.
2. Relating relevant incidents or experiences in which you or others have been involved. A vividly told experience is memorable and convincing.
3. Citing authorities who support your view. Brief direct quotations from the authority are impressive.

4. Using humour and funny stories to hold the interest of your readers or listeners. (Be sure, however, that you don't drag in a joke simply to get a laugh. The funny story can illustrate your arguments in a memorable way.)

5. Using associations to establish a link between things everyone likes (nice people, good feelings, etc.) and the point of view for which you are arguing, or vice versa.

6. Making a direct appeal, once you have established your case, by expressing your conviction with sincerity or feeling.

7. Appealing to emotions, if the subject is one you feel deeply about. Don't, however, let the emotion drown the thinking!

\* \* \*

### Agreement and Disagreement

**Agreeing.** *Neutral:* Yes, I agree. True enough. That's right I can't help thinking the same. How true. I couldn't agree more. How right that is. Oh, definitely.

*Informal:* Well, that's the thing. Well, this is it (isn't it)? Yes, right. Dead right. Too true. I'd go along with you there. I'm with you there.

*Formal:* Oh, I agree entirely. I agree absolutely with... My own view/ opinion exactly. I'm of exactly the same opinion. I don't think anyone could/would disagree with...

**Disagreeing.** *Neutral:* (Oh,) I don't agree... I'm not (at all) sure, actually/ in fact. Not really. Oh, I don't know. No, I don't think... I disagree (I'm afraid). That's not right, surely. That's not the way I see it. I can't agree with... I can't help thinking... Do you really think...?

*Informal:* (Oh) surely not I don't see why. I can't go along with... (Oh,) come off it. Nonsense! Rubbish! No way! You must be joking. You can't mean that!

*Formal:* I really must take issue with you (there). (I'm afraid) I can't accept... I can't say that I share that/ your view. I'm not at all convinced... I see things rather differently myself.

**Saying you partly agree.** *Neutral:* I don't entirely agree with... I see your point, but... I see what you mean, but... Yes, maybe/perhaps, but... I couldn't agree more, but... That's one way of looking at it, but... Yes, but on the other hand... Yes, but we shouldn't forget... Yes, but don't you think...

*Informal:* Could be, but... OK, but... Yes, but... Mm, but... I'd go along with most of that, but...

*Formal:* Well, while I agree with you on the whole, ... There's some/a lot of truth in what you say. Still/however, ... I agree in principle, but... That may be so, but... Personally, I wouldn't go so far as (to say) that.

\* \* \*

### Attack and Response

#### Attack

Wouldn't you agree

Wouldn't you say that

Isn't it (also) true (to say, believe, assume)

Isn't it just possible *tentative that + s*

Might it not (also) be true

Surely you'd admit

Don't you think *direct*

*tag questions:* X is ..., isn't it?

X doesn't..., does it? *direct*

If you ask me; As you see it; I'd like to point out that; The point is

## Response

I see (take) your point  
Possibly (maybe so)  
I'd agree with you to a certain extent  
(tentative)  
That may well be (*direct*) but+attack  
Fair enough  
OK *informal*  
That's quite true...  
Perhaps, but don't you think that  
I'm not sure I quite agree  
I see what you mean, but  
Come off it! You can't be serious.

\* \* \*

## Expressions to Be Used While Doing Rendering

1. The title of the article is .../ The article is entitled ...
2. It is taken/obtained from ...
3. The article deals with .../ The main idea of the article is ...
4. At the beginning of the article (in the beginning) the author
  - describes
  - depicts
  - dwells on
  - touches upon
  - explains
  - introduces
  - mentions
  - recalls
  - characterizes
  - analyses
  - comments on
  - enumerates
  - points out
  - generalizes
  - criticizes
  - makes a few critical remarks on
  - reveals/ exposes
  - accuses/ blames
  - condemns
  - mocks at/ ridicules
  - praises/ sing the praises
  - sympathizes with
  - gives a summary of/ gives his account of
  - makes an excursus into
  - digresses from the subject to describe ...
5. Then (after that, further, further on, next) the author
  - passes on to ...

- goes on from/ goes on to say that
  - gives a detailed analysis/description of ...(**SEE point 4**)
6. In conclusion the author ...(**SEE point 4**)
- At the end of the article the author draws the conclusion that ...
  - At the end of the article the author sums it all up by saying ...
  - The concluding words are ...

## Unit Three

### Glossary Literature

Major forms	Major forms
Novel	Drama
Poem	Romance
Drama	Satire
Short story	Tragedy
Novella	Comedy
Myths	Tragicomedy

\* \* \*

### Literature genres

Term	Description
<i>Fiction</i>	nonfactual descriptions and events invented by the author
<i>Nonfiction</i>	a communication in which descriptions and events are understood to be factual
<i>Fiction</i>	
Classic	fiction that has become part of an accepted literary canon, widely taught in schools
Comic/Graphic Novel	scripted fiction told visually in artist drawn pictures, usually in panels and speech bubbles
Crime/Detective	fiction about a committed crime, how the criminal gets caught, and the repercussions of the crime
Fable	narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale
Fairy tale	story about fairies or other magical creatures, usually for children
Fanfiction – fiction	written by a fan of, and featuring characters from, a particular TV series, movie, etc.
Fantasy	fiction with strange or otherworldly settings or characters; fiction which invites suspension of reality
Fiction narrative	literary works whose content is produced by the imagination and is not necessarily based on fact
Fiction in verse	full-length novels with plot, subplot(s), theme(s), major and minor characters, in which the narrative is presented in verse form (usually free verse)

Folklore	the songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth
Historical fiction	story with fictional characters and events in a historical setting
Horror	fiction in which events evoke a feeling of dread and sometimes fear in both the characters and the reader
Humor	Usually a fiction full of fun, fancy, and excitement, meant to entertain and sometimes cause intended laughter; but can be contained in all genres
Legend	story, sometimes of a national or folk hero, that has a basis in fact but also includes imaginative material
Metafiction	also known as romantic irony in the context of Romantic works of literature, uses self-reference to draw attention to itself as a work of art, while exposing the "truth" of a story
Mystery	fiction dealing with the solution of a crime or the unraveling of secrets
Mythology	legend or traditional narrative, often based in part on historical events, that reveals human behavior and natural phenomena by its symbolism; often pertaining to the actions of the gods
Poetry	verse and rhythmic writing with imagery that creates emotional responses
Realistic fiction	story that is true to life
Science fiction	story based on impact of actual, imagined, or potential science, usually set in the future or on other planets
Short story	fiction of such brevity that it supports no subplots
Suspense/Thriller	fiction about harm about to befall a person or group and the attempts made to evade the harm
Tall tale	humorous story with blatant exaggerations, swaggering heroes who do the impossible with nonchalance
<b><i>Nonfiction</i></b>	
Atlas	A collection of maps
Biography/Autobiography	Narrative of a person's life. A true story about a real person.
Dictionary	A collection of words in one or more specific languages, often listed alphabetically (or by radical and stroke for ideographic languages), with usage of information, definitions, etymologies, phonetics, pronunciations, translation, and other

	information; or a book of words in one language with their equivalents in another, also known as a lexicon.
Encyclopedia	A type of reference work or compendium holding a comprehensive summary of information from either all branches of knowledge or a particular branch of knowledge
Essay	A short literary composition that reflects the author's outlook or point.
Guidebook	A book of information about a place, designed for the use of visitors or tourists
Manual	A technical communication document intended to give assistance to people using a particular system
Textbook	Authoritative and detailed factual description of a topic.
Reference book	Dictionary, thesaurus, encyclopedia, almanac, atlas, etc.

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### Anatomy of a Book: form

Blurb	A comment from a review (often by another author praising the particular book) printed on the dust wrapper or covers of a proof copy, or on a wrap-around band.
Frontis, Frontispiece	An illustration at the beginning of a book, usually facing the title page.
Ex-Libris	A bookplate printed with the owner's name or initials. Latin for "From the library of..."
Binding	The protective covering on the front, back, and spine of a book; "the book had a leather binding"
Book Cover or Book Board	The front and back covers are sometimes called the books boards.
Bookplate	A pasted-in sign of ownership. Modern bookplates are pressure sensitive (peel-and-stick) as opposed to the older bookplates that were made with water-activated adhesive (lick-and-stick). Some bookplates from the 19th century were quite elaborate with engravings.
Dos-a-dos	Two separate books bound together so that each cover represents the cover for a different title. Ace paperbacks and many science fiction books were issued this way.
Fly leaf	A blank leaf, sometimes more than one, following the front free endpaper or at the end of a book where there is not sufficient text to fill out the last few pages.
Dog-Eared	Book pages that have been folded over in the corners. Some readers do this to mark their place in a book.
Jacket	The printed or unprinted cover, usually paper, placed around the bound book. Sometimes called Dust Jacket (dj), Dust Wrapper (dw), dust cover or book jacket.
Joint	A small groove where the books boards are attached to the book and bends when the book is opened.

Hinge	The part that bends when the book is opened.
Spine	The outside edge of the book where the pages are gathered and bound.
Paperback/ softback or softcover	A type of book characterized by a thick paper or paperboard cover, and often held together with glue rather than stitches or staples. (Inexpensive books bound in paper have existed since at least the 19th century in such forms as <i>pamphlets</i> , <i>yellowbacks</i> , <i>dime novels</i> , and <i>airport novels</i> . Most modern paperbacks are either "mass-market paperbacks" or "trade paperbacks".
Hardback	hardcover or hardback books are bound with cardboard covered with cloth; although more expensive, hardbacks are more durable.

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### Anatomy of a Book: contents

Part of the book	Description
Half Title Page	Only the book title appears on this page; the rest is blank space.
Other Books by the Author Page	This optional list might appear on the opposite side of the Half Title page, or on its own page following the Half Title page or elsewhere.
Title Page	The book title and the names of the author(s) and the publisher are found here. Additional information appears on the back side of this page: the copyright notice, the ISBN (the International Standard Book Number) and printing numbers, the publisher's address, the year the book was published, and the Library of Congress Catalogue information.
Dedication Page	This optional element allows the author to dedicate the book to someone or something.
Acknowledgements	Here the author thanks people helpful in some way relative to the book: perhaps a writing instructor, the editor at the publishing house, the author's agent, a supportive spouse, etc. The Acknowledgements might follow the Dedication, the Table of Contents or even appear in the Back Matter, depending on the publisher's preference.
Table of Contents	Also known in the publishing industry as the TOC, the Table of Contents lists the individual chapters and the other elements found in the book plus the page where each begins. It's more typically found in nonfiction books than in novels.
List of Charts, Diagrams, Photos or Illustrations	If included, this might follow the TOC to further detail the book's contents.
Foreword	A special kind of introduction that offers supportive information relevant to the book, the Foreword is written by someone other than the book's author.



Preface	Written by the book's author, the Preface contains important information relating to the book topic, but outside of the book's contents.
Front Matter	All the pages up to this point are called the Front Matter. The page numbering is done in Roman numerals or some other system that differs from the Body pagination.
Introduction	The author gives the reader more details about the book in this optional section. In trade nonfiction books, the Introduction may be an informal "Dear Reader" letter getting the reader excited about the information presented, inviting the reader inside the book and giving an overview of the book's contents. The pagination starts here.
Body or Chapters	This refers to the text of the book, which is usually broken down into chronologically numbered and named elements called Chapters. In nonfiction books each chapter may be divided into sub-titled segments which may be included in the TOC.  In fiction, the chapters might contain segments called Scenes; these are separated by blank space within the text. They are usually not referenced in the TOC.
Back Matter	All the pages appearing after the body of the book are called the Back Matter; they are usually included in the pagination of the Book Body.
Afterword	Any additional information for the reader to know after having read the book goes here. For example, a nonfiction crime book might include an update about how the victims are doing or the result of an appeal.
Appendices	Nonfiction books may have one or more Appendix listing recommended books, websites, organizations, or other resources relating to the book topic.  Fiction only occasionally has an Appendix. For example, The Christmas Pearl includes recipes for the food mentioned throughout the novel.
Glossary	Usually found in nonfiction books, this section lists vocabulary words and their definitions as they relate to the book's subject matter.
Bibliography	Lists the references used in writing the book.
Index	Usually in nonfiction books, the Index is an alphabetical list of significant terms found in the text and the pages they appear on, helpful to someone seeking specific information in the book.
Author Bio or Biography	A sentence, paragraph or even a page about the author.

\* \* \*

### **E-Book**

Short for Electronic Book, this is a computer file that contains the entire text of a book. There are many different types of e-book files and some can be read only with a specific e-reader (Amazon's Kindle etc) while others can be read on any computer, personal digital assistant or e-reader.

### **E-Books: Pros and Cons**

As technology develops nothing remains untouched and paper is no exception. eBook (or electronic book) downloads are beginning to change the way information is created, disseminated and viewed. These downloadable files from eBook stores include everything typically found in print formats including numbered pages, table of contents, pictures, graphics and layout just like any other print book. The advantages of eBook downloads are many, but there are disadvantages as well. Below are a few pros and cons of jumping into the eBook revolution.

#### **The Advantages**

- One of the biggest advantages of eBook is the fact that they require no trees to create them. This is obviously an eco-friendly option that both reduces cost and lowers environmental impact.
- Information can be obtained without leaving your desk! Need to do some last minute research on a particular topic? Simply find a great eBook store, search for your keywords or phrases, purchase the book and you're set!
- Unlike paper books and materials, digital books only require one device to carry around with you. This means you can carry a library of various book genres for every mood.
- eBooks can lower the cost of enjoying your favorite titles. With no shipping and handling costs, eBook typically have prices that are 50-60% lower than their print counterparts.
- eBooks are more flexible than paper books. For those who have trouble reading the typical book-sized font, eBook readers can enlarge the font size to make reading more pleasurable and easier on the eyes.
- eBooks can contain multi-media elements not available with traditional books.
- Audio and video can be embedded to make reading a fully immersive experience.
- Ever wonder where that great passage in your favorite book went to? With eBooks you can mark passages, save and search text before, during or after you read.

With all these advantages it is difficult to image what the disadvantages are, but there are some that have many folks concerned.

#### **The disadvantages**

- Piracy is the number one concern for both publishers and authors. While traditional books can be copied with machines, the time and cost of doing so typically keeps this type of piracy at bay. With eBooks, however, "sharing" books that have not been purchased with others is as easy as posting a file online or, in some cases, copying and pasting the text from one document to another.
- Many people still prefer being able to hold a traditional book in their hands. For those of us who enjoy reading a book in bed before signing off for the night, a cold hard digital device just won't be the same.
- While one advantages of eBook device is their ability to enlarge fonts for easier reading, the fact is one is still reading off an LCD screen. Unlike paper, these screens provide a glare that not only make reading inconvenient if the lighting isn't just right, the glare may actually cause eye strain and make it more difficult to focus while reading.
- With the wide variety of formats and eReader devices on the market, choosing which device is right one for all situations can be nearly impossible. Though compatible formats have been introduced that should allow most readers to view purchases, many of these still lack proper formatting. Without proper page layouts and spacing reading becomes more of a tedious chore than an enjoyable pastime. With traditional books one simply buys and reads!
- When is the last time you had to plug your paper book into the wall outlet? How disappointing would it be to find yourself right in the middle of a steamy romance scene while traveling only to have the batteries in your reading device die, with no way to charge them?

- Currently eBooks have an unreliable life span. Paper books last for decades provided they are well cared for. And besides, what good is a bookshelf if you cannot enjoy the look and smell of all your time-worn books, lovingly thumbed, crimped and read cover to cover, over and over again?

While some may find the transition from paper books to eBooks impossibility, many have already embraced the technology as the status quo. Young people especially are finding eBook options as appealing and convenient. For those who find the advantages of eBook more appealing than the “old way” of reading there are several eBook stores reviewed on this site, such as Amazon Kindle Store and more, that can help users find the best bargains and options.

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### E-Books: Pros and cons

Pros	Cons
<ul style="list-style-type: none"> <li>• It's simple to carry dozens of books at once.</li> <li>• In some cases, books may cost less per title.</li> <li>• It is easy to search an entire book by word or phrase, and still have the option of using a Table of contents or index.</li> <li>• Write notes or do highlighting without damaging the book.</li> <li>• Change the size of the text and, in some cases, choose a preferred font.</li> <li>• The universe of public domain books is rapidly becoming within reach of anyone with access to a device with an Internet connection; lots of 'free' options.</li> <li>• Academically-oriented eBook sites will often show proper citation format for multiple styles and work with such software as EndNote and Refworks.</li> <li>• Find yourself with time on your hands? (at a doctor's office, on line, etc.) Pull put a small device and access your personal library.</li> <li>• If you read a lot but don't necessarily want to keep all your books or have room for many books, the reader is a compact storage device or you can delete books.</li> </ul>	<ul style="list-style-type: none"> <li>• It can be difficult to print as much as you'd like to – and sometimes you're not allowed to print any pages at all, depending on your ebook format or simply restrictions from the publisher, which could be a problem for non-fiction, reference, and textbooks.</li> <li>• If your battery dies, your book dies. eInk technology allows you to read much longer – but not forever.</li> <li>• Non-eInk eBook readers especially, can be hard on the eyes.</li> <li>• Plenty of books are simply not available in digital format.</li> <li>• For libraries buing eBooks, some titles are held hostage in expensive collections: a library sometimes can't buy one title for \$100 – they must buy the 'collection' for \$5,000. Can't afford the collection? You don't get the book.</li> <li>• How perishable are books made of bits? Answer: In some cases, Quite. Read your terms before buying an eBook if you want to won if forever. Even then changes in future access formats could create future headaches.</li> <li>• A book you want to buy may not be available in a file format that your e-reader can access.</li> <li>• E-Books are hard to cite in academic papers as most do not have standard page numbers.</li> </ul>

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### Grimms' Fairy Tales

*Hansel and Gretel* and *Little Red Riding Hood* are two examples of ancient stories which were collected by Jacob and Wilhelm Grimm. The first edition of their collection of stories *Children's and Household Tales* appeared in 1812 in Germany but many of the stories come from other parts of Europe, the Middle East or Asia. *Children's and Household Tales* has been translated into more than 160 languages. The Grimm tales usually have a social or a moral message. The message of *Hansel and Gretel* and *Little Red Riding Hood*, for example, is 'Don't trust strangers'.

The original Grimm tales were extremely violent and frightening. The Grimms themselves, as well as other storytellers and publishers, changed many of the stories over the years, so that the tales have become less scary. But are fairy tales really too frightening for children? The psychologist Bruno Bettelheim argued that fairy tales are important for child development; reading fairy tales can help children learn about life, deal with their fears and achieve their dreams. In many fairy tales a young person experiences terrible problems with an adult – but the young person wins. There is often a happy ending.

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### **Ellie Levenson: Fairy tales prepare children for reality Parents can't stop their children from hearing disturbing stories**

Have you heard the story about the beautiful but poor girl who lived with her father? One day her father met a nice woman who went on to become her stepmother. She helped the girl with her homework, encouraged her to achieve all that she could and bought her lovely clothes, even doing her hair nicely with ribbons for the local ball where she fell desperately in love with a prince.

Or what about that story about the two children who went for a walk in the woods one day leaving a trail of breadcrumbs so that they could get home? Fortunately the breadcrumbs were still there later so they found their way home in time for dinner.

Boring aren't they? In fact the only reason fairy tales are fun is because they are full of dangerous characters such as wicked stepmothers, angry ogres and cannibal witches who frighten them, and us, along the way. So it's sad that many parents, polled in a survey by [thebabywebsite.com](http://thebabywebsite.com), are rejecting fairy tales as suitable stories for their children. The site gives two main explanations: firstly, the stories are not politically correct; and secondly, the stories are too frightening.

I'm not that surprised by the first reason. I've been hearing for some time about children coming home from nursery singing songs such as "Baa-baa rainbow sheep have you any wool?" though I had dismissed this as a middle class urban myth of the "political correctness gone mad" variety. And while political correctness is generally a good thing if it means children are taught that sexism, racism and other forms of discrimination are wrong, I am very sad if this stops nursery rhymes from poetic scansion.

I understand where the second lot of parents are coming from too. Fairy tales are scary. But that children are introduced to this kind of thing is hugely important.

First, by having a sense of hero and villain, of conquering evil and facing challenges, it helps teach them to understand other literature and forms of entertainment they will come across, and take great joy from, in their lives, be it Harry Potter fighting the dementors or computer games where they must repel aliens.

Second, it helps children to understand how to deal with situations that arise in their own lives and that not everyone is nice and going to help them. If parents want their children not to talk to strangers and not to wander into the forest at night, then children need frames of reference for what might happen if they do. So learning how to avoid being fattened up by a witch who intends to eat you could be understood in modern terms as avoiding giving out personal information online to people wishing to groom you for unsavoury reasons.

Anyway, while parents can choose what stories they tell their children at home, they can't stop their children from hearing disturbing stories from other sources.

The story that gave me nightmares when I was at school wasn't a fairy tale or something I'd seen on television. In fact, it wasn't even something I had heard myself. No, the teachers at my primary school called us together to tell us that there was absolutely no truth in the urban myth doing the rounds that

someone was luring children into their car with sweets and then cutting the sides of their mouths with a knife to produce a permanent smile.

"If you hear this you are not to worry," they said – which led to several years of worrying about people cutting our mouths. On the upside, it did ensure that I never once took sweets from a stranger.

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### **Philip Pullman: 'Loosening the chains of the imagination'**

The author, whose *His Dark Materials* trilogy alone has been translated into 40 languages and sold millions, talks about what children look for in stories.

"If you want your children to be intelligent," Albert Einstein once remarked, "read them fairytales. If you want them to be more intelligent, read them more fairytales." It is a sentiment with which Philip Pullman heartily agrees. Which is as well, because his latest bestseller is a highly acclaimed and high-voltage retelling of 50 Grimm brothers fairytales.

"Fairy stories," Pullman says, sitting on the sofa in his comfortable Oxfordshire farmhouse, "loosen the chains of the imagination. They give you things to think with – images to think with – and the sense that all kinds of things are possible. While at the same time being ridiculous or terrifying or consolatory. Or something else altogether, as well."

But Pullman, who is not only one of our greatest authors, for children and adults – *His Dark Materials* has sold more than 15m copies and been translated into 40 languages – but also a writer whose work teems with the paraphernalia of the folktale (witches, daemons, talking animals, magical objects), is firmly with Einstein. "Dawkins is wrong to be anxious," he says. "Frogs don't really turn into princes. That's not what's really happening. It's 'Let's pretend'; 'What if'; that kind of thing. It's completely harmless. On the contrary, it's helpful and encouraging to the imagination."

We are talking, a couple of weeks before the release of the paperback edition of the author's *Grimm Tales for Young and Old*, about fairy stories, and wondering just what it is about them that explains their enduring appeal for the young and the not-so-young. Later, the talk turns to stories in general, and why the reading and the telling of them is so extraordinarily important for children and their families. But first, fairytales. What makes them so special?

And in a fairytale, getting on with the story is all. The modern novel, for adults or for children, attempts a degree of "psychological depth," says Pullman. "It presents believable people who do believable things in believable ways. But the fairytale isn't in the business of psychological depth, it's in the business of extraordinary event following extraordinary event. Anything else would just get in the way."

Psychology, motivation, rounded character: those aren't all that fairytales leave out. They also, more often than not, neglect to give you anything you might generally expect in the way of background, context or explanation.

"Once upon a time there was a farmer who had three sons," begins Pullman. "There you go: you're off. That's all you need. You don't go into the backstory. You don't say where this was because it doesn't matter where it was. You don't say what the sons were called, because that doesn't matter either: the eldest son, the middle son, the youngest son."

Is that what appeals to children? The sheer, uncomplicated story-ness of the fairytale, its headlong rush to an ending, its complete absence of diversion, explanation or even emotion, its unquestioning cardboard cutout characters, their ever-astonishing deeds? In part, certainly, Pullman says. But the real attraction of the fairytale for children lies elsewhere, he believes.

"I think it's to do with justice," he says. "Children have a profound and unshakeable belief that things have got to be fair. They like stories in which the good people are rewarded, and the bad punished. And that's a characteristic certainly of the Grimm tales, and of many other folk tales too."

There is other stuff children love about them too, of course: "They like the golden hair coming down from the tower, they like the little girl being chased by the wolf, all of that. But if *Little Red Riding Hood* was eaten by the wolf and that was the end of the story, they wouldn't like it. These stories have to take place in a moral universe that we recognise as being right and true and just."

It doesn't matter, though, that the punishments meted out to the bad people can sometimes be rather harsh. People have their heads chopped off or their eyes pecked out, or get shoved into barrels filled with sharp nails. "All that's perfectly OK," says Pullman. "Children, even quite young children, know these things aren't true in a literal sense, but true in a different sort of sense. Really, they're just funny: 'Ooh, bet that hurt. Serve them right!'"

When you read a storybook to a child: "Don't skip the pictures. I've seen some parents race through a book, just reading the words, one eye on their watch. The way to do it is to talk about the pictures as well – ask questions."

But why exactly are the storybook, and the story, so crucially important? Pullman is as eloquent and as fervent as you might hope on this; the words pour forth and they don't stop. "I'm convinced," he says, "that these – these and nursery rhymes – are the foundations of all subsequent language skills."

"These are the fundamental things, the real basics. Our politicians talk about 'the basics' all the time, but what they mean are things that you can correct at the last minute on your word processor: spelling, punctuation, that kind of thing. But the most basic thing of all is your attitude to language."

"If your attitude to language has been generated by a parent who enjoys it with you, who sits you on their lap and reads with you and tells stories to you and sings songs with you and talks about the story with you and asks you questions and answers your questions, then you will grow up with a basic sense that language is fun. Language is for talking and sharing things and enjoying rhymes and songs and riddles and things like that."

"That's so important. I can't begin to express how important that is; the most important thing of all. A sense that language belongs to us, and we belong in it, and that it's fun to be there and we can take risks with it and say silly things in it and it doesn't matter and it's funny. All of that. If your sense of language is that it's something you've got to get correct and you mustn't get it wrong and you're going to get marked on it, judged on it, well ... That's a pretty poor show."

One final thought, an afterthought really but an important one, about fairytales. Our lives begin, Pullman once observed, when we are born. But our stories begin the day we discover that we have unaccountably been born into the wrong family. "We all discover that, in our early teens usually," he says. "You have to grow up, and you have to move on. Cinderella is the template of all that kind of thing. But so many of these tales involve it, often for the most simple and basic of reasons: 'I can't afford to keep you any more.' So off you are obliged to go, in the very next paragraph. Because ... well, because if you don't go, there's no story. And what a terrible fate, to have no story."

So read stories to your children, and tell them too, is Pullman's plea. In the end, he says: "It's the sense of sharing something, I think. The sense of sharing a wonder. These are wonder tales. And if you don't get all straight and anxious about them, if you let the wonder just flower and take root and enrich the child's imagination and yours, you'll be the better for it. And there we are."

Pullman is widely considered one of Britain's greatest living writers, a rare master storyteller whose books appeal to younger readers and adults alike.

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### **Reading with child 'highlight of the day for parents'**

The survey found 60% of parents of children aged four to six read daily with their child for fun.

Parents in England and Northern Ireland are spending more time reading to their children for pleasure, a survey for the reading scheme Booktime suggests. The poll found parents spent an average of one hour and 26 minutes a week reading with their children in 2011, up from one hour 18 minutes in 2009. For the majority (71%) reading with their child is one of the highlights of their day. But the poll of over 1,000 parents found 18% felt too stressed to do so. Two-fifths (41%) said that a child's tiredness stopped reading together being fun, while 30% cited their own tiredness as a problem. More than a third (36%) of the 1,011 survey participants said they were too tired to spend longer reading.

Childhood memory

The research found 60% of parents and carers of children aged four to six read daily with their child for fun, getting through an average of 46 books per child per year. While 51% said they also read daily for school or educational purposes.

The research also highlighted how parents valued being read to when they were a child, with 64% saying this was a treasured childhood memory. The poll suggests that daily reading rates have increased rather than decreased over the generations. Just 23% of today's parents said they were read to on a daily basis as a child, compared to the 60% who say they now read for pleasure with their child every day. The book remains the main reading "device", with 86% of respondents saying their child prefers to be read to from a book rather than other media such as e-readers or laptops.

#### Teachers' views

The researchers also canvassed the opinions of 207 teachers of four to six-year-olds in England and Northern Ireland. They found teachers saw a difference between those children who are read to at home and those who are not.

Nearly three-quarters of those surveyed (72%) attributed developed language skills and more advanced reading levels to those children who regularly enjoyed a shared book time with parents at home. For many people reading to their children is the highlight of their day. And 30% found these pupils tended to be the first to answer questions in class. Some 98% of teachers questioned said they are either very or quite concerned that reading for pleasure does not take place often enough in some homes.

The survey, carried out by pollsters Opinion Matters, was commissioned by the publishers Pearson and the reading charity Booktrust who sponsor the Booktime programme. This year the scheme will see 1.38 million free books given to reception-age children in England.

Viv Bird, chief executive of Booktrust, said: "It is good news that parents are spending more time reading to their children. "But I think that parents are pretty busy people and the stress of daily life can get in the way of reading with a child. So we've got to keep reinforcing the message."

Peter Hughes, head of corporate responsibility at Pearson, said: "A passion for reading is one of the greatest gifts we can give. Good reading skills are the basic cornerstone that helps all of us progress throughout our lives.

"Books inform, educate, but also inspire. Good reading starts early."

\* \* \*

#### **Teenagers Nowadays Do Not Like to Read Books.**

**By EdmundL1 | September 2011**

Reading is a great educational review for all walks of life. Reading expands the mind's vocabulary and gives a more positive impact on a person's life. This of course is a good thing because as a teenager who is growing, it is important for the mind to develop in the best way it could. There is a quote saying that people who read, succeed. In my opinion, teenagers nowadays do not like to read books. There are many factors contributing to this fact. However there is still a small percentage of them who are still the bookworms. But still the majority of them do not like to read books.

Among the factors that cause teenagers to not read books is that they are too tied to school related activities. School activities which are usually mandatory are attended by these students who are teenagers. From school activities like homeworks to extra co-curricular activities, they are held on to it. The ever-piling homeworks is already good enough to cause a student to not to study what more of reading. The co-curricular activities on the other hand are where the student in this case a teenager would like to be away from academics for a while.

Another playing factor in which I think that teenager do not like to read is because they do not have the exposure from a young age. From a kid being at a young age itself, parents should play their role by picking up a book and reading it. Kids at that age are in a learning process where they learn by copying. So by the parents showing their kids good example, the kid is surely able to build the reading habit from that small age itself. And once the habit is there, it will not die off as the kids grow. Therefore, if the teenagers had a strong foundation in their young age, now they will be reading progressively.

Teenagers also do not like to read because of their own attitude themselves. They think that reading is just a waste of time and it is boring. This is where they go wrong and get themselves involve in more 'fun' activities...

\* \* \*

### Conversational Formulas (Cliches)

**Disagreement:** Far from it. You are (he is) mistaken. It's the other way round. Here I differ from you. I doubt it. You are completely and utterly wrong.

**Agreement:** I (fully) agree that... . I think it is quite true. I share your opinion. (I'm of the same opinion). I fully support this. On the whole you are right but... . There's something in what you say. It really looks like that. I won't deny that... . I am afraid it is so.

**Praise and approbation:** It's lovely (amazing, superb, great). I'm absolutely thrilled. An impressive piece of literature. It's fun reading this!

**Persuading:** Do follow my advice and ... . I assure you it's worth it. I wish I could convince you. If I were you, I should... .

**Stating preferences:** As far as I'm concerned... . From my point of view... I'm rather more interested in... than... . I'd much prefer that one because... . I like ... better than... . ... appeals to me more than ... .

**Introducing a point and Holding the Floor:** I'd like to mention... . Could I raise the subject of ...? There is one question I'd like to raise... . I feel we must discuss the issue of... . Sorry, I'm not through yet.

**Correcting people:** No, I'm afraid you are mistaken. Not exactly, but... . I'm afraid you're on the wrong track. Sorry to correct you but there's something else you haven't noticed.

**Interrupting conversation:** If I could stop you there for a second... . Could I just say...? Could I butt in here...? Hold on a second. Don't you think... . May I say something here? I'd like to add something here, if I may.

**Asking for opinion:** How do you feel about... ? What's your opinion of...? What about...? What's your position on...?

**Giving Opinion:** In my opinion... as I see it... . Frankly I think... . As far as I'm able to judge... . From my point of view... . It would seem to me that... .

**Asking for clarification:** Sorry, I'm not quite with you. Do you mean... ? I'm afraid I don't follow... . I'm sorry I don't see what you mean. I'm sorry but could you explain what you mean by... .

**Giving clarification:** What I mean is ... . All I'm trying to say is... . Well, what I'm trying to say is that... .

**Asking for More Detailed Information:** Could I ask you a little more about...? I'm interested in knowing more about... . I wonder if you could explain about ... in more details?

**Making Generalisations:** Generally speaking... By and large... On the whole... . In more cases... .

\* \* \*

### Quotations on reading

1. "Reading is to the mind what exercise is to the body." *Joseph Addison and Richard Steele.*
2. "Read, mark, learn and inwardly digest." *The Book of Common Prayer.*



3. "Some read to think, these are rare; some to write, these are common; and some read to talk, and these form of great majority." *C.C. Colton.*
4. "We read to train the mind, to fill the mind, to rest the mind, to recreate the mind, or to escape the mind." *Holbrook Jackson.*
5. "We are what we read." *Mark Crispin Miller.*
6. "No furniture is so charming as books, even if you never open them and read a single word."  
(Sydney Smith)
7. "Books and friends should be few but good." (a proverb)

\* \* \*

## Book Review

The **book** opens with a fascinating portrayal of \_\_\_\_\_

educated ...  
sophisticated

Nothing overtly melodramatic happens over the course of the **book**.

The **book's** ... chapters are laid out in four main sections: \_\_\_\_\_

One of the chief delights of this **book is ...**

The **book** is engagingly well-written

opens things up to the lay reader without the slightest hint of  
awkwardness or pretension

is well regarded in literary circles both for its candid look at the way ... and for ...

\_'s earlier **books** are more relaxed productions.

His/her earlier **books** have the additional virtue of looking beyond the specifics of modern life.

Not every **book** about ... has to shake the earth in order to be worth reading.

The **author** indulges in lengthy descriptions.

The **author** is a lyrical ironist.

You see how economically the author sets up his characters' relationships

how smoothly **he/she** shifts between different perspectives

The only thing that limits your pleasure is the sense that the **author is ...**

The **author** | has woven a garland out of meditations on various aspects of...  
| shares his/her experience as well as his/her inner thoughts on  
| writes poignantly about the ... awkwardness of ...  
| reminds the reader right at the start that...  
| has a difficult time putting into words...

The **author** | talks about joys and fears of...  
| knows that much can be suggested by a small gesture  
| invites the reader to share pleasure of...

The **author** can't rest unless he/she knows we're paying attention to...

- a prodigally gifted **writer**

One of my favourites is/was **author's** account of...

The **reader** | soaks up details  
| is compelled to follow the story to the end  
| is never truly caring much about the characters

The **novel** | contains much elegant and powerful writing  
| holds great promise for... 's future work

's **novels** continue to breathe the atmosphere of ...

...**character** of ... sacrifices dignity and moral standing to the claims of love

The **story** begins proper in...

What gives the **story** its momentum is ...

... are on display here

Not a **paragraph** goes without some bracing trope, some ...

**From line to line** you feel pulled along by an impeccable technician.

The **prose** here is more exhibitionistic than it was in ""

**It** stands as one of the great stylistic coups of ... fiction.

Did we catch that **phrase** about ... ?

The **characters** are left to their own literary devices.

A literary thriller that finds considerable tension in the emotional landscapes of three main **characters**.

The **writing** is direct, the expression of thoughts and feelings remarkably concrete.

Candor and warmth remain a part of ‘...’ **charm in “...”**

This seems a rather **naive view of** revealing study of people

- to dismantle the cartoonish stereotypes prevalent among the young, the middle-aged, and the mass media
- to discard preconceptions of... as stagnant, stupid
- to be diametrically opposite
- to think optimistically
- to maintain appearance
- to require harsh adjustment
- This combination of... factors is this excellent book’s greatest strength

The author explores how ...

is especially acute at spotting pressure points

The author's insights will help people ...

Many will benefit from the author's sound advice on specific issues and problems.

The author's analysis (rarely) goes beyond ...

The **author** amply demonstrates...

shows that we must revise our concept of...

The **reader**

is immediately struck by the quality of the writing: direct, colorful, dramatic, humorous, informative and, in some places, touchingly person

is struck by merits and charms

The **book**

is Tolstoyan in scope and ambition

is unfailingly interesting

has its exciting moments

accurately reflects

has enjoyed a singular (if equivocal) piece of good fortune

Indeed, the only serious **complaint** I have about the book is that...

The <b>book</b>	<p>traces history ...</p> <p>has numerous flashbacks to... (the 20s)</p> <p>is the canvas depicting...</p>
-----------------	--

The novel's symbolism and frame of reference are explicitly Christian.

In ... chapter... the description of... shifts from heightened realism to rather incoherent symbolism.

The author's descriptions are often unclear.

The description of ... is diffuse, portentous or awkward.

The book suddenly comes alive in...

The <b>author</b>	<p>can be tedious when giving the reader a prolonged close-up</p> <p>proves masterful in...</p> <p>gives the reader a sense both of...</p>
-------------------	--

The book's best chapters are those that contain a significant element of... (physical action)

Those passages devoted to ... are invariably clumsy, sometimes remarkably so...

The novel is woefully misshapen.

... is rather hackneyed, but the author doesn't stop from overpaying it.

It is one of a handful of false notes in " \_\_\_\_\_ "

The book ends on a high note.

### **Book Review (sample)**

#### **To Kill a Mockingbird by Harper Lee**

Scout and her older brother are children growing up in the backyards and fields of small-town Alabama in the 1930s. When the book opens, Scout is about to go to school for the first time. Their father, Atticus Finch, is a well-respected lawyer and Congressional representative for the region. Their mother died when Scout was two, and Atticus has raised them with the help of a black nurse (who also serves as cook). Atticus is about to take on, at the request of the court, a case of a black man accused of raping a white woman, a case that will stress the town and the Finch family and uncover both the prejudice and the dignity of the people of Maycomb.

If you're from the United States (and perhaps even if you're not), you've probably already read this book. Despite being Harper Lee's first novel, it's widely considered among the greatest and is frequently assigned in school. I missed many of the classics in high school including this one and have been going back to see what I missed, so it's my first exposure to the book. It's pervasive enough, though, that I had

picked up a mental connection between the name Atticus and great lawyers without knowing where that was from.

My expectation going in was that this would be a coming of age story of sorts about the culture of the South. It is that to a degree. The first section of the book settles into that pattern, telling of childish exploits, summers of freedom, town legends, loved and hated relatives, and confrontations with the class structure of Maycomb in school. Even this section, however, is one of those stories where a brief outline of the plot makes the book seem less appealing than it is. Lee has both a fine eye for characterization and pacing and a deft touch with dialect. Coming of age stories, particularly of childish pranks and dares, usually leave me cold, but the characters are so vivid and deep and the relationship between Scout and her father so touching that I didn't mind the plot. The story is written somewhat in the dialect of the region, but Lee uses this just enough to give the account flavor and not so much that I had difficulty following it. I had to guess at terms in a few places, but the reading experience is smooth.

This first section is not the heart of the book; it's only background and character and cultural introduction. Soon, Atticus is drawn into the trial, the children start taking insults because their father is defending a black man, and the tension rises markedly. The lines of class and race that have been in the story from the beginning become more pronounced, and Atticus's quiet insistence on the basic worth of human beings becomes more relevant and poignant. The climax, about two-thirds through the book, of the trial is one of the most engrossing and emotionally affecting pieces of literature I've ever read.

This is not a triumphant book, nor is it an angry one. It's a story about seeing people as people and trying to understand them, about taking small changes where they can be had, about being decent and behaving honorably. It deals with difficult attitudes that don't change easily or overnight. Deeper than that, it's a book about accepting the good in people and trying to help them deal with the evil. Lee presents a memorable picture of a father trying both to raise idealistic children and children who can live in the world that is, who is trying to do the right thing even when the right outcome isn't possible. Despite all the reason for pessimism, it's a book that helps one appreciate people and provides reason for hope.

The end of the book ties back to one of the subplots of the beginning and follows the return of the town to something approaching normalcy. It's a bit of a letdown after the emotional drama of the trial; there is continuing dramatic tension, but it's more personal, closer to home, and doesn't feel as significant. Stay with it, though, as Lee is going somewhere with the conclusion. In the last few pages, she ties together the desire for action, the outsider perspective, the flaws and fallout of any human action, and the inherent dignity of humanity in scenes that, if quieter and less grand than the courtroom, have nearly as much depth.

Reading a lot of science fiction has left me sensitive to techniques of alienation in literature. Lee uses them effectively here, at least for a reader separated by culture and time from her setting. Scout is deep within the culture of the book and simply takes it for granted, but she's a child, and Lee uses explanations from adults as explanations to the reader. *To Kill a Mockingbird* dares the reader to react, both to Scout and with her, as the politics of the town are slowly revealed. If anything, I think the book is more effective fifty years later when no one speaks of blacks even the way that Atticus does (but with racism still present, just unspoken). The modern reader has an ingrained and immediate dislike of the racists that Lee plays off of and against, both using it to increase our sympathy for Atticus and to make the reader go back and reconsider impressions of people who seemed vile on first glance. This book left me with a

strong sense of the slow moral arc of the universe described by Martin Luther King, Jr. — an appreciation for small gains, the slow pace at which people are able to change, and the dignity of trying.

Classics have a bad reputation partly they're so often assigned reading (not the best circumstance under which to meet a book), and stories of the small-town South never sounded that appealing to me. If you've been avoiding this book out of fear that it was literary without being entertaining, don't. The plot may not sound that appealing, but the characterization is exceptional and the dramatic payoff is one of the best I've read. Regardless of any deeper moral point, this is simply good storytelling and deserves to be as famous as it is.

\* \* \*

### Top 100 best books

1. **The Lord of the Rings** J.R.R. Tolkien
2. **1984** George Orwell
3. **Animal Farm** George Orwell
4. **Ulysses** James Joyce
5. **Catch-22** Joseph Heller
6. **The Catcher in the Rye** J.D. Salinger
7. **To Kill a Mockingbird** Harper Lee
8. **One Hundred Years of Solitude** Gabriel Garcia Marquez
9. **The Grapes of Wrath** John Steinbeck
10. **Trainspotting** Irvine Welsh
11. **Wild Swans** Jung Chang
12. **The Great Gatsby** F. Scott Fitzgerald
13. **Lord of the Flies** William Golding
14. **On the Road** Jack Kerouac
15. **Brave New World** Aldous Huxley
16. **The Wind in the Willows** Kenneth Grahame
17. **Winnie-the-Pooh** A. A. Milne
18. **The Color Purple** Alice Walker
19. **The Hobbit** J. R. R. Tolkien
20. **The Outsider** Albert Camus
21. **The lion, the Witch and the Wardrobe** C. S. Lewis
22. **The Trial** Franz Kafka
23. **Gone with the Wind** Margaret Michell
24. **The Hitchhiker's Guide to the Galaxy** Douglas Adams
25. **Midnight's Children** Salman Rushdie
26. **The Diary of Anne Frank**
27. **A Clockwork Orange** Anthony Burgess
28. **Sons and Lovers** D.S. Lawrence
29. **To the Lighthouse** Virginia Woolf
30. **If this is a Man** Primo Levi
31. **Lolita** Vladimir Nabokov
32. **The Wasp Factory** Iain Banks
33. **Remembrance of Things Past** Marcel Proust
34. **Charlie and the Chocolate Factory** Roald Dahl

35. **Of Mice and Men** John Steinbeck
36. **Beloved** Toni Morrison
37. **Possession** A. S. Byatt
38. **Heart of Darkness** Joseph Conrad
39. **A Passage to India** E. M. Forster
40. **Watership Down** Richard Adams
41. **Sophie's World** Jostein Gaarder
42. **The Name of the Rose** Umberto Eco
43. **Love in the Time of Cholera** Gabriel Garcia Marquez
44. **Rebecca** Daphne du Maurier
45. **The Remains of the Day** Kazuo Ishiguro
46. **The Unbearable Lightness of Being** Milan Kundera
47. **Birdsong** Sebastian Faulks
48. **Howards End** E. M. Forster
49. **Brideshead Revisited** Evelyn Waugh
50. **A Suitable Boy** Vikram Seth
51. **Dune** Frank Herbert
52. **A Prayer for Owen Meany** John Irving
53. **Perfume** Patrick Susskind
54. **Doctor Zhivago** Boris Pasternak
55. **The Gormenghast Trilogy** Mervyn Peake
56. **Cider with Rosie** Laurie Lee
57. **The Bell Jar** Sylvia Plath
58. **The Handmaid's Tale** Margaret Atwood
59. **Testament Of Youth** Vera Brittain
60. **The Magus** John Fowles
61. **Brighton Rock** Graham Greene
62. **The Ragged Trousered Philanthropist** Robert Tressell
63. **The Master and Margarita** Mikhail Bulgakov
64. **Tales of the City** Armistead Maupin
65. **The French lieutenant's Woman** John Fowles
66. **Captain Corelli's Mandolin** Louis de Bernieres
67. **Slaughterhouse 5** Kurt Vbnhegut
68. **Zen and the Art of Motorcycle Maintenance** Robert Pirsig
69. **A Room with a View** E.M. Forster
70. **Lucky Jim** Kingsley Amis
71. **If** Stephen King
72. **The Power and the Glory** Graham Greene
73. **The Stand** Stephen King
74. **All Quiet on the Western Front** Erich Maria Remarque
75. **Paddy Clarke Ha Ha Ha** Roddy Doyle
76. **Matilda** Roald Dahl
77. **American Psycho** Bret Easton Ellis
78. **Fear and Loathiflg in Las Vegas** Hunter S. Thompson
79. **A Brief History of Time** Stephen Hawking



80. **James and the Giant Peach** Roald Dahl
81. **Lady Chatterley's Lover** D. H. Lawrence
82. **The Bonfire of the Vanities** Tom Wolfe
83. **The Complete Cookery Course** Delia Smith
84. **An Evil Cradling** Brian Keenan
85. **The Rainbow** D. H. Lawrence
86. **Down and out in Paris and London** George Orwell
87. **2001 — A Space Odyssey** Arthur C. Clarke
88. **The Tin Drum** Gunther Grass
89. **One Day in the Life of Ivan Denisovich** Alexander Solzhenitsyn
90. **Long Walk to Freedom** Nelson Mandela
91. **The Selfish Gene** Richard Dawkins
92. **Jurassic Park** Michael Crichton
93. **The Alexandria Quartet** Lawrence Durrell
94. **Cry, the Beloved Country** Alan Paton
95. **High Fidelity** Nick Hornby
96. **The Van** Roddy Doyle
97. **The BFG** Roald Dahl
98. **Earthly Powers** Anthony Burgess
99. **I, Claudius** Robert Graves
100. **The Horse Whisperer** Nicholas Evans

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### **The Artist and Time**

by **Chinghiz Almatov**

I ask myself: why do we writers find it necessary to discuss important and complex problems of the world? Why do we undertake to do it on behalf of all who work in the hope influencing people's minds and souls? Conventionally an artist is not supposed to refer to his or her special talent or calling. But if Nature endows one with and if this talent is found socially important, then it is no longer just talent, but a duty. And its mission is to affirm life in all its diversity, to assert everything the human soul has always aspired to.

No doubt this aspiration for the sublime, the beautiful and the pure has sometimes produced the opposite, and some of the fault lay with the writer as well. Still there is something apostolic about what we call a writer's mission, and we must work really hard to measure up to it.

This is all the more important today when the questions of moral values as conscience, decency, aversion for falsehood, conceit flattery and complacency is arising in all its urgency.

In true art the future becomes delineated also because it rests on the past, on history. But spiritual values are not only a legacy coming down the centuries. They must be created, accumulated and augmented today, for civilization is an upward - developing process.

\* \* \*

### **Gabriel García Márquez**

Few writers have produced novels that are acknowledged as masterpieces not only in their own countries but all around the world. Fewer still can be said to have written books that have changed the

whole course of literature in their language. But the Colombian writer Gabriel García Márquez, who has died at the age of 87 after suffering from Alzheimer's disease achieved just that, especially thanks to his novel *One Hundred Years of Solitude*.

Since its publication in 1967, more than 25m copies of the book have been sold in Spanish and other languages. For at least a generation the book firmly stamped Latin American literature as the domain of "magical realism".

Born in the small town of Aracataca, close to the Caribbean coast of Colombia, García Márquez (or "Gabo" as he was often affectionately nicknamed) always identified himself with the cultural mix of Spanish, black and indigenous traditions that continue to flourish there. Although later in life he lived in Paris, Mexico and elsewhere, his books returned constantly to this torrid coastal region, where the power of nature and myth still predominate over the restraints of cold reason.

Journalism was to remain a passion throughout his life: time and again his fictional stories have their basis in tales he heard as a young journalist, as he explains for example in the introduction to the 1994 novel *Of Love and Other Demons*. At the same time, whatever fantastic elements are to be found in his novels and short stories, García Márquez learned from journalism the craft of story-telling, showing himself to be an astounding judge of pace, surprise, and structure.

But it is as a writer of fiction, enjoyed by everyone from untutored readers to academics in universities around the world, that García Márquez will be remembered. By the mid-1960s, he had published three novels that enjoyed reasonable critical acclaim in Latin America, but neither huge commercial nor international success. His fourth novel, *One Hundred Years of Solitude*, first published not in Colombia but in Argentina, was to change all that. It tells the story of succeeding generations of the archetypal Buendía family and the amazing events that befall the isolated town of Macondo, in which fantasy and fact constantly intertwine to produce their own brand of magical logic. Although the novel was not the first example of magical realism produced in Latin America, it helped launch what became known as the boom in Latin American literature, which helped many young and talented writers find a new international audience for their often startlingly original work.

As with many other descriptions of literary schools, magical realism eventually came to seem almost as much a curse as a blessing. García Márquez professed himself amazed at the success *One Hundred Years of Solitude* enjoyed, and declared that he considered his masterly study of Latin American tyranny in *Autumn of the Patriarch* (1975) to be a more complete work of art. Almost as powerful were the classical simplicity of *Chronicle of a Death Foretold* (1981), the tender exploration of the impossibilities of love in *Love in the Time of Cholera* (1985), or the study of the collapse of utopian dreams in *The General in His Labyrinth* (1994).

Those dreams were prominent in García Márquez's speech when he was awarded the Nobel prize for literature in 1982. In it, he made a passionate appeal for European understanding of the tribulations of his own continent, concluding that "tellers of tales who, like me, are capable of believing anything, feel entitled to believe that it is not yet too late to undertake the creation of a minor utopia: a new and limitless utopia wherein no one can decide for others how they are to die, where love can really be true and happiness possible, where the lineal generations of one hundred years of solitude will have at last and forever a second chance on earth".

García Márquez was also adamant that the writer had a public duty to speak out on political issues. His own views were strongly leftwing, opposed to what he saw as imperialism, particularly with regard to the domination of Latin America by the US. This distrust was reciprocated, and for many years, despite being one of the best-known writers among the reading public, he was denied access to the United States.

García Márquez's intense enjoyment of life shines through all his work, sometimes even seeming to be at variance with what is apparently its underlying message. As the title of his greatest novel tells us, its theme is the solitude and abandonment of Macondo, and yet the sheer appetite for life revealed in the characters and the storytelling itself speak instead of a huge wonder and enjoyment of existence. The millions of readers of García Márquez's books throughout the world appreciated above all that he wrote about immediately accessible themes such as love, friendship and death in a way that was new and yet plainly part of the great novel tradition. To many Latin Americans, García Márquez's work had the added importance of showing them that even if an author is born far from the centres of political and cultural power the sheer force of imagination can succeed in creating a world that will be magically recognised everywhere.

### **ПРОЩАЛЬНОЕ ПИСЬМО (Габриэль Гарсиа Маркес)**

“Если бы Господь Бог на секунду забыл о том, что я тряпичная кукла, и даровал мне немного жизни, вероятно, я не сказал бы всего, что думаю; я бы больше думал о том, что говорю.

Я бы ценил вещи не по их стоимости, а по их значимости.

Я бы спал меньше, мечтал больше, сознавая, что каждая минута с закрытыми глазами – это потеря шестидесяти секунд света.

Я бы ходил, когда другие от этого воздерживаются, я бы просыпался, когда другие спят, я бы слушал, когда другие говорят.

И как бы я наслаждался шоколадным мороженым!

Если бы Господь дал мне немного жизни, я бы одевался просто, поднимался с первым лучом солнца, обнажая не только тело, но и душу.

Боже мой, если бы у меня было еще немного времени, я заковал бы свою ненависть в лед и ждал, когда покажется солнце. Я рисовал бы при звездах, как Ван Гог, мечтал, читая стихи Бенедетти, и песнь Серра была бы моей лунной серенадой. Я омывал бы розы своими слезами, чтобы вкусить боль от их шипов и алый поцелуй их лепестков.

Боже мой, если бы у меня было немного жизни... Я не пропустил бы дня, чтобы не говорить любимым людям, что я их люблю. Я бы убеждал каждую женщину и каждого мужчину, что люблю их, я бы жил в любви с любовью.

Я бы доказал людям, насколько они не правы, думая, что когда они стареют, то перестают любить: напротив, они стареют потому, что перестают любить!

Ребенку я дал бы крылья и сам научил бы его летать.

Стариков я бы научил тому, что смерть приходит не от старости, но от забвения.

Я ведь тоже многому научился у вас, люди.

Я узнал, что каждый хочет жить на вершине горы, не догадываясь, что истинное счастье ожидает его на спуске.

Я понял, что, когда новорожденный впервые хватается отцовский палец крошечным кулачком, он хватается его навсегда.

Я понял, что человек имеет право взглянуть на другого сверху вниз лишь для того, чтобы помочь ему встать на ноги.

Я так многому научился от вас, но, по правде говоря, от всего этого немного пользы, потому что, набив этим сундук, я ухожу.”

«Люби так, как будто тебя никогда не предавали.

Трудись так, как будто тебе не нужны деньги.

Танцуй так, как будто тебя никто не видит.

Пой так, как будто тебя никто не слышит.  
Живи так, как будто живешь в раю...»

\* \* \*

## Types of Literary Awards

There are awards for several forms of writing such as poetry and novels. Many awards are also dedicated to a certain genre of fiction or non-fiction writing (such as science fiction or politics). There are also awards dedicated to works in individual languages, e.g. the Miguel de Cervantes Prize (Spanish), and the Camões Prize (Portuguese), and the Man Booker Prize, the Pulitzer Prize, and the Hugo Awards (English).

Some of the most notable literary prizes include the Nobel Prize in Literature, the Franz Kafka Prize and the Jerusalem Prize.

### The Nobel Prize in Literature

"The said interest shall be divided into five equal parts, which shall be apportioned as follows: /- - -/ one part to the person who shall have produced in the field of literature the most outstanding work in an ideal direction ..."

(Excerpt from the will of Alfred Nobel)

Alfred Nobel had broad cultural interests. During his early youth, he developed his literary interests which lasted throughout his life. His library consisted of a rich and broad selection of literature in different languages. During the last years of his life, he tried his hand as an author and began writing fiction. Literature was the fourth prize area Nobel mentioned in his will.

The Nobel Prize in Literature is awarded by the Swedish Academy, Stockholm, Sweden.

### Most Popular Literature Laureates

John Steinbeck, Rabindranath Tagore, Ernest Hemingway, William Faulkner, Gabriel García Márquez, Toni Morrison, Wislawa Szymborska, Pablo Neruda, Alice Munro, Winston Churchill

### Did You Know?

110 Nobel Prizes in Literature have been awarded 1901-2013.

13 women have been awarded the Literature Prize so far.

4 Literature Prizes have been divided between two persons.

42 years was the age of the youngest Literature Laureate ever, Rudyard Kipling, best known for *The Jungle Book*.

88 years was the age of the oldest Literature Laureate ever, Doris Lessing, when she was awarded the Prize in 2007.

64 is the average age of the Nobel Laureates in Literature the year they were awarded the prize.

### The Pulitzer Prize

The Pulitzer Prize is an award for achievements in newspaper and online journalism, literature, and musical composition in the United States. It was established in 1917 by provisions in the will of American (Hungarian-born) publisher Joseph Pulitzer, and is administered by Columbia University in New York City. Prizes are awarded yearly in twenty-one categories. In twenty of the categories, each winner receives a certificate and a US\$10,000 cash award. The winner in the public service category of the journalism competition is awarded a gold medal.

The Pulitzer Prize does not automatically consider all applicable works in the media, but only those that have specifically entered. (There is a \$50 entry fee, paid for each desired entry category.) Entries must fit in at least one of the specific prize categories, and cannot simply gain entrance for being literary or musical. Works can also only be entered in a maximum of two categories, regardless of their properties.

Each year, 102 judges are selected, by the Pulitzer Prize Board, to serve on 20 separate juries for the 21 award categories (one jury for both photography awards). Most juries consist of five members, except for those for public service, investigative reporting, beat reporting, feature writing and commentary categories, which have seven members. For each award category, a jury makes three nominations. The board selects the winner by majority vote from the nominations, or—75% majority vote—bypasses the nominations and selects a different entry. The board can also vote to issue no award. The board is not paid for its work. The jurors in letters, music, and drama get a \$2000 honorarium for the year, and each chair gets \$2500.

### **Pulitzer's Flexible Will**

In writing his 1904 will, which made provision for the establishment of the Pulitzer Prizes as an incentive to excellence, Pulitzer specified solely four awards in journalism, four in letters and drama, one for education, and four traveling scholarships. In letters, prizes were to go to an American novel, an original American play performed in New York, a book on the history of the United States, an American biography, and a history of public service by the press.

But, sensitive to the dynamic progression of his society, Pulitzer made provision for broad changes in the system of awards. He established an overseer advisory board and willed it "power in its discretion to suspend or to change any subject or subjects, substituting, however, others in their places, if in the judgment of the board such suspension, changes, or substitutions shall be conducive to the public good or rendered advisable by public necessities, or by reason of change of time." He also empowered the board to withhold any award where entries fell below its standards of excellence. The assignment of power to the board was such that it could also overrule the recommendations for awards made by the juries subsequently set up in each of the categories. Thus, the Plan of Award, which has governed the prizes since their inception in 1917, has been revised frequently. The Board, later renamed the Pulitzer Prize Board, has increased the number of awards to 21 and introduced poetry, music, and photography as subjects, while adhering to the spirit of the founder's will and its intent.

### **Shevchenko National Prize**

Shevchenko National Prize (Shevchenko Award) is the highest state prize of Ukraine for works of culture and arts awarded since 1961. It is named after the inspirator of Ukrainian national revival Taras Shevchenko. It is one of the five state prizes of Ukraine that are awarded for achievements in various fields.

The Shevchenko Republican Prize was established on May 20, 1961 by the Declaration of Ministry Council of Ukrainian SSR. It was awarded to the prominent performers of literature, arts, music, theater, cinematography, architecture, and others.

The first laureates received the Prize on March 9, 1962. They were Pavlo Tychyna (recent speaker of Verkhovna Rada) and Oleksandr Honchar in literature, and Platon Mayboroda in music.

Since April 23, 1969 the award was renamed into the Shevchenko State Prize of Ukrainian SSR. By the order of the President of Ukraine #800/2000 on June 22, 2000 the award became to be known as the Shevchenko National Prize.

From 1962 to 2007 the award was given to 566 people and eight collective ensembles. The National Prize is awarded annually by the order of the President of Ukraine. There are up to five prizes in the following nominations:

Literature (fiction or artistic literature)

Literature (non-fiction or documentary and scientifically critical literature)

Journalism and opinion journalism

Performing Arts (theatrical, musical, others)

Other Arts (folk and visual)

A special committee is elected to organize a concourse in three stages. Once decided the names of the candidates are forwarded to the State Committee of Awards and Heraldry that petitions them to the President. The Awarded are paid by the Committee of amount size of which is identified annually by the President. The monetary award of the Prize for 2009 was \$160,000 for each prize.[1] For comparison, in 2008 the Prize money amounted to \$130,000 which was equivalent to \$25,000. The first award in 1962 was given along with 2,500 Soviet rubles. The monetary award of the Prize in 2010 was confirmed at \$130,000 which by 40,000 less than the last year (implying that it was \$170,000).



**I'M SO MUCH MORE THAN JUST A...**

**TEACHER**

**I am a counselor and psychologist to a problem-filled child,**

**I am a police officer that controls a child gone wild.**

**I am a travel agent scheduling our trips for the year,**

**I am a confidante that wipes a crying child's tear.**

**I am a banker collecting money for a ton of different things,**

**I am a librarian showing adventures that a storybook brings.**

**I am a custodian that has to clean certain little messes,**

**I am a psychic that learns to know all that everybody only guesses.**

**I am a photographer keeping pictures of a child's yearly growth,**

**When mother and father are gone for the day, I become both.**

**I am a doctor that detects when a child is feeling sick,**

**I am a politician that must know the laws and recognize a trick.**

**I am a party planner for holidays to celebrate with all,**

**I am a decorator of a room, filling every wall.**

**I am a news reporter updating on our nation's current events,**

**I am a detective solving small mysteries and ending all suspense.**

**I am a clown and comedian that makes the children laugh,**

**I am a dietitian assuring they have lunch or from mine I give them half.**

**When we seem to stray from values, I become a preacher,**

**But I'm proud to have to be these people because ...**

**I'm proud to say, "I am a teacher."**

**~by Stacy Bonino**

**created by BusyTeacher.org**

## QUALITIES OF A GOOD TEACHER

**a)**

"Learners love me, I love my lovers,  
Searchers look me in unseen sheet of papers,  
I am knowledge. "

An American definition of 'Teaching' envisages that ' Teaching is the consistent and effective transfer of appropriate behaviors which lead to the achievement of predetermined and specified results'. Hence in order to substantiate the purpose of teaching that is the transfer of knowledge to the students properly so that after receiving teachings they can acquire expected knowledge and pre-determined results. Hence a good teacher is he who teaches the students how to lead their lives cleanly and controlled towards acquiring knowledge. A good teacher is vitally important for ideal teachings to the students. He should know the correct way of teaching where the students are inspired to learn and devote themselves to study. A good teacher is an architect for building a good citizen in the country.

**b)**

According to Comoneius, a famous educationist, in order to make teaching successful, the three things are vitally important. These are Good teacher, Good method and Good books. Indeed, a good teacher plays a vital role in making teachings to the students successful. Being a teacher, he should behave in such a way by dint of his own image, voice and body use so that interaction and transfer of behaviour between the teacher and the student are accelerated in a systematic manner.

**c)**

About the image, he needs to behave like the following:

- Well-dressed
- Well rested and calm & quiet
- He has to arrive before the students
- He has to greet the students as they arrive
- He needs to be enthusiastic about teaching in relevant field
- He has to identify and help the less able students
- He should remain alert and concentrate on how his students are behaving
- He should be an attentive listener
- He should think before he speaks
- He should remain calm and quiet

**d)**

Assuming in a teaching classroom, computer class on Visual Basic is going on. The students are feeling boring because the teacher was not well dressed and well rested. Rather he has arrived late and he has not greeted them. Some students do not understand his lecture. He is running fast. He is not identifying and helping the less able students. In this case, despite his sound knowledge in the relevant field, he may not be treated as a good teacher. Henry Fayol defines a teacher as an active student of the students who can play very much attractive and fascinate role upon overall performances in the class. Besides this, in order to make our teachings memorable by good preparation, we need to follow as appended below apropos to the use of Voice:

- A teacher must start with Bang and end with Bang.
- In between check and interaction, a teacher should understand one thing that the students are learning.
- To plan for accurate timing



- To choose a suitable teaching methods in respect of the students and topics with a great care. And to help the students learn, especially those who are with problems.

e)

An ideal teacher needs to play a vital role in active advisor among the students. He needs to be careful about the criteria on Control, Guide, Consult and Facilitate.

- Control: To draw up and issue instruction, and stay with the students, closely supervising its action.

- Guide to clarify what is required, hand over ownership to students and offer to give advice when they call you.

- Consult: To give a broad outline, ask students to discuss ideas and agree actions, using us as a separate expert reference point.

- Facilitate to give overall direction, co-ordinate the group's discussion and expect it to produce a progress report.

f)

Being a teacher, we need to be very careful in using our voice for effective teaching class. A good teacher need not be excited and agitated towards the students. We should give chance to ask question to the students so that transfer of behaviour is made possible in a significant manner. Sometimes, we forget that we are a teacher and we have a particular job for the students on the concept of learning. According to Franchise Bacon, there are two types of learning: One is Pedagogy- children's learning and the other is Andragogy- Adult learning. In case of adult learning, we cannot teach anybody, we only help him or her to learn. So in the case of using our voice we need to be responsible and tactful. Hence Somerset Maugham says " It is difficult to pass over the razor's edge, but the wise say the path to salvation is hard "

An ideal teacher needs to be well conversant about using the language. It is indispensable to create awareness and congenial atmosphere on the part of a teacher. In order to develop lecture, group discussion is a vital thing. As a teacher, we have to ensure that group performance is effective.

g)

Apropos to the teaching method, the following are important to apply in teaching the students virtually.

1. Telling is not teaching
2. Age is not a bar to learn
3. Meaningful learning experience
4. Voice, image and body use
5. Practically oriented way of teaching
6. Repeat, Recap and Review

In view of the above, a good teacher selects any method to teach the students but according to Franchise Bacon, most of the good teachers select the sixth Rule of teaching that is ' Repeat, Recap, Review ' which is the most important one to make the teaching vitally effective, meaningful, fruitful and up to the mark

The reasons in support of the argument are stated as follows.

(a) Repeat: According to Franchise Bacon, 'when you tell something in the class to a group of students, it is only a saying but when you recapitulate it, repeat it and ask the question on the progress, it will be interacted and if you further emphasize the concept, they will be conversant with the relevant knowledge'. Indeed, in case of delivering an important message, if it is stated once-only 10% will be memorized but if it is stated 6 times then 90% are memorized after one year. So, reiteration/repetition is the most important

tools for the teaching to make the topics memorable. If the message is not remembered and understandable then the whole thing will be treated as useless.

(b) Recap: It is generally meant by recap to go over again the vital point of the relevant contents. Using FULLE-R and VHF for better memorization can do the recap. As the first events are best memorized so to start with big message. Thereafter unusual event like cartoon, exercise etc. be used. Thirdly, linked event, here mnemonics or analogy can be used and lastly to end with big messages of fascination towards the topics. In this context, summing up the ideas to arrive the conclusion that is the gist in question to be communicated to the students as a good communicator of the teaching course. We should remember one thing that 'Telling is not teaching; we need to make teaching active and interesting; get students involved; see it from the student's view; we should use VHF and FULL-R. According to Comoneus, a famous educationist, for an effective teaching, 'only lecture is immaterial but in order to ornament it for better memorization, ideal approach, demonstration, visual display and varieties of attractions of the students are needed'

(b) Review: A proverb always goes like 'To err is human'. It is human nature to forget the things/message, which is not reviewed that are we losing what we don't review. To review we are to regularly sum up where we have reached and invited questions. At the end of every topics if the teacher repeats, recap and review, ask questions and help them to answer properly, the students will be more motivated and conversant with the subjects and grasp it properly so that teaching will be effective and fruitful. That is to say, a teacher's behaviour will be in such, which must attract the students for effective and efficient teaching.

**h)**

In delivering lecture, there are limitations, which may create hindrance to learning on the part of the students. Sometimes the lecture may be monotonous and boring due to continuous saying. If there exists dryness amongst the students, the teacher should change the policy of his lecture. He should ask open-ended questions. Open ended question help get students involved. Assuming to know a particular thing, one may get interested if he is intended to know those particular items. An ideal teacher needs to be well conversant about using the language. It is indispensable to create awareness and congenial atmosphere on the part of a teacher. Otherwise, we have to live in the midst of frustration and unlawful activities where there will be no light of education as a symbol of blaze illumination and peace and prosperity of life. In this context, William Shakespeare says:

"Out! Out! A brief candle,  
A life's but a walking shadow,  
A poor player!  
That struts and frets his hour  
Upon the stage!  
And then is heard no more,  
It is a tale;  
Told by an idiot,  
It is full of sound and fury;  
Signifying nothing."

Kh. Atiar Rahman is a distinguished author and a poet. He has unlimited publication in national and international media.

Article Source: <http://EzineArticles.com/1780033>

\* \* \*

## LESSON STRUCTURE & MOMENTUM

**OPENINGS** (max: 5 minutes) briefly focus the students' attention on the lesson's goals:  
by using a short review of something previously learned, e.g. "pop" quiz, quick review,  
by asking questions about some concepts/skills they previously learned,  
by having students form teams, make up questions, and quiz each other,  
by introducing a startling idea or newspaper headline to capture student's interest, by a thought provoking question, something that motivates further investigation.

**SEQUENCE LESSONS** so simple receptive activities *precede* complex production exercises:  
a new structure or topic is introduced / presented,  
learners are given practice in the new structure under teacher's guidance,  
learners practice using the structure without teacher's control,  
teacher brings out new example/structure to check students' comprehension, and  
example is practiced in new situations or in combination with other structures.

**LESSON PACING** depends monitoring students' involvement, deciding when to bring a task to completion, or when to move on to another activity before attention begins to fade. These suggestions may help you pace your lessons well:

- avoid needless lengthy explanations/instructions - let students "get on with the job"
- use a variety of activities rather than spending a whole lesson on only one activity
- avoid predictable repetitive activities, that only serve to bore students
- select activities of an appropriate level because you want the students to succeed
- set a goal or a time limit to maintain interest and momentum (don't wait for boredom)
- monitor students' performance to ensure sufficient practice for most students

**EFFECTIVE PLANNED CLOSURES** *will help or serve to:*

- reinforce* key points and summarize what has been covered
- integrate* or point out links to previous lessons and relate the lesson to study goals
- praise* and *reinforce* students for their good work and accomplishments
- prepare* students for future tasks / learning or independent study
- show* how the lesson relates to the real-world and the students' future needs

**Closure strategies** will vary according to the lesson and the class level; a typical closure might involve summarizing main points brought up by the students (or) applying discussion outcomes to other situations (to draw things together). Closures can serve as a transition to a future lesson; assign a problem to think about or a task that provides an entry to the next lesson.

**CLOSURES and FOLLOW-UP ACTIVITIES...** ...can include music, puns/jokes, role-plays and oral activities, competitions, reviews, homework, praise for accomplishments, a quick quiz, brainstorming, game-20 questions, poem/limerick/tongue twister/etc, chat, chalkboard, review games, eliciting opinions, agreeing/disagreeing, quick debates, developing new 'inventions' or ideas, prioritizing opinions, relay races, hangman or other word games [homonyms, alliteration, similes, idioms, or slang], crossword quizzes, back-to-back drawing while someone describes something, "what if" situations, photographic memory of a picture quickly shown, surveys, vocabulary review games: jeopardy, concentration, crossword, What's my line, Scrabble, Bingo, Gordian Knot, identify parts of speech, place in space, etc.  
Add *your ideas*:

1) Read the text below.

2) Accomplish the test after the text.

### The Status of British Teachers

The status of the teachers in Great Britain depends on the status of education. There have always been, in fact, two standards of educational service: one for the people's schools; another for the Public schools of the well-to-do in the great majority of which classes are small (about Fifteen to twenty pupils) and the number of teachers in proportion of children is exactly twice what it is in the ordinary schools.

Such educational inequality reveals the class bias (уклон) of educational opportunity.

There is also a difference in the quality of education given in state schools, that is in grammar schools and secondary moderns which exist side by side with comprehensive schools.

The main reason for this difference in quality is the Burnham Agreement (1924) which controls the staffing of schools and the salaries to teachers.

The number of staff in a school and the wage they're paid depends on the number of Burnham units of a school (not, as one might suppose, on the number of pupils). Pupils up to 13 count as one and a half units, pupils of 13-plus count as 2, those of 15-plus as 4, 16-plus as 6 and those of 17-plus as 10. Up to 1973, the majority of pupils in secondary moderns left between the age of 15 and 16; now they have to stay till they're 16. In grammar schools, all pupils stay to 16 to take O-level GCE, and over 50 per cent stay on in the sixth form to take A-levels. As a result grammar schools have many more Burnham units, so are allowed to have more staff and to pay higher salaries. The staff-pupils ratios are about 15 per cent more favourable to grammar schools than to secondary moderns. It's not surprising that university graduates who choose to teach, try to get grammar school jobs; the posts in secondary moderns are left to the graduates of the colleges of education. In this way the less gifted children have the less qualified teachers and are in larger classes.

The keynote of the British Communist Party's policy in education is to improve substantially salaries and conditions of work for teachers and to increase substantially grants for students. The highest tribute must be paid especially to the teachers, who work in difficult conditions and are underpaid by a social system which undervalues education.

The curricula in Colleges of Education are going to be recognized so that to prepare young teachers for the important new developments taking place in schools — non-streaming and team-teaching. A crucial question is to supply and train many thousands of new teachers and to improve their conditions of life and work.

3) Find in the text equivalents to the following:

- соціальний стан
- два рівня в системі освіти
- заможній
- освітня нерівність
- Бернемський договір
- заробітна плата
- одиниці Бернема
- співвідношення між вчителями та учнями
- що обирають професію учителя
- менш обдаровані діти
- суть, основа
- суттєво покращився

- знак пошани
- низькооплачувана
- недооцінювати
- визнавати
- навчання групою вчителів

**4) Choose the correct statement from the following:**

1. There are *three* \ *two* \ *four* standards of educational service in Great Britain.
2. In public schools classes are *large* \ *crowded* \ *small*.
3. There is a big *identity* \ *difference* \ *inequality* in the quality of education in private and state schools.
4. The Burnham *statement* \ *treaty* \ *agreement* controls the staffing of schools and the salaries paid to teachers.
5. *Technical* \ *modern* \ *grammar* schools are allowed to have more staff and to pay higher salaries.
6. Secondary *grammar* \ *technical* \ *modern* schools have less gifted children.
7. The keynote of the British *Labour* \ *Communist* \ *Conservative* Party's policy in education is to *enlarge* \ *improve* \ *reduce* salaries and conditions of work for teachers.

**5) Sum up facts about British teachers. Is there any difference in the level of qualification of graduates of different teacher training institutions? What are their salaries and conditions of work? Sustain your your statements with facts.**

***MOTIVATE THROUGH FEEDBACK***

**GIVE FEEDBACK TO YOUR STUDENTS THROUGHOUT THE LESSON!**

Feedback is a process whereby the individual receives information about some aspect of his/her behavior. Feedback encourages and increase desirable aspects, thus developing positive performance; it can also discourage and reduce undesirable actions. When the individual exceeds a previous performance and receives praise for the action / accomplishment, the reinforcement improves his/her self-esteem and future performance.

- a. Describe an incident when you were praised for something and you felt pride.
- b. Describe your feelings after receiving a quick sincere compliment about your work.
- c. Describe how you feel when you hear anything positive.
- d. Describe an incident when someone praised you, did you want to perform better?
- e. Make a list of positive statements you remember hearing this week.

**PREPARING TO READ:** Read aloud and raise you hand when you hear a positive remark.

**GIVE AND RECEIVE POSITIVE FEEDBACK!**

**GIVE IMMEDIATE OR PERIODIC FEEDBACK FOR APPROPRIATE PERFORMANCE**

“Excellent, you hopped right on it!” “Wow, it only took you 15 minutes to complete it!”  
**PLACE EMPHASIS ON IMPROVEMENTS WITH POSITIVE FEEDBACK** because it makes the individual feel good about himself/herself *and* also toward the person giving the

feedback. Frequent feedback or praise produces good results! Don't forget to *pat yourself* on the back too!

“Great job!” “She’s a hard worker today; she’s already completed the lesson.” “Fantastic, you did more today than you were able to do yesterday.” “Way to go, that’s the best work you’ve done so far!”

**SCORING on CHARTS** ensures feedback is generated/received without delay. Give points for: attendance, work completed, improved speed, reduced errors, etc.

**CORRECTIVE FEEDBACK DECREASES FUTURE ERRORS**

Sometimes one more explanation or demonstration is necessary, giving a little more help or encouragement!

“This one is done correctly. Can you make it look like this one? If this is changed a little bit...”

**ENCOURAGE OTHERS TO REMARK or COMMENT** to establish *esprit de corps*, group improvement, and teamwork....being a *‘team-player’* can deter jealousy and hostility.

“Can you lend me a hand?” “Can someone give me a hand?” “Do you need a hand?”

**PUBLIC POSTING of ACHIEVEMENTS** reminds everyone to praise all improvements! Make charts / lists / records => each person’s name, space for most recent or best score, weekly/monthly scores, average score, team’s total / best score to date, etc...

**REWARDS / PRIZES / PRIVILEGES CAN ACCELERATE ALL ADVANCEMENTS**

[reward with extra fun time, extra free time, earn a lottery ticket, commendations, etc]

**FEEDBACK GIVEN OFTEN IMPROVES PRODUCTIVITY** and decreases procrastination; students know they’ll soon receive feedback on their good performance!

Wow, way to go! Great job! Outstanding! Excellent! Well done! Nice work!	Cool! Classy! Far out! Bravo! Super! Neat!	Dynamite! How smart! Magnificent! Awesome! All right! Terrific choice!	A-OK!  You are on target!  That’s great! Sensational! Spectacular! Fantastic!	Way to go!  Impressive!  Grand!  Splendid! Superb!  Hot dog!
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**Add positive expressions to the ones suggested previously. Tell about incidents you’ve observed when positive feedback changed a bad situation.**

**Think on the point: How to motivate students to work industriously?**

\* \* \*

PREPARING TO READ

As you read, these extracts from **THE COLONY** by **A.R. Siddons** and **THE NOVEL** by **James Michener** discuss ways to change the undesired behavioral characteristics or personalities with feedback, [e.g. when an individual acts/reacts appropriately, she/he should be praised by others]

From the time she could toddle, whatever she wanted she went after. She was born without boundaries, without a capacity for self-governance or moderation. Even the most foolhardy child fearing something will flinch and wail at some threat, but she never did.

Where she wished to go she went, except when forcibly restrained, and then she simply shrieked until in desperation the restraints were withdrawn.

"Let me have a look at this wife of yours, are you a Jew or a gypsy, surely he wouldn't bring one of those here would he?" she asked. Someone ought to throttle such women; it's the 'cute little old lady syndrome', you know, she can just say anything awful, do spiteful things, and people are supposed to say how feisty and full of life she is.

They were four middle-aged men and four slightly younger women; at first glance they seem as identical to me as buckshot. All were round, soft/short, with high color in their cheeks; they all spoke with loud uninflected tones, but only about themselves, their children, their servants, the state of their health, their activities, their homes and their possessions, making full bores of themselves.

...Renford blustered in here raising hell about everything. I overheard him delivering ultimatums, threatening to take his immortal work to Simon and Schuster....when I finished eavesdropping I burst out laughing because he's six foot three, dumb as an ox.

The goon's book sold eighteen hundred copies and my Dutchman's sold a million one.

I compared him with my little Dutchman who's five foot five and never raises his voice.

I wanted to butt in and tell the ranter, "You haven't earned the right to throw your weight around yet.. .tell me in a quiet voice., .what it is we can do for you. "

Sometimes he's an iceberg; he gives the impression of being indifferent, no matter what's happening to him or his books. But he does reveal a passionate interest whenever the actual publication of his book is involved. He wants to see the typeface, check the length of the line, satisfy himself that the paper's opaque, verify the mapwork.

He also wants to see the jacket, the artwork, the blurb...even if he's disappointed he never makes waves. "Does this look right to you?" is about as far as he'll go.

\* \* \*

### **THE CLASS TEACHER**

The education of children in their formative years is a difficult and important trust which places a considerable burden of responsibility on the teacher. The qualities that have enabled teachers to carry this responsibility are not easy to define. Yet there qualities exist in abundance in our primary schools, and it may be useful to try and enumerate some of those that characterize the good teacher in the primary school of today.

Qualities of heart and head go together in the making of a good teacher. Her whole attitude is optimistic and cheerful. She does not pretend to be omniscient, but is lively, keen, receptive, enjoying her work and sharing with her pupils their zest for new discoveries. The fact that her interests are far, wider than the school curriculum helps to make her more interesting as a teacher. She can explain a difficult point clearly, knows many ways of presenting information and is resourceful in creating situations in which the pupils make discoveries for themselves.

Out of her daily contacts with children comes an understanding on which the mature teacher relies. She is sympathetic, patient, especially with slow pupils, and fair to all, avoiding any appearance of favourites. Her sympathy is genuine but unsentimental, she can be firm when the situation demands.

Above all, the good teacher is alive to the possibility of improving the content and method of her teaching and therefore keeps abreast of new developments, gives them adequate trial, and absorbs, whatever elements are suited to her own situation. She herself is able through the discoveries which she makes in her classroom, to contribute to the body of knowledge upon which educational progress depends.

She influence of the successful teacher extends beyond own classroom in yet another way - through the help which she is able to give to inexperienced colleagues who may at first find difficulty in

translating educational theory into classroom practice. In return she is quick to appreciate the value of contacts with younger teachers trained in advanced methods.

\* \* \*

## WHAT MAKES A GREAT TEACHER?

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers.

Here are some characteristics of great teachers

Great teachers set high expectations for all students. They expect that all students can and will achieve in their classroom, and they don't give up on underachievers.

Great teachers have clear, written-out objectives. Effective teachers have lesson plans that give students a clear idea of what they will be learning, what the assignments are and what the grading policy is. Assignments have learning goals and give students ample opportunity to practice new skills. The teacher is consistent in grading and returns work in a timely manner.

Great teachers are prepared and organized. They are in their classrooms early and ready to teach. They present lessons in a clear and structured way. Their classrooms are organized in such a way as to minimize distractions.

Great teachers engage students and get them to look at issues in a variety of ways. Effective teachers use facts as a starting point, not an end point; they ask "why" questions, look at all sides and encourage students to predict what will happen next. They ask questions frequently to make sure students are following along. They try to engage the whole class, and they don't allow a few students to dominate the class. They keep students motivated with varied, lively approaches.

Great teachers form strong relationships with their students and show that they care about them as people. Great teachers are warm, accessible, enthusiastic and caring. Teachers with these qualities are known to stay after school and make themselves available to students and parents who need them. They are involved in school-wide committees and activities, and they demonstrate a commitment to the school.

Great teachers are masters of their subject matter. They exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and instill a hunger in their students to learn more on their own.

Great teachers communicate frequently with parents. They reach parents through conferences and frequent written reports home. They don't hesitate to pick up the telephone to call a parent if they are concerned about a student.

What No Child Left Behind means for teacher quality

The role of the teacher became an even more significant factor in education with the passage of The No Child Left Behind law in 2002.

Under the law, elementary school teachers must have a bachelor's degree and pass a rigorous test in core curriculum areas. Middle and high school teachers must demonstrate competency in the subject area they teach by passing a test or by completing an academic major, graduate degree or comparable course work. These requirements already apply to all new hires.

Schools are required to tell parents about the qualifications of all teachers, and they must notify parents if their child is taught for more than four weeks by a teacher who is not highly qualified. Schools that do not comply risk losing federal funding.

Although the law required states to have highly qualified teachers in every core academic classroom by the end of the 2005-2006 school year, not a single state met that deadline.

The U.S. Department of Education then required states to show how they intended to fulfill the requirement. Most states satisfied the government that they were making serious efforts, but a few were told to come up with new plans.

\* \* \*



### *Sample Topics: Teaching*

A teacher is the kindest, the most necessary and charitable profession. Not everyone is suitable for it and can make a good teacher. To become one you need to be able to sacrifice a lot, to have a passionate heart and concern for the children entrusted to you. It is one of the most responsible professions. Here you deal not with machines or objects, but with children, the most precious and vulnerable “material”. You will inevitably influence them, mould . their personalities, build up their prospects, as well as determine their priorities and values in life. That is why it is crucial to search inside you and estimate yourself critically: “Do I have something to give to others? Are there any riches in my soul I can share with children?” "Am I willing to take care and responsibility for the lives and well-being of those small people? Am I a good example to follow?" It is common knowledge that children are big parrots, they like to imitate adults, especially those in authority. Would you be pleased to deal with some traits and ways of behaviour or speaking of others? If not — you have to do something and work hard or take up another job. I do not say that only an ideal person should be a teacher — none would be then. But not accidentally the ancient said: “May the best among people be teachers!” The teacher should be a model, a sample to follow. Children watch them intently, study their character and soul, and copy everything they like: teacher’s clothes, gestures, expression and so on. It’s great if there is something worthy to be copied and acquired by others. But it is a great pity if there is nothing of the kind and the children are just being damaged and harmed.

They say a teacher is like a sculptor: he forms from raw material given to him whatever he wants and is capable to create. Again, there are different kinds of artists: one can carve a masterpiece out of a piece of stone, another can spoil the work and progress done by the previous one. It is better to be a good artist (or teacher), a master in your field — or to be none at all.

The teacher meets a lot of challenges and hardships in his work, so he must be very wise, patient and mature to face any problem and deal with it in a proper way. .

One of the greatest needs all of us have is to feel secure and have a good sense of self-esteem. That is something to be developed at school. Teachers have to learn to encourage their students’ success and not to focus on their weakness and failures only. They must express praise and appreciation as often as correction.

A research done in some schools showed that children are rebuked and corrected seven times more than they are encouraged. We should evaluate our children for what they are, not just for what they do. We are to develop their self-esteem.

Appreciation helps people grow, it is like watering a plant and watching it grow and flourish. We should be generous with our praise and stingy with blame. Let’s never forget that we reap what we sow. If we sowed only good into children’s souls and watered them with love, friendliness and deep concern, we would sooner or later enjoy a great harvest a hundred times bigger than the efforts taken.

### Teaching is art

Have you ever tried to grow a flower with love? That is not easy, I bet. First you tremble over the seeds, expect good weather, a friendly sun and a generous rain. The weather isn’t always good and you worry, but your flower grows and grows becoming stronger and more beautiful. How proud you are, how happy and excited. The flower is a complete delight to your eyes and honey to your soul, it is your creation. Isn’t that similar to teaching? Pupils are our small flowers who demand care, attention and love. Teachers help their pupils grow and become mature, but the process is difficult. It demands a lot of patience to grow one flower, but what about the whole garden where each flower is unique and so dear to you. A teacher is like a magician who out of little creates plenty, who out of raw material makes gold.

Do you know that pupils are small treasure boxes, each tightly closed? It is your task to open

them and bring treasure to the light. How beautiful is a child who develops his talent by getting support and encouragement from a teacher. A treasure cannot be false, it is always real, true and worthy. Sometimes when it remains too long in the box it can become gloomy, dusty and shapeless. Well, the teacher knows what to do. He cleans and washes precious stones carefully. But the result is a fantastic shining diamond, That is your pupil! A good teacher penetrates into the hearts, noticing both good and bad. A teacher multiplies good and destroys evil. He never puts to shame, but encourages the willingness to change for the better. A teacher is never silent, cold, indifferent. A teacher is a whole world for his pupils. He is the Master to whom the secrets are known and mysteries revealed. He is a comforter, a counselor and a good friend in need. He is the one to be treated with respect and love, because he is a generous giver of all that.

A teacher is an artist. He is a potter and pupils are clay. A teacher is a gardener who makes the garden blossom and be fruitful. A teacher inspires, listens, supports, encourages, advises, teaches, explains, and loves because he is inspired. Art doesn't accept fraudulence. Art is genuine and mistakes are costly. The responsibility is big but the reward is great.

\* \* \*

### **The Creation of the Teacher A Modern Tale**

The Good Lord was creating teachers. It was His sixth day of 'overtime' and He knew that this was a tremendous responsibility for teachers would touch the lives of so many impressionable young children. An angel appeared to Him and said, "You are taking a long time to figure this one out."

"Yes," said the Lord, "but have you read the specs on this order?" TEACHER:

...must stand above all students, yet be on their level

...must be able to do 180 things not connected with the subject being taught ...must run on coffee, coke and leftovers,

...must communicate vital knowledge to all students daily and be right most of the time

...must have more time for others than for herself\himself

...must have a smile that can endure through pay cuts, problematic children, and worried parents

...must go on teaching when parents question every move and others are not supportive ...must have six pair of hands. "Six pair of hands," said the angel, "that's impossible"

"Well," said the Lord, "it is not the hands that are the problem. It is the three pair of eyes that are presenting the most difficulty!"

The angel looked incredulous, "Three pair of eyes...on a standard model?" The Lord nodded His head, "One pair can see a student for what he is and not what others have labeled him as. Another pair of eyes is in the back of the teacher's head to see what should not be seen, but what must be known. The eyes in the front are only to look at the child as he/she 'acts out' in order to reflect, 'I understand and I still believe in you', without so much as saying a word to the child."

"Lord," said the angel, "this is a very large project and I think you should work on it tomorrow".

"I can't," said the Lord, "for I have come very close to creating something much like Myself. I have one that comes to work when he/she is sick... teaches a class of children that do not want to learn... has a special place in his/her heart for children who are not his/ her own... understands the struggles of those who have difficulty... never takes the students for granted..."

The angel looked closely at the model the Lord was creating.

"It is too soft-hearted," said the angel. "Yes," said the Lord, "but also tough. You can not imagine what this teacher can endure or do if necessary".

"Can this teacher think?" asked the angel. "Not only think." said the Lord, "but reason and compromise."

The angel came closer to have a better look at the model and ran his finger over the teacher's cheek.

"Well, Lord," said the angel, your job looks fine but there is a leak. I told you that you were putting too much into this model.

You can not imagine the stress that will be placed upon the teacher."

The Lord moved in closer and lifted the drop of moisture from the teacher's cheek.

It shone and glistened in the light.

"It is not a leak." He said. "It is a tear."

"A tear? What is that?" asked the angel. "What is a tear for?"

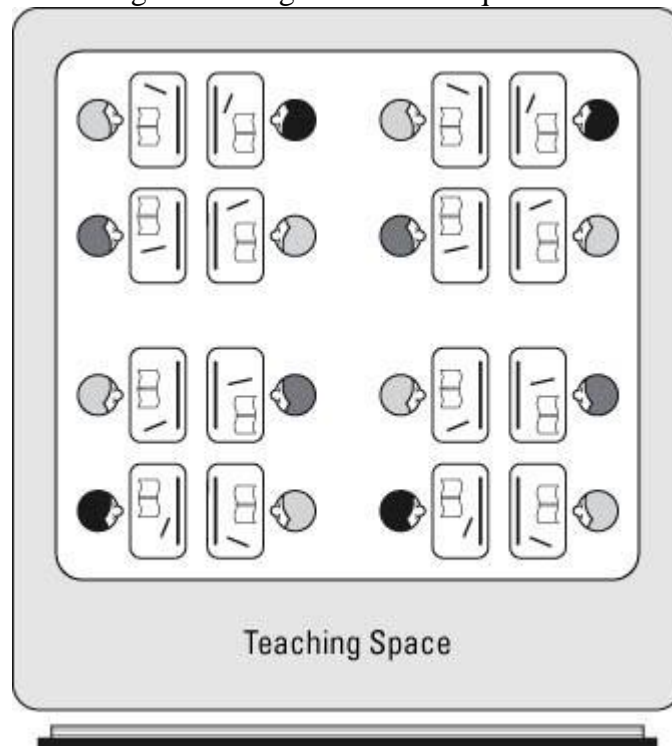
The Lord replied with great thought, "It is for the joy and pride of seeing a child accomplish even the smallest task. It is for the loneliness of children who have a hard time to fit in and it is for compassion for the feelings of their parents. It comes from the pain of not being able to reach some children and the disappointment those children feel in themselves. It comes often when a teacher has been with a class for a year and must say good-bye to those students and get ready to welcome a new class."

"My," said the angel, "The tear thing is a great idea... You are a genius!!"

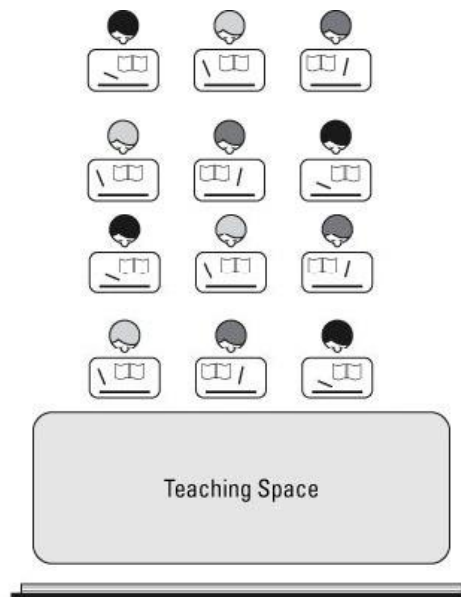
The Lord looked somber, " I didn't put it there."

## CLASSROOM DESK ARRANGEMENTS: ROWS, CLUSTERS OR U SHAPE?

There are a several critical teaching behaviours that affect student behaviour. One of the most important is how a teacher plans the physical classroom environment. When I was studying Education at University, in Australia, it was pretty much an accepted fact that an arrangement that suited collaborative group work for our students was best, and therefore clusters or groups of tables was preferred. Not surprisingly, given that collaborative workers is one of the IB Learner Profile attributes there is an emphasis on group work and therefore a classroom arrangement of groups or clusters would be the most effective. Though, critics point out that half the students are not facing the board and some researchers have found that sitting around tables, children find it harder to concentrate, often have their backs to teachers and waste more time chatting – misusing as much as a quarter of the lesson.



However, traditional teachers prefer the more classic rows, this makes it easier for them to control the students and they can be certain that all students are paying attention to the front of the class. A 20-year study by Professor Nigel Hastings of Nottingham Trent University, has confirmed that pupils who sit in groups are at a massive disadvantage compared to those who face the blackboard. Some of his analysis of the research findings has shown that youngsters whose desks are arranged in old-style rows work up to twice as hard. Which is generally a good thing for classrooms that rely on a teacher centred model of learning but not so great for student inquiry.



However, other studies such as one by Rosenfield published in the *Journal of Educational Psychology* found that their results confirm their hypotheses that students seated in circles engage in significantly more on-task behavior than those in rows and that students seated in clusters engage in more on-task behavior than those in rows but less than those in circles. But they also acknowledged that students' behavior varied significantly across student types, as one would expect.



Essentially, it boils down to a combination of teaching styles, students' learning styles and the type of activity being conducted at the time. Being flexible is paramount, a concern that teachers may have is that regularly rearranging desk arrangements may cause disruption and noise at the start of a class. But this does not have to be the case, in practice classroom desk arrangement changes can usually be completed in around one minute once the students are used to the concept.

**Which of the following seating arrangements in the class do you find most popular in your school? Why?**

**Which is most effective? Explain, why.**

**Think of the types of activities to be conducted most effectively in each of the seating arrangements.**

**Picture 1**

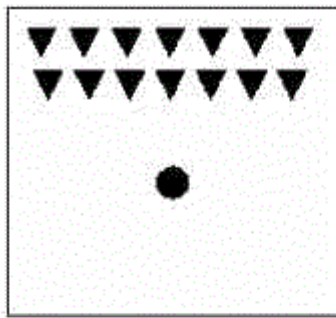


Figure 1

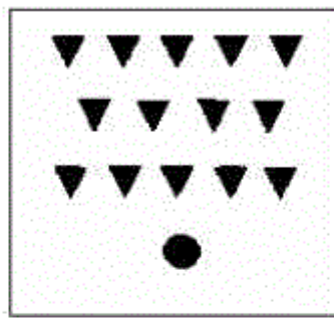


Figure 2

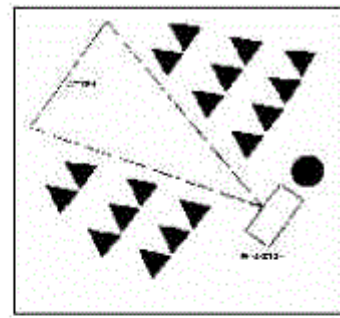


Figure 3

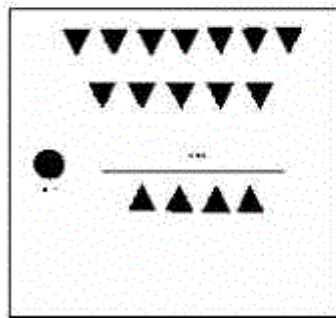


Figure 4

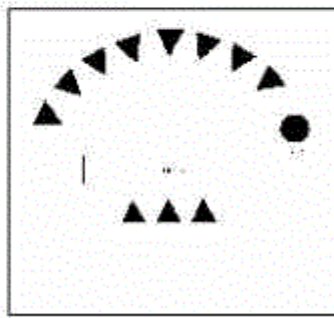


Figure 5

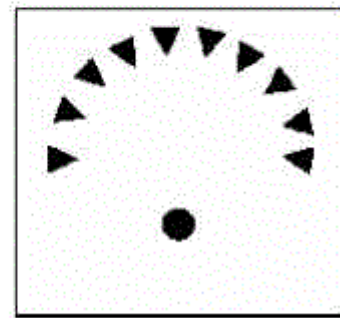
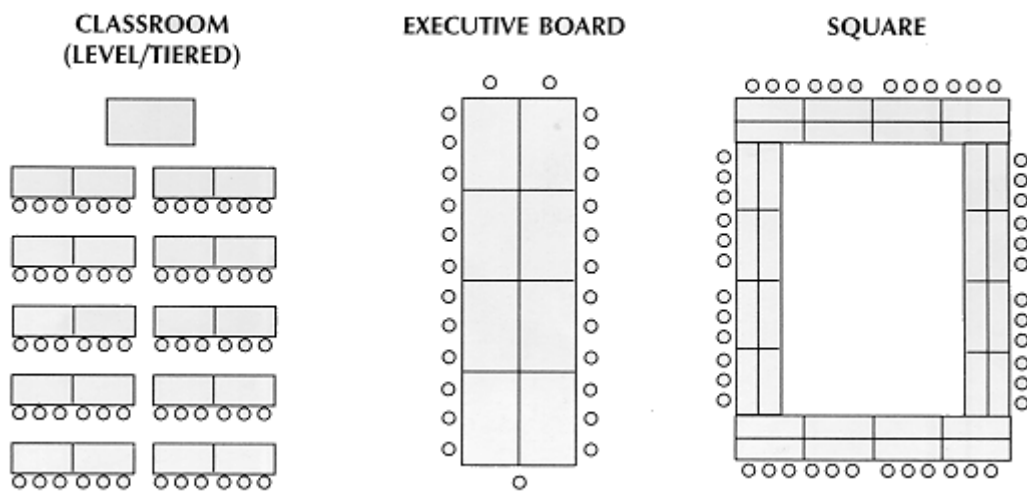
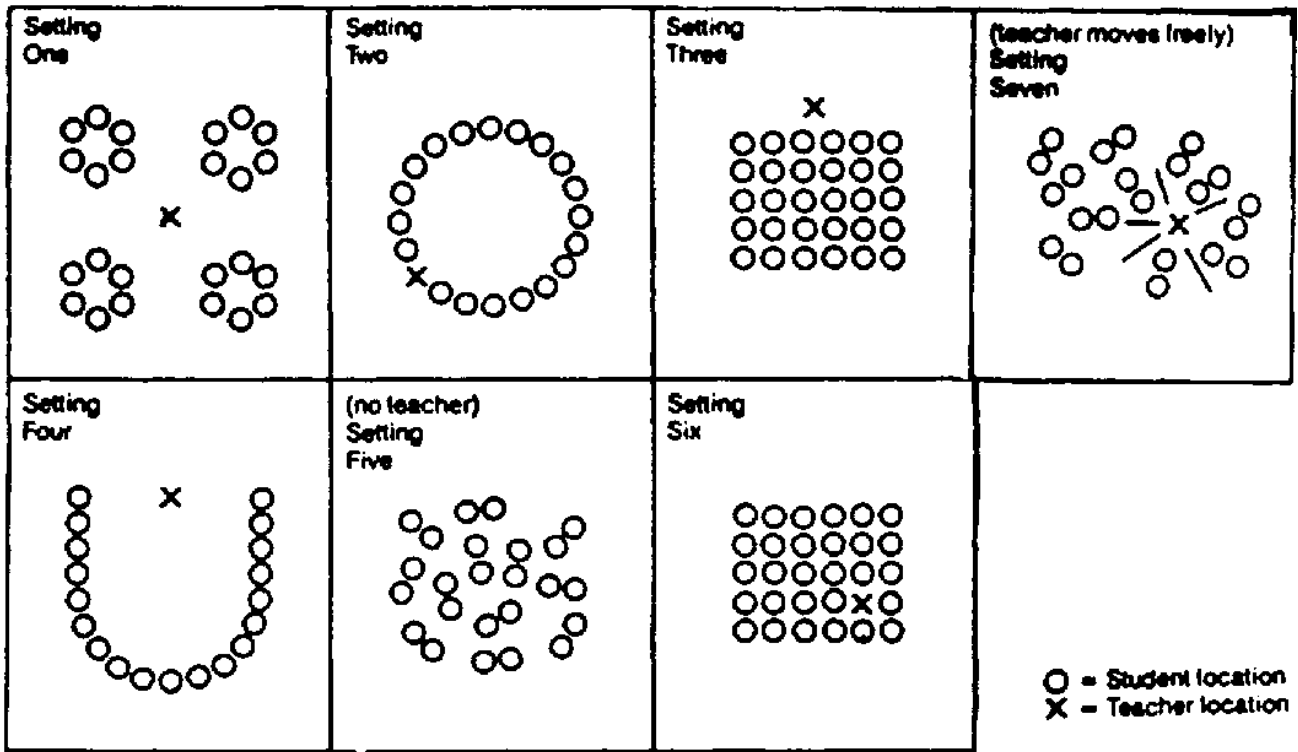


Figure 6

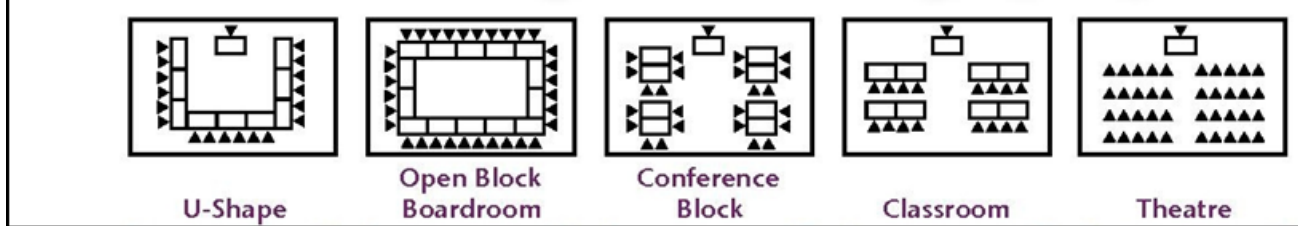
**Picture 2**



**Picture 3**



Picture 4



## Unit Five

### Advancing into Adulthood and Society

Contrary to what many parents believe, when the young adult decides to move on with his or her life, wanting to spend more time with his/her friends, often increasing his/her activities outside the home, and generally becoming self-reliant, independent, and self-governing, family life is not finished. American parents constantly encourage children to think, analyze, to be responsible, dependable, and conscientious. Ever attentive, observant, thoughtful, always gathering information and processing their experiences, children must learn about life's options and obligations. They experience negotiation, utilizing their parent/others for direction or advice; they must learn their way round their world and their ever-expanding society. Character development becomes integral to the process.

Some sociologists/psychologists proposed that one's character and personality are primarily derived from one's heredity and earliest environment that "the apple doesn't fall far from the tree". The early family environment is probably the strongest factor influencing individual development: children imitate parents, close family members "to fit into our society".

Why is one child resourceful, curious/inquisitive, impelled, and cultured while another child in the same family remains unimaginative, simple, uncouth, perhaps rebellious and taciturn? Where does ambition, adventurousness, eagerness, enthusiasm come from, when the parents and community are resigned, content, passive or indifferent?

Influential factors: heredity –vs. - environment are widely discussed in sociological and psychological circles. Research has discovered and now surmise there is a wondrous blending of both heredity and environment in human development.

Children like to experience people leading interesting lives, learning things, changing life's rhythms, they need to see people making choices that they might make too. People learn to deal in currencies which are meaningful. Each person searches for an environment in which he/she will survive, thrive, and reach his/her full potential.

Note: to deal in currencies which are meaningful – to find motivation which is important to a person.

#### 1. Paraphrase the following expressions using their synonyms from the text:

*to develop in one's life and become older and more experienced, to learn from one's experience, to learn a particular manner or style of behaving in the surrounding world, to have qualities and experience that are suitable for a particular group of people.*

#### 2. Explain what is meant by:

*to move on with one's life, to increase one's activity outside the home, to process one's experience, to utilize one's parents for advice, to learn one's way round one's world, the apple doesn't fall far from the tree, to fit into society*

#### 3. Match A and B:

**A**

1. *self-reliant*
2. *resourceful*
3. *impelled*
4. *uncouth*
5. *taciturn*

**B**

- a. approving good at finding ways of dealing with practical problems
- b. able to decide what to do by yourself without depending on the help or advice of other people
- c. behaving and speaking in a way that is rude or socially unacceptable
- d. determined to do something
- e. speaking very little so may seem unfriendly

**4. Make up a dialogue discussing what you have done this week to develop your character.**

Student A (resourceful, curious and cultured, deals with currencies which are meaningful) listens to student B (rebellious, taciturn and passive) giving him some positive reinforcement.

**5. Match two columns:**

- |                            |  |
|----------------------------|--|
| 1. reach full potential    | a. to manage, handle; to deal with         |
| 2. have ambitions          | b. to take something on, to take charge of |
| 3. personal responsibility | c. to effect thoughts, to impress          |
| 4. model/modeling          | d. inclined to do something                |
| 5. option                  | e. best outcome                            |
| 6. incentives              | f. coerce or blind                         |
| 7. cope with               | g. choices, alternatives                   |
| 8. compromise              | h. to set an example                       |
| 9. vigilant                | i. temperament, personality, spirit        |
| 10. imaginative            | j. to work out an agreement/ concession    |
| 11. influence              | k. to keep an eye on something             |
| 12. consistently           | l. to reach for one's desires              |
| 13. disposition            | m. inducements, enticements, lures         |
| 14. obligate/ obligation   | n. regularly                               |
| 15. prone to               | o. creative, inventive                     |

**6. Read the extract from the article about young people in Japan. Find the answers to these questions: Who are the shinjinrui? What are their attitudes?**

Japan is a country in turmoil: traditional values, attitudes and culture are being challenged by the nation's youth. Japan's old guard is under siege. As well as external international pressure to become a more open society, Tokyo's elders face a new and a more serious threat to traditional Japanese values – the shinjinrui. Translated literally, shinjinrui means “new people”: the first generation of Japanese



teenagers to challenge authority, to do their own thing, to be young, rebellious and free. These new people grew up in a time of incredible national affluence during the 1980s. When the bubble officially burst in 1991, many young people actually benefited by increased leisure time and the possibility of exploring alternative lifestyles.

Micki Ebara, a young journalist working as a European correspondent, has noticed a fundamental difference in attitudes between her peers and their parents. “My generation has a very different view of importance of work and money. The immediate post-war generation saw the creation of wealth as the most important thing in life, while people of my age have other concerns and priorities” she said. “We’ve learnt to economic prosperity for granted and do not feel the need to be workaholics. Family life, leisure time, and holidays are much more important to Japanese people than before”.

As one Japanese teenager said: “They (the older generation) think differently; they have staid ideas and won’t listen to new ones. Young people do not get listened to by either parents or teachers. Some older people think the young are getting very lazy”.

For Japanese young people these are exciting times, in many ways comparable to the USA during the 1950s and 1960s – the period of liberation for American teenagers – and, as a complex web of formal social structures begins to blur, the shinjinrui’s time is here.

**7. Go back through the text and find words and expressions to do with the young and the old. Complete the comparative chart given below.**

<i>Features of the young</i>	<i>Features of the old</i>
to challenge authority	to be under siege

\* \* \*

**Parenting Teens**

Sometimes parents get so wound up in day-to-day activities that forget how to enjoy their children. This is especially true when children enter the turbulent adolescent years (12 – 19). The job of parenting becomes more and more complex as teens go through physical and cognitive changes. Conflicts naturally arise when a child starts on the adolescent development journey to explore and create a life of his own. He wants independence and freedom. Parents want safety and cooperation. This development process is unstable and complex because the teen is adjusting to a sexually mature body and to chemical and hormonal swings that confuse him. These mood swings often appear as defiant behavior to parents.

There are a number of things parents can do with their adolescents to reduce individual and family stress, especially in the relationship area. The best insurance against alcohol and drug abuse or other problems is a good relationship with their teenager. Relationships depend on verbal and non-verbal communication skills (What you say, How you say it and What you do). It is very important to develop cooperative relationships between parents and teens. Each family is different but there are a number of concepts that most families report as helpful.

Understand that your child is doing through a lot of change in the adolescent years. The 12 - to 15 –year-old period is the most social phase of child development. Friendships are made and broken weekly and new found friends seem more important than family commitments. Talk about your own teen experience with friendships and how hard it was for you (keep it brief). Do not ask for details on your teen’s new friends immediately. Instead let the information unfold over the days. Teens hate interrogations and often feel pressured to lie to parents to protect their friends.

Examine your expectations for your teen's behavior. Are they really your own, based on today's situations, or are they just carryovers from a past generation? Then join your partner to establish rules and limits for your teenager. Both of you can talk with your teen about his understanding of the rules. He may respond that other teens get more freedom and later curfews than he does. Acknowledge this and say, that you will start with your rules, and if the child handles it well, you will look at changes in about a month. You will also need to develop appropriate consequences for the time when the rule is broken. Consequences should be fair, progressive and consistently applied.

Watch the 'no' word. Teens are trying to do a lot of things at once and often underestimate the time required for school work, chores and being with friends.

Do not criticize your child for making mistakes. If you want to know what is going on in your teen's life, you have to be able to hear it without being negative or threatening.

Pick your battles carefully. Let teens learn from wearing weird clothes, getting cold if they do not remember to take a coat, going hungry if they forget to take their lunch, trying out different hair styles, planning their time wrong and missing a school assignment, flunking a class, or spending five years in high school. These are learning opportunities, not life threatening events.

Let your teen learn from natural consequences. Let him learn that mistakes in judgment and behavior have consequences. If he shoplifts, ask the store to press charges. If he skips dinner, let him cook and clean up the mess. Parents who do too much for their child rob him of a chance to build self-competence and self-esteem. Talk with other parents to build an information and support network.

### **1. Answer the following questions**

Can you say that your mother/ father is parenting you? Why does the job of parenting become more complex when a child goes through physical and cognitive changes? What can parents do to reduce individual and family stress? Is it necessary to criticize children for mistakes? What does it mean 'to pick battles carefully'?

### **2. Read "Rules for parents" and compile a list of rules for your own parents.**

Parents!

1. Try to understand your children.
2. Be friendly when our friends come to visit us.
3. Remember that we need our private places.
4. Don't tidy up our rooms – we can't find anything after that.
5. Allow children to keep animals at home. And explain to me why I can't eat in front of the TV?

### **3. Imagine yourself in your mother's shoes. Write a list of rules for your child.**

**4. You know that you have done wrong. Write a letter to your mother/ father asking for another chance.**

**5. Write a paragraph about what you used to do in your childhood and what you don't do any more.**

**6. Read the article and indicate the causes of generation gap in American families. Do Ukrainian parents have the same problems with their children? What are the causes of "Generation Gap" in Ukraine?**

If children in the United States are wanted and loved, why do they fight with their parents? At least this is one view of families that American television shows present. The other type of family shown on American TV is the one in which everyone is great friends with everyone else. These families seem to have no problems. In real life most families in the United States fall somewhere in the middle. Talk about

the “generation gap” has been exaggerated. The generation gap is a gap between the views of the younger generation of teenagers and the views of their parents.

Many parents in the United States want their children to be creative and question what is around them. In a democratic society, American children are taught not to obey blindly what is told to them. When children become teenagers, they question the values of their parents. This is a part of growing up that helps teenagers stabilize their own values. In one national survey, 30 % of the parents said their children shared their beliefs and values. Another study showed that most teenagers rely on their parents more for guidance and advice than on their friends.

When American parents and teenagers do argue usually it is about simple things. One survey found that the most common reason is teenager’s attitude towards another family member. Another reason for argument is that parents insist on help around the house. The third the most common basis for arguments between parents and children is the quality of the teenager’s schoolwork. Arguments which involve drug or alcohol use occur in much smaller group of families.

### **7. Read and learn the poem by W. Shakespeare**

#### *Age and Youth*

Crabbed Age and Youth  
Cannot live together:  
Youth is full of care;  
Youth like summer morn,  
Age like winter weather;  
Youth like summer brave,  
Age like winter bare;  
Youth is full of sport,  
Age’s breath is short;  
Youth is nimble, age is lame;  
Youth is hot and bold,  
Age is weak and cold;  
Youth is wild and Age is tame,  
Youth, I do adore thee!

W. Shakespeare

### **8. Translate the following proverbs into Ukrainian and comment upon them. Chose one proverb and make a short story with it to highlight its meaning.**

1. Many a good father has but a bad son.
2. Children should be seen and not heard.
3. Every family has its skeleton in the cupboard.
4. Spare the rod and spoil the child.
5. When children stand still they have done some ill.
6. Like father like son.
7. He that would the daughter win must with the mother first begin.

### **9. Translate the well known English idioms.**

1. extremes meet
2. a mother’s boy
3. to be out of hand
4. to be under somebody’s thumb
5. out of sight, out of mind

6. the prodigal son
7. one's own flesh and blood

## Unit Six

### Glossary of Television

**Affiliate** - A local station that subscribes to the services and programs of a network.

**Anchor** - The newscaster who hosts the studio portion of the newscast. The anchor is the dominant voice in the presentation of the news to the audience. S/he must be proficient in writing, producing, and editing the news.

**AP Wire** - Associated Press news service that supplies international, national and regional information and stories. These are almost always rewritten before airing.

**Back timing** - A convenient way of counting down the length of a newscast. This tells you when each story must run in order for your newscast to end on time.

**Beats** – specific public institutions or areas of concern for which specific reporters in a newsroom are responsible watching. (e.g.: county reporter, health reporter, education reporter, courts reporter)

**Beat Checks** - Using a telephone to search for and tape news stories from a list of agencies. A good beat check would be comprised of the sheriff's offices, fire department, local police, state highway patrol, DNR, local hospitals, and other government agencies that routinely handle breaking stories.

**Break** – place designated within broadcast programming during which commercials run.

**Bumpers** – small teases (with or without audio/video) that come at the end of one newscast segment often previewing what is coming up in the rest of the newscast.

**Call Letters** - A station's legal ID (for example, WBIZ-EAU CLAIRE) is a legal ID, Z-104 is not a legal ID).

**Cold Copy; Rip-n-Read** - A script not seen by an announcer until the moment s/he reads it.

**Consultants** – firms, groups, individuals hired by broadcast organizations to give advice on presentation, content, trends, viewer habits and preferences

**Control Room** - Where the technical equipment for putting a newscast on the air is kept and operated.

**Cue** – usually a physical signal by engineer or other technical person indicting to anchor to perform a task (start reading, wrap up, go to break).

**Cue Up** - Putting a sound bite, package, wrap, voicer, or other recorded material at its beginning.

**Dub** - to make a recording of a recording.

**Edit** - To condense or revise material. For example:

**Non-linear** – edit done on computer where segments can be put together out of sequence.

**Engineer** – Technical personnel who can both operate, maintain and repair equipment.

**Feed** - A live or recorded report, or a set of recorded reports sent to a station/newsroom via satellite, phone, or other device for inclusion in a news program.

**Feedback** - An ear-splitting squeal or howl caused when sound from a loudspeaker is picked up by a microphone and reamplified. Feedback can also happen when the output for a given tape deck or other device is fed back into its own input.

**“Happy Talk”** – the casual banter that goes on between news anchors and other “on-air” people. Mostly considered light hearted.

**Headlines** – A kind of "tease" read at the beginning of a newscast.

**Kicker** - An offbeat or humorous story that typically is used to mark the end of the news segment and the beginning of the sports/weather segment. The kicker can also be used to end a newscast.

**News feeds** - feeds of stories/actualities sent to affiliates by networks for air on the individual stations.

**Lead-in** – broadcast term for beginning part of story news anchor reads introducing the story and/or person reporting story.

**Lead story** (Lead) – first story in a newscast or segment (in broadcasting) or a story that is above the fold in print-this considered the most important news story of the day.

**Outcue** – usually the last thing a reporter says in either a live or recorded news story (i.e. PKG) indicating the piece is ending. (Example: “FOR UPDATE NEWS, I’M BILL SMITH.”)

**Outro** – usually the “Goodbye” or end segment of a newscast often during which news/wx/sports anchors engage in “happy talk.”

**Producer/Editor** – Plans and supervises newscast. Can also work with reporters in the field planning and gathering information for stories.

**Pronouncer** - Phonetic spelling of a difficult word or name (i.e. Greg Louganis = Greg loo-GAY-nuss).

**P-S-A** - Public Service Announcement - An advertisement for a not- for-profit organization such as the American Heart Association, Partnership for a Drug-Free America, etc..).

**Reader** - A story read by anchor without any audio/video.

**Ratings** – measuring units used to tell broadcasters how many households and/or viewers have their stations/programs on at a particular time. This information is used in determining how much station will charge advertising for commercial time.

**Rundown**; Lineup - A chronological outline or order of stories or segments to be used in a newscast. This is the producer's blueprint for the newscast.

**Running Time** - Refers either to the estimated time or the actual time of a newscast. Producers/editors should always estimate the running time of the newscast based on the actual time of each recorded report and her or his best guess as to the time of each intro and each story to be read by the anchor.

**Satellite feed** – can be either news or programming feed that is generated from a distant remote location and transmitted via a satellite. Very often live interviews with news makers or other news people are conducted this way.

**Sound Bed** - natural sound (natsot) A type of background audio that complements the news report. For instance, the sound of protesters is played underneath the reporter's in-studio story concerning the opening of a nuclear plant.

**Spots** (Commercials) – individual commercials that run during breaks.

**Spot News** – An unexpected event that can be covered in various ways

**Story Tag** – Closing to a story package, live shot, or on-set piece usually read by the story report but can also be read by an anchor.

**Upcut** - Turning on the microphone after the anchor has begun speaking or before and anchor/reporter has stopped speaking.

**B-Roll** – video that is shot for a TV news story and used to visualize the script the reporter/anchor has written.

**EZ News** – the newsroom computer software. It allows you to create news rundowns, write stories for newscasts, print scripts, have teleprompter all from the same location/server.

**Natural Sound** - aka Nat Sound, Nat S-O-T, or Ambient Sound - Background voices, music, machinery, waterfalls, and other environmental sounds that are recorded on-scene and used to create a sound bed for a recorded or live report. Primarily used for setting a mood or providing atmosphere for a report. This technique is frequently overused, but when used properly it adds immeasurably to a story.

**Nielsen** – service primarily used in determining television ratings.

**Live shot/Live Report** – A TV news story during which a news anchor or reporter is live at a remote location. Within this report can be included a SOT, VO/SOT or PKG.

**On-Set Appearance** – Reporter appears on set and is introduced by a news anchor. The reporter can then introduce his/her news package or report his/her story from there.

**Package (PKG)** - A report from a correspondent that contains a sound bite inserted between the introduction and the epilogue (usually inserted after the reporter's second or third sentence). These need an in-studio lead for the anchor.

**Sound bite (SOT)** - edited slice of a newsmaker speaking. Similar to actuality in radio except the person can be seen. Often several SOT can be spliced together with the edits cover with video. These can be included in PKGs and VO/SOTs or can stand alone.

**Stand-up** – part of package with reporter on screen reading/presenting information.

**Voiceover (VO)** – A TV news story during which a news anchor or reporter reads a script live as video is played.

**Voiceover-to-sound (VO/SOT)** – A TV news story during which a news anchor or reporter reads a script live as video is played up to a place when a news maker video/audio sound bite is played. At the end of the SOT, the reporter or anchor resumes reading with or without additional video.

**Voicer** - A recorded in-studio report that contains no sound bites. A good example is coverage of an on going trial during which you were unable to get audio of the trial or an actuality but can provide details of the days events. These need an in-studio lead for the anchor.

**Wrapped/ live** - basically the same as the wrap in that the information is collected and written the same. However, if the reporter is also working as an anchor that week in the lab, only the sound-bites are recorded and replayed during the newscast while the anchor/reporter reads his/her script live.

**Wide Screen** - a relatively new type of TV that has a large screen.

**Flat Screen TV** - this is a new style of TV that is very skinny and doesn't take up a lot of space. Some people hang these on their walls.

**Clicker** - another word for the remote control that changes the channels on your TV.

**Premium Stations** - television stations that one needs to pay for like HBO or Showtime. These stations usually show movies.

**Sitcom** (Situation Comedy) - a half an hour show that usually shows the lives of a family. Most of the time these are comedies.

**Prime Time** - this is the time on TV, from about 7:00 PM to 10:00 PM, that the most amount of people are watching television. This is when television stations put on their best shows.

**Rerun** - this is when a television network puts on a show that has already been shown months before.

**Ratings** - a measurement done to see how many people are watching a particular television show.

**Family Friendly** - shows that are OK for children to watch. These shows don't show sex or violence  
Newscast - the hour or half hour when a station runs the news.

**Local News** - most cities and towns have a news program that focuses on things that happen in that particular area. This is called the local news.

**News Anchor** - A man or woman who reports the news on a particular station.

**Pause for a commercial break** - a commercial break is when the television program is interrupted to show four or five commercials. Newscasters or television hosts will say, "We are going to pause for a commercial break." to tell the audience that commercials will now be shown.

**Infomercial** - a show that does nothing but inform the audience about a specific product. These are shown late at night when there are not a lot of people watching TV.

**Public Service Announcement** - this is shown during the advertisements. Instead of advertising a product, these “announcements” inform the public about a certain issue like a disease or a way to protect the environment.

**“Talk Show”** - a show that has one host who interviews different guests.

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### **Brief History of Television (TV)**

Television which is also shortly known as TV is a technology that enables transmission of full motion broadcasts to remote receivers; it is a device that is used to watch those broadcasts and is also the name used for the entire process from filming to broadcast and receiving. These days TVs are everywhere in the western world and are increasingly popular in less developed nations and it is estimated that by the middle of the 21st century every home will have at least one television.

The idea of using television for entertainment purposes happened quite late in the development of the technology, in fact the first uses for TV were thought to be more useful for telephones. Alexander Graham Bell, the inventor of the telephone actually created a working photo phone in 1880. In the late 1800s, a number of technologies were being tested and developed, personal photography, the use of electricity, radio broadcasts, the invention of telephones and of course television. While TV took longer to fully develop, it was certainly not a 20th century invention.

The cathode ray tube which was one of the most significant enabling technologies for television was invented in 1876 and it used electricity forced thru a vacuum tube to produce light on glass front. At that time electricity was still in its early stages of development so mechanical means of transmitting an image by using a metal disk punctured with viewing holes were developed in parallel.

The first broadcast of picture over remote distances took place in year 1926 in London when John Logie Baird, a Scotsman and Charles Jenkins an American, broadcasted a series of small moving black and white images using mechanical means. Their signal was only 30 lines, much less than modern TVs at 525 lines but is significant in that for the first time motion was broadcasted wirelessly to a remote location.

The first television broadcasts were basic as compared to today’s TV, it was not much more than a moving slideshow of stick figures or photographs but they proved the technology and were an important step in the development of full motion. In 1927, Philo Farnsworth demonstrated the first electronic system with motion camera and broadcasting abilities by transmitting a Hollywood film that had been projected in front of the TV camera.

The techniques of using fully electronic scanning of images was also used in April 1927 by Bell Laboratories and the Department of Commerce to film a broadcast of Herbert Hoover, then Secretary of Commerce in the first live broadcast of a person. Picture and sound was simultaneously broadcasted using radio waves, in the same way that television is still broadcasted today.

The technology of TV continued to develop over the next decade but rather at a slower pace after the initial demonstration broadcasts. Bell Laboratories and RCA were actively investing in developing the entire broadcasting and receiving system for commercial gain and there was a race to be first one in the market. RCA’s first major broadcasting breakthrough came at the 1939 New York World’s Fair when RCA successfully broadcasted the President’s speech in black and white.

The full development of TV was prevented by the Second World War although news was broadcasted to the few who had a television. The end of the war saw enormous interest in television from the public that was desperate for new consumer goods. Commercial broadcasting began in 1947 with NBC, ABC and then CBS competing for viewer loyalty using successful network radio shows as their first venture into television.

The first shows which were written for television were the highly popular children’s show called Howdy Doody, the Texaco Star Theater and the Ed Sullivan Show, all of them managed to capture huge audiences and helped encourage the growth of television as an entertainment medium. By the middle of

the 1950s over half of all American homes had a television and it was so much that the bigger networks started noticing substantial decline in radio listeners.

Network television in US was not alone in experiencing huge growth over radio, similar growth in the demand for television were witnessed in the United Kingdom, Germany, France and other developed countries. At that time technology standards in the US had been settled since after the war based on older technology, a system known as NTSC which was in use in the US, Canada and Japan. Europe which was several years behind the US decided to implement a different more modern system they called PAL leading to compatibility issues.

The 1960s was a pivotal year for television as John F Kennedy was elected president primarily on his spectacular television performance. The TV had finally reached maturity as a platform for bother entertainment and news, now also as a platform for political coverage and debate. This happened despite the uncertainty of the McCarthy years of the 1950s when many of TV land's most prominent commentators and hosts had been forced off air.

The second major development of television was in 1960s when the introduction of color in 1964, a revolution transformed the world. It was for the first time that the audiences could see shows, musicals, documentaries and news broadcasts as if they were right there. Wildlife documentaries and current affairs programs benefited most with the audience finally able to appreciate the beauty and horror of the world from their comfortable living rooms.

With the availability of color television and the quickly disappearing black and white as the medium of choice, the impact of watching TV started to be felt. In some instances it became a force for good with notable successes such as Sesame Street which was a children's show with special educational value being launched. At other times TV has been considered as a force of evil by fringe groups who are determined to protect their traditional family values.

The television's most important contribution to mankind has been the relative ease of bringing distant people together using satellite uplinks, the very first of which saw the Home Box Office screen Mohammed Ali's Thriller from Manila live to US audiences in 1975. Cable and satellite television also quickly enabled networks to increase their reach across national boundaries as well.

In 1980s, the high definition television standard with over double number of lines at 1125 was ratified but has yet to gain any real market share and as Internet TV increases in popularity, many within the industry suggest that HDTV may end up being restricted to camera equipment with viewers opting to use the computer monitors and projectors. From the first 90 years of the history of television, the future of TV could be very different.

\* \* \*

Before Reading...

Write an informal self-analysis of your own TV viewing, covering such topics as how much, when, and why you watch, how you react to commercials, what kinds of shows you like best, and what problems (if any) you see in America's TV habits. Compare notes with your groupmates'.

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## **The Power of Television**

### **What's Left After Violence and Advertising?**

**Maurine Doerken**

In this selection from the provocatively titled Classroom Combat: Teaching and Television, Maurine Doerken (b. 1950) makes a case for the powerful and dangerous influence television exerts over children. Pushing beyond the usual debates about violence and advertising, she argues that TV's escapist fare diminishes social awareness and fosters passivity and personal isolation. Doerken is currently studying for a Ph. D at the University of Southern California.

*Attitudes Toward Entertainment*



If the average person on the street were stopped and asked what the three most frequent offerings on American television are (excluding commercials), he would probably answer action/adventure, situation comedy, and musical/variety talk shows. This same person then most likely would turn around and classify these all under the rubric “entertainment”.

But Shakespearean plays and grand opera are also “entertainment”, yet they are hardly the same kind as is usually offered on our TV screens. This is a problem we Americans face when discussing television programming... because we have grown so accustomed to think of TV material as general entertainment when it is. In fact, light fare of a very specific kind. The vast majority of TV offerings in this country has been and continues to be fantasy/escapist entertainment, not the entertainment we get from Othello or Beethoven. Some entertainment, to be sure, can be very engaging and very moving without being escapist, but those who organize TV material in America usually give the broad name “entertainment” to what is only a narrow selection of the whole. This is not always the case, but generally it is.

Consequently, over the past thirty years, viewers have been exposed with great consistency to fantasy/escapist entertainment and a narrowing of tastes to fit “the average”, not entertainment of a more serious, thought provoking kind or one based predominantly on real life. So when we discuss the impact of television on young people, we are talking about the impact of three decades of fantasy/escapist fare. Even during the mid-fifties, light entertainment constituted approximately seventy-five percent of total TV time, and a brief glance at TV Guide today hardly reveals much of a change. Escapist entertainment still dominates the screen. In this sense, TV material has become what one broadcast historian calls a strategy word, for it minimizes the importance of what is presented. Rather, entertainment is there to lull our critical faculties by sending us into the domain of low-involvement learning. It has no meaning, essentially, other than diverting and filling time between commercials.

This brings to mind several questions. With such a heavy diet of fantasy material, where are viewers, especially children and adolescents, to receive a comparable amount of reality presentations? Is it better to get a solid footing in reality or fantasy? Or at least an equal grounding in both? These questions are particularly relevant to preliterate youngsters who cannot read to counter balance what they see and hear, for they are even more susceptible to informal television influence.

The effect of this fantasy/escapist entertainment has to be different in character and kind than if we had three decades of plays and dramas from renowned writers; a spectrum of musical offerings; fewer commercials; or more quality programming geared specifically toward children. This is self-evident. TV has been promoted as a window to the world, and in many cases, this has been true. But, in many other ways, it most certainly has not been so, due to the fantasy material which has dominated the screen. One need only look at American TV-entertainment over the past three decades to see what a distorted view has been presented as life.

### *The sexes and Racial Groups*

As far as men, women and various racial groups are concerned, television in this country has generally shown the following picture:

1. The most powerful group is the white American male. He usually is young, middle class, and unmarried – and is likely to be involved in violence.
2. Women make up a smaller proportion of all TV characters, regardless of ethnic background. They usually appear in a sexual context or in romantic roles. Two out of three are married or engaged, though this is now changing.
3. Women participate less in violence but are victimized more, and if a woman engages in aggression, she is not as likely to succeed as a man.
4. Women are also cast more frequently in domestic/comedic roles.

5. Married women are less likely to be a victim of aggression. Housewives are not portrayed as villains as much as single women or those who are employed.

It was not until 1968 that the first black series was offered over the TV airwaves. A young child growing up with TV during the fifties might have thought that blacks and other minorities did not exist. Not only were many people and races virtually ignored at TV's inception, but when they did appear, they often were presented as unfavorable stereotypes (i.e. Indians as bloodthirsty drunks or Chinese as cooks, servants, and laundry owners). For nearly three decades, television has concentrated on showing the twenty- to fifty-year-olds, thereby ignoring the very young and elderly. There has been a constant push in the informal learning domain to telescope all age groups into a young adult market, focusing intently on the NOW.

*Themes and Format of Programs*

Not only has our escapist TV entertainment centered on specific races and ages, implicitly denying the existence of many other people and life styles, but recurring themes and ideas emerge as well. As indicated previously, violence has been a staple on the American TV screen, but even though it has occurred with mind-boggling regularity as “true-to-life action drama, it still follows the same pattern of unreality. Street crime, for example, has not been as important in the world of TV as it is in real life. Murder and assault have accounted for about fifty percent of all TV crime, yet this is not true of life on the outside. As one can see [in table 1], almost a complete inversion has taken place.

Table 1

Frequency ranking of FBI Crime index from 1970	Frequency ranking of TV crimes from 1972
1. Burglary	1. Murder
2. Larceny	2. Assault
3. Auto theft	3. Robbery
4. Robbery	4. Auto theft
5. Assault	5. Burglary
6. Rape	6. Larceny
7. Murder	7. Rape

Generally crime on American TV has:

1. overrepresented violent crimes directed against individuals; real-life crime is usually nonviolent and directed at property;
2. Underrepresented blacks, young people, and lower-class individuals involved in a crime;
3. Reinforced the moral that crime does not pay; the main intent is to reassure society that right will prevail; in the real world, however, this obviously is not so, for crime often pays well;
4. Concentrated on “the hunt” as being all-important rather than the legal processes involved after apprehension;
5. Underrepresented nonwhites as murder victims;
6. Underrepresented violent crimes between family members;
7. and made crime motives appear simple and easily understood; in real life, this is often not the case at all.

Quite clearly, this picture has little to do with reality, even though it has been presented as “true” life. Yet, how much misinformation is being assimilated incidentally by children who watch a moderate to heavy amount? How much do they accept at face value? A very false image of the world could be in the making, which might be difficult to untangle later on.

### *TV Employment*

Aside from these misrepresentations of various groups and crime in our society, another important aspect of television distortion concerns employment. Not surprisingly, the most frequent form of TV work is law enforcement. Nearly one-third of the American TV labor force at one time or another has been concerned with the pursuit of law and order. In reality, however, only about one percent of the population is so involved... Jobs associated with entertainment rank second in the world of TV, which is hardly true of life either. Professional workers have been overrepresented, and there has always been that push for a higher socioeconomic status – informal messages consistent with the consuming world of TV. A corresponding underrepresentation of worker roles have been evident, though this changing. As a source of incidental learning for young people about jobs and work, television provides a very slanted view of what is considered important, which could have serious ramifications in children’s attitudes regarding employment later on.

A case in point: When a group of children was questioned about work, they overwhelmingly chose power as the most important factor to consider when thinking about employment. Money, prestige, and travel came next; helping others was last. The interesting point here is that these results held for both for both rich and poor children; urban and rural; male and female; dull and bright. Television’s influence was pervasive in all areas of society. The fantasy/escapist material had been successful in changing their attitudes and aspirations toward a career.

Is this a form of programmed discontent? Does television teach unhappiness about work in general by presenting a false picture of the way life really is? If a child consistently sees powerful or dangerous jobs cast in glamorous settings, what kinds of ideas will he form about what he wants to be? His informal learning from television may be a source of disappointment and conflict when he finally starts to work, for it is not easy to become rich and powerful. In effect, such portrayals take the child away from the ordinary, which is a very real part of living, a part which needs to be met and dealt with often. How might all this influence his evaluation of work or his choice of job opportunities after leaving high school or college? These instances of misrepresentation are but a few examples of how television’s escapist fare has twisted and turned images of life. All this may be obvious to the adult viewer, but how the past thirty years have affected children growing up under TV’s powerful, informal influence is another matter entirely. We are talking about analyzing human reactions and emotions in the area of incidental, deferred learning, which certainly is not an easy task. Yet, the impact of all this may be profound and go much deeper than many of us suspect...

### *Personal isolation and television*

Another important aspect in the conflict of television and children is the personal and emotional isolation fostered by TV. How does this affect individual growth and development? It must be remembered that when a child accepts the box as a form of leisure activity or comfort, he turns away from people and all the direct stimulation they provide. His learning becomes vicarious rather than first-hand;

he substitutes something inanimate for live, direct interaction. TV allows him to escape from personal involvement by substituting something that seems like close contact but which in fact is not. Some people believe television is the perfect refuge for those who are unable to cope with life because it acts as solace to the individual who cannot deal with the outside world. Rather than encouraging him to face his problems and learn from other people, TV offers him a place to hide or becomes a way to kill time so he will not have to cope with reality.

The following case study is a good example of this type of influence and how it can directly affect a child's behavior in school. A little girl named "Susie" exhibited marked antisocial tendencies in class. She would not participate in group activities and refused to become involved with other children. When her teacher discovered that Susie was a heavy TV viewer, she suggested to the mother that she put her daughter on a TV diet.

During the first week without TV, Susie was very upset over not being allowed to watch. Her teacher reported that she was moodier than usual and would sit and stare at the ground. After only a week, however, changes began to appear. Susie started to ask her mother to invite playmates over to the house after school. This was something she had never wanted before, and her teacher also noticed her playing more with the other children during class time. By the end of the four weeks, the youngster no longer was just an outsider but a participant. She played by herself and with other children, and both mother and teacher thought her a much happier child. Several weeks later, however, when the girls mother allowed her to resume watching television, Susie's previous Symptoms returned. She simply refused to interact with other people. There appeared to be a direct relationship between the little girl's social maladjustment and her TV-watching behavior...

Table 2

Characteristic	Watch a great	Watch TV	Watch TV
	Deal of TV	frequently	seldom
Lonely	95%	5%	0%
Shy	70%	22%	7%
Listless	51%	22%	27%
Pampered	49%	25%	28%
Emotional	39%	39%	22%
Obedient	4%	79%	17%
Has friends	4%	29%	68%
Active	1%	34%	65%

There is also the possibility that those who consume large amounts of television may possess certain introverted personality traits which are only reinforced by the medium's tendency to isolate and remove. As one can see [in Table 2], there is evidence to support this claim.

Though television by no means warrants universally adverse effects, among heavy viewers certain patterns do begin to emerge. Like the little girl just mentioned, the heavy user is lonelier, more listless, and shy. On the other hand, children who watch little TV, according to the above figures, are almost the opposite. Nor is it merely the only child or the child whose parents work who is the heavy viewer, but more importantly, the insecure child who has trouble making friends or who feels safer alone than in a group.

Whether television stimulates these personality/emotional tendencies or draws individuals to it who are already predisposed to such traits does not really matter, because the net result is a negative influence on personal development. TV can prevent a child from being lonely, but this is not necessarily good, especially if that child is inclined to shyness in the first place. He should, on the contrary, be encouraged to participate with those around him. In other cases, television may keep children from learning how to be alone and cope with aloneness, both of which represent vital aspects of growth. As psychologist Bruno Bettelheim suggests:

Children who have been taught or conditioned, to listen passively most of the day to the warm verbal communication coming from the TV screen... are often unable to respond to real persons because they arouse so much less feeling than the skilled actor. Worse, they lose the ability to learn from reality because life experiences are more complicated than the ones they see on the screen, and there is no one who comes in at the end to explain it all... If this block of solid inertia is not removed, the emotional isolation from others that starts in front of the TV may continue. This... is one of the real dangers of TV.

This isolation and lack of personal involvement may lead to an increase in all dependant behaviors and may hamper the development of individuals into people capable of forming their own decisions...

It must be remembered, too, that television's isolating effect has been going on for several decades now. It is not a question of a few random individuals like little Susie holing up with the box, but if the Niensens are correct, almost an entire nation! This fourteen-year-old's comment states the case as well:

Television is perfect to tune out the rest of the world. But I don't relate with my family much because we're all too busy watching TV.

#### *Narcotic Dysfunction of Television*

This tendency of television to isolate individuals may have further educational and social ramifications. As people substitute watching TV for doing and as they interact less with one another, they cease in a sense being social creatures. They decrease their actual involvement and learning from others and the world around them, though they may vicariously see a great deal. In this way, television acts as a narcotic or drug, as some people have claimed, for it removes people from people by taking real life away. At the flick of the switch, seas of fantasy/escapist material are readily available to pass the time of day.

But by provoking the individual, especially the growing child, with so many escape valves from outside pressures, television may simultaneously stunt the growth of personal and group responsibility. It may provide steady relief from daily life and all the tensions that go along with it; but if used to hide from

anxiety or duties, it can also reduce the likelihood of involvement and genuine concern. Using the medium to run away from problems or to put them off indefinitely makes the viewer less aware of troubles that do in fact exist. Continually accepting a dream world or confusing reality with fantasy is not conducive to the development of social consciousness. It is quite possible that gradual changes could result in attitudes and behavior, away from individual awareness and public commitment.

The term narcotizing dysfunction has been coined by psychologists to describe this particular effect of television. Even though the medium exposes us to vast amounts of information, it still may evoke minimal interest in real social problems, and this could develop into mass apathy. Excessive TV exposure may actually deaden rather than enliven the emotions of the average viewer, because the more time he spends with television, the less time he has for action and work. Similar to the case of excessive violence viewing, a general habituation or desensitization to life's problems may take place. A person might have enormous amounts of material open to him but still fail to make any decisions regarding that information or to act upon his own feelings and instincts.

TV will not necessarily reinforce apathy among those already committed but it will tend to do so with those who are poor self-starters in the first place. The problem here is that the apathetic generally make up a far larger number of the whole. There are always more people who do not wish to act or who have trouble overcoming their own inertia. Teachers and educators have always been confronted with the problem of student motivation. Yet, however difficult genuine social concern may be to achieve, it does not change the fact that we need a critical, perceptive, and caring citizenry, particularly among the young growing to adulthood. In an age of global politics, social awareness and responsibility toward the whole are crucial to all.

Television certainly has a great capacity to foster the development of such attitudes, but something seems to have gone amiss along the way. There can be no doubt, for example, that TV helped to encourage some of the awareness and concerns which manifested themselves during the sixties. Some very real and disturbing events found their way into the screen, events which have left a deep impression on an entire generation. But perhaps the habit of escaping into fantasy and materialism – also promoted by television – was stronger in the long run than the effort required for continual commitment to social activism. In the short term, TV can inspire concern among people because immediate events are exciting or disturbing. But over longer periods of time, a different pattern to avoid real life or which places material above ideological concerns, may contravene both social and political action...

### *American Schizophrenia*

There are other points to consider in relationship to this narcotizing aspect of the mediums power. In conjunction with TV's tendency to isolate and its potential for, in effect, drugging people to not care, there is also the real danger of much personal, internal conflict resulting from heavy exposure. Constantly shifting between what is and what is not; between shows, ideas, images, and channels literally is enough to push some people over the "deep end" or to make them nervous temperamentally. So much TV is based on illusion and fantasy that it becomes very difficult at times to know what is truth and what is not. This is especially true of young children, who have not yet accumulated a vast catalogue of personal experiences against which to evaluate TV content.

One wonders: is there something inherently jarring and debilitating about the American television experience? The National Institute of Mental Health Report actually cites a study comparing American and foreign TV which suggests this may be so. Foreigners who are accustomed to a much slower pace of

television say the find American TV unnerving and experience a kind of physical pain when they first see commercial television in this country. The Report declares:

The rapid form of presentation characterizing American television in novelty piles upon novelty in short sequences may well be counterproductive for organized and effective learning sequences. The young child who has not yet developed strategies for tuning out irrelevancies may be especially vulnerable in this respect; even programs that seek to be informative as well as entertaining may miss the mark because they allow too little time for reflection... Extremely rapid-pace material, presenting novelty along with high levels of sound and fast movement, may generate surprise and confusion in a viewer whose anticipatory, strategies... are not yet prepared for coping with this material.

All this points to the fact that a very disturbing element of schizophrenia lies at the very heart of American television. On the one hand is a vast display of random bits of life; on the other is the constant psychic irritation of rampant consumerism. If mental breakdown is the common result of endless new patterns of information, then TV in this country certainly provides agitation in abundance. All the contradictory input could very well create a widespread state of subconscious confusion. This is most true for the young, because they generally need reassurance, structure, and freedom within reason in order to grow and learn at their best.

Yet, how can youngsters possibly analyze and catalogue all that they view on television – especially if their parents do not take the time to discuss with them what they see? Is television somehow grooming us for mass nervous disorder and resentment? A pervasive malaise existing just below the surface of our lives? There is evidence that this is indeed likely. A survey of fifth- and sixth-grade students, for example, reveals that many emotional and personal problems suffered by these children, such as worries about looks, being fat, having bad complexions, and being accepted by others, all related to the kinds of television they watched. Moreover, this country's mental hospitals are now overloaded with young patients, and many children today currently undergo some form of counseling or private therapy because they seem so unable to cope with life. There is also growing evidence that many children in the United States suffer from clinical depression and suicidal tendencies even though very young.

... If I were to construct a picture of the average TV consumer based upon the data presented thus far, the image we come up with is rather disheartening. The moderate to heavy viewer is somewhat duller, more materialistic, and less knowledgeable about life. He reads less and may lack a certain amount of spontaneity and creativity. He is less interested in the real world and people than in an edited, fantasy version of life. He may be somewhat shy and introverted; and though he may crave human contact, he has not had the practice to know how to go about being a friend. He may even be a personality type bordering at times on the mildly neurotic and mentally unstable. Or, he simply may be an inert mass which does not care and is willing to watch life go by.

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### **Television for Learning: Our Foremost Tool in the 21<sup>st</sup> Century**

**Dr. E. Palmer**

Depending on how one looks at the status of educational television in the world today, one sees either a glass half full or a glass half empty. Great advances have been made worldwide in forging inventive

applications. Many different program genres have been used to address diverse audiences for a variety of formal and non-formal learning purposes, with scientifically measured results. The record of accomplishments is impressive, yet TV is drastically underutilized as a teaching tool in countries that have the highest prevalence of urgent and otherwise unmet education needs. The large gap that exists between the state of the art and the state of practice in the use of television for development has many causes, including a major lapse of international attention to national capacity building and application.

Among the nations that receive the greatest amounts of international assistance in health, education, child rights, ecology and the environment, many now contain 20 to 40 million or more individuals who regularly see TV. This means that in some of the most economically limited countries of the world, tens of millions of households of very meager means have invested in the purchase of a TV set which for them is immensely expensive. Although these sets are purchased mainly for entertainment, the result is to make one of the world's most powerful educational tools available on a massively wide scale to many people in the world who have limited access to education through other means. A critical mass of TV viable countries now exists for educational purposes, to justify undertaking unprecedented levels of international coordination in such areas as experience exchange, training, resource development, and national and regional capacity building.

Huge numbers of non-literate or marginally literate individuals, for whom formal education has little practical applicability, will live out their lives in print-scarce environments with few or no reading materials in their homes, but with regular access to television. TV and radio, for as far as we can see into the 21st century, will be their most important outside source of lifelong and lifewide learning. Viewed in this light, the real costs in terms of human survival, quality of life, and productivity in countries that fail to develop educational television more fully must be reckoned with as an important policy consideration.

Television during its earliest stage of growth in a given developing country is useful mainly as a means to reach and influence policy makers in urban settings. We know a great deal today about the role TV often plays in "agenda setting" -- i.e., in elevating issues in the agendas of nations, ministries, and professional groups. During its second (intermediary) phase of availability, television also begins to function according to the classical two-step model, whereby it reaches significant numbers of influential community opinion leaders, who in turn relay its educational and motivational points to large numbers of individual householders. Policy makers in countries where television reaches only a fraction of the population need to be aware that this fraction will include a disproportionately large number of community opinion leaders, who can be counted on to further disseminate the practical lessons that they see presented on TV. In the third (mature) phase, TV continues to reach policy makers and community opinion leaders and, in addition, reaches significantly large numbers of individual householders. It is during this stage that television begins to reach the "neediest of the needy" in significantly large numbers.

Model uses of TV for national development have emerged in widely separated times and places, but never has a determined human effort been made in a single locale to realize anything approaching the full scope and impact of television in its capacity to teach, illuminate, and empower. Totally absent in developing countries at the close of the 20th century are exemplars of carefully planned, comprehensive national policies geared to making the best-informed and most rational uses of television to address the highest priority education needs, based on a realistic sense of what these nations actually are going to spend.

A great deal is known -- if not widely known -- about how to use TV effectively as a disseminator of knowledge, shaper of attitudes, and motivator of recommended actions. Television also has been used in documented ways to bring about measured gains in the thinking skills of viewers in such areas as scientific and mathematical reasoning and analysis of distortions in TV news and advertising. The



literature includes, still further, many articles on how to collect and make use of audience data, such as research on pilot productions, to guide improvements in the appeal and educational effectiveness of the completed programs.

"Best practices" are defined according to important criteria. Some are low-cost/high-yield. Others are ones that TV organizations are likely to perpetuate on a sustaining basis. Still others make use of popular program genres, in which education and entertainment are blended, to be able to attract large viewing-learning audiences during peak TV viewing periods.

The literature on educational uses of TV focuses, variously, on applications of particular TV program genres; research and evaluation practices; evaluation results; design of effective educational and motivational program approaches; specialized producer and researcher training; and patterns of international co-production. The Japan Prize Contest, now a decades-old tradition, serves as a screening center for identifying and honoring the best educational programs from all over the world, and as a venue for professional exchange. The NHK generously makes its library of prize-winning programs available for study at selected centers located around the world.

Program genres that have been widely used and found to work effectively for education in countries all around the world include communication campaigns based on minute-long public service announcements, somewhat longer program "fillers," soap operas (popular dramatic serials), magazine-style variety series with recurring features, hosted talk shows with live audiences and expert panels, interview shows especially when these contain interesting and informative inserts, animations, popular music specials, news and documentaries, and re-enactments in the form of docu-dramas, to mention just a few. The range of subjects is large and diverse, and includes farm shows, doctor's advice shows, shows on food preparation and preservation, shows on ecology and on international and inter-ethnic conflict resolution, specials on child development and child rearing, and shows about education and schooling, automobile and appliance repair, and do-it-yourself home and community improvements.

The following ideas for capacity building to improve educational television in developing countries were chosen more to suggest a range of ways in which capacity can be increased than necessarily in all cases to address top priorities.

Expand and improve technical facilities. Shortages of technical facilities for creating educational TV programs often result from prior failures in national planning. The best results come when planning is comprehensive and open to wide stakeholder participation, and when stakeholders and decision makers alike are well informed on how and how effectively television can be used to serve various national education needs. Helping them become so informed is a crucial early step in promoting increased investments in technical facilities.

Best practices. An especially important international capacity building activity, one that provides a foundation for other crucially important actions, is to develop an extensive data base on best practices, make it easily available, and actively promote its fullest possible use worldwide. A data base of this type, available on the internet, could show program excerpts with full motion and sound, illustrating for policy makers and educational TV practitioners alike what television has the demonstrated capacity to accomplish in education. Countries would be saved the cost of "reinventing the wheel," and could download for each genre technical information on content planning, audience research, presentational design, and evaluation.

Planning for global policy implementation. Many countries that are signatories to the various global policy initiatives (e.g., in education, health, child rights, ecology and the environment) have no systematic plan for how to use TV and radio to implement these policies. A capacity building activity is to help interested countries launch this type of planning.

Planning for increased channel capacity. When countries increase their TV channel capacity, usually with an increase in satellite-imported programs, special steps are needed to ensure that local educational programming receives adequate consideration, funding and air space.

Show doctoring. Countries that wish to improve under-performing educational TV series may be interested in show doctoring, whereby experts come in for a short time to help plan and implement sustainable improvements in such areas as content planning, use of audience research, educational strategies, and technical and artistic production values.

Grassroots community empowerment. A TV series on grassroots empowerment might feature emulatable forms of community action, which could range from funding a community irrigation system or setting up cooperatives, to improving health conditions.

Train those who invest in or manage educational TV offerings. Many in positions of educational TV funding and oversight lack related policy and technical backgrounds, and might welcome access to training and resource materials geared especially for them.

Training of TV scriptwriters and directors. Untold levels of expenditure have been made worldwide learning how to make TV for learning more engaging, interactive, persuasive, and sensitive to the needs and interests of the learner. Yet this accumulated knowledge often sits on the shelf. An effective self-teaching course for scriptwriters and directors is urgently needed.

It is no idle forecast to say that TV will be the preeminent tool in learning for development during at least the first half of the 21st century. It is happening already, but not with anything like the focus and intensity that the field deserves from the international assistance community.

## Commentary

1. **The JAPAN PRIZE Contest** supports the dreams and hopes of children and encourages adults to pursue continuous learning for life. The JAPAN PRIZE was established in 1965 by NHK as an International Educational Program Contest with the aims of improving the quality of educational programs around the world and contributing to the development and fostering of international understanding and cooperation. Keeping these original aims, the JAPAN PRIZE reformed in 2008 to target not only TV programs but also other linear contents (videos, movies, etc.) and non-linear contents (websites, educational games, and other interactive material with audiovisual content). This was intended to cope with the circumstances facing educational media at the time, including the diffusion of information-communication technologies, the initiation of digital broadcasting and the spread of the Internet in the field of education worldwide.

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### Why Should We Take Computer Addiction Seriously?

There is a very wide range of behavior that might be considered addictive, and not all of it is necessarily harmful. Every addiction has its price, but in some cases the price may be low enough so as to be considered reasonable. The positive benefits derived from the pleasure of the addiction need to be weighed against the negative effects it may have on the rest of a person's life. This is complicated by the fact that the prices and benefits are different for each individual. In addition, computers are playing an ever-greater, ever-more-vital part in our modern world. If a person finds that they are addicted, is it possible or realistic for them to go permanently off-line?

There are actually two types of addiction: positive and negative. Positive addictions are those in which the benefits outweigh the costs. The word "addict" is generally used to describe a person who is unable to

resist a negative addiction, an addictive behavior with far greater costs than benefits. With computer addiction, these lines are often blurred; there are many tradeoffs to take into consideration.

Computer use is clearly a negative addiction when it significantly affects a person's daily life in a negative way. When obsessive computer use interferes with family, friends, school, or employment, causing financial, relationship, or physical problems, and continuing despite efforts at control, then it is a serious problem. Some people sink into computer oblivion, neglecting their lovers and families, succumbing to loss of sleep and deteriorating health. Computers are a common source of contention in couples counseling these days, and also play an increasingly large role in individual counseling. Spouses are turning to their computers rather than to one another, and virtual infidelity has become common.

However, the very ingredients that make computers so addictive can also be tremendous boons to a person's life. There is definitely a line below which the money, time, and attention spent on computers is well worth the benefit gained from them.

Some believe that what appears to be computer obsession might simply be a healthy process of self-learning and identity-exploring. Adolescents and shy users can enhance their social skills or work through personal issues on the network, then take their newfound skills and confidence with them into the real world. Computer immersion provides us with a form of escape and diversion, which is healthy to a certain extent. It is fun to meet people in cyberspace, to communicate with others throughout the world with similar interests. There is the potential for these on-line friends to become real-world friends, lovers, and even spouses. Relationships are fostered on-line in a very powerful way that provides many advantages. Sex therapist Avodah Offit, M.D. reports, "There's a human need to communicate and reach out that's being met. E-mail encourages creativity and spontaneity and its immediacy can be gratifying. Cyberspace can also be useful emotionally, and even sexually, to people who know each other quite well."

The good thing is that computers help people reach out, make friends, and learn to interact. The bad thing is that hard-core on-line users may begin living artificial lives that prove dangerous to their health and emotional stability. It is easy to become attached and obsessive quickly on-line; relationships are different and often confusing or misleading compared to the conventional ones with which we have more experience. Andre Baccard, a futurist, physicist, and author based at Stanford, believes that an entirely vicarious on-line social life "both encourages and cultivates psychosis in many people."

In addition to the psychological effects of spending so much time on-line, the sheer amount of time that people are spending on-line is a problem in itself. A large percentage of MUD users either flunked out of school or know someone who has, due to their MUD use habits. Seventeen percent of Internet users polled in a University at Buffalo survey reported spending more than 40 hours per week online, and almost all -- 89 percent -- said online time interfered with their life.

Tetris, an especially hypnotic computer game, is known for its addictiveness and almost cult-like following. One player knew he had a problem when he began mentally rearranging the tiles of his bathroom floor. However, strangely enough, this type of hypnotic power also has its benefits. One Washington Post writer reports that playing Tetris is the best way he has found of relieving his asthma attacks; better even than prescription medications. Something about the soothing rhythm and complete immersion in the game allows him to relax and experience a kind of healing biofeedback.

Because there are clearly so many benefits to computer use, the idea of computer addiction is often trivialized and treated as a joke. This is unfortunate, because it is a serious problem for many people. It is becoming more prevalent daily, and we can only work to prevent it once we acknowledge the great risk that it poses. Where does one draw the line, how does one weigh the good against the bad? How seriously should we take computer addiction, both individually and as a society?

Some people admit to spending up to half of each day on-line, but few believe their heavy use is dangerous. Many people see computer compulsion as just another diversion for college students no worse than going out drinking every night, just another vehicle for procrastination. New computer users often start out as though addicted, but find that the novelty wears off; people need to evaluate both whether their usage is obsessive and whether it is just a phase. In on-line forums, people often complain that they are addicted to their computers. Much of it is tongue-in-cheek, yet is sometimes very close to the truth. People sense that they have a problem, but don't know how seriously to take it. So far there is no stigma attached to computer addiction, so it is fun to joke about it; most of the Web pages we found about

computer addiction were entirely humorous. Support groups for net addiction are even held on-line, which does not reflect that the problem is being taken particularly seriously.

College Park, at the University of Maryland offered a support group for Internet addiction, but only three people signed up. The assistant director of the counseling center, Jonathan Kandell, believes this is a case of classic addiction denial. "Some of these people are in denial," he says, "People don't express this as an issue, but it's something that really is an issue, you find, as you talk to them." Even the most ardent supporters of interactive computer communication (like MUDs) admit that these programs create a steady trickle of addicts. However, since the number of addicts is still so small, nobody is going to any lengths to stop the problem. The few extreme cases of addiction may make the best headlines but are not seen as a symptom of a serious, far-reaching problem. In general, it's hard to convince people that computer addiction is as bad for them as other types of addiction, though the end results are often the same.

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### Useful web-resources

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2. <http://www.english-test.net/esl/learn/english/grammar/ai091/esl-answers.php>
3. [www.yoursocialworker.com](http://www.yoursocialworker.com)
4. <http://www.macmillandictionaries.com/dictionary-online/>
5. <https://www.childwelfare.gov/pubs/usermanuals/domesticviolence/domesticviolence.cfm>
6. <http://wjournal.com.ua/konflikt-batkiv-i-ditej.html>

7. [http://www.hiddenhurt.co.uk/rhia\\_domestic\\_violence\\_story.html](http://www.hiddenhurt.co.uk/rhia_domestic_violence_story.html)
8. <http://www.extention.iastate.edu>
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10. <http://englishtips.org>
11. <http://mcmillaneducation.com>
12. <http://questia.com>
13. <http://www.peevish.co.uk/slang/>
14. <http://www.eslgold.com/speaking/phrases.html>
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