

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное
образовательное учреждение высшего образования

«Южно-Уральский государственный
гуманитарно-педагогический университет»

Центр издательской деятельности и научного сервиса

М. С. Кулакович

**РАСШИРЯЕМ ГОРИЗОНТЫ:
ТЕКСТЫ И ВИДЕО ДЛЯ ИЗУЧЕНИЯ
АНГЛИЙСКОГО ЯЗЫКА И КУЛЬТУРЫ**

Практикум

Челябинск

2026

УДК 42-8 (076) (021)

ББК 81.432.1-923

К 90

Рецензенты:

д-р филол. наук, профессор Н. Н. Кошкарлова;

канд. пед. наук, доцент В. Г. Ульянова

Кулакович, Мария Сергеевна

К90 Расширяем горизонты: тексты и видео для изучения английского языка и культуры : практикум / М. С. Кулакович ; Министерство просвещения Российской Федерации, Южно-Уральский государственный гуманитарно-педагогический университет. — Челябинск : Центр издательской деятельности и научного сервиса. — 77 с. — Текст : непосредственный.

ISBN 978-5-907821-92-7

Целевая аудитория практикума — студенты, получающие высшее образование и углублённо изучающие английский язык. Направление подготовки — педагогическое образование. В практикум включены научно-популярные и сюжетные тексты на английском языке, ссылки на художественные фильмы, короткие видео и задания к ним.

Практикум может быть использован на групповых занятиях с преподавателем, а также во внеаудиторной и самостоятельной работе студентов.

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ISBN 978-5-907821-92-7

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издательской деятельности
и научного сервиса , 2026

СОДЕРЖАНИЕ

ВВЕДЕНИЕ	4
.....	
PART I READ THE TEXTS AND DO THE TASKS	6
.....	
PART II WATCH THE VIDEO AND DO THE TASKS	53
.....	
ЗАКЛЮЧЕНИЕ.....	74
.....	
СПИСОК ЛИТЕРАТУРЫ.....	75
.....	

ВВЕДЕНИЕ

Целевая аудитория практикума — студенты, получающие высшее образование и углублённо изучающие английский язык. Направление подготовки — педагогическое образование. Профили: начальное образование и английский язык, дошкольное образование и иностранный язык, история и английский язык, информатика и иностранный язык. В практикум включены научно-популярные и сюжетные тексты на английском языке, ссылки на художественные фильмы и короткие видео и задания к ним. Практикум может быть использован на групповых занятиях по дисциплинам «Чтение произведений английских писателей», «Чтение произведений писателей страны изучаемого языка», «Домашнее чтение», «Практический курс изучаемого иностранного языка», «Практический курс английского языка», «Практика устной и письменной речи» и курсах иностранных языков. Также он будет полезен всем желающим улучшить свои знания иностранного языка.

Практикум представляет аутентичные и адаптированные тексты и видео на актуальные темы и различные виды заданий к ним. Лингводидактический потенциал практикума заключается в развитии у студентов таких компетенций, как речевая, лингвокультурологическая и когнитивная. Студенты не только читают тексты, смотрят видео и выполняют языковые задания,

но и учатся рассуждать на важные в современном обществе темы и выражать собственное мнение. Кроме того, учащиеся сравнивают менталитеты родной страны и стран изучаемого языка. Таким образом, студенты развивают мышление, навыки речевой деятельности и погружаются в культуру иноязычных стран.

Практикум может быть использован на групповых занятиях с преподавателем, а также во внеаудиторной и самостоятельной работе студентов.

PART I READ THE TEXTS AND DO THE TASKS

COMPUTERS AND GIRLS

The girls in this sixth grade class in East Palo Alto, California, all have the same access to computers as boys. But researchers say, by the time **they** get to high school, they are victims of what the researchers call a major new gender gap in technology.

Janice Weinman of the American Association of University Woman says, "Girls tend to be less comfortable than boys with the computer. They use it more for word processing rather than for problem solving, rather than to discover new ways in which to understand information."

After re-examining a thousand studies, the American Association of University women researchers found that girls make up only a small percentage of students in computer science classes. Girls consistently rate themselves significantly lower than boys in their ability and confidence in using computers. And they use computers less often than boys outside the classroom.

The instructor of this computer lab says **he**'s already noticed some differences. Charles Cheadle of Cesar Chavez School says, "Boys are not so afraid **they** might do something that will harm the computer, whereas girls are afraid they might break **it** somehow."

Six years ago, the software company Purple Moon noticed that girls' computer usage was falling behind boys. Karen Gould says, "The number one reason girls told us they don't like computer

games is not because they're too violent, or too competitive. Girls just said they're incredibly boring."

Purple Moon says it found what girls want, characters they can relate to and story lines relative to what's going on in their own lives. Karen Gould of Purple Moon Software says, "What we definitely found from girls is there is no intrinsic reason why they wouldn't want to play on a computer; it was just a content thing."

The sponsor of the study says it all boils down to this, the technology gender gap that separates the girls from the boys must be closed if women are to compete effectively with men in the 21st century.

1) Say who or what the underlined words in the text refer to.

1. they
2. he
3. they
4. it
5. they

2) Match the words on the left with their antonyms on the right.

- | | |
|------------|---------------|
| 1. major | a. increasing |
| 2. small | b. inside |
| 3. lower | c. exciting |
| 4. outside | d. big |
| 5. falling | e. minor |
| 6. boring | f. Higher |

3) Find evidence in the text for the following statements.

1. In East Palo Alto, California, boys and girls share the opportunity to have access to computers.
2. Girls use computers mainly for word processing.
3. There are more boys than girls in computer science classes.
4. Girls are less confident in using computers than boys.
5. Girls don't usually use computers outside the classroom.
6. Girls don't engage in computer games.
7. Women need to use the computer more often if they want to compete with men in the future.

4) Answer the questions about the text.

1. Explain the meaning of the expression "gender gap in technology".
2. Point out some of the differences between boys and girls in terms of their relationship with computers.
3. Why don't girls like computer games?
4. Why do women need to handle more with computers?

5) Topics for discussion.

1. This text was written some years ago. Do you notice any difference in girls' behaviour towards computers?
2. Are you computer literate?
3. What are the benefits and drawbacks of using the computer?
4. Do you think the computer is an absolutely indispensable tool these days? Explain your point of view.
5. Could you "live" / do well without the computer?

WHAT WILL HAPPEN IN THE FUTURE?

Three English teenagers share their thoughts on what they think will happen in the future.

Hi, my name is Steve, I'm 15 years old and I live in London. I think that great things will happen in the future. It will be like a science-fiction film but only better because it will be real!

I think we will invent flying cars, so there won't be long traffic jams any more. We will also have different types of flying cars, some will fly from country to country and some will take us to visit other planets! So instead of going for a Sunday drive with my parents in the countryside, we'll go for a drive to the moon!

We'll also invent time-machines, so we will travel back and forward through time.

Hello, my name is Lisa, I'm 14 years old and I live in Newcastle, in the north of England. I think the future will bring lots of technological advances. I think we will all have our own personal robots at home so we won't have to do the washing up, the ironing and all the other household chores.

I think there will be special robots to go to the supermarket to buy all the groceries and transport them home, where of course they will also do all the cooking!

We will speak at least five different languages and we won't learn them, we'll be born that way! School exams will never be the same; we will have clones to send in to do our exams while we stay at home in bed!

I also think we will see great improvements in medicine. We will find a cure for cancer and for all other illnesses and we will all live 150 years!

Hi, I'm Mike, I'm 14 years old and I live in Manchester, in the U.K. I think the world will look very different in the future. I think that we will improve space travel and we will discover a lot of new planets. I also think that we will build many spaceships and maybe even low-cost companies will run a space shuttle service to the moon!

Of course, with all these space travels, I think we will meet extra-terrestrials and they will come and live on our planet. Who knows, maybe in 50 years some of my neighbours will come from another planet.

I also think that we will go and live on other planets. When there are no more natural resources left on Earth, it will be necessary to look for them on other planets.

Answer the questions

- 1) What these teenage ideas are true or partly true nowadays?
- 2) Do you agree that time machines are possible? Where would you like to travel?
- 3) Name spheres of life in which robots are used nowadays. Do you believe that robots may have consciousness?
- 4) Name advantages and disadvantages for living about 150 years. Would you like to live so long?
- 5) Do you believe in extra-terrestrials? Imagine the situation how they visit our planet.

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) is invading the world. In the 90s and early 21st century AI achieved its greatest success. There are more and more jobs which humans leave to robots such as exploring

another planet, defusing bombs, exploring inside a volcano or just doing boring household chores like cleaning. Computers can perform a lot of functions: they can control cars and planes, give us the news, play chess and football or compose music. Many factory jobs are performed by industrial robots nowadays. It has led to cheaper production of various goods, including automobiles and electronics. Industrial robots have little resemblance to a human being.

Artificial intelligence has successfully been used in a wide range of fields including medical diagnosis, stock trading, robot control, law, scientific discovery and toys. Industrial robots are also used for packaging of manufactured goods, transporting goods around warehouses or hospitals or removing tiny electronic components with great accuracy, speed and reliability. Robots can move around, sense and manipulate their environment, predict the actions of others and exhibit intelligent behavior. Scientists are interested in designing robots that resemble a human.

Are robots our best friends or are they dangerous? It is still very difficult to answer this question. Some futurists believe that artificial intelligence will fundamentally transform society. Ray Kurzweil has calculated that desktop computers will have had the same processing power as human brains by the year 2029, and that by 2045 artificial intelligence will have reached a point where it is able to improve itself. Other futurists and science fiction writers have predicted that human beings and machines will merge into powerful cyborgs — humans with significant mechanical enhancements. Many people fear that highly intelligent robots may take over and destroy the human race. There are a lot of books and films about people losing control over clever machines which begin

to kill their creators. But maybe it is early to worry as robots are still clumsy and not very intelligent.

But of course there are some reasons to worry about robots. The use of robots in industry leads to unemployment as many jobs are performed by machines. Besides industrial robots can be dangerous and cause harm to human workers. So much attention must be paid to security.

There are a number of competitions and prizes to promote research in artificial intelligence. Many large companies have created robots which can perform specific functions in the manner of a man. Here are some of them:

ASIMO (Advanced Step in Innovative Mobility) is a humanoid robot created by Honda Motor Company. The robot is 130 cm tall and weighs 54 kilograms. It can walk or run on two feet at speeds up to 6 km/h. The robot can perform various functions. ASIMO can follow the movements of people with its camera, follow a person, or greet a person when he or she approaches. ASIMO can also recognize when a person offers him a handshake and other people's movements. The robot can sense the environment and avoids hitting people and other objects. It can respond to its name, face people when being spoken to, and recognize sudden, unusual sounds. ASIMO is also able to respond to questions, either by a brief nod, a shake of the head or a verbal answer. The robot has the ability to recognize 10 different faces. By accessing information via the Internet, ASIMO can provide news and useful information.

Wakamaru is a Japanese domestic robot made by Mitsubishi Heavy Industries. The robot has been created to provide companionship to elderly and disabled people and to make their life

easier. The robot is yellow, 1m tall, and weighs 30 kilograms. Wakamaru can connect to the Internet, and has limited speech and speech recognition abilities. It can say, "Welcome back!", "Let me search the Internet" and other simple phrases. The functions it can perform include reminding the user to take medicine on time, and calling for help if it suspects something is wrong. When its batteries run out, Wakamaru recharges itself.

Hitachi created its second humanoid robot EMIEW2 in 2008. EMIEW2 weighs 13kg and can move on wheels as well as two legs. The robot is 80cm tall, a height for looking over desk tops. It has 14 microphones which enable it to recognize human voice and sounds. The robot can distinguish voices even when three people are speaking at the same time and it can recognize voices spoken as far as 2m away.

Electronics and Telecommunications Research Institute of Korea has developed a robot with four human senses such as seeing, hearing, touching, and smelling. POMI (Penguin rObot for Multimodal Interaction) can move the eyebrow, eye lid, eye ball and lips. It also uses various colors to show face expressions. POMI has two kinds of built-in scent sprays to express happiness, sadness, and joy. It also has a heartbeat device which makes people feel like the robot's heart really beats up when they put the hands on the left chest of the robot. It also can talk to people through a built-in speaker.

1) Give the definitions of the following words

- artificial intelligence (AI)
- robot
- cyborg

- android
- humanoid

2) Answer the questions

- 1) Why do people make robots?
- 2) Why do some people believe that robots can be dangerous?
- 3) What are the real reasons to worry about robots?
- 4) Are there any limits to how intelligent machines can be?
- 5) What is the difference between human intelligence and artificial intelligence?
- 6) Can a machine have human feelings? Why?
- 7) What may happen if humans hand over important decisions to machines?
- 8) What science fiction books and films about robots do you know? What role do robots play in people's life in these books or films?
- 9) What is your personal attitude to robots?
- 10) Would you like to have a domestic robot? Why?

ROBOTS: FRIEND OR FOE?

What is the future of artificial intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen and will it be a good thing? We asked four experts what they think.

A

I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably remain in control of technology and it will help

us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I tend to believe AI will have a positive influence on our future lives, but whether that is true will be partly up to us.

B

I have to admit that the potential consequences of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

C

Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace. AI is also popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was

asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

D

I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

1) Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1. a robot
2. an algorithm
3. artificial intelligence (AI)
4. a drone
5. a foe
6. autonomous
 - a. an enemy
 - b. a computer-controlled machine which can perform jobs without human input. It may have a human-like body
 - c. mathematical instructions which help a computer calculate an answer to a problem

- d. the field of science concerned with producing machines with qualities of the human mind, e.g. the ability to understand language
- e. independent, with the power to make your own decisions
- f. an aircraft without a pilot which is controlled by a human on the ground

2) Read the questions and choose the correct expert (A–D). Each expert may be chosen more than once.

1. Which expert has a different view from the others regarding the timescale of AI becoming more autonomous?
a. A b. B c. C d. D
2. Which expert has a similar view to A about the responsibility humans have for the future of AI?
a. A b. B c. C d. D
3. Which expert agrees with B that the negative aspects of AI far outweigh the positive aspects?
a. A b. B c. C d. D
4. Which expert seems to disagree with B about how fast humans can change?
a. A b. B c. C d. D

3) Match the verbs with the correct definition and write a–f next to the numbers 1–6.

1. to develop
2. to supersede
3. to take off
4. to take over (from someone)
5. to surpass
6. to evolve

- a. to go beyond
- b. to start doing something someone else was doing
- c. to replace something older or less advanced
- d. to suddenly start to be successful
- e. to develop gradually (especially for a biological species)
- f. to grow or improve, or to make something grow or improve

4) Answer the questions

Which of the points in the reading do you agree with?

Do you see robots as friends or foes?

ROBOTS SMARTER THAN HUMANS BY 2029

A scientist said robots will be more intelligent than humans by 2029. The scientist's name is Ray Kurzweil. He works for Google as Director of Engineering. He is one of the world's leading experts on artificial intelligence (A.I.). Mr Kurzweil believes computers will be able to learn from experiences, just like humans. He also thinks they will be able to tell jokes and stories, and even flirt. Kurzweil's 2029 prediction is a lot sooner than many people thought. The scientist said that in 1999, many A.I. experts said it would be hundreds of years before a computer was more intelligent than a human. He said that it would not be long before computer intelligence is one billion times more powerful than the human brain.

Mr Kurzweil joked that many years ago, people thought he was a little crazy for predicting computers would be as intelligent as humans. His thinking has stayed the same but everyone else has changed the way they think. He said: "My views are not radical any more. I've actually stayed consistent. It's the rest of the world that's

changing its view." He highlighted examples of high-tech things we use, see or read about every day. These things make us believe that computers have intelligence. He said people think differently now: "Because the public has seen things like Siri [the iPhone's voice-recognition technology] where you talk to a computer; they've seen the Google self-driving cars."

**How will robots be helping us in 100 years from now?
Complete this table with your partner(s).**

Robots and ...	How they'll help	How good this will be (and why?)
English		
cars		
health		
the home		
sport		
movies		

2) Read the headline. Guess if a-h below are true (T) or false (F).

- a) This research is from a scientist from Google.
- b) The article says the scientist is an expert on jokes around the world.
- c) Many people thought robots would be smarter than humans in 1999.
- d) The scientist believes computers will be a billion times smarter than us.
- e) Most people now think about robots more like the scientist does.

f) The scientist said his views about robots are more radical than ever.

g) The scientist said our everyday things show us computer intelligence.

h) The article says Siri is the name of Google's self-driving cars.

3) Choose the correct variant.

1. What is Ray Kurzweil's job?

- a) brain surgeon
- b) IT consultant
- c) director of engineering
- d) search engine engineer

2. What is Dr Kurzweil an expert on?

- a) artificial intelligence
- b) Google
- c) world jokes
- d) TV

3. What will computers soon be able to tell?

- a) humans what to do
- b) jokes and stories
- c) the difference between an ant and an elephant
- d) the time

4. When did scientists think it would be hundreds of years before computers were very intelligent?

- a) 1969
- b) 1971
- c) 1980
- d) 1999

5. How many times more powerful than the brain will computers become?

- a) 7
- b) 897,332.610.0002
- c) one billion
- d) 10 trillion

6. Why did people think Dr Kurzweil was a little crazy?

- a) his eyes
- b) for predicting computer intelligence
- c) he put jam on his fried eggs
- d) he loved bananas

7. What happened to Kurzweil's thinking?

- a) it is now very deep
- b) it has become impossible to understand
- c) it has become very different
- d) it has stayed the same

8. What things did Kurzweil use to highlight computer intelligence?

- a) a powerful torch
- b) everyday high-tech things
- c) Microsoft Word
- d) his thumb and index finger

9. What is the name of Apple's voice-recognition technology?

- a) Hello Hello
- b) Siri
- c) Pip
- d) Apple Pie

10. What kind of high-tech cars have people seen?

- a) Google's self-driving cars

- b) the ones in the movie Star Wars
- c) 999GB cars
- d) blue and gold ones

4) Role play

Role A — Learn English overnight app

You think a learn English overnight app is the best technology. Tell the others three reasons why. Tell them things that are wrong with their things. Also, tell the others which is the least useful of these (and why): a time travel machine, a 24-hour health monitor or a helicopter suit.

Role B — Time travel machine

You think a time travel machine is the best technology. Tell the others three reasons why. Tell them things that are wrong with their things. Also, tell the others which is the least useful of these (and why): a learn English overnight app, a 24-hour health monitor or a helicopter suit.

Role C — 24-hour health monitor

You think a 24-hour health monitor is the best technology. Tell the others three reasons why. Tell them things that are wrong with their things. Also, tell the others which is the least useful of these (and why): a time travel machine, a learn English overnight app or a helicopter suit.

Role D — Helicopter suit

You think a helicopter suit is the best technology. Tell the others three reasons why. Tell them things that are wrong with their

things. Also, tell the others which is the least useful of these (and why): a time travel machine, a 24-hour health monitor or a learn English overnight app.

5) Answer the questions

- a) Did you like reading this article? Why/not?
- b) What do you imagine when you hear the word 'robot'?
- c) Do you think computers will be smarter than us?
- d) Is it possible for computers to control all humans one day?
- e) What movies do you like about intelligent computers or robots?
- f) Do you think there will be cyborgs (half-human / half robot) in the future?
- g) Do we live in the future today?
- h) How have your ideas about computers changed in the last 10 years?
- i) How will computers change learning languages?
- j) Will we all sit in self-driving cars in a decade or two from now?
- k) What could a computer one billion times smarter than us do?
- l) What questions would you like to ask Dr Ray Kurzweil?

VIDEO GAMES ARE GOOD FOR YOU!

For years video games have been criticised for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games have been shown to have improved

motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting — in the experiment, a film of traumatic scenes of injury and death was used — can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

1) Circle the best option to complete these sentences.

1. Only relatively recently have people started to realize ____.

- a. the harmful effects of video games
- b. the beneficial effects of video games
- c. how much we don't know about video games' effects
- d. how much video games affect the people that play them

2. Very young children show improved ____ after playing video games.

- a. muscle control and co-ordination
- b. social interaction
- c. decision-making
- d. ability to differentiate between different colours

Reading skills practice: Video games are good for you – exercises

3. Playing video games helps doctors ____.

- a. do operations and read X-rays
- b. make decisions under pressure

- c. operate complex equipment
 - d. tend to more than one patient at a time
4. Video gamers' decision-making speed is significantly improved by ____.
- a. years of gaming experience
 - b. long periods of game playing
 - c. playing video games in short bursts
 - d. certain types of video game
5. Women who play video games demonstrate ____.
- a. faster reaction speeds
 - b. reduced stress levels
 - c. better spatial awareness
 - d. better multitasking ability
6. In one research study, the video game Tetris helped people to ____.
- a. improve their concentration
 - b. overcome depression
 - c. forget disturbing experiences
 - d. make decisions faster
7. Research shows that violent video games ____.
- a. have no negative effects on players
 - b. only affect players' brains after extended hours of play
 - c. may have positive and negative effects on the brain
 - d. only affect players' brains in beneficial ways
8. In the future, computer games may be used for ____.
- a. treating a variety of medical problems
 - b. training doctors to deal with emotional pressure
 - c. helping parents to deal with difficult teenagers
 - d. treating prisoners with a history of violent behaviour

2) Complete the gaps with a noun from the list.

shades attention decisions behaviour errors skills field scans
difference

1. Playing video games improves the speed at which people can make _____.

2. Video gamers also demonstrate an improved ability to pay _____ to several things at once.

3. Pre-school children who play video games have been shown to have improved motor _____.

4. Playing video games also has a beneficial effect on vision, increasing players' ability to tell the _____ between varying _____ of grey.

5. Surgeons who play computer games work faster and make fewer _____.

6. Researchers from Indiana University investigated the effects of violent video games by doing some brain _____ on video gamers.

7. Their research showed that violent video games affect emotional control and may cause more aggressive _____.

8. Daphne Bavelier is one of the most experienced researchers in her _____.

3) Answer the questions

What kind of computer games do you like?

Do you think they are good for you? Why or why not?

YOUR DIGITAL FOOTPRINT

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint

Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!

Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.

Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.

Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.

Protect your identity online. Be careful about who you share personal information with and always think twice before sharing

details like your email, home address, school or phone number with someone.

Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

1) Circle the best answer to these questions.

1. When you go online, you ...
 - a. can choose what information is recorded about you.
 - b. leave a trail showing where you've been and what you've been doing.
 - c. send information to recruiters.
2. If people search for information about you, they can find your ...
 - a. bookmarked websites.
 - b. passwords.
 - c. digital footprint.
3. Someone could pretend to be you if you don't log off when ...
 - a. abandoning a site.
 - b. posting a comment.
 - c. sharing a photo.

4. You should make your passwords difficult to guess by ...
 - a. using all capital letters.
 - b. making them complex.
 - c. including a symbol.
5. If a user reports inappropriate content, ...
 - a. web managers usually react immediately.
 - b. recruiters often respond.
 - c. other users want to read what they've said.
6. To remember your favourite websites, you can use the ...
 - a. browser.
 - b. bookmark function.
 - c. mobile device.
7. Think carefully before ...
 - a. sharing your favourite website online.
 - b. sharing your comments online.
 - c. sharing personal information online.

2) Write the tips in the correct group

Do ...

Don't ...

- a) write your password in a place where you can find it easily.
- b) use a picture instead of a photo of yourself.
- c) use the history button to find a favourite website.
- d) forget to erase your browser history.
- e) keep quiet about inappropriate content that you come across.
- f) use punctuation marks in your password.
- g) log off when you leave a website.
- h) use your name when you post comments online.

3) Answer the question

How do you take care of your digital footprint?

FOMO (Fear of Missing Out)

Everybody knows how important it is for students to get a good night's sleep every night. You aren't able to do your best and keep up with all of your responsibilities unless you sleep well. I'm sure you already know that you should go to bed at a reasonable hour. Most experts agree that the optimum number of hours is eight, and this has been accepted as common sense for as long as I can remember. However, I was young once and I know that most of you get much less sleep than that — and in some cases it will be affecting your schoolwork.

I have read an interesting article in a teachers' magazine recently. They did a study of 848 students in Wales. Worryingly, the results showed that teenagers are facing a new problem. They may go to bed and get up at appropriate times but a growing number are waking up in the middle of the night, not to use the bathroom or have a snack but because of a new phenomenon: FOMO — fear of missing out!

According to the article, schoolchildren are suffering because of a growing trend to wake up during the night to check social media. Afraid of missing a comment or opportunity to take part in a chat, teenagers are waking at all times of the night, going online and getting involved. All this when they should be sound asleep.

Experts are worried about this growing trend and the report reveals some worrying statistics that I'd like to share with you:

23 % of 12- to 15-year-olds wake up nearly every night to use social media. Another 15 % wake up at night once a week for the same reason.

One in three students are constantly tired and unable to function to their full capacity.

Students who use social media during the night are more likely to suffer from depression and anxiety.

So, I'd like to ask you to be responsible when it comes to social media. Be brave! Switch off your devices at night. The world won't end and your social media will be waiting to greet you in the morning! I give you my word that you won't miss anything important.

1) Circle the best option to complete these sentences

1. Students won't be able to perform well ...
 - a. if they have phones in class.
 - b. unless they use common sense.
 - c. if they don't sleep well.
2. The writer is worried by ...
 - a. what he has read in the press.
 - b. what other teachers have told him.
 - c. what he is seeing with his pupils.
3. Research shows that schoolchildren are tired because they ...
 - a. are going to bed very late.
 - b. are waking up in the middle of the night.
 - c. are getting up too early in the morning.
4. Fear Of Missing Out is ...
 - a. anxiety about not having the latest technology.
 - b. an irrational need to go out all the time.
 - c. a fear of missing opportunities for interaction on social media.

5. Nearly a quarter of 12- to 15-year-olds wake up to use social media ...

- a. once a night, on average.
- b. almost every night.
- c. once a week.

6. Students who use social media during the night ...

- a. have weaker immune systems.
- b. do worse in exams.
- c. have a higher incidence of depression and anxiety.

2) Match the two parts of the sentences and write a–h next to the numbers 1–8.

- | | |
|---|----------------------------------|
| 1. Students need | a. were involved in the study. |
| 2. Experts think | b. to get a good night's sleep. |
| 3. Getting too little sleep can | c. an interesting article. |
| 4. A teachers' magazine published | d. your mobile at night. |
| 5. 848 Welsh students | e. affect your schoolwork. |
| 6. FOMO is | f. we need eight hours' sleep. |
| 7. Almost a quarter of those tested wake up | g. a growing trend in teenagers. |
| 8. The author suggests switching off | h. nearly every night. |

3) Write the correct word to fill the gaps

FOMO means fear of 1 _____ out. A recent study in a teachers' 2 _____ observed a large group of students in Wales. The 3 _____ of the survey were worrying. Although students go to bed and get up at a reasonable time, they are not getting

enough 4 _____. Many students wake up in the middle of the night to 5 _____ their social media. They are afraid of missing a comment or taking part in a 6 _____. These students are more likely to suffer from depression or 7 _____. It is a good idea to 8 _____ off your mobile at night because, of course, the world won't end!

4) Answer the question

Do you think FOMO is common where you are?

ALL SUMMER IN A DAY

It rained. On the planet Venus it had been raining for seven years. Thousands of days were filled with crystal showers and heavy storms. The children were standing near the large window of their school room. They were waiting.

"It's stopping, it's stopping! "

"Yes, yes!"

Margot stood apart from these children who couldn't remember a day without rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the world, they forgot it. All day yesterday they were reading in class about the sun. And they had written small stories or poems about it:

I think the sun is a flower,

That blooms for just one hour.

That was Margot's poem. She read it in a quiet voice while the rain was falling outside.

"No, you didn't write that!" protested one of the boys.

"I did, " said Margot.

Now it was raining again. Margot looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth. She looked like an old photograph dusted from an album. Now she stood watching the rain and the wet world beyond the huge glass.

Suddenly a boy gave her a strong push. But she did not move. And this was because she would play no games with them. If they tagged her and ran, she stood looking at them and did not follow. When the class sang songs about happiness and games she didn't join them. Only when they sang about the sun her lips made a slow move. Her biggest crime of all was that she had come here only five years ago from Earth. She remembered the sun, its colour and its heat!

"It's like a penny," she said once, eyes closed.

"No, it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you can't remember!" cried the children.

But she remembered. She was different and they kept away from her. They knew that her father and mother would take her back to Earth next year. And so, the children hated her for all these reasons. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

"Get away!" cried the boy angrily. "Well, don't wait here! You will see nothing! It was a joke, wasn't it? " He turned to the other children. "Nothing's happening today. *Is it?*"

"Nothing, nothing! " the other children laughed and shook their heads.

"Oh, but," Margot whispered. "This is the day, the scientists predict, the sun..."

"All a joke! " said the boy. "Let's put her in a closet before the teacher comes!"

They caught her, took into a closet and locked the door. They stood looking at the door and **saw it tremble from her beating against it**. They heard her cries. Then, smiling, they turned and went out, just as the teacher arrived.

"Ready, children? " She looked at her watch.

"Yes! " said everyone.

Then the rain stopped and the world got silent. It was so unbelievable that **the children felt they had lost their hearing**.

The door opened and the smell of the silent world came in. The next moment the sun came out. It was the colour of flaming bronze and it was very large. And the sky was flaming blue. The children ran out, crying into the springtime.

"Don't go too far," called the teacher. "You've got only two hours, you know!"

But they were running and turning their faces up and feeling the sun on their faces. They were taking off their jackets and letting the sun burn their arms.

When they got tired, the children stopped running. They were standing in the great jungle. The trees never stopped growing. They were the colour of rubber from the many years without sun. It was the colour of stones and white cheese, and it was the colour of the moon.

The children ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of

all they looked at the sun until the tears ran down their faces; they put their hands up to it and that amazing blue sky. They looked at everything and enjoyed everything. Then, wildly, like animals escaped from their caves, they ran and ran in circles. They had been running for an hour and did not stop running.

And then —

In the middle of their running one of the girls gave a cry.

Everyone stopped.

The girl held out her hand.

'Oh, look, look,' she said, trembling.

It was a raindrop. She began to cry, looking at it. They glanced quietly at the sun.

A few cold drops fell on their noses and their cheeks and their mouths. The sun hid behind the cloud. A wind blew cold around them. They turned and started to walk back toward their house. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened.

They stood in the doorway for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain.

"Will it be seven more years?"

"Yes. Seven."

Then one of them gave a little cry.

"Margot!"

"What?"

"She's still in the closet where we have locked her."

They looked at each other and then looked away. Outside it was raining now. Their faces were white. They looked at their hands and feet, their faces down.

They walked slowly down the hall in the sound of cold rain. They came to the closet door slowly and stood by it. Behind it was only silence.

They unlocked the door and let Margot out.

Notes

It's like a penny — Оно похоже на монетку;
saw it tremble from her beating against it — видели, как дверь
тряслась от того, что девочка колотила в неё;
the children felt they had lost their hearing — детям казалось,
что они оглохли;

Will it be seven more years? — И так будет целых семь лет?

1) Explain in English:

— to stand apart from smb/smth

— to dust

— wet

— a push

— to tag

— to predict

— flaming

— hide-and-peek

— to glance

2) Answer the questions

- 1) What did you feel while you were reading this story?
- 2) Why do the people who are different from others feel lonely?
- 3) How can you describe the sun on our planet?

4) For the children in this story summer means a period of good sunny weather. What is summer for you?

THE APRIL WITCH

Cecy flew over the trees as invisible as spring winds and as fresh as spring flowers.

"I want to be in love but I don't want to lose my magic power," she thought. "I can live in anything: a stone, a flower, a butterfly. So I'll be in love through someone else. "

Near a farmhouse well she saw a girl. Cecy fell — a green leaf — into the well, then into a water drop, then in a cup. The girl lifted the cup to her lips. The next moment Cecy looked out from the girl's eyes. It was a good body and she liked being there.

"Is that you, Tom?" the girl asked a tall man riding a horse, "Get away!"

"No! " cried Cecy.

The girl looked at Tom. Cecy made her drop the bucket and the man ran up. Cecy was looking at him from her secret place - the girl's head. She liked the turn of his head and the shine of his eyes. Then the girl's pretty mouth opened: "Thank you!"

"I've gone mad!" the girl added.

"You have," he said, smiling. "Why don't you run, Ann? I'm not stopping you. Will you go dancing with me tonight?"

"No," said Ann.

"Yes!" cried Cecy. "I've never danced. I've never known what it's like to be in a woman, dancing. Dogs, cats, insects, leaves, but never a woman in a long dress. Oh, please we must go to that dance!"

"Yes,' said Ann, 'I'll go. I don't know why, but I'll go to the dance with you tonight, Tom."

Then she was in the bath, the soap on her white shoulders and Cecy in her head. There must be no pause! Wash here, soap there, now out!

Ann caught herself in the mirror. "Who are you tonight? I've rented my body to an April witch, for sure."

"Ann, Tom's back!" her mother called.

"I'm not going to that dance. Tell him to go away!"

Cecy got frightened. She had left Ann's body only for a moment! She decided to find Tom and see what it was like to be in a young man. But now, like a bird to a cage, she flew back into Ann's head.

Put on your coat! thought Cecy and Ann put on her coat.

Now, go!

"Good night, Mum. I'll be home late," said Ann and ran into the spring evening.

Around, around, around, danced Ann with Cecy in her head.

"You're strange," said Tom. "You're not the girl I knew."

"No, not at all," answered Cecy. "No, not at all," said the lips.

"Why did you come with me?"

"I didn't want to come," said Ann.

"Why, then?"

"Something made me."

"What?"

"I don't know," said Ann.

"Oh, but I know," said Cecy. "You're the finest-looking man in the world. This is an evening I'll always remember, being with you."

"But," said Tom, "you are always changing. When we were standing at the well, I knew something had changed. You were different. There was something new and soft, something about your voice. And I'm in love with you."

"No, " said Cecy. "With me, with me. I'd love you with all my heart! Ann, say it to him, say it for me."

Tom got closer to the girl. "I'm going away. I've got a job a hundred miles from here. Will you miss me?"

"Yes," said Ann and Cecy.

"May I kiss you good-bye, then?" and he placed his lips to the strange mouth. Ann sat like a white statue. Like a wooden doll in the moonlight.

"I love you," whispered Cecy. "It's me you saw in her eyes."

He moved away. "I don't know what's happening. But never mind. Shall I take you home now?"

On their way home Cecy thought, "It would be worth everything to be with him from this night on.

I wouldn't need to fly through the spring nights, I wouldn't need to live in birds, I need only to be with him."

"Tom, if you ever come in Green Town a few miles from here, will you do me a favour? Will you visit my friend? Cecy Elliott, 12 Willow Street, Green Town, Il-linois," Ann said it in a strange voice and gave a small piece of paper to Tom.

"Why?"

"She's a good friend. I've told her of you. Promise?"

"What has this to do with us?" he cried. They were near Ann's house.

I'm tired, thought Cecy. I have to go home. But before I go...

"... before I go," said Ann and kissed Tom.

"This is me kissing you," said Cecy.

Tom looked at Ann and then he looked deep, deep inside. Then he turned and without saying 'good night' went away.

Cecy left Ann's body and started her way home. In the eyes of a cricket Cecy saw the spring night world. In the eyes of a frog she sat for a moment by a pool. In the eyes of a night bird she looked down from a tall tree and saw the lights from the faraway farm. She thought of herself and her strange power.

"Tom? Have you still got the paper, Tom? Will you come some day to see me? Will you recognize me then?"

Tom was asleep. In one hand, there was a small piece of paper. His fingers held it tightly. And he did not notice when a blackbird stopped near his window and flew away over the sleeping earth.

1) Explain in English:

- invisible
- a well
- a butterfly
- to drop
- to dance
- a cage
- to make smb do smth
- to do smb a favour
- a cricket (in the context)

2) Report the dialogue between Ann and Tom at the dancing party. Try to use different verbs to report: wonder, add, nod one's head, shake one's head, promise, agree, disagree, explain, offer.

"You're strange," said Tom. "You're not the girl I knew."

"No, not at all."

"Why did you come with me?"

"I didn't want to come," said Ann.

"Why, then?"

"Something made me."

"What?"

"I don't know," said Ann.

"But," said Tom, "you are always changing. When we were standing at the well, I knew something had changed. You were different. There was something new and soft, something about your voice. And I'm in love with you. I'm going away. I've got a job a hundred miles from here. Will you miss me?"

"Yes," said Ann.

"May I kiss you good-bye, then? I don't know what's happening. But never mind. Shall I take you home now?"

3) Answer the questions

1. Who do you think was real Cecy Elliott?
2. This story takes place in spring. What is your favourite season?
3. If you had a chance, what animal/bird/insect/human would you turn into? Why?
4. What is your favourite moment of the story?

THE FOG HORN

Every night McDunn and Johnny waited for the fog. When it came, they lit the fog light in the lighthouse. Red, then white, then red again. They sent the light to the ships out in the sea but when the fog was too thick they switched on their Fog Horn!

One cold November evening they were having a quiet talk about their job, about the mysteries of the sea. The great eye of the light was shining into the sea. The Fog Horn was blowing once every fifteen seconds.

"One night," said McDunn, "years ago, I was here alone. Suddenly the fish came up. Something made them swim up. When I saw their funny eyes, I turned cold. They were like a big peacock's tail in the moonlight. Then, without a sound, they disappeared. Strange. Think how the lighthouse must look to them. It stands high above the water, the light comes out from it, and the tower speaks in a monster voice..."

Johnny was frightened. He was watching the grey sea going away into nothing and nowhere.

"Oh, the sea's full of life," he said.

"Yes, it's an old world," McDunn smoked his cigar and looked worried. "Now, I've got something to tell you. The Fog Horn sounds like an animal, doesn't it? A big lonely animal crying in the night. Calling out to the Deep, 'I'm here, I'm here.' Well, you have been here for three months, Johnny, so I'm going to tell you. Something comes to visit the lighthouse."

"Do you mean the fish?"

"No, something else. First it happened three years ago. It usually happens about this time of the year. Let's wait and watch."

While they were waiting, McDunn told some theories about the Fog Horn to Johnny.

"One day a man walked along the cold shore. Then he stopped and said, "We need a voice to call across the water to the ships. I'll make one like a voice of the fog. I'll make a sound that's so lonely that everybody listens to it. Everyone who hears it will start crying, and their hearts will become warmer." I made up that story to explain why it keeps coming back to the lighthouse. The Fog Horn calls it, I think, and it comes..."

It was a foggy night and the light was coming and going, and the Fog Horn was calling through the air. In the high tower they watched the sea moving to the dark shore. And then, suddenly from the cold sea came a large dark head, and then a neck. And then more neck and more! The head was high above the water on a beautiful dark neck. Finally came the body, like a little island of black coral.

'It's impossible!' said Johnny.

'No, Johnny, we're impossible. It has always been. It hasn't changed at all!'

The silent monster was swimming slowly in the icy water with the fog around. One of its eyes caught the bright light of the tower, red, white, red, white.

'But the dinosaurs died out long ago!' Johnny cried.

'No, they hid away in the Deep.'

'What should we do?'

'We've got our job. We can't leave it. Besides, we're safe here.'

'But here, why does it come *here*?'

The next moment Johnny had his answer. The Fog Horn blew. And the monster answered. A cry so sad and lonely! The Fog Horn

blew. The monster cried again. The Fog Horn blew. The monster opened its great toothed mouth and the sound that came from it was the sound of the Fog Horn itself. It was the sound of unhappiness, of a cold night.

'Imagine, all year long,' whispered McDunn, 'that poor monster waits, deep in the sea. Maybe it's the last of its kind. Think of it, waiting a million years! One day it hears the Fog Horn in his deep hiding-place. The sound comes and goes, comes and goes. Then the monster starts its way up to have a look at it. He does it very slowly because the heavy ocean is on its shoulders. It goes up and up for three autumn months and it can hear the voice better and better. And there it is, in the night, Johnny! And here's the lighthouse. The monster can see that the lighthouse has got a neck as long as its neck, and a body like its body, and, most important of all, a voice like its voice. Do you understand now, Johnny?'

The Fog Horn blew. The monster answered. It was only a hundred yards off now.

'That's how it happens,' said McDunn. 'You love something more than that thing loves you. And one day you want to destroy it, because it hurts you.'

The monster was swimming to the lighthouse. The Fog Horn blew.

'Let's see what happens,' said McDunn and switched the Fog Horn off.

It was a minute of silence and the men could hear their hearts. The monster's eyes looked into the dark. Its mouth opened. It sounded like a volcano. It turned its head to the right and then to the left. It looked for the Fog Horn, for its deep sounds. Then its eyes caught fire. It swam towards the tower, its eyes filled with anger.

'McDunn!' Johnny cried. 'Switch on the horn!'

McDunn switched the horn on and they saw its fish skin. It hit the tower with its gigantic paws and the tower shook.

McDunn cried, 'Downstairs! Quick!'

They ran down and hid in a small room at the bottom of the lighthouse. The next moment they heard the rocks raining down. The lighthouse fell. There was nothing but darkness and the wash of the sea on the stones. And then they heard the monster's cry. There was no tower and no Fog Horn — the thing that had been calling to the monster for so many years. And the monster was opening its mouth and sending out great sounds. The sounds of a Fog Horn, again and again. And so it went for the rest of that night.

The next morning the people came and helped them to get out of the ruins.

'It was a terrible storm,' said Mr. McDunn. 'We had some bad knocks from the waves and the tower fell.'

The ocean was quiet and the sky was blue. The lighthouse was in ruins. The monster? It never came back. It returned back to the Deep. It learned you can't love anything too much in this world.

1) Retell your favourite part of the story.

2) Agree/ disagree with the statement. Explain your point of view:

“You love something more than that thing loves you. And one day you want to destroy it, because it hurts you”.

3) Answer the questions

1. What mysteries of the sea do you believe?
2. In this story an ancient animal was able to love. Do you agree that animals can love and in general have the same feelings as people do?

4) Think up your own question on the story.

THE VELDT

Mr. and Mrs. Hadley loved their HappyLife Home. It clothed and fed and rocked them to sleep and was good to them. They didn't have to do any housework! But something was wrong with the nursery and Lydia wanted George to have a look at it.

When George came into the nursery, the walls began to produce a soft sound and presently an African veldt appeared. He could see every rock and every flower. The ceiling turned into a deep sky with a yellow sun. He could smell the hot grass and the hidden water, the wild animals and the dust in the air.

'Can you see the lions over there? They've just been eating,' said Lydia, coming into the room. 'Did you hear that scream? It sounds familiar.'

'Sorry, no.'

George Hadley admired the mechanical genius who invented this room. Every home should have one. What fun for everyone to get a quick change of scenery!

They watched the lions getting nearer. The beasts were so real that you could feel their fur on your hand, and your mouth was filled with their dusty smell.

'Watch out!' screamed Lydia because the lions came running at them.

Outside, in the hall, George was laughing and Lydia was crying, and they both were frightened. 'George! They almost got us!'

'Oh, Lydia, it's just a film behind the glass screen!'

'I'm afraid. It's too real. We've got to lock the nursery for a few days.'

'You know how difficult Peter and Wendy are about that.'

'George, why don't we lock our house for a few days and take a vacation?'

'Do you mean you want to cook lunch? And clean shoes? And sweep the house?'

'Yes, yes — oh, yes! That's just it. I feel like I don't belong here. Can I cook better than automatic stove? Can I wash the children better than the automatic bath? No. Neither can you. You feel unnecessary too, don't you?'

While they were having their dinner, George was thinking about the nursery. It caught the children's thoughts and all their wishes came true. The children thought lions, and there were lions. The children thought zebras, and there were zebras. Sun — sun. Death — death.

Without saying a word he stood up and came to the nursery door. He listened against it. Far away, a lion roared and George heard a faraway scream. He came in.

'Go away,' he said to the lions that were watching him.

They did not go. He knew how the room worked: you send out your thoughts and it came alive. 'Let's have Aladdin,' he thought but Africa didn't disappear.

'Come on, room! Show Aladdin!' he said but nothing happened.

'Something is wrong with the nursery,' he thought. 'Or... it *can't* work properly, because the children have thought about Africa for so long.'

He heard their children's voices in the hall.

'Come and tell us about the nursery,' said George. 'All about Africa and everything.'

'Africa? I don't understand,' said Peter to Wendy. 'Do you?'

'No,' said the girl and ran to the nursery. She was back in a minute. 'It's not Africa,' she said.

The whole family opened the nursery door. There was a lovely green forest, a purple mountain and colorful butterflies. No African veldt land and no lions.

'Go to bed,' the father said to the children and locked the nursery tight. George and Lydia were sure that Wendy had turned the veldt into a forest and put butterflies there instead of lions. The parents were beginning to feel sorry they had bought that room. They realized Peter and Wendy had been cool toward them.

It was about midnight when they heard two people screaming from the nursery. And then a roar of lions.

'They've broken into the nursery,' said George to Lydia. 'And those screams, they really sound familiar.'

In the morning they called a psychologist and asked for professional advice. When he examined the nursery, he got very worried.

'My advice to you is to have the room switched off and your children to be brought to me every day during the next year for treatment.'

'Is it so bad?'

'I'm afraid so. I think that you have spoiled your children. The nursery has replaced you in their feelings. It is their mother and father, far more important in their lives than their real parents. And now you want to switch it off. No wonder there's hatred here. George, you'll have to change your life.'

George came up to the nursery door. He had a strange feeling that the room hated him for his desire to switch it off. But he turned the switch that killed the nursery. Then he turned off all the machines. It felt like a mechanical cemetery — their silent house full of dead bodies.

The children were in hysterics. They screamed and threw things, they cried and jumped at the furniture.

'Just a moment, just another moment of nursery,' cried Wendy and Peter.

'Oh, George,' said the wife, 'it can't hurt.'

'All right all right, if they finally shut up. One minute and then off forever. Then we're going on a vacation.'

The happy children rushed into the nursery. In a moment George and Lydia heard the children calling, 'Daddy, Mummy, come quick quick!' They ran into the nursery. The lions were waiting, looking at them. 'Peter, Wendy?'

The door closed behind them. George Hadley and his wife ran back to the door.

'Open the door!' cried George Hadley. 'Why, they've locked it from the outside! Peter! Open up!'

He heard Peter's voice outside, against the door.

'Don't let them switch off the nursery and the house,' the boy was saying again and again.

'Now, don't be stupid, children.'

And then they heard the sounds. The lions were on three sides of them, in the yellow grass. Mr. and Mrs. Hadley screamed. And suddenly they realized why those other screams were familiar.

1) Answer the questions

1. What is the most memorable moment for you in the story?
2. What do you think about smart homes? Do they bring safety or danger in our life?
3. What would you dream about if you had such a room?
4. Why do the children have the names of Peter and Wendy?
5. Comment on the phrase “You feel unnecessary too, don’t you?” Do you agree that technologies make people unnecessary?
6. Can children in general become less empathic because of the technologies?
7. What is your attitude to psychologists? Can they really help?
8. How do you understand the end of the story? What happened to the parents?

PART II WATCH THE VIDEO AND DO THE TASKS

1) Watch the film “Harry Potter and the Philosopher’s Stone” and do the tasks:

a) Complete the sentences logically

1. An owl was sitting on the sign
2. When an old man spoke with a cat, the cat turned into
3. They said that ... would bring the baby there.
4. Professor Dumbledore decided to leave the baby to his own
5. Professor Dumbledore left ... with the baby to the Dursleys.
6. An ... sent a letter to Harry.
7. Suddenly a lot of ... got into their house.

8. The letter said: “Dear Mr. Potter, we are pleased to inform you that you have been ... at the Hogwarts school of Witchcraft and Wizardry”

b) Answer the questions

1. Which is your favourite part of the film? Why?
2. Which player on the Quidditch team do you want to be?

2) Watch the film “Frida” and do the tasks:

a) Put the events in the film in the correct order

1. Frida discovers Diego’s affair with Christina.
2. Frida marries Diego Rivera.
3. Diego Rivera proposes to Frida.
4. Frida is incarcerated instead of Diego.
5. Frida leaves to Paris after her affair with Trotsky.

6. The couple reunites and Frida receives Leon Trotsky.
7. Frida suffers a broken column at the age of 18 when a car trolley collided with a bus she was riding.
8. Frida suffers the amputation of her leg.
9. Frida and Diego travel to New York and Frida has a miscarriage.
10. Frida dies after having a solo exhibition of her painting in Mexico.

b) Answer the questions

1. What life experiences most influence Frida Kahlo's artwork?
2. What are the relationships between Frida and Diego?
3. In the film it is said that Frida painted with what she felt rather than what she saw. How can you describe her painting?
4. If asked what type of person Frida Kahlo was, how would you describe her?

3) Watch "A Study in Pink", the first episode of the series Sherlock, and do the tasks:

1. The victim's name is (Jennifer Watson, Jennifer Wilson, Jennifer Anderson, Jennifer Hudson).
2. Sherlock is addicted to (heroin, nicotine, cocaine, alcohol).
3. What is the colour of the victim's suitcase?
4. The object missing from her suitcase is (credit card, lighter, mobile phone, lipstick, key).
5. The name of Sherlock's landlady is (Mrs. Watson, Mrs. Anderson, Mrs. Wilson, Mrs. Hudson).
6. The police official reason for entering Sherlock's flat is (they are looking for drugs, documents, weapon).
7. What was the real reason of entering?

8. “Rachel” means (2 answers).

9. The GPS in the victim’s mobile indicates 221 Baker Street.

Why?

10. What is the killer’s job?

11. If Sherlock calls the police, the killer will (commit suicide, run away, never tell how he killed his victims, kill everybody with a bomb, accuse Sherlock of the murders).

12. How did the killer force his victims to commit suicide?

13. What were the killer’s motives?

14. Which capsule, harmful or harmless, do you think Sherlock chose? Why do you think so?

4) Watch the film “Ordinary Pencil” and answer the questions:

1. How do you understand the title of the film — Ordinary Pencil?

2. At one of the lessons Antonina asked children to draw emptiness. What would you draw if you asked to do it?

3. If you were Antonina, what would you do in the situation when Misha was hit in the head?

4. What do you think happened to Antonina and Dima in the end? Did Antonina survive? Did Dima get a chance for a better life?

5. Why did the woman react aggressively to the boy Misha? Maybe this is connected to her past?

6. What single word would you use to describe Antonina?

7. Would you go into the wilderness for the sake of your husband, who is in prison and does not show much desire to see you?

8. Do you think that if Antonina had stayed in this village, she would have started dating with this teacher she kissed?

9. Where are Dima's parents? Why did Antonina come and take him?

10. Why did Misha become what he is. What was the reason for it?

11. Do changes always bring positive things?

12. What question would you ask about this film?

5) Watch the film “The Theory of Everything” and do the tasks:

a) Choose the correct variant

1. Which university does Stephen Hawking study? (Harvard University, University of Cambridge, University of Oxford).

2. What major does Stephen study? (Astrophysics, Literature, Geography).

3. Why does Stephen use a wheelchair? (he has motor neuron disease, so his muscles fail and he is unable to move most of his body; one day he fell and couldn't stand up ever again; he suffered a traffic accident making him unable to walk again).

4. How many children have Stephen and Jane got? (one, two, three).

5. What book does Stephen write when he is unable to move? (The Theory of Everything, A Brief History of Time, The Grand Design).

6. Where is Stephen invited to a concert? (Bordeaux, America, Geneva).

7. How does the film end? (Jane and Stephen agree to divorce, Stephen goes to the lecture with Elaine, the two fall in love and

Jane and Jonathan reunite; Jane and Stephen continue their marriage and move to America with their children; Stephen died, Jane married Jonathan and both lived in England for many years).

b) Write your opinion of the film in 70–100 words.

6) Watch the film “Tolkien” (2019) and do the tasks:

a) Answer the questions

1. What happened to Tolkien at the age of 12?
2. Who was responsible for Tolkien’s upbringing after his mother died?
3. What was the TCBS?
4. Was Tolkien a good student? Was he a good athlete? Why?
5. What were the differences between Edith Bratt and Tolkien?
6. What did Father Francis do about Tolkien’s relationship with Edith?
7. Why did Tolkien cut off his relationship with Edith?
8. What did Tolkien do the first day he reached the age of 21?
9. What was Edith’s situation at that time?
10. What did Tolkien do when he received Edith’s reply that she was engaged? What was the result of their meeting?
11. What happened in 1914 that affected Tolkien’s life? What did he do before joining the army?
12. Did Tolkien adjust well to the army life and World War I?
13. What were some of the problems he faced during World War I?
14. What happened to two of his friends? What happened to Tolkien’s health?
15. Tolkien was removed from the front lines due to his health. What did he start to think about after that?

16. What first inspired him to write about Middle Earth?
17. What did Tolkien write about? Were his stories different from the experiences in his real life?
18. What impressed you more in Tolkien's life?

7) Watch the video “Slow living” and do the tasks:

1. Explain in English
 - to go against the grain
 - to ponder
 - to settle down (in this context)
 - to keep up with smth
 - to be chilled (in this context)
 - to feel more grounded
 - capsule wardrobe
 - to get carried away
 - to give smth a go
2. What is “slow living” in this video? Do you approve such a lifestyle?
3. Have you ever done anything that society says you shouldn't do? What was the result?
4. What society standard and rules that we should follow can you name?
5. Have you ever given anything to charity? What is your attitude to charity?
6. Do you agree that sometimes we should say “no” to invitations?

8) Watch the video “Working alone” and do the tasks:

1. Explain in English
 - influx of technology
 - blue sky thinking
 - outside the box
 - bold (in this context)
 - Law of attraction
 - a detractor
 - ascendance
 - wherewithal
2. Why is working alone more efficient nowadays?
3. When do you have more creative energy: when you work in a group or alone?
4. Why do people who prefer to be alone socialize more often?
5. Think up your own question on this video.

9) Watch the video “Netflix” and do the tasks:

1. What is etymology of the word Netflix?
2. What are the advantages of Netflix from this video? Can you name more?
3. What are the disadvantages of Netflix from this video? Can you name more?
4. What is your favourite Netflix series?
5. What is the worst Netflix series for you?

10) Watch the video “Recycling fashion” and do the tasks:

1. Explain in English:
 - recycling
 - spinning

— weaving

— a carbonizing machine (in this context)

2. Explain the procedure of transforming old scraps into new clothes.

3. Why is recycling clothes good for the environment?

4. Do you think that recycling clothes can be bad? In what cases?

5. Would you like to buy and wear recycled clothes? Why?

11) Watch the video “Future food” and do the tasks:

a) Choose the correct answer

1. How many people will be on Earth by 2050?

a) 9 million

b) 9 billion

c) 9 trillion

2. UN Food and Agricultural Organization report reminds us that there are 1,900 edible _____ out there

a) insect species

b) pieces of food

c) animal species

b) Who was not mentioned?

butterflies, mosquitoes, moths, bees, locusts

c) Match the words

fiber белок

mineral клетчатка

protein минералы

d) What is 'lab meat'? Answer in your own way

e) Put the words in the correct order.

been and Asia. is fastest cultivated has plant on in earth Algae
the growing long

f) What is the missing word?

Fortunately, humans are aware of this and have implemented
sustainable commercial fishing practices and turned to... fish.

g) What GMO foods do we eat? Find the extra word
fruits, crops, dairy livestock, fish

h) What is the missing word?

You can... online your favorite chocolate bar or snack and 3rd
princes with a machine at home.

12) Watch the video “Extreme sport” and do the tasks:

1. Who is an adrenalin junkie?

- a) a person who addicted to adrenalin
- b) a person who hates dangerous things

2. What does “rescue” mean?

Answer in your own way.

3. What is “a shifting environment” in the context?

- a) changing environment
- b) things in the water that move

4. What does it mean “We were pinned down”?

- a) we couldn’t move forward
- b) we used a pin to swim

5. Fill in the gap

Trying to swim ... the current

6. What does “mind-numbing fear” mean?

- a) fear that makes you stupid
- b) stupid fear

7. What does she compare caves with?

Answer by yourself

8. What does “very dangerous endeavor” mean?

- a) dangerous thing to do
- b) dangerous meeting
- c) dangerous environment

13) Watch the video “How Birth Order Can Shape Your Personality” and do the tasks:

a) Correct the false statements

1. There is a stereotype that the oldest child in the family tends to be very irresponsible.

2. The Birth Order Theory was developed by Alfred Adler, Sigmund Freud’s colleague.

3. Alder believed that the order in which we made friends affects our personality.

4. According to Adler, the oldest child tends to be sociable and dependent

5. Oldest children often take responsibility for the younger siblings, so they are likely to take initiative when they grow up.

6. Middle children often struggle to surpass their parents.

7. Middle children are more likely to set unreasonably high goals to themselves.

8. As a rule the youngest child gets little care and attention from parents and even older siblings.

9. Youngest children often achieve big success; they become the fastest athletes, the best musicians, and most talented artists.

10. Only children are pampered by their parents.

11. Only children are often independent and people-centred.

12. The only child often has difficulty interacting with other children. Many children who have no siblings become perfectionists, and they usually achieve their goals no matter what.

b) Answer the questions

1. What people did scientists study to understand the relations between birth order and IQ level?

2. What groups of children showed higher performance in intelligence tests?

3. Did the scientists find any effects of birth order on emotional stability and imagination?

4. What people did scientists study to understand the relations between birth order and personality?

5. What children tend to be honest and dominant, but less sociable and less resistant stress?

6. What children (the oldest child, a middle child, the youngest child, or an only child) tend to be more conscientious and diligent?

7. What children are likely to be open and sociable?

8. What children can be nervous, but they're also quite outgoing and sociable?

9. Are the studies of connection between birth order and personality always accurate? Why or why not?

10. What other important factors can influence children's personality?

14) Watch the video “Everyday English Idioms about Money” and do the tasks:

Match idioms and their definitions

- | | |
|---------------------------------|--|
| 1) Money does not grow on trees | a) To make money quickly and easily |
| 2) To be paid peanuts | b) Someone who does not waste money or spend money unnecessarily |
| 3) Money talks | c) To be paid very little money |
| 4) To be a penny pincher | d) Have the right for something because you worked hard for it |
| 5) To have money to burn | e) Those with money have power and influence |
| 6) To pay your dues | f) Money must be earned; it does not come freely |
| 7) To make a fast buck | g) To have more money than what is needed |

15) Watch the video “How to Speak about Money in English” and do the tasks:

1. Fill in the blanks with right currency.

In the US it's a ...

In the UK it's a ...

In the European Union it's ...

The digital currency is called ...

2. You can pay for something. Choose the right answer(s).

a) by cheque

b) in cash

c) by debit/credit card

d) by refund

e) on credit

3. What is change and receipt?

Explain in your own way.

4. What does the letter K in 200k mean?

5. Name some of your things that you bought at a reasonable price/ that cost you a fortune.

6. Fill in the correct prepositions.

BrE: a) — Is this table ... sale? — No, it's our table. We don't sell it.

b) — Is this table ... sale? — Yes, we can take you 20% off the price.

7. Have you ever haggled over the price? What was the result?

8. Fill in the blanks with the right verb.

a) ...:is to give money to someone, and wait for him to return it.

b) ...:is to take money from someone, and agree to return it later.

16) Watch the video “Let’s Explore Space” and do the tasks:

Say if the statements are true or false

1. There are more stars in our universe than there are grains of sand on the beaches on Earth.

2. The sun is a planet.

3. The Earth could fit inside the sun 1 million times.

4. Mercury is the smallest planet and becomes very hot during the day (+840 degrees) and very cold during the night (-275 degrees).

5. Venus doesn't shine very bright.

6. Earth is the only planet that has life because it has oxygen and water. And it doesn't get too hot or too cold.

7. On Mars you can find a volcano which is just as big as Mount Everest.

8. Jupiter is so big that all the planets from our solar system could fit inside of it.

9. Saturn's rings are made up of rocks and ice.

10. Uranus's ring is just as big as Saturn's.

11. Neptune is the coldest planet because it is covered in ice.

12. Meteoroids are small pieces of rocks or metal that have broken off an asteroid or comet.

13. The International Space Station orbits the Earth 5 times a day.

17) Watch the video “Life without Mobile Phones” and do the tasks:

a) Fill the gap

1. The person you are trying to call is currently

2. Busy in a world that needs no

3. A world where you log in without a

4. Where you are guided by your heart, not an

5. It's where you make a friend without a

6. Hear a ... instead of reading one.

7. Play, but not on a

8. It's where your time is more valuable than your

9. Where you live your life and not ... through it.

b) Put the words in order

it wonderful should you a It' s maybe world, visit sometime.

18) Watch the video “Mysterious Moai” and do the tasks”:

Choose the right answer

1. Easter Island is also called

a) Raja Raja

b) Rapa Nui

c) Bunny Rabbit

2. It lies in the

a) Pacific Ocean

b) Atlantic Ocean

c) Baltic Sea

3. People settled there

a) more than 1000 years ago

b) more than 100 years ago

c) never — the island isn't inhabited

4. The huge statues on the Easter island are called

a) mummies

b) moai

c) mermaids

5. Most of the statues stand

a) with their backs to the sea

b) with their faces to the sea

6. They probably represented

a) Easter eggs

b) spirits of ancestors

c) beautiful girls

7. Most statues are made from
- a) 1 piece of stone
 - b) 4 pieces of stone
 - c) 3 pieces of stone
8. The island is made of 3
- a) volcanoes
 - b) hills
 - c) mountains
9. Most statues are made from
- a) hard wood
 - b) concrete
 - c) volcanic tuff
10. Moai could have been moved by
- a) rolling them on tree trunks
 - b) dragging them by elephants
 - c) hot air balloons
11. Rapa Nui is today
- a) an industrial area
 - b) a diving resort
 - c) a World Heritage Site

19) Watch the video “Inside a Secret Garden House” and do the tasks”:

1. Who's a real estate agent?
- a) an architect
 - b) someone who owns a house
 - c) someone who arranges the selling, renting of house
2. How many floors are there in the house?
- a) 2

b) 3

c) 4

3. Tick the rooms they mentioned

a) kitchen and dining room

b) yoga studio

c) wardrobe and toilet

d) bathroom

e) living room

4. What is a special thing that this house has?

5. What is the pallet of the house?

a) luxurious

b) simple

c) cool

d) modest

e) colourful

6. Why did they make the walls white?

7. What's the architect's favourite issue of the house?

8. What do you like and dislike about this house? Name 3–5

points.

Would you like to live in such a house? Why?

20) Watch the video “Cooking” and do the tasks:

1. How is the character feeling?

a) disappointed

b) amused

c) cheerful

2. What can you see next to the CD player?

a) a wooden bowl

b) wooden spoons

c) plastic plates

3. What can you see on the RIGHT, on the counter?

a) three frying pans

b) three cups

c) three chopping boards

4. What can you see on the plate?

a) fish

b) meat

c) vegetables

5. What is he pouring on the frying pans?

a) olive oil

b) tomato sauce

c) fizzy drink

6. What is he doing with the onion?

a) slicing

b) adding

c) frying

7. What is he cutting off and smashing?

a) onion

b) garlic

c) potato

8. Where is he throwing peelings?

a) a saucepan

b) a rubbish bin

c) a tin opener

9. What is he holding in his hands?

a) a plate

b) a knife

c) a pot

10. A leek is a ...
- a) fruit
 - b) dairy product
 - c) vegetable
11. What is he doing with the leek?
- a) grating
 - b) serving
 - c) chopping
12. What is he pouring in the pot?
- a) some water and wine
 - b) some water and olive oil
 - c) some water and milk
13. What is he opening?
- a) an oven
 - b) a fridge
 - c) a cooker

21) Watch the video “Curious Facts your Appearance Says about you” and do the task:

Retell each fact, agree or disagree with it.

22) Watch the video “Top 10 Weirdest Jobs in the World” and do the tasks:

1. What’s the Breath Odor Evaluator?
- a) to chew kinds of gum and smell people’s breath
 - b) to evaluate the taste of gum
 - c) to sell gum to people
2. Where are the Peabody Hotels located?
- a) New York, Los Angeles and Miami

- b) Memphis, Little Rock and Orlando
 - c) London, Paris and Madrid
3. What is the job of an Ash Portrait Artist?
- a) to create a portrait of a person using their ashes
 - b) to scatter ashes
 - c) to keep ashes on a shelf
4. Professional apologizers are hired to ask for forgiveness in the most disrespectful way.
- a) true
 - b) false
 - c) I don't know
5. What is the job of a Professional Hitchhiker?
- a) to drive cars in Indonesia
 - b) to help drivers to fill their cars with 3 people
 - c) to entertain drivers in their cars
6. In Sri Lanka, professionals dress elephants for ceremonies.
- a) true
 - b) false
 - c) not given
7. What is the job of a Bike Fisher?
- a) to fish for fish using a bike
 - b) to fish bikes out of the canal in Amsterdam
 - c) to repair bikes
8. Why are professional mourners hired?
- a) to cry for the deceased as if they are their friends
 - b) to take care of funeral arrangements
 - c) to help the deceased's family to cope with the loss
9. What is the job of an Oshiya?
- a) to drive cars in Japan

b) to cram people into the metro carriages

c) to repair the metro carriages

10. What is the job of a Professional Sleeper?

a) to design comfortable beds and pillows

b) to sell mattresses and pillows

c) to test all these for comfort and write reports

23) Watch the video “Try Something New in 30 Days” and do the tasks:

Answer the questions

1. What is Matt Cutts’s idea?

2. What would you like to do in 30 days?

3. Do you agree that you will feel more self-confident and successful when 30 days end?

24) Watch the video “The Best Education System in the World” and do the tasks:

1. Name three factors why Finland education is the best in the world.

2. Do you agree that these factors can help to improve an education system?

3. Is it good to have one teacher for several years?

ЗАКЛЮЧЕНИЕ

Практикум представляет собой аутентичные и адаптированные тексты, видеофрагменты и разнообразные задания к ним. Его использование способствует развитию у студентов не только языковых навыков, но и важнейших компетенций, таких как критическое мышление, межкультурная коммуникация и умение анализировать процессы в современном обществе.

Благодаря интеграции научно-популярных и сюжетных материалов, студенты получают возможность углубленно изучать английский язык в контексте актуальных тем, что способствует повышению мотивации и интереса к предмету. Использование пособия в различных формах занятий и самостоятельной работы позволяет формировать у будущих педагогов универсальные навыки преподавания и самообучения, а также развивать их профессиональную компетентность.

Удачи и успехов в педагогической деятельности!

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Учебное издание

Кулакович Мария Сергеевна

**РАСШИРЯЕМ ГОРИЗОНТЫ: ТЕКСТЫ И ВИДЕО
ДЛЯ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА И КУЛЬТУРЫ**

Ответственный редактор Е. Ю. Никитина

Редактор Е. М. Сапегина

Компьютерная верстка В. М. Жанко

Подписано в печать 04.06.2026. Формат 60x84 1/16. 4,48 усл. печ. л.
Тираж 100 экз. Заказ 665

Центр издательской деятельности и научного сервиса. 454080,
Челябинск, проспект Ленина, 69, каб. 447.

Типография Федерального государственного бюджетного
образовательного учреждения высшего образования «Южно-Уральский
государственный гуманитарно-педагогический университет».
454080, Челябинск, проспект Ленина, 69, каб. 2.