

**Л.Ф. ВЕЛИЕВА, А.В. ЗЫРЯНОВА, О.Ю. ПАВЛОВА**

**ПОДГОТОВКА К ГОСУДАРСТВЕННОМУ  
ЭКЗАМЕНУ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

**УЧЕБНО-ПРАКТИЧЕСКОЕ ПОСОБИЕ**

Министерство образования и науки Российской Федерации  
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учреждение высшего образования  
«Южно-Уральский государственный  
гуманитарно-педагогический университет»

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Учебно-практическое пособие предназначено для подготовки студентов, обучающихся по направлению «Педагогическое образование», профиль «Английский язык», к сдаче государственного экзамена по английскому языку. Составлено в соответствии с требованиями программы государственного экзамена по английскому языку.

Пособие представляет собой сборник текстов на английском языке для комментирования и упражнений к ним. В него так же включены тематический словарь и ряд приложений. Пособие может быть использовано на занятиях под руководством преподавателя, а также во внеаудиторной и самостоятельной работе.

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## **ВВЕДЕНИЕ**

Освоение образовательных программ высшего образования завершается обязательной итоговой аттестацией выпускников.

Целью государственного экзамена по английскому языку является определение соответствия результатов освоения обучающимися основной образовательной программы требованиям федерального государственного стандарта высшего образования.

Задачами государственного экзамена являются определение уровня сформированности компетенций и оценка качества усвоения обучающимися материала, предусмотренного образовательной программой. Государственный экзамен по английскому языку включает комментирование аутентичного текста, практическое задание, теоретический вопрос.

Учебно-практическое пособие предназначено для подготовки студентов, обучающихся по направлению «Педагогическое образование», профиль «Английский язык», к сдаче государственного экзамена по английскому языку. Пособие составлено в соответствии с требованиями программы государственного экзамена по английскому языку.

Учебное пособие представляет собой сборник текстов на английском языке для комментирования и упражнений к ним. Студент должен понимать концептуальное содержание текста, уметь выражать свое мнение о теме, идее и проблемах, предлагаемых автором. В пособие так же включены тематический словарь и ряд приложений.

Учебно-практическое пособие может быть использовано на занятиях под руководством преподавателя, а также во внеаудиторной и самостоятельной работе.

## BRAVE NEW WORLD?

"

Man has bred animals for research for decades, but their use in the laboratory is increasing. In 2004 the total number of experiments on animals rose by 15,000 to 2.8 million. Genetic manipulation of animals is now the fastest-growing area of vivisection. The number of creatures whose genes were tinkered with as part of an experiment, rose by 22 per cent to **256,000**.

Brothers Charles and Jay Vacanti hope the technique they are pioneering, growing an ear from human cells on the back of a genetically-engineered mouse, could be used to reconstruct ears lost in accidents or to give normal hearing to children born without ears.

There are plenty of protesters queuing up to oppose these developments. "It's obscene," declared a spokeswoman for Compassion in World Farming. "Shocking and bizarre," added a senior researcher for the British Union for the Abolition of Vivisection.

Some organizations have taken their concern to the European Courts. The focus of this legal challenge is the so-called "onco-mouse", a rodent bred specifically to contract cancer so that the disease, and potential treatments, can be better understood. To animal rights activists, onco-mouse is an animal designed to suffer and die prematurely.

**bred animals** kept animals (so that they produce baby animals)

**vivisection** operating on living animals for research

**tinkered with** changed, altered

**pioneering** developing for the first time

**queuing up** ready immediately

**concern** worry, anxiety

**European Courts** official tribunals which represent the European Union countries

**focus** principal area

**challenge** opposition

**rodent** small animal with long, sharp front teeth, e.g. rat, mouse, rabbit

1. What sort of experiments on animals do you know about? What is an animal rights activist?

2. Find the answers in the text to these questions.

a) How many experiments on animals were done in 1994?

b) What does the Vacanti brothers' research consist of?

c) What is the aim of the research?

d) List three adjectives used by protesters about this type of activity?

e) What do scientists hope to learn from the "onco-mouse"?

3. Comment on the text.

## THE UGLY DUCKLING

I realised how cruel life can be for an unattractive child when everybody in my class was invited to a tenth birthday barbecue on the beach. Everybody, that is, except for me. At first I thought there had been a

mistake and that my invitation had been lost. But when I made inquiries to the hostess, she didn't beat about the bush: "Sorry, Susie. You're too fat to wear a swimsuit on the beach and you can't see without those horrible glasses anyway."

I went home and cried for hours. My mother was ready with comforting cuddles, yet even she couldn't bring herself to reassure me I was lovely. I used to spend a long time staring at my brother and twin sisters and feeling extremely hard done by.

The chip that was developing on my shoulder became obvious in my aggressive manner. This, of course, only made things worse.

Tea invitations stopped, I walked home from school alone and often found drawings that looked like me in the classroom wastepaper bin. I hated everyone because everyone seemed to hate me.

When I was 14, my mother decided that I should go to the church youth club. I stood alone watching the dancing, feeling embarrassed, ugly and awkward. Then a miracle happened.

A skinny boy called Peter, with glasses and spots, asked me to dance. He also had a brace on his teeth. We didn't talk much but he asked if I would be there the following week. I have to credit Peter with changing my life. He stopped me feeling hideous.

Encouraged, I put myself on a diet, begged my mother for contact lenses and grew my hair. Then another miracle occurred. I grew taller and, as that happened I started looking slimmer. The brace was finally removed and my teeth were even. I was never going to be a beautiful swan, but I was going to try.

**beat about the bush** waste time before saying something important  
**cuddles** embraces



**bring herself** force herself  
**hard done by** unfairly treated, unlucky  
**chip ... shoulder** inferiority complex  
**tea** early evening meal  
**awkward** uncomfortable  
**skinny** extremely thin  
**brace** metal frame (for straightening teeth)  
**credit...with** be grateful to...for  
**hideous** very ugly  
**even** straight

1. What makes a person beautiful? A perfect face? A good body? A healthy attitude to life? A good character?
2. Find the answers in the text to these questions.
  - a) Why wasn't the writer invited to the party?
  - b) Why do you think Susie felt "hard done by" when she looked at her brother and sisters?
  - c) How did the other children react when Susie became aggressive?
  - d) What was the **first -miracle**" which increased Susie's self-confidence?
  - e) What were the three ways in which Susie tried to improve her appearance?
3. Comment on the text.

## I'M A BELIEVER

Jane Allison joined the Unification Church – the Moonies – days after her 18th birthday.

“I met up with some girlfriends and someone suggested going to a Moonies meeting for a laugh. We went along and were surprised – everyone seemed kind and intelligent. I started going to their meetings and hanging out with them at weekends. They talked about helping the elderly and poor and working towards a better world. I told my parents about them but they told me to stop seeing them immediately. I’m not a rebellious person but I didn’t see why I should stop – they knew nothing about it. Just after my 18th birthday the Moonies asked me if I wanted to join them officially in London. I said “yes”. It seemed the right thing to do.

I went to a big house in Kent to do a 21-day workshop. By the end of the 21 days everybody feels euphoric. But what was actually going on without me realizing it was a classic form of brainwashing.

I left to join a Moonie centre in Leeds. My life revolved around fundraising and trying to get new recruits. I got up at 8 am and didn’t stop until 11 at night seven days a week. I carried on like that for nearly four years. I hardly ever saw my family. They kept writing and phoning but I wasn’t interested. I believed they were evil because they were trying to steal me away from the organisation.

One day I couldn’t take any more and when everyone was out I rang a friend to come and get me. You can’t imagine how difficult it was. I could have walked away physically at any time, but mentally it’s so difficult. They tell you you’ll never have a fulfilled life if you leave, and you believe them. It took me a long time to feel anything like normal. I felt guilt, shame and fear.”

**hanging out** spending time

**workshop** course

**euphoric** unreasonably happy and excited

**brainwashing** forcing someone to reject old beliefs and accept new ones

**fundraising** getting money for the organisation

**recruits** members

**fulfilled** enjoyable and satisfying

1. Can you name any religious cults? How did you hear about them and what do you know about them?

2. Put the events of Jane's story in the correct order.

a) Jane did a three-week course with the Moonies in Kent.

b) Jane left the Moonies.

c) Jane rang a friend to ask for help.

d) Jane started to spend time with them at the weekends.

e) Jane started working fulltime for the Moonies.

f) Jane and her friends went to a Moonies meeting for fun.

g) Jane turned eighteen.

h) Jane's parents told her to stop seeing the Moonies.

i) The Moonies invited Jane to become a member of their organization.

3. Imagine Jane's parents asked you for advice about persuading her to leave the Moonies. Use the prompts to talk about your suggestions.

a) don't telephone her; just write to her

b) invite her home for the weekend

c) don't criticise the Moonies

d) don't give her any money

e) find out more about the cult

f) go to one of the meetings

4. Why do you think the Moonies waited until Jane was 18 before inviting her to join them? Why do you think Jane became a member and why did her parents object? Use evidence from the article, the information below and your own ideas.

#### The Moonies

The organisation, also known as the Unification Church, has 2–3 million members worldwide and about 500 in Britain. Its leader Sun Myung Moon was born in Korea in 1920. The first Moonie centers were set up in Britain and the USA in the 1960 s. Moonies must not drink alcohol, smoke or have sex before marriage. Moon, who calls himself The Lord of the Family, claims Jesus appeared to him in a vision and asked him to continue his work on earth. Moon says in his book *The Divine Principle* that Jesus died before he could get married therefore failed to have a perfect family. He claims that he and his wife, known in the group as The True Parents, are putting this right.

5. What is the difference between being a group like the Moonies and being a member of an established religious group like the Roman Catholic Church? Discuss these points:

- a) How new and how big is the group?
- b) Who chooses the leader?
- c) Is it easy to get clear information about the group?
- d) Can non-believers participate?
- e) Do members have to work for it full time?
- f) Are members brainwashed? Is it easy to leave?

6. Roleplay a conversation between Jane and Friend who is trying to get her to leave the Moonies.

7. Comment on the text.

## TEENAGE KILLERS FREE AFTER 5 MONTHS

The parents of 12-year-old Louise Allen, who was killed last year, have reacted with horror to the news that her killers are to be released on the anniversary of her death.

Louise was kicked to death by two girls in a fairground in Corby, Northamptonshire. She had intervened to separate two girls who were fighting. A fourth girl joined in, thinking the fight had become a twoagainst-one affair. Louise was attacked and kicked repeatedly, once while lying motionless on the ground. She died the next day.

The teenagers were convicted of manslaughter in December, and given a two-year custodial sentence. The original charge of murder was dropped after extensive negotiations involving the police, defence lawyers and Louise's parents.

The girls will be released on April 30, just five months after being convicted – the term is based on a 12-month reduction for good behaviour and seven months spent in custody before the trial.

Louise's mother said she could not believe they were going to be released on the first anniversary of Louise's death. She will visit her grave on Wednesday with her ex-husband John and Louise's brothers, John, 12, and Dean, 2. The family intends to put flowers in the red and white of Manchester United, her favorite football team, on the grave.

**anniversary** the same date, one year/two years etc. later

**fairground** park with amusements (e.g. the big wheel, ghost train)

**intervened** got involved

**motionless** not moving

1. Should we be hard or soft on young criminals? Should we throw them into prison, or should we try to understand and help them?

2. Which of these headlines would be suitable for the article? Explain your choice.

a) Shock at 12-year-old girl's death.

b) Anger at early release of killers.

c) Louise: murder charge dropped.

3. Correct these sentences.

a) Five girls were involved in the fight.

b) The girls were found guilty of murder.

c) When they were arrested, they were charged with manslaughter.

d) Because of good behaviour, their sentence was reduced by a year and a half.

e) They will be released just two years after the crime.

f) The family will put flowers at the place where Louise died.

4. Comment on the text.

### **TELEVISION EXPOSURE DAMAGES CHILD SPEECH**

Dr Sally Ward, the country's leading authority on the speech development of young children, believes that babies under one year old should not watch television or videos at all. Children of two or three should watch for no more than an hour a day.

Dr Ward's ten-year study of babies and toddlers in inner-city Manchester showed television was delaying speech development in children. The background noise from televisions stopped them learning to

talk as early as they should. At eight months, they neither recognised their names nor basic words like “juice” and “bricks”. At three, they had the language of two-year-olds.

Now she has found that children from well-to-do families are being handicapped in the same way. “The television is being used as a babysitter, with nannies particularly. Some of these middle-class children are spending far too much time watching television and videos.

“They get very fixed on the colours and flashing lights. We found in our study it was quite difficult to get them interested in toys.” Parents or minders had stopped talking to them. They were not being taught a basic vocabulary through one-to-one conversations with adults.

All the evidence showed, said Dr Ward, that children whose language was below standard at the age of three could be set back for life.

**toddlers** children aged one to three years old

**inner-city** the poor parts of the city

**well-to-do** rich

**handicapped** damaged

**nannies** women who look after other people’s children

**minders** nannies or babysitters

**set back** damaged; slowed down in development

1. Is television good or bad for young children? What effect does it have on them? Did you watch a lot of television when you were small? How much do you let / are you going to let your children watch?

2. Find the answers in the text to these questions.

a) Which of these things are bad for young children?

• juice • videos • toys • television • inner-city areas • families

b) Which of these are good for young children?

• television • authority • background noise • conversation with adults • toys

c) What language ability does the writer expect a child of eight months to have?

3. Comment on the text.

### **LEAVE YOUR CAR AT HOME!**

In the last hundred years, cars have revolutionised the way we travel. But at what cost? If you are a driver, using your car less is one of the most important things you can do to help the environment – and help make it easier for everyone to get around. Here's why.

Car fumes are the leading cause of smogs, which are choking our towns and cities, and a major contributor to poor air quality in rural areas, threatening the health of one in five people.

Pregnant women, young children and people who suffer from heart and lung disease are most at risk.

With 21 million cars already clogging up UK roads, travelling can be a slow and frustrating experience. If we do not do anything to cut car use, there could be more than 30 million cars competing for road space by the year 2025. Road congestion already costs our economy some £15 billion every year.

Road traffic is the fastest growing cause of carbon dioxide, the main "greenhouse gas". Rising levels of greenhouse gases in our atmosphere threaten to make the Earth hotter, leading to disastrous



changes in the world's climate. Cars pump out 14% of all the UK's carbon dioxide pollution.

Making cars, producing fuel and building roads gobbles up precious natural resources, destroys and poisons huge areas of land. In the UK, road building threatens to damage or destroy over 50 of our finest wildlife reserves.

When cars are scrapped, many materials end up in the ground or burnt, poisoning our air, water and "oil with harmful chemicals. Each year 1,400,000 cars are scrapped worldwide".

**choke** not being able to breathe

**rural** in the country (not the city)

**threatening** risking

**clogging up** blocking

**congestion** heavy traffic (= traffic jams)

**pollution** things which damage the environment

**fuel** petrol

**gobbles** eats greedily

**resources** useful natural things (e.g. metals, oil)

**scrapped** destroyed

**soil** the earth in which plants grow

**harmful** dangerous (for people, animals or plants)

1. Do you live in a place with traffic jams? Do you know about any other environmental problems caused by cars?

2. Which five points about cars are made by the article? Put a tick.

a) They're ugly.

b) They cause pollution.

c) There are too many of them.

- d) They cause health problems.
- e) They're noisy.
- f) They're too expensive for ordinary people.
- g) They're bad for wildlife.
- h) They contribute to climate change.
- i) They make people lazy.

3. The article recommends “using your car less”. Which harmful effects are reduced if you do that? Make a list from information in the text.

4. Comment on the text.

### **NET ADDICTS LEAD SAD VIRTUAL LIVES**

In the fall of 1994, Lisa Bowes decided to give up her computer. As an undergraduate in California she'd spent so much time chatting with strangers on the Internet that she eventually made close friends in places as far away as Sweden and Germany. And a man from Pennsylvania she met online came to visit her, with romantic intentions.

Nearly all of her free time – up to seven hours a day – was spent with the computer. Enough was enough. “I was definitely an addict,” said Ms Bowes, 27. “I met lots of people, but I didn't actually know them. When I decided to give my computer back to my parents, that was really good.”

As university students everywhere make greater use of the Internet, some of their lecturers are beginning to worry. Even though the Internet allows for conversations, some students say time on the Net can exaggerate anti-social tendencies and interfere with healthier, face-to-face contact.

One psychologist said he talked with a male college student who, face-to-face, could not ask a woman out. But he had no difficulty doing so over the computer.

Two psychologists at the University of Maryland are even trying to start a support group, Caught In The Net, for those who “find themselves spending too much time on their computers”. But, while some students acknowledge spending up to half of each day on the Net, few believe that heavy use is dangerous.

**addict** someone who can't stop: (e.g. a drug addict)

**fall** (AmE) autumn

**undergraduate** university student

**exaggerate** make bigger/worse

**tendencies** feelings, parts of your character, which might develop

**interfere with** damage, make less time for support group people with one particular problem, who get together to help each other

**acknowledge** admit, confess

1. What does the Internet mean to you? Have you ever tried it? Do you think it is a good or a bad thing?

2. Write T (true) or F (false) next to each of these statements.

a) Lisa gave up her computer because it was bad for her eyes.

b) She wasn't satisfied with the “friends” she made on the Internet.

c) She found it difficult to give up the Internet.

d) You can have face-to-face contact on the Internet.

e) Some people find the Internet easier than real life.

f) Caught In The Net is for people who want to learn about the Internet.

3. According to the article, who is happy about the Internet, and who thinks it may cause problems?

4. Comment on the text.

## HOMELESS ARE RUN OUT OF TOWN

Every night an army of invisible people disappear into the alleys and abandoned buildings of Austin, Texas. They are the city's homeless.

But here and in more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets. Critics see the movement as proof of the growing hardheartedness of America. There are about 700,000 homeless people in the United States.

In Austin the city council is nearing final approval of a law to ban camping in any public place. In New Orleans, an anti-camping law has just been proposed, to control the homeless youths who swarm the French Quarter. "The general public is fed up," said New Orleans city council president Peggy Wilson. "People should be able to use public spaces. When other people come in and build cardboard tents and so on, the area becomes inaccessible for everyone else. Particularly in Lafayette Square, there's a group that feeds people on weekends, and they make no effort to clean up; they dump the garbage, and there's the presence of enormous rats."

In Austin, the city's estimated 6,000 homeless can be found near the drinking clubs of Sixth Street, near the University of Texas campus and in tents in corners of the city parks.

It is the business community who wants rid of them most. "Austin is known as an easy city. It provides a lot for the homeless," said Jose Martinez of the Downtown Austin Alliance, which favours the anti-camping bill.

The city's new anti-camping law is expected to carry fines as high as \$500. At the same time, the council homeless task force, is proposing a \$3.5 million "campus" for the homeless. Task force member Tom Hatch, an architect, said: "It's insane to make not having a home crime."

**banishing them from** not allowing them on

**critics** people who don't agree (with the law)

**hardheartedness** being unkind, cruel

**is nearing final approval of** has almost agree to

**ban** prohibit, not allow

**swarm** occupy in large numbers (like a "swarm" of bees)

**fed up** unhappy

**wants rid of them** wants them to go away the city centre

**task force** action group (to help the homeless; campus university buildings, car parks etc. (In paragraph 6, it means a centre built for the homeless)

**insane** mad, crazy

1. In the USA, the number of people with no home – the homeless – has increased a lot in the last few years. Is homelessness a problem your country?

2. "Camping" is usually something you do on holiday. What does it mean in this article?

3. Is it true to say that there are almost three-quarters of a million homeless people in the USA?

4. Which of these are generally "for" (F) or "against" (A) the homeless?

a) critics

b) the Austin city council

- c) the general public
  - d) Peggy Wilson
  - e) the group that feeds people
  - f) the Downtown Austin Alliance
  - g) the homeless task force
  - h) Tom Hatch
5. Comment on the text.

### **ARREST OF BLACK LECTURER HEIGHTENS DISTRUST**

Michael Leary had arranged to meet his friend at 8pm outside McDonald's in Brixton, South London.

Dressed in smart casual clothes Mr. Leary, 39, waited for about 20 minutes. He wandered down the busy street. There was no sign of her, so he returned to his spot outside the fast food store.

At 8.30 pm two white men approached him. Mr. Leary is black. The men, plain-clothed police officers, said they had seen him "hanging around" and were going to take him to Brixton police station to search him for drugs.

"I was completely shocked," recalled Mr. Leary. "I told them I was waiting for a friend, and I was a university lecturer. They started pushing and pulling me around. When I refused to take my hands out of my pockets, the youngest officer got the handcuffs and forced them on me.

They hurt my wrist. Three police cars and a van arrived. "I was pushed into a car. I said there was no need to use force and one of the officers told me to "shut up" as if I was a piece of dirt."

He was taken to Brixton police station, where he claims he was “pulled” along by his handcuffs “like a cow”. He was told to take off his clothes so that he could be searched.

No drugs were found. His credit cards were taken to see whether they were stolen. There was no apology or explanation. “I was arrested and searched because I was a black man in Brixton. I was just waiting for a friend and minding my own business, but I was made to feel like a criminal.”

**lecturer** university teacher

**casual** not formal, e.g. a pullover and jeans, not a suit and tie

**wandered** walked slowly

**spot** place, position

**plain-clothed** not in uniform (working but pretending to be members of the public)

**hanging around** being in a place, but not doing anything particular

**search** look in pockets, shoes etc.

**handcuffs** metal rings which police use when arresting somebody

**minding my own business** not interfering with anybody

1. Is racism a problem in your country? What recent examples of racism have you read or heard about?

2. Retell the story by putting these sentences in the right order.

a) He walked down the street to see if his friend was there.

b) He returned to McDonald's.

c) He waited for 20 minutes.

d) He was approached by two policemen.

e) Michael arrived outside McDonald's.

f) He was handcuffed.

g) He was searched and, finally, released.h) He was taken away in a car.

3. Which one of these headlines would be suitable for the article?

Explain why the others would not be suitable.

a) Police say sorry to black lecturer.

b) Lecturer accuses police of racism.

c) University lecturer found with drugs.

4. Comment on the text.

### **THE RISE OF THE ONLY CHILD**

Jill Kirk (37) only ever wanted one child. Her son, Elliott, is now five, and she's happy with her decision. "He's beautiful, but I have no desire to have another one. I love him too much. I think I would have trouble giving that amount of love to two." She is one of an increasing number of women having just one child. The reasons may be varied – a desire to give the child everything, an inability to conceive more than one, or financial restrictions – but it appears that one-child families are becoming more common.

The latest official statistics show that the birth rate in Britain is just 1.65 per woman, a noticeable fall since 1992's 1.8 and a big drop since the 1960s baby boom, when it went up to 2.93.

A majority of women still say they want two children, but research suggests that the proportion who intend to only have one child has risen in recent years.



One of the main reasons for the falling birth rate is a “delay” in women becoming mothers: the average age of women giving birth, now over 29, is continuing to rise. Demographer David Cole is concerned about the birth rate. “If it remains at 1.65 it will mean that population ageing will get worse and worse. My view is that we need to make it easier for women to have the number of children that they want. It isn’t easy to combine work and children.” Jill Kirk has various reasons for wanting just one child. Her career has always been important to her, and one child fits in with that more easily. She also has bad memories of post-natal depression. “It is a question of time too,” she says. “I only have to consider Elliott. I don’t know how people manage with more than one.”

Jill and her husband Ray (39) say that, because he spends so much time with adults, Elliott is grown-up and sociable. He also has lots of friends, and the couple make a conscious effort to holiday with other families. Ray, however, has some concerns: “He has never had to compete for time or attention and I feel that this makes him less prepared for the real world. I feel that he doesn’t exert himself or fight for his needs. He doesn’t have to compete, because life is easy and comfortable, and in the long term, that might not be in his best interests.”

Ann Richardson, a counsellor and psychotherapist, says that growing up as an only child is completely different from growing up with siblings. “Being an only child means being the focus of your parents’ hopes and expectations. You can feel a pressure, a real emotional intensity, as it is not spread out among others in the family.” Richardson says that only children are often, like Elliott, well-behaved, self-sufficient, good at amusing themselves and at ease with adults. They are also, she says, less competitive.

People often feel they have missed out on the rough and tumble of a family, the fighting over toys and attention,” she says. “Later on in life, it would be quite useful to know how to deal with that sort of thing. It’s basic socialisation. Children with siblings learn to share things when they don’t want to. They learn that you win some, you lose some.

1. Read the article and find the following facts.

- a) The members of Jill Kirk's family.
- b) The number of children most women want to have.
- c) The current birth rate in Britain.
- d) The trend in the birth rate over the last 40 years.
- e) The average age when women give birth.
- f) The trend in the average age when women give birth.

2. Explain why...

- a) one child families are becoming more common.
- b) the birth rate is falling.
- c) demographers are worried about the future.
- d) Jill Kirk only wants one child.
- e) the Kirks try to go on holiday with other families.
- f) Ray Kirk is worried about Elliot.
- g) emotional pressure is greater for only children.
- h) only children are less competitive.

3. Work in pairs. Talk to your partner.

- a) What are the advantages and disadvantages of being an only child?
- b) What is your personal experience?
- c) Do you regret being / not being an only child?
- d) Would you like to have a lot of children?

#### 4. Comment on the text.

### **LEGAL ACTION AGAINST**

A US court is about to decide whether a popular video game in which the players can kick people to death and get extra points for killing Haitians should be removed from store shelves.

Haitian civil rights groups brought the case to get the game, Grand Theft Auto: Vice City, taken out of circulation because it instructs players to “kill the Haitians”. Rockstar Games, the New York company which has sold 11 million copies of the award-winning video game, in which an ex-convict is hired to recover stolen drug money in Miami, agreed to remove the line from future versions. Unimpressed, the Haitians took the makers to court last week.

The game concerns a cocaine dealer, Tommy Vercetti, who loses money in a drug deal and has to get his drugs and his money back, but “biker gangs, Cuban gangsters, and corrupt politicians stand in his way”. Vercetti embarks on a mission which involves stealing cars, and committing endless violent and murderous crimes.

“You’re gonna find out who took our cocaine, and we’re going to kill them,” his boss says at the start. Among the many options in the game, a player can shoot people, beat them with baseball bats, attack them with a machete or run them over with stolen cars. They can kill a policeman, steal his gun, and then shoot someone else with it. And of course, they can go after Haitians. After the Haitian groups complained, the company released a statement saying: “We are aware of the hurt and anger in the Haitian community and have listened to the community’s objections to statements

made in the game. We trust that our actions and our formal apologies can help to mend our relationship with the Haitian community. Accordingly, we will remove the objectionable statements from future copies.” But Haitian advocacy groups say this does not go nearly far enough to stop demonstrations outside outlets selling the game across the country. Fred Fabien, a spokesman for the Haitian Centres Council in Brooklyn, said: “We are demanding a total recall of the game, and we are holding a demonstration to show our outrage and to protest against the violence and racism in the game. It’s an insult to us that they are not recalling the game. It’s not enough to just revise the future production of the game.”

Lesly Voltaire, minister for Haitians living abroad, told the Miami Herald: “American society is racist, even though there are anti-racist laws. It’s based on a formerly slave-owning society, which has left its mark, and there are people who think they can make money out of that racism.”

The mayor of New York, Michael Bloomberg, and religious groups have also complained. Daphne White, director of The Lion & Lamb Project, an organisation in Maryland dedicated to stopping “the marketing of violence to children”, says the offer to Haitians only touches on the broader problem. “You can still beat up anyone, black or white,” she told the Boston Globe.

1. Read the article and answer the following questions.
  - a) What is the name of the game causing controversy?
  - b) Which company is selling it?
  - c) How many copies have been sold?
  - d) In which city is the game set?
  - e) What is the storyline?
  - f) Which groups have objected to the game and why?
  - g) What protest action have they taken?

2. Are the following sentences true (T) or false (F)?

a) The game has already been banned in some US states.

b) Rockstar Games have agreed to make cuts in the game.

c) The main aim of the game is to kill Haitians.

d) Haitian civil rights groups are taking the company to court because it refuses to apologize.

e) The Haitians are trying to prevent shops from selling the game.

f) The offer made by Rockstar Games will probably satisfy the protesters.

3. Work in groups. Talk to other students.

a) Have you ever played Grand Theft Auto or a similar video game?

What is their attraction?

b) Are these games just entertainment or are they dangerous? Do they make people more violent?

c) Would you agree with censoring or banning any of the following?

– video games or rap songs which glorify or incite violence

– books and magazines which encourage racial hatred or offend religious groups.

4. Comment on the text.

## **MIND-ALTERING MEDIA**

Our brains respond to our environment. The tools we use change the way we think and act. But is today's technology good or bad for our minds? To find out we investigated four aspects of modern technology.

### **A. TV**

TV can be a source of education and enlightenment. You can learn a lot from documentaries and even from soaps or game shows. Indeed, IQ scores have been rising since TVs started invading our homes in the 1950 s. However, watching too much TV has obvious drawbacks. Studies have shown a direct correlation between the time spent watching TV and falling educational standards. The more time children and teenagers spend gaping at the screen, the higher the risk they will suffer from insomnia, attention deficit disorders and learning difficulties. What's more, young TV addicts are much more likely to become physically and verbally aggressive. A study carried out over seventeen years at Columbia University found that fourteen-year-olds who watch over three hours of TV per day go on to commit five times as many violent acts as those who watch less than one hour a day.

### ***B. Video games***

Unlike TV, video games offer an interactive experience: gamers not only observe acts of violence, they perform them. This often leads to claims that video games cause violence in real life. However, it remains unclear whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games. On one hand, were there a clear link between games and violence, the rate of violent crime in the USA should be rising, while, in fact, it is falling. On the other hand, studies in Japan and the USA have shown that violent games increase the likelihood of children and teens becoming involved in fighting or bullying.

On the plus side, playing video games improves our speed of reaction and our spatial awareness. Modern games have complex plots that require sophisticated problem-solving. As a result gamers can see

things more quickly, assimilate more data, and multi-task more successfully.

### ***C. The Internet***

The effects the Internet may have on our minds are hard to measure because it is such a vast and varied resource. So much depends on how you use it. Curiously, although surfing the net is usually a solitary activity, many features of the Internet, like social networking sites, actually help us become more sociable. What's more, it has been found that using the Internet can keep you young, mentally at least. Older people who regularly search the web were found to be stimulating the parts of the brain that control decision-making and complex reasoning. Potentially, this could help slow down the physiological ageing of the brain.

### ***D. Mobile phones***

Some people claim that texting is leading to a decline in literacy skills, while others argue that mobile phones, like the Internet, help people become more sociable and to communicate in new ways.

However, whether mobiles affect our brains or not, they certainly appear to be changing our thumbs. Apparently, the digital natives who grow up with text messages and game pads are developing stronger, more dexterous thumbs and art using them, and not their index fingers to ring door bells or to point. In Japan this generation is called: 'the thumb tribe'.

There seems little doubt that modern technology does affect us. However, it would be simplistic to state categorically that the effects are entirely good or bad. Like many things in life, it depends how you use it and clearly, it is better in moderation than in excess.

1. Read the text. Match paragraphs A – D to sentences 1 – 9. Some sentences may refer to more than one paragraph.

According to the article, which of the media described...

- 1) affects the users' hands?
- 2) can enhance your reaction speed?
- 3) encourages social interaction?
- 4) may cause sleeplessness?
- 5) has been blamed for causing violent behaviour?
- 6) involves the user most?
- 7) is said to affect the users' reading and writing ability?
- 8) might help people stay young?
- 9) provides the most diverse opportunities?

2. Complete the following sentences from the text. What is your reaction to each of them? Give reasons.

- a) I already knew this.
- b) I didn't know it, but it seems obvious.
- c) I find it surprising.
- d) I don't believe it's true.

A. Studies have shown a direct \_\_\_\_ between the time spent watching TV and falling educational standards.

B. It remains \_\_\_\_\_ whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games.

C. What's more, it has been \_\_\_\_\_ that using the Internet can keep you young, mentally at least.

D. Some people \_\_\_\_\_ that texting is leading to a decline in literacy skills.

3. Discuss the following questions in pairs.



a) Which of the technologies described in the article do you use frequently?

b) Do they affect you in the ways described in the article? Give specific examples.

c) Do you know anyone who uses any of the technologies too much? What effect does it have on that person?

4. 'The Internet: so much depends on how you use it.' Discuss examples of:

a) a situation in which the Internet was a great help to someone in a serious situation,

b) the worst, most disgusting thing you've ever seen on the Internet.

5. Should the content posted on the Internet be controlled or censored in some way? To what extent? Why? / Why not?

6. Comment on the text.

## **WHAT ON EARTH CAN WE DO TO SAVE THE PLANET?**

With scientists and environmental groups wondering out loud whether the human race will survive to the end of the century, it is a good moment for people in education to consider whether they are teaching the right subjects, or teaching them right. After all, the people about to pass through universities are those who will decide whether Homo sapiens makes it beyond 2100. If the next generations of students do not get the message concerning the way our planet is heading, the act of the information, the future does indeed look bleak.

It is not that the issue of environment is ignored in education: nearly every institution now has courses that mention the word in its title. But it is

mostly a fashionable add-on to something regarded as more mainstream. And even the best courses do not take in the single big question – will the world as we are shaping it survive? Perhaps every academic should take a moment to ask himself yet another question: Will their subject, the way it's currently taught, make a difference in saving the human race?

A group of academics from the Open University in the UK began looking at this idea more than five years ago. The result is a course open to Britons at home and abroad, as long as they can provide a UK address. Topics that students can expect to cover range across the globe and across subjects – from environmental justice in Nigeria and biodiversity loss in Brazil, to the economic impacts of tourism in Bhutan and the challenge of meeting energy needs in China.

With so many desperate challenges facing the human race, the course might seem depressing, but the underlying message is a cheerful one. If we understand the issue, we can do something about it. The aim is to show that once people understand the problems, it is possible to find compromises and solutions, and that doing nothing is not an option. And if that much is conveyed to the students effectively, perhaps there is some chance for our survival after all.

**mainstream** the principal or most usual course of action or way of thinking

**justice** judgment of individuals or causes by judicial process

**biodiversity** the existence of a wide variety of plant and animal species in their natural environments, which is the aim of conservationists concerned about the indiscriminate destruction of rainforests and other habitats

**to convey** to communicate; to tell; to make known

**survival** the act or fact of surviving

1. Answer the questions:

a) Why is it a good moment for people in education to consider whether they are teaching the right subjects, or teaching them right?

b) Who will decide whether Homo sapiens makes the human race beyond 2100?

c) Is the issue of environment ignored in education?

d) What topics do the students of the Open University course cover?

e) What is the underlying message of the course?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## **PARENT-CHILD INTERACTION**

Sociologists believe parent-child conflicts cannot be avoided in a society that is undergoing rapid change. In our society youngsters are at odds with their parents on a wide range of issues, from how late they can stay up to whom they should marry. This generation gap was especially wide during the 1960s, when college students lashed out, sometimes violently, at the values of career success and suburban ease of the over-30 generation.

Despite the expectation of conflict between generations, the most striking feature of several recent studies is the high level of agreement between children and their parents. One study showed, for example, that college-aged children largely agree with their fathers on such issues as sexual norms, environmental protection, campus unrest, war and segregation. Young men tend to disagree with their fathers more than

young women do. College students who have spent a longer time in school are more likely to disagree with their fathers. Disagreement also is more likely between working-class fathers and their college-age offspring. Fathers with advanced degrees or conservative views tend to disagree with their children on political and moral issues. Overall, however, agreement is much more common than disagreement.

Bowerman and Bahr surveyed 18,644 adolescents to get a better understanding of these surprising results. They found that adolescents who are raised in families in which parents have equal influence tend to adopt their parents' values, ideas and opinions. This does not occur in families in which power is vested mainly in one parent, especially if that parent is the mother.

**to lash out** to burst into or resort to verbal or physical attack

**segregation** the act or practice of segregating.

**offspring** children or young of a particular parent; descendants.

**to vest** to place or settle (authority) in the possession or control of someone

1. Answer the questions:

- a) What do sociologists believe cannot be avoided in a society?
- b) What issues are youngsters at odds with their parents in our society?
- c) When was the generation gap especially wide?
- d) What is the most striking feature of several recent studies?
- e) What issues do college-aged children largely agree with their fathers on?
- f) What issues do college-aged children largely disagree with their fathers on?
- g) Who tends to disagree with their fathers more?

- h) What did Bowerman and Bahr find out in their survey?
2. Give the main idea of each paragraph and of the whole text.
  3. Comment on the text.

### **GOING DIGITAL**

Electronic libraries will make today's Internet pale by comparison. But building them will not be easy.

All over the world, libraries have begun the Herculean task of making faithful digital copies of the books, images and recordings that preserve the intellectual effort humankind. For armchair scholars, the work promises to bring such a wealth of information the desktop that the present Internet may seem amateurish in retrospect.

Librarians see three clear benefits to going digital. First, it helps them preserve rare and fragile objects without denying access to those who wish to study them. The British Library, for example, holds the only medieval manuscript of Beowulf in London. Only qualified scholars were allowed to see it until Kevin S. Kiernan of the University of Kentucky scanned the manuscript with three different light sources (revealing details not normally apparent to the naked eye) and put the images up on the Internet for anyone to peruse. Tokyo's National Diet Library is similarly creating highly detailed digital photographs of 1,236 woodblock prints, scrolls and other materials it considers national treasures so that researchers can scrutinise them without handling the originals.

A second benefit is convenience. Once books are converted to digital form, patrons can retrieve them in seconds rather than minutes. Several people can simultaneously read the same book or view the same picture.

And libraries could conceivably use the Internet to lend their virtual collections to those who are unable to visit in person.

The third advantage of electronic copies is that they occupy millimeters of space on a magnetic disk rather than meters on a shelf. Expanding library buildings is increasingly costly. The University of California at Berkeley recently spent \$46 million on an underground addition to house 1.5 million books – an average cost of \$30 per volume. The price of disk storage, in contrast, has fallen to about \$2 per 300-page publication and continues to drop.

**scholar** a person of great learning

**amateurish** unprofessional

**fragile** easily broken or damaged

**medieval** of, relating to, or characteristic of the Middle Ages

**woodblock** a block of wood engraved in relief, for printing from;  
woodcut

**scroll** a roll of papyrus once used for writing

**to scrutinise** to examine in detail with careful or critical attention

**to retrieve** to locate and read (data) from computer storage, as for display on a monitor

1. Answer the questions:

a) What have libraries all over the world begun?

b) What benefits do librarians see to going digital?

c) What did Kevin S. Kiernan of the University of Kentucky do?

d) What is Tokyo's National Diet Library creating highly detailed digital photographs of 1,236 woodblock prints, scrolls and other materials for?

- e) What is the convenience of converting books to digital form?
2. Give the main idea of each paragraph and of the whole text.
  3. Comment on the text.

### **PINGUINS SHOW SIGNS OF STRESS**

A new argument has been put forward as to whether penguins are disturbed by the presence of tourists in Antarctica.

Previous research by scientists from Keil University in Germany monitored Adelie penguins and noted that the birds' heart rates increased dramatically at the sight of a human as far as 30 metres away. But new research using an artificial egg, which is equipped to measure heart rates, disputes this. Scientists from the Scott Polar Research Institute at Cambridge say that a slow moving human who does not approach the nest too closely, is not perceived as a threat by penguins. The earlier findings have been used to partly explain the 20 per cent drop in populations of certain types of penguins near tourist sites.

However, tour operators have continued to insist that their activities do not adversely affect wildlife in Antarctica, saying they encourage non-disruptive behaviour in tourists, and that the decline in penguin numbers is caused by other factors. Amanda Nimon of the Scott Polar Research Institute spent three southern hemisphere summers at Cuverville Island in Antarctica studying penguin behaviour towards humans. "A nesting penguin will react very differently to a person rapidly and closely approaching the nest," says Nimon. "First they exhibit large and prolonged heart rate changes and then they often flee the nest leaving it open for predators to fly in and remove eggs or chicks." The artificial egg, specially

developed for the project, monitored both the parent who had been 'disturbed' when the egg was placed in the nest and the other parent as they both took it in turns to guard the nest.

However, Boris Culik, who monitored the Adelie penguins, believes that Nimon's findings do not invalidate his own research. He points out that species behave differently and Nimon's work was with Gentoo penguins. Nimon and her colleagues believe that Cultk's research was methodologically flawed because the monitoring of penguins' responses entailed capturing and restraining the birds and fitting them with heart-rate transmitters. Therefore, argues Nimon, it would not be surprising if they became stressed on seeing a human subsequently.

**artificial** made by human skill; not natural

**to perceive** to recognise or understand

**adversely** unfavorably or antagonistically

**disruptive** causing disorder

**hemisphere** half of the earth; one of the halves into which the earth may be divided

**to exhibit** to offer or expose to view; present for public inspection

**predator** any organism that exists by preying on another

**to invalidate** to render invalid

1. Answer the questions:

- a) What did previous research by scientists from Keil University in Germany note while monitoring Adelie penguins?
- b) What did new research show?
- c) What have tour operators continued to insist?



d) What did Amanda Nimon of the Scott Polar Research Institute do spending three southern hemisphere summers at Cuverville Island in Antarctica?

e) Why does Boris Culik, who monitored the Adelie penguins, believe that Nimon's findings do not invalidate his own research?

f) Why do Nimon and her colleagues believe that Culik's research was methodologically flawed?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

### **A VISIT TO STUDENT FAIR IS VITAL HOMEWORK**

The number and variety of courses on offer these days makes it difficult to pick the right one. But thousands of Europeans who flock to Brussels Exhibition Centre will be shown how to simplify the difficult job of choosing the right course of study for the career they wish to pursue.

Ten years ago a handful of Belgian teenagers, baffled by the array and number of university courses on offer, put their heads together to try to hack their way through the academic undergrowth. They knew that choosing the wrong subject or failing to make the grade would make finding a job all the more difficult. They decided something had to be done to help students approach the task of choosing a course in an effective way. They came up with the idea of a Student Fair.

It was decided that this would take the form of a small forum for everyone in Belgium involved in higher education from both the French and Dutch-speaking parts of the country. It would provide the opportunity

for representatives of educational institutions to give information on the courses they have on offer and allow school-leavers time to discuss these with them.

But what the youngsters did not know was that they were tapping a source of anxiety among students right across Europe. The fair became an annual event. It expanded to include higher education bodies from the whole continent, becoming known as the European Student Fair.

“Each year ten million students are faced with the same dilemma” said exhibition organiser Valerie de Norre. “The bewildering variety of options, the evolution of the employment market, the economic downturn, changes in working methods and personal interests all play an important role in the decision-making process. We hope the fair can help people make the correct decision for themselves.”

This year the theme of the fair is 'the right to education for all' and to mark this there is a special exhibition area for bodies that promote equal opportunities in education. Also, the Master of Business Administration course continues to attract an enormous amount of interest across Europe and, in response to demand, fair organisers are once again holding an MBA day.

**to pursue** to practice (an occupation or pastime)

**to baffle** to confuse or bewilder; mystify

**array** an impressive grouping

**to tap** to draw upon; begin to use

**bewildering** confusing; puzzling

1. Answer the questions:

a) What makes it difficult to pick the right course these days?

b) Who will be shown how to simplify the difficult job of choosing the right course of study for the career they wish to pursue?

- c) Why did a handful of Belgian teenagers put their heads together to try to hack their way through the academic undergrowth ten years ago?
  - d) What idea did they come up with?
  - e) What form was it decided the Student Fair would take?
  - f) What dilemma are students faced with each year in the opinion of exhibition organiser Valerie de Norre?
  - g) What is the theme of the fair this year?
2. Give the main idea of each paragraph and of the whole text.
  3. Comment on the text.

### **CREATING ARTIFICIAL REEFS**

In the coastal waters of the US, a nation's leftovers have been discarded. Derelict ships, concrete blocks, scrapped cars, army tanks and tyres filled with concrete and redundant planes litter the sea floor. However, this is not waste disposal but part of a coordinated, state-run programme. To recently arrived fish, plants and other sea organisms, these artificial reefs are an ideal home, offering food and shelter.

Sea-dumping incites widespread condemnation. Little surprise when oceans are seen as convenient dumping grounds for the rubbish we have created but would rather forget. However, scientific evidence suggests that if we dump the right things, sea life can actually be enhanced. And more recently, purpose-built structures of steel and concrete have been employed – some the size of small apartment blocks – principally to increase fish harvests.

The choice of design and materials for an artificial reef depends on where it is going to be placed. In areas of strong currents, for example, a solid concrete structure will be more appropriate than ballasted tyres. It also depends on what species are to be attracted. It is pointless creating high-rise structures for fish that prefer flat or low-relief habitat. But the most important consideration is the purpose of the reef.

In the US, where there is a national reef plan using cleaned up rigs and tanks, artificial reefs have mainly been used to attract fish for recreational fishing or sport-diving. But there are many other ways in which they can be used to manage the marine habitat. For as well protecting existing habitat, providing purpose-built accommodation for commercial species (such as lobsters and octopuses) and acting as sea defences, they can be an effective way of improving fish harvests.

Japan, for example, has created vast areas of artificial habitat – rather than isolated reefs – to increase its fish stocks. In fact, the cultural and historical importance of seafood in Japan is reflected by the fact that it is a world leader in reef technology, what's more, those who construct and deploy reefs have sole rights to the harvest.

There is no doubt that artificial reefs have lots to offer. And while purpose-built structures are effective, the real challenge now is to develop environmentally safe ways of using recycled waste to increase marine diversity. What we must never be allowed to do is have an excuse for dumping anything we like at sea.

**leftovers** anything left or remaining from a larger amount

**remainder** a remaining part

**derelict** left or deserted; abandoned

**concrete** an artificial, stonelike building material made by mixing cement and sand with water and allowing the mixture to harden

**redundant** removed or laid off from a job

**to incite** to stimulate to action; stir up

**habitat** the natural environment of a living thing

**recreational** of, relating to, or used for recreation

**harvest** the gathering of crops

**to deploy** to arrange in a position of readiness, or to move strategically or appropriately

1. Answer the questions:

a) What litters the sea floor in the coastal waters of the US?

b) What does scientific evidence suggest?

c) What does the choice of design and materials for an artificial reef depend on?

d) What will be more appropriate than ballasted tyres in areas of strong currents?

e) What kind of fish is it pointless creating high-rise structures for?

f) What is the most important consideration?

g) What have artificial reefs mainly been used in the US for?

h) What is the cultural and historical importance of seafood in Japan reflected by?

i) What is the real challenge now?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

**DESIGNED TO FIT IN**

Go to the mall and look at the young teenagers. Many of them are wearing the same clothes. As an adult, you might think, “Why do they want to look identical?”

“Wearing the right clothes is very important for young teenagers, especially girls,” says Kathleen Jackson from Delmar Hunt School in Lincoln, Nebraska. “Looking right means fitting in.”

“It's a sign of normal child development,” Mrs. Jackson says. “Young teenagers are starting to separate from their parents, and they want to fit in with their friends. Dressing alike is one way to do that.”

Dr. Adam Robb, a psychiatrist at Emory University, calls this *peer group identity*. Before forming their own identity, teenagers become part of a group to feel accepted and secure. He says, “Teenagers judge each other all the time. In many schools, one of the ways you fit in is to look like everyone else – you wear the right skirt or pants or carry the right backpack.”

Fashion can be a lot of fun, but it has another side, too. Sometimes the pressure of dressing in a certain way creates problems, especially in families with no money for expensive clothes. Some schools have found a solution to this problem. They have a dress code or make students wear uniforms. “Students were laughed at if they didn't have the right clothes. That's not a good atmosphere for learning, so we started a dress code. That ended the fashion race,” Mrs. Jackson says. “It really stopped the teasing and conflicts.”

**to tease** to irritate, bother, or anger (someone or an animal) with jokes, playful words or actions, or other annoyances

1. Answer the questions:

- a) Why are many of young teenagers wearing the same clothes?
  - b) Why is wearing the same clothes a sign of normal child development?
  - c) Why do teenagers become part of a group?
  - d) What does the pressure of dressing in a certain way sometimes create?
  - e) What solution to this problem have some schools found?
2. Give the main idea of each paragraph and of the whole text.
  3. Comment on the text.

### **THE INTERNET POLICE**

You're using the computer at work. After a while, you decide to take a break and go shopping – on the Internet. But when you click on your favorite shopping Website, there's a big red hand on the screen. At the bottom of the screen, you see a warning from your company about unauthorized Web surfing.

So, who put it there? People like Ida Smith. Ms. Smith is a content specialist for a Web-filtering company. She spends her days surfing the Web. She is looking for sites that employers do not want their employees to visit. Her specific task is to find shopping, travel, and gambling sites. These sites are some of the places where employees may waste time at work. (Other content specialists look for sites on sex, drugs, and violence. There are 39 categories in all.) She also scans *white lists* – approved sites for children – to make sure that they have no links to naughty sites.

Special *spidering* programs actually do most of the work. These programs can search millions of pages in just a few minutes. But people like Ms. Smith provide a human review to make sure that pages are not blacklisted or white-listed by mistake.

Ms. Smith enjoys the work. "I love spending time on the Internet. I feel like I'm in touch with what people think and what they're doing," she says. However, she admits often taking a couple of aspirin when she gets home. "All that surfing gives me a headache," she explains.

**unauthorized** not having been given permission or authority to do something

**to gamble** to play at a game of chance for money or other stakes

**naughty** improper or indecent

1. Answer the questions:

a) What does a big red hand on the screen mean when you surf the Internet at work?

b) What is Ida Smith? What does she do at work?

c) What programs actually do most of the work?

d) What do people like Ms. Smith provide?

e) Why does she enjoy her work?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## RESUMES: FACT OR FICTION?

Exaggeration Is Common, But Risky



People are sometimes “creative” when they are writing their resumes. That does not surprise Edward C. Andler. “Cheating on resumes is very common,” says Andler. He is a *resume detective* and the author of *The Complete Reference Checking Handbook*. “Many people are getting away with it, so more people are trying to do it.”

Andler's surveys show that about one-third of all resume writers exaggerate their background and accomplishments. Approximately 10 percent of job seekers “seriously misrepresent” their work histories. In some fields, such as sales, the numbers are even higher.

Typical lies include fictional degrees, false job titles, exaggerated responsibilities, and the changing of dates of previous employment to hide times of unemployment. Some resume lies, such as fake degrees, are easy to discover. Other lies, particularly exaggerations, are harder to check. “Most companies will only give you dates of employment, and that's it, no details,” Andler says.

However, Andler uses other techniques to discover lies on resumes. For example, when he checks references, he asks for the name of another work colleague. A call to that person helps him find untruths. “A person who gives a reference is supposed to say good things. They are prepared and they don't want to be negative. However, when you call another colleague, you often get more truthful answers.” Still, many applicants get away with their lies. And that is why so many people continue to do it. “Our message to people who cheat is just don't do it,” says Andler. “We may not catch you now, but sooner or later, somebody will.”

**to exaggerate** to magnify beyond the limits of truth

**accomplishment** achievement

**approximately** nearly exact; not perfectly accurate

**applicant** a candidate

1. Answer the questions:
  - a) What does not surprise Edward C. Andler?
  - b) What do Andler's surveys show?
  - c) What information do typical lies include?
  - d) What techniques does Andler use to discover lies on resumes?
  - e) Why do so many people continue to tell lies on resumes despite the fact that they can be caught?
2. Give the main idea of each paragraph and of the whole text.
3. Comment on the text.

### WHAT'S BETTER: A DUNCE OR A GENIUS?

A *dunce*, which means a very stupid person, is an eponymous term – a word that comes from someone's name. In this case, the person was John Duns Scotus. He was a thirteenth-century philosopher. Duns was not really stupid, but he had some strange ideas.

Although he was very respected in his time, other philosophers began to criticize him after he died. His followers, the *dunsmen*, were fanatical believers in his ideas. They refused to give them up and people began to laugh at them. And so, *dunce* came to mean *idiot*.

The dunce cap also came from John Duns. He believed that conical hats increased learning. His theory suggested that knowledge is centralized at the point of the cone and then funneled down into the brain of the wearer. People soon realized that this was an idiotic idea. So the *duns cap* became a symbol of stupidity.

However, being a dunce is not all bad. There are a lot of famous people that seemed like dunces to their teachers.

- Albert Einstein couldn't read until he was seven.
- Isaac Newton did poorly in grade school.
- When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything.
- Leo Tolstoy flunked out of college.
- Wernher von Braun (father of the U.S. space program) failed ninth-grade algebra.
- Louis Pasteur got a C in chemistry in college.

More recently, Bill Bradley, a former U.S. senator, got a very low score on his college entrance examination. He scored only 485 out of a possible 800, yet he became a Rhodes scholar and a well-known lawmaker. These men prove that children who are slow starters, students who get poor grades, and people who do not do well on tests may do very well in life.

On the other hand, there are geniuses who are absolute failures outside the classroom. For example, Theodore Kaczynski, better known as "The Unabomber," was no dunce at all. He skipped two years of high school, graduated from Harvard, and got a Ph.D. in math. After graduating he was unable to cope with the outside world, and he went insane. He moved to Montana to live alone and started sending letter bombs to people he didn't know. I'd much rather live in a country run by *dunces* such as Albert Einstein and Bill Bradley than by geniuses like Theodore Kaczynski.

**cone** a solid in which the bottom or base is a circle and the sides are smooth, curved lines narrowing to a point at the top

**funnel** to (cause to) pass through or as if through a funnel

**insane** mentally unsound; mad

1. Answer the questions:

a) Why did other philosophers begin to criticize John Duns Scotus after he died?

b) Why did *dunce* come to mean *idiot*?

c) What did the *duns cap* become a symbol of? Why?

d) Why is being a dunce not all bad?

e) What do Leo Tolstoy, Wernher von Braun, Louis Pasteur and Bill Bradley prove?

f) Why did Theodore Kaczynski go insane?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## THE LONELINES OF BEING A GENIUS

Many people think that it must be great to be a child prodigy. You're smarter than everyone, even your teachers. All your friends are jealous because you don't have to work in school. Your parents are really proud of you and they never complain about your schoolwork.

Unfortunately, for most prodigies, the statements above are incorrect. Many child prodigies have lonely, friendless childhoods. Why? Because their intellectual, social, emotional, physical, and chronological ages are very different. Even a very young prodigy may have the intelligence of an adult, but he or she still has the social and emotional level of a young child. Research on the development of children's friendships shows that friends think of themselves as similar to each other.

This means two children who are friends like the same activities and they act and speak in similar ways. Many highly gifted children can find no one who is like them, so they end up lonely and isolated. For example, Ian is six. His IQ is over 200, and he is passionate about dinosaurs. Many children of all ages also like dinosaurs. However, Ian rarely finds someone to talk to about his passion. Other six-year-olds know too little. Even older children don't know enough. And they do not find his knowledge interesting. In fact, they often don't like him because he keeps correcting them. Ian can only talk about dinosaurs to knowledgeable adults.

The adults are kind, but he is not their social or emotional equal. He's still a child. Therefore, Ian never feels he has a true friend because no one really shares his interests at the same level.

**prodigy** a person, esp. a child, having extraordinary talent

**knowledgeable** possessing or showing knowledge, insight, or understanding; well-informed; perceptive

1. Answer the questions:

a) Why do many people think that it must be great to be a child prodigy?

b) Why are the statements about their advantages incorrect for most prodigies?

c) What does research on the development of children's friendships show?

d) Why does Ian never feel he has a true friend?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## WILL YOU STILL LOVE ME TOMORROW?

Serial monogamists say, “Maybe”.

All the statistics say that Americans are voting *no* on marriage. Only 56 percent of all adults in the United States are married, compared with 75 percent 30 years ago. The proportion of traditional American households – married couples with children – has dropped to 26 percent, from 45 percent in the early 1970s. In addition, a 1999 Rutgers University study reported that only 38 percent of Americans who are on their first marriages describe themselves as happy in that state.

It's not that men and woman aren't interested in each other anymore. It's simply that more and more couples are choosing to live together rather than marry. Cohabitation used to be what people did before they got married. “Now”, says Pamela Smock, a sociologist at the University of Michigan, “many couples are choosing never to marry, and, increasingly, cohabitation is seen as a substitute for marriage rather than a prelude to it.” Surveys show that about 55 percent of couples who live together eventually get married. Another 40 percent end their relationship within five years.

This pattern is redefining families. Robin Baker, a British researcher on human sexual behaviour, agrees. He sees a pattern of shorter relationships and greater mobility from partner to partner. He believes that technology will play a greater role in relationships. According to Baker, techniques such as in-vitro fertilization will make “coupling” unnecessary. (In-vitro is Latin for “in glass;” this is a procedure in which an egg and a sperm are combined in a test tube.) In the future, he thinks single-parent families will be normal. Is he distressed about this possibility? On the

contrary, he is enthusiastic. According to him, "Single parenthood will become the best system for raising children in the 21st century."

Thirty years ago, anthropologist Margaret Mead predicted that serial marriage would become the pattern of the future. She got the "serial" part right, but the "marriage" part seems to be on its way out.

**monogamist** a person who practices or advocates monogamy

**cohabitation** the state or condition of living together as husband and wife without being married

**substitute** a person or thing serving in place of another

**fertilization** the union of male and female genetic nuclei

1. Answer the questions:

a) How much has the proportion of traditional American households dropped?

b) How has the meaning of cohabitation changed?

c) What does Robin Baker, a British researcher on human sexual behaviour, agree with?

d) Was anthropologist Margaret Mead right in her prediction?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

### **ENGLISH: CAN ANYONE STOP IT? SHOULD THEY TRY?**

English is spoken by approximately two billion people around the world, and this number is growing by leaps and bounds. Many people are not happy about this. They deplore the need to learn English. According to these people, learning English is bad enough, but what is worse is the

hybridization of English and their native language. By a language hybrid, I mean a combination of two different languages.

The most famous hybrid is probably Spanglish – a combination of Spanish and English commonly used in Hispanic communities in the United States. Spanglish is rapidly moving from a cultural oddity to a serious language. In 2004, the first academic conference on Spanglish was held at Amherst College in Massachusetts. Attendees heard talks on Spanglish linguistics, Spanglish media, Spanglish culture, and Spanglish arts. The conference was organized by Professor Ilan Stavans, who is writing the first Spanglish-English dictionary. When asked if “he considered Spanglish the result of cultural imperialism”, he said, “I’d describe it more as cultural irrigation than cultural imperialism. The U.S. is a laboratory of languages which are fertilizing each other,” says Stavans. “Language has its own ways and Spanglish is a movement which is happening and happening globally. It’s too free to be pinned down and it’s impossible to legislate its usage.”

Meanwhile, in Europe, traditionalists are trying to hold back the flood of English. Both Spain and France have academies that were created hundreds of years ago to protect the purity of the Spanish and French languages. In Spain, they are losing the battle. The French, always cautious about outside cultural influences, are having greater success.

In Germany, where English, or *Denglish* (*Deutsch + English*), is often used in advertisements, there is a movement to go back to the language of Goethe. Not long ago, Lufthansa changed its slogan from “There’s No Better Way to Fly,” in English, to the German “Alles für diesen Moment,” or “Everything for This Moment.” Similarly, German McDonald’s changed its slogan from “Every time a good time” to “Ich liebe es,” which translates to “I love it.” Unfortunately, for German traditionalists, there has also been



some movement in the other direction. A German Burger King recently changed its slogan to the English “Feel the Fire.”

All over the world there are people who are worried about losing their native languages and others who feel that languages have always intermixed and that this trend is no different. At any rate, does any nation have to control the changes in its language and to guard against words from other languages?

**to deplore** to express strong disapproval of

**oddy** an odd characteristic, trait, or element

**peculiarity** a quality distinctive to only one group or thing

**attendee** a person who is present at a specific time or place

1. Answer the questions:

a) Why are many people not happy about the fact that the number of people who speak English is growing by leaps and bounds?

b) What hybrid is rapidly moving from a cultural oddity to a serious language?

c) Do France and Spain succeed in protecting the purity of the Spanish and French languages?

d) What is the situation with using English in Germany?

e) What do people all over the world think?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## AT PEACE

Most young people say their home lives are carefree, according to a new survey.

The evidence may not be obvious in some households. But four out of five young people in Britain now get on with their parents, contradicting the popular image of angry teenagers locked in their room after endless family rows.

A new study into teenage attitudes reveals that their family life is more harmonious than ever before: more than half of 13 to 18-year-olds get on with their brothers and sisters; and one in three has not argued with parents during the past 12 months. 85 % of 13 to 18-year-olds agree with the statement 'I'm happy with my family life.' A majority said their lives were 'happy', 'fun' and 'carefree'. Only one in 10 said they had a very poor relationship with their parents. However some arguments do still occur. The most common family flashpoints are 'tidying up' and 'household chores'. Children are expected to be rebellious, but actually they want a car and material goods and worry about whether school is serving them well. There is more discussion and negotiation between parents and children and a greater expectation of children's right to participate in the family decision-making process. This generation of parents is much more likely than 30 years ago to treat their children as 'friends'. 'My parents are happy to discuss things with me and make compromises,' says 17-year-old Daniel Lazell from Billericay. 'They know I go to the pub or which girl I'm going with. As long as they know what I'm doing they are fine. I'm happy with family life. When we sit down to dinner in the evening we all chat.' Relaxation of controls on young people is reflected throughout society. In the 1960s newspapers were scandalized when Prince Charles, then a

schoolboy, ordered a cherry brandy in a pub. Forty years later Prince Harry had to confess to drug use to generate a similar level of anxiety.

Psychologist Oliver James comments: 'Our surprise that teenagers say they get on well with their parents comes because of a brief period in our history when they were identified as different beings. The idea of teenagers rebelling and breaking away from their parents is a very 1960s thing.'

**evidence** something that makes plain; an indication or sign

**to contradict** to say the opposite of

**flashpoint** a critical point or stage at which something or someone suddenly causes or creates some significant action

**rebellious** going against or resisting some established authority, government, or tradition

**negotiation** discussion, argument, or bargaining with others in search of an agreement

1. Answer the questions:

a) How many young people in Britain now get on with their parents?

b) How many teenagers said they had a very poor relationship with their parents?

c) What are the most common family flashpoints?

d) How have the relations between parents and children changed?

e) What is relaxation of controls on young people reflected on?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## COMMON MYTHS AND STEREOTYPES ABOUT DISABILITIES

Myth: A person with a disability is sick or has something wrong with him.

Fact: Disability is a natural part of the human experience, and it is not the same as being sick. Individuals with disabilities have varying degrees of need and are sometimes sick, just as nondisabled are sometimes sick. Mistaking a disability for sickness not only fails to respond to a person's needs, it perpetuates a negative stereotype and an assumption that the disabled person can and should be cured.

Myth: People with disabilities have a poor quality of life.

Fact: This is one of the most common and damaging stereotypes because it discourages social interactions and the development of mature relationships with disabled people. People with disabilities have social needs just like those who are nondisabled. They work for a high degree of quality of life just as we do. Sometimes society itself makes the life of disabled people more difficult. For example, individuals in wheelchairs may not be able to enter restaurants, theaters, buses, *etc.*, if ramps and handrails are not provided.

Myth: People with disabilities are inspirational, brave, and courageous for living successfully with their disability.

Fact: A person with a disability is simply carrying out normal activities of living when they drive to work, go shopping, pay their bills, or compete in athletic events. Some of the disabled *are* heroic, just as some nondisabled people are. However, simply living with a disability is not heroic.

Myth: People with disabilities always need expensive and high-tech devices.

Fact: Simple inexpensive devices are often the most important devices in helping people with a disability live independently. Such devices can be as affordable as an eating utensil or Velcro strap.

Myth: People with severe disabilities need to live in hospitals or under constant supervision so that they do not hurt themselves.

Fact: Even those with the most severe disabilities can often live in their own home with adequate community services.

**to perpetuate** to preserve from extinction or oblivion

**assumption** something taken for granted; a supposition

**discourage** to take away courage; dishearten; dispirit

**mature** complete in development

**utensil** any instrument, container, or tool serving a useful purpose

1. Answer the questions:

a) Is a person with a disability sick?

b) Do people with disabilities have a poor quality of life?

c) Are people with disabilities inspirational, brave, and courageous for living successfully with their disability?

d) Do people with disabilities always need expensive and high-tech devices?

e) Do people with severe disabilities need to live in hospitals or under constant supervision so that they do not hurt themselves?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## **DO PARENTS KNOW**

Jocks, Preps, Punks, Goths, Geeks... they may sit at separate tables in the school cafeteria, but they all belong to the same generation. There are now over 31 million American kids in the 12-to-19 age group. In many ways, these teens are uniquely privileged. They have grown up in a period of prosperity, cable and the Internet have given them access to an almost infinitive amount of entertainment and information, most expect to go to college, and both boys and girls have unprecedented opportunities for their future careers. But behind this positive image of American adolescence, there is another more worrying dimension.

In survey after survey, many kids say they feel increasingly alone and alienated, unable to connect with their parents, teachers and sometimes even classmates. They are desperate for guidance, and they do not get what they need at home or in school, they turn to cliques or immerse themselves in a universe out of their parents' reach, a world defined by computer games, TV and movies, where brutality is so common it has become normal.

Many teens feel overwhelmed by pressure and responsibilities. They are managing part-time jobs and hours of homework every night; sometimes they are so exhausted they are nearly asleep in early morning classes. Half have lived through their parents' divorce; 63% are in the households where both parents work outside the home, and many looked after younger brothers and sisters in the afternoon. Others are home by themselves after school and the solitude can extend well into the evening, including mealtimes.

Loneliness is at the top of the list of adolescent problems. Loneliness creates an emotional vacuum that is filled by an intense peer culture. Some of this is perfectly normal: humans need to feel that they are accepted into the group. Teenagers spend a lot of time thinking about what others think of them. Dressing in the same way is a refuge, a way of hiding in the group.

However, when adults are absent, teenagers make their own rules and the pressure can grow too much. Surveys of high-school students indicate that one in four considers suicide each year; by the end of high school, many have actually tried to kill themselves. Even the best, most caring parents cannot protect their teenagers from all these problems, but involved parents can make an enormous difference.

**prosperity** a successful, flourishing, or thriving condition, esp. in financial respects

**dimension** an aspect or factor (of a situation) to be considered; side

**desperate** having an urgent need, desire

**alienated** feeling separated or isolated

**suicide** the intentional taking of one's own life

**refuge** shelter or protection from danger, trouble, etc.

1. Answer the questions:

a) Why are American teens uniquely privileged now?

b) What is another more worrying dimension behind this positive image of American adolescence?

c) Why do many teens feel overwhelmed by pressure and responsibilities?

d) Why is loneliness at the top of the list of adolescent problems?

e) What do surveys of high-school students indicate?

2. Give the main idea of each paragraph and of the whole text.

3. Comment on the text.

## **VOCABULARY BANK**



<b>Family</b>	
acceptance of sex before marriage	
adoption	
conception of the family	
custody	
extended family	
family ties/bonds	
gender roles	
generation gap	
high divorce rate	
increased number of one-parent families	
marriage of convenience	
mother's care for her child	
nuclear family	
proper foundation for marriage	
single-parent household	
the older generation	
the younger generation	
unhappy/disfunctional family	
unmarried couple	
to adopt a child	

to be in the state of crisis	
to confront problems cooperatively	
to have a son/daughter by former/present marriage	
to keep the family	
to live apart	
to loosen one's bonds with the family	
to tighten one's bonds with the family	
to maintain separate households	
to provide shelter and food	
to set up home/house	
to set up one's own household	
to speak the same language	
<b>Parenting and personal development</b>	
bullying and shooting at school	
capable of making relationships	
carefree childhood	
guest worker	
opportunities for self-expression	
self-confidence	
self-esteem	
strict parent control	
troubled childhood	
to be economically independent from	
to be full of age	
to be on good terms with	

to bring up children	
to bring up children in love and respect	
to come into adulthood	
to encourage smb to do smth	
to go through periods of	
to have a dramatic effect on	
to have faith in smb	
to have patience	
to have respect for seniors	
to live on one's parents	
to oppose the standards of the society	
to pass through adolescence	
to prevent children from	
to set goals for	
<b>Education</b>	
academic year	
Bachelor's degree	
boarding school	
brainstorming	
cooperative or collaborative learning in small groups	
correspondent courses	
curriculum	
differentiated/individual approach	
distance education	
distance learning methods	

educational methodological material	
educational system	
electronic textbooks	
entrance exams	
free tuition	
full-time student/education	
gifted pupils	
graphics tablets	
handheld technological devices	
ill-behaved	
interaction between	
leave of absence	
lower-secondary school	
Master's degree	
part-time education	
part-time student	
post-graduate school	
private lesson	
private tutor	
remote teaching	
scholarship	
school-leaving certificate	
smart board	
specific learning needs	
teaching staff	
test period	

tutorial	
user friendly interface	
vocational school	
year project	
to achieve high test scores	
to attend public private school	
to cause eyestrain	
to devote much time to studies	
to expel a student	
to gain knowledge	
to get an access to libraries and databases	
to give a good credit to	
to give somebody feedback	
to keep in touch with parents by the Internet	
to keep up with the programme	
to lag behind	
to miss school	
to pay tuition fee	
<b>Choosing a career</b>	
attractiveness to potential employers	
business trip	
commercial activity	
competitive salary	
demanding job	

flexible working hours	
friendly boss and colleagues	
generous benefits	
good atmosphere at work	
good salary	
good team player	
heavy workload	
high standard of living	
highly qualified specialist	
job areas	
job satisfaction	
permanent job	
personal growth	
prospects of quick promotion	
regular job	
travel opportunities	
working conditions	
working skills	
to be fired/dismissed	
to be guaranteed a job upon graduation	
to be useful to society	
to become self-employed	
to develop one's skills	
to do internship	
to estimate one's own abilities and talents	

to evaluate oneself	
to explore one's choice of occupation from every angle	
to follow in the footsteps of somebody	
to gain experience	
to get an entry-level job	
to get a well-paid job	
to make a good first impression	
to try different kinds of work	
to work in shifts	
to work in the staff	
to work on the one and a half rates	
to work overtime	
to quit a job	
<b>Animal rights</b>	
abusive handling of an animal	
animal experimentation	
animal rights activist	
animal shelter	
animal testing	
animal welfare	
cruelty to animals	
domestic/wild animals	
experiments on animals	
exploitation of animals	
extinct, extinction	

guinea pig	
medical research	
nature reserve	
poacher	
stray animal	
stray overpopulation	
stuffed animal	
to breed animals	
to ensure human survival	
to get a disease from a stray animal	
to hunt wild animals	
to kill animals for food	
to lead to conflicts	
to put an animal to sleep	
to spray and castrate animals	
to take responsibility for	
to tame an animal	
to treat an animal	
<b>Crime</b>	
breach of the law	
child abuse	
crime prevention	
crime wave	
criminal case	
criminal group	
drug dealing	



environmental crime	
juvenile crime	
juvenile delinquency	
law-abiding citizen	
light punishment	
not serious offence	
pickpocketing	
severe punishment	
shoplifting	
community service	
suspended sentence	
to assert one's rights	
to break the law	
to commit a crime	
to condemn	
to look for asylum	
to pick one's pocket	
<b>Immigration</b>	
cheap manual labour	
illegal immigration	
immigration control	
loss of national identity	
overpopulation	
political oppression	
racial oppression	

religious oppression	
restrictions	
safe environment	
shortage of skilled workers	
social welfare system	
<b>Ecology</b>	
carbon dioxide	
conservation of natural resources	
deforestation	
desertification	
diversion of flow of rivers	
drought	
endangered species	
environmental emergency	
exhaust fumes	
flooding	
greenhouse effect	
maximum allowable emissions	
ozone hole	
ozone layer	
radioactive wastes	
recycling	
renewable energy	
solid waste management	
timber	
toxic substance	

to be pollution free	
to become environment-educated	
to become extinct	
to chop down forests	
to create an unfair environment	
to dump industrial waste into rivers and seas	
to have disastrous consequence	
to maintain different species of plants and animals	
to pollute the atmosphere	
to preserve forests	
to protect rare animals and plants	
to save electricity by turning off lights	
unfavourable ecological situation	
<b>Sport</b>	
doping sample	
to achieve a personal best	
to ban drugs	
to break the world record	
to disqualify	
to enhance one's performance	
to fail a drug test	
<b>Miscellaneous</b>	
to combat a problem	
to get out of control	

to pass a law	
to tackle a problem	

## APPENDICES

### **Appendix 1: Useful tips for how to comment on the text**

- 1) Find the key sentence in each paragraph.
- 2) Pick out the most important figures, facts.
- 3) Say if the title is directly connected with the idea of the text (say if you can guess the plot of the text).
- 4) Comment on the main idea.
- 5) Give any information dealing with the problem.
- 6) Compare the situation in this country and abroad.
- 7) Express your own attitude to the problem.
- 8) Sum up.

### **Appendix 2: Useful expressions**

- The text (article) under discussion is taken from ... .
- The text (article) under discussion is called ... .
- It is devoted to ... .
- The text (article) highlights the problem of ... .
- The text (article) carries material about... .
- The author makes it clear that ... .
- The author points out that ... .
- The author points to the fact that ... .
- The crux of the matter is (this) ... .
- According to the author (to the text) ... .
- It should be noted that ... .
- It should be mentioned that ... .

- Not to be groundless, I'd like to give some figures (facts).
- It goes without saying that ... .
- Needless to say that ... .
- I'm greatly concerned about ... .
- I'm greatly worried about ... .
- It's a topical problem ... .
- It's a burning problem ... .
- It is imperative to act.
- It's common knowledge that ... .
- Let us consider some pros and cons of it.
- One cannot deny that ... .
- It is a well-known fact that ... .
- A number of key issues arise from the statement. For example, ... .
- One of the most striking features of this problem is ... .
- (Un)fortunately
- Frankly speaking
- To tell the truth

Personal opinion:

- In my opinion/view
- To my mind
- It seems to me that
- As for me
- As far as I am concerned
- I consider / believe that
- I must admit that
- It is my firm belief that
- I can't help agreeing with the author

To list advantages and disadvantages:

- Firstly
- First of all
- To start / to begin with
- Secondly
- Thirdly
- Finally
- Lastly
- Then

To add more points to the same topic:

- What is more
- Besides
- Moreover

To emphasise a point:

- Obviously
- It is obvious
- Indeed
- Naturally

To express reality:

- In fact
- As a matter of fact
- Actually

To state other people's opinion:

- It is believed that

- Some people feel that

To conclude:

- Finally
- Lastly
- Taking everything into account / consideration
- On the whole
- In conclusion
- For the above mentioned reasons
- To sum up/Summing it up

Summarising:

- In short
- Briefly
- To put it briefly
- In a nut-shell

### **Appendix 3: Compounds**

Compounds are two or more words together that act as a single word. They usually represent an action or description in a short form ('a game played using a computer' becomes a computer game; someone with fair hair is described as fair-haired). Compounds can be written as one word (hairstyle), two words joined by a hyphen (old-fashioned) or two separate words (rain forest). There are no rules for this.

#### **Compound adjectives**

We can form compound adjectives by combining:



1. an adjective or noun with a word ending in –ing or –ed: good-looking, old-fashioned 2. a past participle or adverb with a preposition: fed-up, grown-up 3. a noun with an adjective: duty-free

**absent-minded** forgetful

**airtight** not allowing air to pass in or out

**antisocial** showing no concern for other people

**brand-new** new and unused

**class-conscious** aware of the social class that people come from

**family-orientated** believing the family is very important

**fair-sized** fairly big

**far-reaching** having a great influence

**firsthand** learnt directly and not from other people

**full-time working** the usual hours in a job

**good-looking** handsome or pretty

**grown-up** like an adult behaves

**ground-breaking** making important discoveries or using completely new methods

**high-powered** very powerful

**homesick** missing home very much

**law-abiding** who never does anything illegal

**life-size** of the same size as a real person or thing

**long-standing** existing for a long time

**long-term** for a long period into the future

long-term (effects)

**mass-produced** made in large quantities in a factory

**mould breaking** = ground-breaking

**old-fashioned** no longer fashionable or popular

**one-year-old** being one year old

**open-air** outdoor

**part-time** working only part of the usual hours

**performance-enhancing** that improves physical performance

**ready-made** cooked and ready for eating

**real-time** describes a virtual reality game that takes as long as the real game

**record-breaking** better than the existing record

**run-down** in bad condition

**second-hand** not new and already used

**short-lived** lasting only a short time

**time-consuming** using up a lot of time

**ultra-smart** very clever

**user-friendly** easy to use and understand

**well-behaved** behaving in an acceptable and polite way

**well-known** famous

**well-off** rich

**world-class** among the best in the world

**world-famous** famous in all parts of the world

**worn-out** very tired or in a poor condition

### **Compound nouns**

In compound nouns, the first part usually describes the type of the second part. We can form compound nouns by combining: 1. two nouns: sunglasses 2. an adjective and a noun: popstar 3. a verb and a preposition or adverb: breakthrough 4. a noun and a word ending with –ing: water-skiing

**blood pressure** the force with which your blood moves through your body

**body-piercing** the act of putting jewellery into the skin in a part of your body

**carbon emissions gases** produced as a waste product of burning fuels such as coal or oil

**civil war** a war between two groups in the same country

**common sense** good sense and judgement

**consumer society** a modern society in which advertising encourages people to buy things

**designer label** a label on clothes showing a fashionable manufacturer

**eyesore** something ugly (often a building)

**fossil fuel** coal or oil

**gang warfare** fighting between groups of people

**gene therapy** medical treatment using genes from cells

**genetic code** the arrangement of genes that makes a living thing like its parents

**genetic engineering** the deliberate changing of the form of a living thing using its genes

**human being** a man, woman or child

**hydro-electric power** electricity produced by moving water

**ice skating** moving on ice for fun or sport using special boots

**immune system** the system in your blood that fights diseases

**information technology** technology using computers

**jigsaw puzzle** a picture cut into pieces that you try to fit together

**job security** the condition of feeling safe in a job

**junk food** bad quality ready-made food

**laptop** a small, portable computer

**legal action** the use of the law to punish someone for doing something illegal

**lifetime** the usual period of time of someone's life

**long-term** that last into the future

**living-room** a place in a house for relaxing, watching TV, etc.

**machine gun** a gun that shoots many bullets

**neuroscientist** a scientist who is an expert in the body's nervous system

**nightlife** entertainment at night

**no-man's land** the area between two opposing armies that neither side controls

**organ donor** someone who gives a body organ for medical use, especially after they have died

**package tour** a holiday with everything organised for you

**passive smoking** breathing in smoke from other people's cigarettes

**rain forest** a hot and wet forest in a tropical region

**road rage** violent behaviour by drivers towards other drivers

**room service** the service in a hotel of providing food and drinks in your room

**science-fiction** describes stories about future scientific and technical developments and their effects on life

**self-defence** the skill of defending yourself when attacked

**sightseeing** visiting places of interest as a tourist

**slow motion** movement on television that is much slower than in real life

**so-called** having the description or name that you think is wrong

**software** computer programs

**solar power** electricity produced by heat and light from the sun  
**solar system** the sun with the planets, etc. that move round it  
**stepping stone** an act or event that helps you achieve something else  
**telephone directory** a book that contains the telephone numbers of all the people in a particular area  
**test tube** a thin glass bottle used in scientific experiments  
**trading centre** a place that imports and exports goods  
**wake-up** call a phone call in a hotel to wake you up  
**washbag** a small bag for soap, toothpaste, etc. when you travel  
**working week** the hours you work in a week  
**zero-gravity** the state or situation of having no gravity

### **Compound verbs**

We can form compound verbs by combining: 1. a preposition or adverb and a verb: overtake 2. a noun and a verb: mass-produce 3. an adjective and a verb: double-check

**bypass** to avoid something: Can we bypass this part of the tour?

**double-check** to examine something again to make sure it is correct:  
I double-checked that I had turned the gas off.

**mass-produce** to make large quantities of products in a factory

### **Compounds using prepositions or adverbs**

#### **Adjectives**

**follow-up** something that follows something else: The group's follow-up album to their first hit was not a success.

**in-depth** very detailed: an in-depth report

**laid-back** very relaxed: He never gets excited - he's laid-back.

**oncoming** coming towards you: oncoming traffic

**outgoing** 1. friendly and easy to get on with 2. leaving a job: The outgoing manager gave a press conference.

**out-of-date** not popular or valid any more

**outspoken** giving your opinions freely

**overloaded** having too much to carry

**rundown** 1. tired or ill: I feel pretty rundown. 2. in bad condition: It's a very rundown area.

**underpaid** not paid enough

**understaffed** with not enough workers: Many hospitals are understaffed at the moment.

**underweight** too thin or light

**up-to-date** modern or popular

### **nouns**

**after-shave**: I love the smell of his after-shave (lotion).

**breakthrough** an important discovery: The discovery of penicillin was a major breakthrough in medicine.

**bypass** 1. a road round a town 2. an operation to send blood round a part of your heart with a problem: a heart bypass.

**downfall** something you do that makes you lose success: Gambling led to his downfall.

**follow-up** something you do to make sure an earlier action is successful: This lesson is a follow-up to last week's.

**getaway** an escape: The thieves made a quick getaway.

**outbreak** a sudden appearance of something (usually bad): There was a serious outbreak of flu.

**outcome** the result: What was the outcome of the election?

**outlook** a developing situation: The outlook for tomorrow's weather is fine.

**rundown** a summary of events: Give me a rundown of what happened.

**setback** something that prevents progress or makes something worse: Peace negotiations have suffered a setback.

**upkeep** the cost of keeping something in order: We can't afford the upkeep of such a big house.

### **verbs**

**off-load** to take things out of a car, lorry, train, etc.

**outgrow** to grow bigger than the size or space provided: He has already outgrown his shoes.

**overhear** to hear what other people are saying to each other

**oversleep** to sleep longer than you wanted to

**undercook** to not cook something for enough time

**underestimate** to think that a quantity, skill, etc. is less than it really is: I underestimated her ability.

**update** to provide the latest information: After the attack, there were radio broadcasts **updating** the news every half hour.

**upgrade** 1. to make something, e.g. a computer, more powerful. 2. to give someone a more important job

### **multi-word compound nouns and adjectives**

We can make compound nouns and adjectives with more than two words. There are always hyphens between the words.

an **eighteen-year-old** boy

a **one-in-a-thousand** chance

a **heart-to-heart** talk  
an **out-of-work** actor  
my **mother-in-law**  
an **up-to-date** dictionary

#### Appendix 4: Collocation Bank

**verb + noun or adjective**

**break the record** to do something better than the best achievement so far

**catch a cold** to get a cold

**close the gap** to do something that brings two extremes closer together, e.g. closing **the gap between** rich and poor.

**contract an illness/disease** to get an illness/disease

**drive someone mad** to make someone feel upset or angry

**express your concern/worry/horror/shock/an opinion about something** to say what you feel or think

**express your thanks (to someone) (for something)** to say thank you

**feel part of something** to feel you are a member of a group

**give someone/something a bad name** to harm the reputation of someone or something

**give someone a hard time** to make it difficult for someone

**give someone permission (to do something)** to say someone can do something

**give someone a warning (about something)** to warn someone

**go mad** 1. to get very angry 2. to become insane

**last a lifetime** to last a very long time



**miss home** to feel unhappy because you are not at home

**pack your bags** to pack your things before you travel

**play a joke** on someone to play a trick on someone

**play a role** to take part in a play, project, etc.

**put on weight** to gain weight and become fatter

**reach an agreement (with)** to agree on something after a discussion

**receive acclaim for something** to receive compliments and admiration

**spend money/time (on something)** to spend money on/give time to something

**take it easy** to stop doing so much work

**turn cold** (weather)/**nasty** (person or animal)/**pale** (person)

**turn red** to show you feel embarrassed

**adjective + noun**

**anti-social behaviour** bad behaviour

**developed country** a country with an advanced economy

**developing country** a country without an advanced economy, often called a 'Third World' country

**dry climate/clothes/land** without rain/water

**dry sense of humour** humour when someone pretends to be serious when they are not

**fatal disease** a disease that often causes death

**fresh air** clean and pleasant air

**heavy fighting/rain** a lot of fighting/rain

**latest fashion/style** the most popular fashion/style now

**petty argument** a minor argument

**renewable energy** natural energy from such sources as the wind or the sun: Solar power is a source of renewable energy.

**severe punishment** very hard and strict punishment

**social benefit** something that will help society

**social mobility** movement between levels of society

**urban decay** the decline in living conditions in big cities

**vast majority** nearly all of a large group

**violent crime** a crime that hurts or kills someone

**working conditions** the conditions for workers in a factory, etc.

**verb + adverb**

**fall down heavily** to fall and hurt yourself badly

**rain/spend heavily** to rain/spend a lot

**sleep heavily** to sleep deeply and be hard to wake up

**take someone/something seriously** to value someone or something:

Graffiti is often not taken seriously in the art world.

## **Appendix 5: Expressions with do, get, have and make**

**do**

1. tasks and work:

Can you **do me a favour** and help me with this maths problem?

I hate **doing the garden** – it's such hard work!

I like to **do my homework** as soon as I get home.

Who **does the housework** in your home?

My parents **do the shopping** on Saturday mornings.

Don't **do the washing-up** – we've got a dishwasher.

She has **done** some useful **research** into the causes of Aids.

2. activities:

I **do athletics/gymnastics/tennis/horse riding** every Tuesday after school.

My sister is **doing English/history/science at university**.

Don't just sit there **doing nothing** – do something!

3. actions:

This isn't working – I think I **did something wrong**.

Don't worry about the exam; just **do your best**.

The storm **did a lot of damage**.

My morning swim **does me a lot of good**.

It'll **do you** no **harm** to visit your grandparents now and again. Did you **do well** in your test?

## **get**

1. to obtain or receive:

I really must **get a haircut** before the wedding.

I **got a letter/email/message** from Brigit this morning.

He **got a lot of money** from his weekend job.

After two years with the company, he **got a promotion**.

I never **get a chance** to relax.

I **got a shock/surprise** when he arrived – I didn't expect him. Get some sleep! You look like you need it!

I think I'm **getting a cold!** I feel awful.

2. to become or achieve:

I have **got attached** to our neighbour's puppy.

That's a terrible cold – I hope you **get better** soon.

These instructions are awful – I can't **get beyond the first step**. I'd better go; it's **getting dark**.

Hurry and **get dressed** or you'll be late.  
She can't concentrate for long. She **gets fed up** quickly.  
I **get the feeling** you don't agree with the government.  
Don't leave when it's dark – you could easily **get lost**.  
Our car **got stuck** in the mud after the heavy rain.  
She's very ambitious. I'm sure she'll **get to the top**.  
I'd like to **get in touch** with Jim, but I've lost his phone number.  
I was just beginning to **get worried** when he phoned.

## **have**

1. experiences:

I **had a cold/fewer/headache**, so I took an aspirin.

Last night, I **had a** terrible **dream** about being lost.

**Have fun** at the party!

I'm **having a haircut** this afternoon.

We always **have a laugh** when we get together.

She's going to **have an operation** on her bad leg next week.

I'm tired. Let's **have a rest**.

You'll **have a surprise/shock** when you see him – he's really changed.

I had a great time at the party last night.

2. actions:

We **had an argument** about football.

I **have a bath/shower** every morning.

I **had breakfast/lunch/dinner** with Charlie.

Can I **have a look** at your holiday photos?

At weekends I **have a lie-in** till about ten.  
I'm going to **have a party** on my birthday.  
I think the neighbours **are having a row**.  
They're **having a swim** in the hotel pool.  
She **had the chance** to meet the leading actors after the show.

3. to possess something (also have got):  
How many **brothers and sisters** do you **have**?  
You must accept the decision – you really **have no choice**.  
I don't know the answer. I **haven't a clue**!  
We both like music and reading – we **have a lot in common**.  
I **have an idea** – why don't we go swimming?  
I **have a good/bad memory**.  
He **has** a lot of **patience** with children.  
I've tried to give up sweets, but I **have no willpower**.

4. to produce an effect:  
The war will **have a bad effect** on the economy.  
The weather **had an influence** on the result of the match.

## **make**

1. actions:  
They **made an agreement** with us to meet at 6 o'clock.  
You should **make an appointment** at the dentist's.  
I **make my bed** as soon as I get up.  
We'd like to **make a complaint** about the bad service.  
I had to **make a decision** before six o'clock.  
We **made an effort** to finish on time.

**He made an excuse** for not doing his homework.

Don't **make fun** of him – it's not fair.

Keep calm. There's no need to **make a fuss**.

He's so funny. He always **makes me laugh**.

I'm going to **make you an offer** you can't refuse!

Can I **make a phone call**, please?

She's **making progress** at school.

I'd like to **make a reservation** at the hotel for Friday night.

I think she'll **make a success** of her business.

2. to create, or produce:

**Make me a cup of tea**, please.

He invested well and **made a fortune**.

He **makes a living** selling his own vegetables.

Don't **make a mess** in your bedroom – try to keep it tidy!

I think you've **made a mistake** – Mr. Smith doesn't live here.

He **made** a lot of **money** selling his paintings.

Our neighbours often **make a lot of noise** at weekends.

You **made a good point** at the meeting.

Could I **make a suggestion**, please?

### **Appendix 6: Word pairs**

I love watching old **black and white films** from the 1930s.

I've got lots of **bits and pieces** to take to school tomorrow including my pen, pencil, paper, and books.

Italian merchants travelled **far and wide** buying and selling goods.

The **flora and fauna** in the region is very interesting, particularly the trees, flowers, birds and a rare breed monkeys.

There is a million people in the city, **give or take** a few thousand.

**More and more** people joined the protest march.

There were **loads and loads** of people there – over 20,000!

I found **odds and ends**, like my racket and some books.

I've been learning French **on and off** for years.

He's feeling better and I've seen him **out and about** again.

I hate all this traffic noise. I'd like to go to the country for some **peace and quiet**.

You must take this one – you can't **pick and choose**.

A hundred years ago, both **rich and poor** suffered from polio.

I'm **sick and tired** of getting up at six o'clock. I'd love a lie-in!

**Sooner or later** you're going to have to tell her.

He made a real **song and dance** about going to the doctor.

I expected them to post my passport later but they gave it to me **then and there**.

The price of petrol has been going **up and down** this year.

I've had my **ups and downs** this past year, but it's good experience!

Prices keep on going **up and up**. They don't stop.

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