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READING FOR ALL LEVELS

Учебно-практическое пособие

На английском языке

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Цель настоящего учебно-практического пособия – формирование, развитие и тренировка умения и навыков чтения на английском языке у обучающихся английскому языку на различных уровнях сложности. В пособии представлены аутентичные тексты на английском языке, соответствующие трем основным уровням владения английским языком по шкале CEFR. Тексты снабжены упражнениями, способствующими формированию у студентов навыков различных типов чтения. Задания носят комплексный характер и, помимо навыков чтения, способствуют совершенствованию грамматических и лексических навыков обучающихся.

Материал пособия может быть использован для аудиторной и самостоятельной работы обучающихся по дисциплинам «Иностранный язык», «Практика устной и письменной речи», «Практический курс английского языка», а также при подготовке к государственной итоговой аттестации.

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Пояснительная записка

Учебно-практическое пособие «Reading for All Levels» содержит материалы к практическим занятиям и предназначено для студентов, изучающих английский язык на всех уровнях: для студентов бакалавриата и слушателей курсов повышения квалификации. Цель пособия состоит в формировании и развитии у обучающихся навыков различных типов чтения – просмотрового, ознакомительного, поискового, детального, и т.д., а также в формировании и совершенствовании навыков владения речью на английском языке.

Пособие включает в себя три основных раздела, соответствующих основным уровням владения английским языком по шкале CEFR (Pre-Intermediate, Intermediate, Upper-Intermediate). Каждый из разделов содержит аутентичные тексты на английском языке, адаптированные согласно заявленному уровню владения иностранным языком. Каждый из текстов снабжён заданиями, облегчающими понимание текста и приближающими работу обучающегося с текстом к естественному процессу чтения во внеучебных условиях. Упражнения позволяют студентам отработать не только навыки чтения, но также грамматические, лексические навыки и умение устной и письменной монологической речи. Опираясь на предложенные задания, обучающийся может составить собственное связное монологическое высказывание по теме текста. Представленные в пособии тексты соответствуют тематике и требованиям программы и могут быть использованы в процессе подготовки обучающихся к государственной итоговой аттестации. Задания, предлагаемые

авторами, носят коммуникативный характер и могут быть адаптированы к различным формам работы студентов (индивидуальная, парная, групповая, панельная дискуссия, написание эссе).

Материал пособия может быть использован для аудиторной и самостоятельной работы студентов по дисциплинам «Иностранный язык», «Практический курс английского языка» и «Практика устной и письменной речи».

1 TEXTS FOR READING. ELEMENTARY AND PRE-INTERMEDIATE

1.1 About Myself

Let me introduce myself. My name is Maria. My surname is Ivanova. I am twenty-two **years old**. My birthday is **on the 1st of September**. I live in Saint Petersburg with my family. My family is rather big. There are five of us – father, mother, brother, sister and me. We are quite **close** and **get on** well.

I am a student at university. I want to become a school teacher in the future because I like working with children. From time to time I **take part in** volunteer work. As you can see, I'm a busy person. But when I have some free time in the evening, I like reading books. My favourite Russian writer and poet is Alexander Pushkin. **What's more**, I read a lot of books by English authors. I especially like books by Oscar Wilde and Agatha Christie. At the weekend I have more free time, and I like to spend it with my family. We **go out** together, for example go to the cinema, café or **go for a walk** in the park. I help my mom cook and we have family dinner in the evening.

At university I have a lot of English lessons and I'm **interested in** the culture of **English-speaking** countries, such as the UK, the USA, Canada, Australia etc. I would like to travel a lot in the future and speaking English can help me with that.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following words and word combinations:

Дружная семья, хорошо ладить, принимать участие, занятой человек, свободное время, английские авторы, гулять в парке, выходить в свет (выходить из дома), готовить семейный ужин, в университете, интересоваться культурой, англоговорящие страны.

Ex. 3. Answer the questions **in full sentences**.

1. What is the name of the girl from the text? What is your name?

2. What is Maria's surname? What is your surname?

3. How old is Maria? How old are you?

4. When is Maria's birthday? When is your birthday?

5. Where does Maria live? Where do you live?

6. Does Maria have a family? Do you have a family?

7. How many people are there in Maria's family? How many people are there in your family?

8. What does Maria do? What do you do?

9. What does Maria do in her free time? What do you do in your free time?

10. What does Maria do at the weekends? What do you do at the weekends?

11. What is Maria interested in? What are you interested in?

12. Why is Maria learning English? Why are you learning English?

Ex. 4. Use your answers from Ex. 3 and make up a story “**About Myself**”.

1.2 My Family

My name is Alexander and I'd like to tell you about my family. I think family is one of the most important things in a person's life. Our family is not very large. We are a family of five: my mother, my father, my grandmother, my brother and I. We live in Chelyabinsk.

My mother's name is Svetlana. She is 45. She is a teacher. She teaches mathematics to children at school. She is a very nice, kind and **intelligent** woman.

In her free time, she likes cooking and watching **TV series**. My father's name is Pavel. He is 47. He is an engineer. He works in a factory. My dad is **hard-working** and **ambitious**. In his free time my dad reads books and listens to music. My grandmother's name is Valentina. She is 72. She does not work now, she is **retired**, but in the past she was an **accountant**. Now she has a lot of **housework** to do – cooking, cleaning, **washing up**, **ironing** and so on. We help her as much as we can. My Grandma's hobby is **knitting**. My younger brother's name is Egor. He is 8 and he is at school. Egor likes reading **comic books** and watching cartoons.

We are a **close** family. We **love and respect** each other. We spend our weekends together. In the summer we often go away from the city to our **dacha**. In the winter we usually **go out** and **take a walk** in the park. Last weekend we went on a **city break** to Ekaterinburg. We visited our relatives there, had a lot of fun, went out to a café and looked at animals in the local zoo.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following words and word combinations:

Семья из пяти человек, преподавать математику, смотреть сериалы, умный, трудолюбивый, инициативный, пенсионер, бухгалтер, мыть посуду, работа по дому, глажка, приготовление еды, вязание, читать комиксы, смотреть мультфильмы, турпоездка в большой город.

Ex. 3. Answer the questions **in full sentences**.

1. How many people are there in Alexander's family? How many people are there in your family?

2. Where do Alexander's family live? Where do your family live?

3. Describe Alexander's mother. Describe your mother.

4. Describe Alexander's father. Describe your father.

5. Describe Alexander's grandmother. Describe one of your grandparents.

6. Describe Alexander's brother. Describe one of your siblings (if you have any).

7. How do Alexander's family like to spend their weekends (in the summer, in the winter)? How do your family like to spend your weekends (in the summer, in the winter)?

8. What did Alexander and his family do last weekend? What did you and your family do last weekend?

Ex. 4. Use your answers from Ex. 3 and make up a story “**My Family**”.

1.3 My Friend

My name is Yulia and I would like to tell you about my friend. Her name is Polina. Polina is not only my friend but she is my **groupmate**. We study together at university.

Polina is 21 years old. She is a **good-looking** girl with big brown eyes and short **curly** hair. She is **well-built** and not very tall. I think she has a **wonderful personality**. Polina is **kind-hearted** and **responsible**, so you know you can always **rely on** her. She is also very **intelligent** and **interested in** many things, such as books, films and music, so we can **meet up** and talk for hours about a lot of things. Polina speaks English and German well because she **is into** foreign languages. As for her family, she is **an only child**. In spite of the fact that her parents **adore** her, Polina is not **selfish**.

When we have some free time, we try to spend it together. We usually **eat out** and **go for a walk** or **get a takeaway** pizza and watch a film together. Sometimes we do our homework and help each other prepare for tests. Polina **is good at** languages and I’m good at **exact sciences**.

We do our best to be good friends for each other because friendship is one of the most important things in our life. We have never **had a serious argument** because we **respect** each other’s opinions. I **miss** Polina a lot when we don’t see each other for a long time. Our friendship helps me feel strong and **sure of myself**.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following words and word combinations:

Одногруппница, учиться вместе в университете, симпатичная девушка, кудрявые волосы, добрый и ответственный, эгоистичный, интересоваться многим, болтать часами, увлекаться иностранными языками, единственный ребенок в семье, прогуляться, заказать еду на вынос, точные науки, ссориться по-крупному, уважать мнение друга, скучать по другу, чувствовать себя уверенно.

Ex. 3. Answer the questions **in full sentences**.

1. What does Polina do? What does your friend do?
2. How old is Polina? How old is your friend?
3. Describe Polina's appearance. Describe your friend's appearance (height, build, hair, eyes, etc.).
4. Describe Polina's personality. Describe your friend's personality.
5. Describe Polina's hobbies. Describe your friend's hobbies.
6. Describe Polina's family. Describe your friend's family.
7. How do Yulia and Polina spend their free time? How do you spend your free time with your friend?
8. Are Yulia and Polina good friends? Why? Are you and your friend good friends? Why?

Ex. 4. Use your answers from Ex. 3 and make up a story "**My Friend**".

1.4 My University

Russia has many universities which are famous not only in the country but also abroad. For example, the *Linguistic University* (previously known as *Maurice Thorez Institute of Foreign Languages*), *Peoples' Friendship University of Russia*, *Moscow State Institute of International Relations* (aka MGIMO University). There are numerous **regional** educational centres in our country. Almost every city of Russia has its own universities and colleges. But I would like to tell you about Moscow State University.



Figure 1 — Moscow State University's Coat of Arms

Moscow State University is the largest educational institution in Russia. The foundation of it was inspired by Mikhail Lomonosov. On the 12th of January 1755 the university was set up by the edict of the Empress Elizabeth. Since that time the 25th of January (by the new calendar) is celebrated in Russia as University Day and Saint Tatiana's Day who is the patron saint of the university. In 1940 the

university was **named after** Mikhail Lomonosov and the name still **remains**. Its **motto** reads "Science is clear knowledge of the truth, enlightenment of the mind" (in Russian: Наука есть ясное познание истины, просвещение разума).

Nowadays Moscow State University includes 43 **faculties** and teaches almost in all subject areas: Arts, Sciences, Law, Economics, Psychology, Biology, Chemistry, Engineering, etc. The **Law Faculty** is the centre of legal training in Russia. The Lawyers, the Faculty graduates, use their knowledge in courts of law.

The **Faculty of Journalism** is proud of its graduates who work in different fields of mass media: in editorial boards, television, radio stations and news agencies in Russia and abroad. The **Faculty of Philosophy** has always been the centre of progressive philosophical thought in Russia. The greatest Russian philosophers lectured at the Faculty. **Psychology** was among the courses taught at first at the Faculty of Philosophy. The works of Russian psychologists are recognised in the whole world. The **Faculty of Mechanics and Mathematics** is one of the leading scientific centres in Russia. **World-leading** professors deliver their lectures there. The **Faculty of Computational Mathematics and Cybernetics** is popular among the applicants for entry too. **Applied Mathematics and Computer Science** undergo rapid changes. The usage of computers in various fields of education, science, technology, economics, management and linguistics is provided by the Faculty.

The top research institutions of Lomonosov Moscow State University keep research and teaching **up to date**. Here students can learn skills, which help them **go up the career ladder** in the future.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Мы находимся в крупном региональном образовательном центре.

2) Челябинский аэропорт назван в честь ученого Игоря Курчатова, «отца советской атомной бомбы».

3) Девиз Олимпийских игр – «Быстрее, выше, сильнее – вместе».

4) На конференции были представлены выступления ученых-лидеров в мире науки и образования.

5) Наша лаборатория оснащена современным оборудованием.

6) Лучшие выпускники юридического факультета легко поднимаются по карьерной лестнице.

Ex. 3. Answer the questions **in full sentences**.

1. What university is the largest educational institution in Russia? What university are you studying at?

2. When was MSU founded? When was your university founded?

3. What is MSU's motto? What is your university's motto and symbol? Do you like them?

4. How many faculties does MSU have? How many faculties does your university have?

5. What faculty are you studying at?

6. What's the history of your faculty?

7. What is your favorite/least favourite subject here? Why?

8. Who is your favourite professor at your faculty? Why do you like his/her lessons?

9. If you were the rector of your university what would you like to change? Why?

Ex. 4. Use your answers from Ex. 3 and make up a story “**My University**”.

1.5 Travelling and Holidays

Modern life is impossible without travelling. To begin with, most of us in big cities travel every day to schools and to work. We walk or **go by car** or use public transport – buses, trams or **underground**. Sometimes, when we **are in a hurry**, we take a taxi. During the **rush hour** there can be **traffic jams** in the city so it can **take you** more than one hour to get home from work.

Moreover, most people travel when they are on holiday. According to the *United Nations World Tourism Organization* the most popular tourist **destinations** are either exotic places (Hong Kong, Bangkok, Singapore) or places with rich history (Paris, Rome, London, Istanbul). Some tourists prefer active holidays such as **sightseeing** in **ancient ruins**, visiting museums and galleries, shopping for souvenirs or even **hiking** in the mountains or going on a safari. Others prefer having some **peace and quiet** by the pool or **sunbathing** on the beach which helps them **unwind and relax**. One more way to **get away from everyday routine** is **extreme sports** such as **bungee/rope-jumping, kayaking, rafting, sky-diving** and **kite surfing**. A lot of people try them for the first time while traveling, and love the **adrenaline rush** they get from them. Another good thing about travelling is **trying out** local food.

Despite **globalization** there are more than 100 **cuisines** in the world so there are always some new dishes to try! The most popular types of food among tourists include **seafood**, local fruit and vegetables and national **iconic** dishes (pasta for Italy, dim sum for China or curry for India). Nevertheless, some people don't **change their ways** and even while traveling **opt for** good old chain of fast food restaurants which they have at home.

As for the means of transport, the most popular are plane, train and car. The quickest way to travel is by plane. Travelling by train is slower than by plane but it has its **advantages**. Some people are afraid to fly so trains seem safer to them. Also, you can look out the window and see **the countryside** around you. Traveling by train is rather popular inside Russia. It takes almost 7 days to cross Russia by train (from Moscow to Vladivostok). Some people like traveling by car most. This way they can stop **wherever and whenever** they like travel **at their own speed** and keep to their own **itinerary**.



Figure 2 — Trans-Siberian Train (Moscow-Vladivostok)



Figure 3 — Bungee-jumping

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

- 1) Анна обычно добирается до работы на машине.
- 2) Час пик в нашем городе с 6 до 7 часов вечера.
- 3) Из-за пробок дорога от работы до дома может занимать от 40 минут до часа.
- 4) Популярные направления для туристов в России – это Алтай и побережье Черного моря.
- 5) Мой брат предпочитает активный отдых, например, прогулки по горам или сплав по реке.
- 6) Мои родители предпочитают тишину и покой, поэтому каждый год выбирают провести отпуск в сельской местности.
- 7) Преимущества путешествий на самолете – это скорость и удобство.
- 8) Менять свои привычки в еде непросто.

Ex. 3. Answer the questions **in full sentences**.

1. What are the main means of traveling around your city?
What is your favourite kind of transport in your city?

2. How do you usually get to work/to university? How long does it take you?

3. What is your favorite holiday destination?

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

5. Have you ever tried an extreme sport? What was it? Would you like to try? Why (not)?

6. What national cuisine is your favourite? Have you ever tried an iconic dish?

7. What is your favorite way to travel: by car, by plane or by train? Why?

Ex. 4. Use your answers from Ex. 3 and make up a story “**Travelling**”.

1.6 Russia

The Russian Federation is the largest country in the world. It **occupies** about one seventh of the **earth’s surface**. Its **total area** is about 17 million square kilometers. The country is **washed by** 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has a sea border with the USA.

The **population** of Russia is 146,4 million people. 81 **per cent** are Russians. Moscow is the capital and the biggest city with a population of about 9 million people.

Russia has a variety of scenery. We have **steppes** in the south, **plains** and forests in the central region, **tundra and taiga** in the north, **highlands** and **deserts** in the east. Russia is located on two **plains** (the Great Russian Plain and the West Siberian Lowland). There are several **mountain chains** on the territory of the country: the Urals, the Caucasus, the Altai and others. Russia is rich in beautiful lakes.



Figure 4 — Atlantic Walrus on the Barents Sea

The world's deepest lake (1600 metres) is Lake Baikal. The water in the lake is so clear that if you look down you can count the stones on the bottom. Russia has one sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

The animal world in the north includes the **walrus**, the **seal**, the polar bear and the polar fox. In the central zone there are a lot of wolves and foxes, **hares** and **squirrels**. The brown bear of the Russian forests is the symbol of Russia.

Russia is very rich in **oil, coal, iron ore**, natural gas, **copper**, nickel and other mineral resources. Three quarters of the country's minerals, oil and natural gas, coal, gold and diamonds come from Siberia.



Figure 5 — Russian Coat of Arms

Russian Federation is a Presidential Republic. The federal government consists of three branches: **legislative, executive and judicial**. The legislative powers are exercised by the Federal Assembly. It consists of two chambers: the Council of Federation and the State Duma, The executive power belongs to the government which is headed by the Prime

Minister. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts. All three branches are controlled by the President.

Russia has a three-coloured flag. The **anthem** of Russia is originally based on «The Patriotic Song» by Glinka. Russia's national emblem is the two-headed **eagle**.

Nowadays Russia is facing quite many political, economic and social **challenges**. But at the same time there are a lot of **opportunities** for our country to become one of the **leading countries** in the world.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Поверхность Земли занимает площадь около 510, 072 миллиона квадратных километров.

2) Россия не омывается Аравийским морем.

3) Западно-Сибирская тайга – это уникальный экорегион.

4) Нефть, уголь и природный газ являются ценными природными ресурсами.

5) Текст гимна России создан Сергеем Михалковым, советским и российским писателем.

6) На этом экономическом форуме представлены ведущие страны мира.

Ex. 3. Answer the questions **in full sentences**.

1. How large is Russia?

2. What seas and oceans is Russia washed by?

3. What countries does Russia border with?

4. What city is the capital of Russia? Describe it.

5. What geographical zones are there in Russia?

6. Describe Russian animal world.

7. Describe Russia's natural resources.

8. What are Russian flag, anthem, symbol and emblem like?

9. Describe Russian federal government.

Ex. 4. Use your answers from Ex. 3 and make up a story “**Russia**”.

1.7 The United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The total area of the British Isles is over 244 000 square kilometres. The British Isles are **separated** from the Continent by the North Sea, **the English Channel** and the **Strait of Dover**. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast. The United Kingdom is one of the world's smaller countries. Its population is over 57 million. About 80 percent of the population is **urban**.

The **surface** of the British **Isles** varies very much. The north of Scotland is called **Highlands**. The mountains there are not very high. **Ben Nevis** in Scotland is the highest mountain (1343 m). The south, which has beautiful valleys and plains, is called **Lowlands**. There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream **influence** the climate of the British Isles. It is mild the whole year round.



Figure 6 — The national flag of the UK

The UK is a highly developed industrial country. It produces and exports machinery, electronics, textile. One of the chief industries of the country is **shipbuilding**. The UK is a constitutional **monarchy** with a parliament and the Queen/King as Head of State.

The official symbol of England is the Cross of Saint George (the red cross on the white ground). The national flag of the UK is also known as the **King's colours** or **Union Jack**. It consists of 3 crosses symbolizing England, Scotland and Ireland on the blue field.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Пролив Ла-Манш соединяет Северное море с Атлантическим океаном.

2) Городское население Великобритании больше, чем сельское.

3) Судостроение относится к тяжелой промышленности.

4) При конституционной монархии король или королева являются главой государства.

5) Флаг Соединенного королевства символически объединяет Англию, Шотландию и Ирландию.

Ex. 3. Answer the questions **in full sentences**.

1. What does UK stand for?

2. Where is the UK situated?

3. What is the geographical position of the British Isles?

4. What countries does the UK consist of?

5. Describe the scenery and the climate of the UK.
6. What does the UK produce and export?
7. What is the UK's flag like?

Ex. 4. Use your answers from Ex. 3 and make up a story “**The United Kingdom of Great Britain and Northern Ireland**”.

1.8 The USA

The United States of America **is situated in** the central part of the North American continent. Its western coast **is washed by** the Pacific Ocean and its eastern coast – by the Atlantic Ocean. **The total area** of the USA is over nine million square kilometres.

The **population** of the USA is about 323 million people; most of the population lives in towns and cities.

The USA is a very large country, so it has several different **climatic regions**. The coldest regions are in the north and north-east. The south has a **subtropical** climate.

The United States is a **land of rivers and lakes**. The northern state of Minnesota is a land of 10 000 lakes. The longest rivers in the USA are the Mississippi, the Missouri and the Rio Grande. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada.

The United States **is rich in natural and mineral resources**. It **produces copper, oil, iron ore and coal**. It is a **highly-developed industrial and agricultural country**.

There are many big cities in the USA, such as New York, Chicago, Los Angeles, Philadelphia and others. **The national capital** is Washington, D.C. Its population is about 3,4 million.

Washington was built in the late eighteenth century as **the centre of the government**. It was **named after** George Washington.

The American flag is often called «The Stars and Stripes» or «Old Glory». It represents the growth of the nation. It has 13 horizontal stripes, 7 red and 6 white which **stand for** the original 13 states. In the top left hand corner there are 50 white stars on a blue background: one star for each state. The national **anthem** of the United States is «The Star-Spangled Banner». The bald eagle became the national emblem of the country in 1782. It has an olive branch (a symbol of peace) and arrows (a symbol of strength). You can see the eagle on the back of a dollar bill.



Figure 7 — The national emblem of the USA

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Часть территории США находится в субтропическом климате.

2) Главные природные ресурсы США – нефть, железная руда, уголь, медь.

Нью-Йорк назван в честь герцога Йоркского.

3) Текст гимна США – это стихотворение «Оборона форта Макгенри» Френсиса Скотта Ки.

4) Белоголовый орлан является символом США с 1782 года.

5) На купюре достоинством в 1 доллар изображен один из отцов-основателей США Джордж Вашингтон.

Ex. 3. Answer the questions **in full sentences**.

1. Where is the USA situated?

2. Is the USA a large country? How big is it?

3. Describe the population of the USA.

4. Describe the climate of the USA.

5. What natural resources does the USA have?

6. What is the capital of the USA? Who is it named after?

7. Describe the flag, the emblem and the anthem of the USA.

8. Where can you see the bald eagle as the emblem of the USA?

Ex. 4. Use your answers from Ex. 3 and make up a story “**The USA**”.

2 TEXTS FOR READING. INTERMEDIATE

2.1 Shopping

Shopping is a part of our daily life. Nowadays there are so many kinds of shops, almost every street in a city has a supermarket, a **department store**, a **baker's**, a **butcher's**, a **greengrocer's**, a **fishmonger's**. A lot of people like going out and spending their free time in **shopping centres or malls**. There you can buy all kinds of clothes, from **underwear** and socks to coats and **trainers**. Big clothes outlets sometimes start a **sale** and **offer discounts** so you can get a **bargain**.

Almost every mall has a supermarket or a department store inside, where you can buy food (for example, meat, fresh fruits and vegetables, seafood, bread, pet food). It is very **convenient** because you can buy **everything at once**.

Nevertheless, there are times when we need to go to special places to get what we need. For example, when we get ill, we have to go to a **chemist's** to buy some **pills** or other **medicine**. Or if we need to buy a book, we can go to a **bookstore**.

However, more and more people prefer shopping for everything **online**. **Delivery services** are getting more and more popular in Russia and nowadays they are included in almost every modern shop. You can buy things from shops that are not near you and now it's easy to send people presents. As for clothes and **household appliances**, the biggest online **market places** in Russia are Ozon and Wildberries.

Food delivery service is also **thriving**. It is also very convenient because you can do your shopping in your pajamas when it's cold or raining outside. You don't have to **push through crowds** of people or **carry heavy bags**. In 2023 one of the most popular companies on the Russian food delivery market was Samokat – a **dark-store** rapid delivery service for food **and household goods**.

As we can see, today there are so many opportunities for shopping. And we can easily choose the ones we like best.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Каждое утро в этой булочной выпекают свежий хлеб и пирожки с джемом.

2) Мне нужно купить новые кроссовки и несколько пар носков.

3) Торговый центр часто предлагает скидки и акции для покупателей.

4) Книжные онлайн магазины становятся все более популярными.

5) Сервисы доставки продуктов и товаров для дома хорошо развиты в нашем городе.

6) Бытовую технику лучше покупать в крупных магазинах с гарантией.

7) Я часто покупаю одежду и книги на маркетплейсах.

Ex. 3. Answer the questions **in full sentences**.

1. What kinds of shops are there in the place where you live?
2. Do you like going out to a shopping center?
3. Do you like shopping for clothes? Who do you usually go with? What's your favorite clothes outlet?
4. What's your favorite supermarket or department store? Why do you like it?
5. Do you ever go to a bookstore?
6. Do you like shopping online? Why (not)? What's your favorite online app for shopping?
7. Do you/your family use food delivery? Why (not)?

Ex. 4. Use your answers from Ex. 3 and make up a story "**Shopping**".

2.2 Meals

There are four **meals** a day in an English home: breakfast, lunch, tea, and dinner.

Breakfast is the first meal of the day. It depends when you leave for work but most people **have breakfast** at about 7 o'clock in the morning. It consists of **oatmeal porridge** with milk and salt or sugar, eggs – boiled or fried, bread and butter with **marmalade** or jam. Traditional British drink for breakfast is **strong black tea**, sometimes with bergamot **flavour** called Earl Grey. But some people are totally **addicted to caffeine** so they can't start their day without a cup of coffee. The other option is to have a glass of **OJ** – orange juice, instead of coffee or tea. At the weekends people get up late so they may have **brunch** instead of breakfast at 11 or 12.

On weekdays the usual time for lunch is 1 o'clock. Most people are at work in this time of day. Lunch usually consists of a **sandwich**, such as sausage and onion, **ham and pickle**, or **shrimp** or **tuna and mayo**, egg and mayo. Along with the sandwich, an English person might have a **packet of crisps** (potato chips), fruit or **biscuits**. Other popular lunch choices in Britain include: **superfood salad**, **spicy chicken wrap**, **jacket potato with filling**, **fish and chips**.

Tea is the third meal of the day. It is between 4 or 5 o'clock, the so-called **5 o'clock tea**. It includes tea, milk or cream, sugar, bread and butter, cakes and jam.

The usual time for dinner in Britain is about 7 o'clock, and all the members of the family sit down together. There is a wide choice of dishes for dinner in Britain nowadays. Traditional British dishes include the roast dinner (meat, roast potatoes, gravy), pie & mash (a British pie, mashed potatoes, served with gravy and vegetables), bangers & mash (sausages and mashed potatoes), shepherd's pie (a lamb and mashed potato dish). More unconventional choices include spaghetti Bolognese or Indian curry, which is very popular in Britain nowadays.



Figure 8 — Roast Dinner, Bangers & Mash, Shepherd's Pie, Indian Curry (Chicken Tikka Masala)

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

- 1) Ужин – это мой любимый прием пищи.
- 2) Я обычно пью на завтрак крепкий кофе, чтобы проснуться.
- 3) Моя семья просыпается поздно в выходные, поэтому обычно у нас поздний завтрак в кафе.
- 4) В ресторане бефстроганов подается с картофельным пюре и подливом.

5) Перекусывать пачкой чипсов не очень полезно.

6) Фаршированные перцы с начинкой из риса и фарша – это лучшее блюдо моей бабушки.

7) Бутерброд с ветчиной и сыром – популярное блюдо на завтрак.

8) Диетологи говорят, что овсяная каша на завтрак очень полезна.

Ex. 3. Answer the questions **in full sentences**.

1. How many meals are there in Britain? What are they? How many meals do you have in a day?

2. Describe British breakfast. Describe your breakfast.

3. Do you have brunch at the weekends?

4. Describe British lunch. Describe your lunch.

5. Describe British dinner. Describe your dinner.

6. What traditional British dish would you like to try?

7. Do you/your family cook some traditional Russian dishes?

What are they?

Ex. 4. Use your answers from Ex. 3 and make up a story “**My Meals**”.

2.3 Healthy Eating

Our health depends on our eating. Food provides us with the energy that we spend on physical exercises. The body needs to receive a **proper amount** of nutrients every day: **proteins, carbohydrates, fats**, vitamins, minerals. Proper nutrition is an **essential** point of a healthy lifestyle.



Figure 9 — Balanced diet

on age, health status, gender, and equipment. **Cereals**, fruits and vegetables, fish, meat, eggs, **dairy products**, nuts, salt, sugar, fat, should be present in the diet.

A **balanced** diet should become a way of life. As for unhealthy **snacks** (chocolate **bars** and crisps) and **junk food** (burgers, French fries, milkshakes with a lot of sugar), it's better to **give them up**. If it's too difficult to give up, some people have **cheat meals** from time to time. Cheat meal is a meal which differs from most meals in your diet and may include fast food. It is high in sugar and fat and carbohydrates. Nevertheless, it saves you from **overeating in the long perspective** and keeps your diet healthy. Overeating and wrong diet lead to bad metabolism, diabetes and obesity.

It is also very important to chew food thoroughly and not to swallow large chunks. Some nutritionists forbid drinking water with food because it dilutes stomach acid and interferes with digestion process. You can eat everything, but in moderation.

Scientists say that everyday diet should be **diverse** and full. Freshness of products is very important. It is necessary to monitor the volume of **food intake**. Each person's portion is different, depending



Figure 10 — Cheat Meal

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Полезное питание должно сочетать в себе белки, жиры и углеводы.

2) Белки – необходимые вещества для роста мышц.

3) Объём порции зависит от образа жизни и возраста человека.

4) Сегодня молочные продукты вызывают спор у диетологов и нутрициологов.

5) Шоколадный батончик не является полезным перекусом, так как содержит очень много сахара.

6) Переедание – это проблема жителей многих стран мира.

7) Важно научить маленьких детей не торопиться и тщательно пережевывать пищу.

8) Умеренное и разнообразное питание – ключ к здоровью и долголетию.

Ex. 3. Answer the questions **in full sentences**.

1. What nutrients does human body need every day?
2. What does size of a portion depend on? How much food do you usually take in for a meal?
3. What types of food should be present in everyday diet? Is there a kind of food that you don't eat? Why?
4. Why is it better to give up unhealthy snacks and junk food? What do you usually have for a snack?
5. What is a cheat meal? Do you use cheat meals in your diet?
6. Why is it bad to have water with your meals? Do you have water/tea/coffee when you eat?

Ex. 4. Use your answers from Ex. 3 and make up a story “**Healthy Eating**”.

2.4 Environment Protection

«Ecology» is a very popular word today. It is a science which studies the **relationships** between all forms of life on our planet and the **environment**. This word came from the Greek «oikos» which means «home». This idea of «home» includes our whole planet, its population, Nature, animals, birds, fish, **insects** and all other living beings, and even the atmosphere around our planet.

With the **industrial revolution** our negative **influence on** Nature began to increase. Large cities with thousands of **polluting** plants and factories can be found nowadays all over the world. The **by-products** of their activity **pollute** the air we breathe, the water we drink, the fields where our **crops** are grown. Every year the atmosphere is polluted by about 1000 tons of **industrial dust**. Big

cities **suffer from smog**. Cars with their **engines** have become the main source of air pollution in industrial countries. The loss of forests **upsets the oxygen balance** in the atmosphere. As a result, some species of animals, birds, fish and plants are becoming **extinct**.

The protection of the environment is a **universal concern**. Since 1960s the pollution problems have received **great publicity**. 159 countries – members of the **United Nations Organisation** – have **set up** environmental protection agencies. Environmental activists, organisations of volunteers **do their best** to stop pollution of our planet. Due to such groups many laws (Clean Air Act, Water Pollution Control Act, Endangered Species Act) have been passed. Numerous chemicals, fertilisers and gases that were once used in agriculture and industry are banned today. Standards for food have become strict, because agricultural chemicals, used for growing crops, may poison people and end up in food and water supply. In many countries purifying systems for treatment of industrial waters have been installed, measures have been taken to protect rivers and seas from oil waters.

To **protect nature** people should **change their attitude** to it. We should stop taking from nature everything we need and give it our love and protection instead.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Защита окружающей среды – одна из самых острых проблем современного общества.

2) Влияние выхлопных газов на атмосферу не вызывает сомнений.

3) Амурский тигр – один из вымирающих видов животных в России.

4) Волонтерские организации прилагают все усилия, чтобы не допустить полной вырубке лесов.

5) С 1960х годов ООН занимается проблемами защиты окружающей среды.

6) Для жителей крупных городов важно изменить свое отношение к бытовому мусору.

Ex. 3. Answer the questions **in full sentences**.

1. Where does the word “ecology” come from? What does it mean?

2. When did human influence on the planet begin to increase?

3. What is the main source of pollution in industrial countries?

4. Why is cutting down forests bad?

5. What international laws are there?

6. What substances are banned from using in agriculture today?

7. How do we protect rivers and seas from oil waters?

8. What can we personally do to protect the environment?

What do you do?

9. What is the biggest environmental problem in your city/town/region? What can we do about it?

Ex. 4. Use your answers from Ex. 3 and make up a story “**Environment Protection**”.

2.5 Global Warming and Greenhouse Effect

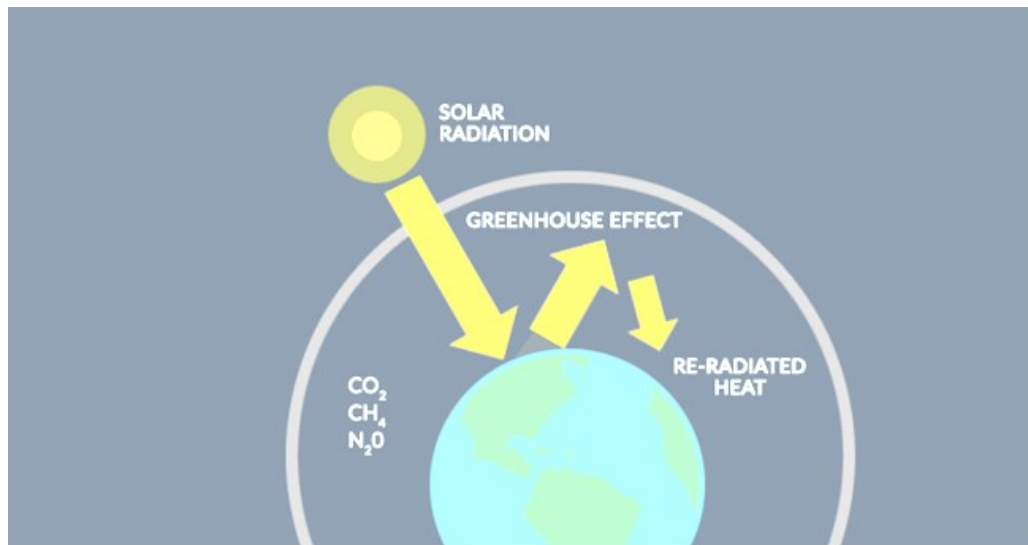


Figure 11 — Global Warming

Global warming is rising of **global temperatures** of the Earth's atmosphere. It's **primarily caused** by the **increase** in **greenhouse gases**, such as **carbon dioxide emissions** from burning **fossil fuels** and **deforestation**.

A **greenhouse** is a glass house in which plants grow. The glass **lets light in** and at the same time keeps heat from **getting out**. This heat keeps the plants warm, even when it is cold outside. The same happens to the Earth's atmosphere. It lets sunlight in and keeps carbon dioxide and other gases from getting out. We need these gases but too much of them trap more heat.

As a result, we see **melting** polar ice and rising **sea levels**. This change in temperature can also lead to **extreme weather** events such as tornadoes, hurricanes or floods. International agreements like the *Paris Agreement* and *Kyoto Protocol* aim to **combat this issue**. Global warming is not something we can **ignore**. It is reported that in the last 5 years the **average temperatures** on Earth have increased.

But why exactly global warming is a **threat**? The most dangerous part of the problem is the fact that the heat can **reach** the North and South Poles. If it happens, thousands of **icebergs** will start to melt. In the end, the overall water level will increase. Many coastal cities and islands will end up **drowned**. But there is still **hope** for mankind.

Global warming can be prevented if we all work together. We should use green energy, the kind of energy that comes from the sources that cause little or no impact on the environment. There are such green energy sources as **solar panels**, wind power stations and hydroelectric power plants. Some countries already decided **to switch** completely to **alternative power sources** by 2040. In conclusion, it is important to note that we are **facing this problem** for the first time in the history of mankind. If we do the right things, we can make our world a better place.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

1) Содержание углекислого газа в атмосфере земли постепенно увеличивается.

2) Тающие полярные льды грозят затоплением прибрежных территорий всех континентов.

3) Некоторые ученые считают, что парниковый эффект – естественное явление и не зависит от деятельности человека.

4) Альтернативные источники энергии пока не очень популярны в России.

5) В будущем человечество столкнется с угрозой глобального дефицита водных ресурсов.

Ex. 3. Answer the questions **in full sentences**.

1. What is global warming?
2. What is it caused by?
3. Why are certain gases called “greenhouse”?
4. What extreme weather events are there because of global warming?
5. Why is global warming a threat?
6. What international agreements are there to prevent global warming?
7. What exactly can we do to prevent global warming?
8. What green sources of energy are there?

Ex. 4. Use your answers from Ex. 3 and make up a story “**Global Warming and Greenhouse Effect**”.

2.6 My Working Day

I am very busy on my weekdays. My weekdays are **routine** and they do not **differ from** another.

On weekdays my working day begins early in the morning. My work starts at 9 o'clock, so I have to get up at 7.30. I usually set an alarm on my mobile to wake up and not to **oversleep**.

Sometimes I **do morning exercises**, then I **rush** to the bathroom. I clean my teeth, wash my face. The cold water makes me feel not so sleepy. Then I go back to my room and make the bed. I **turn on** some music. I **put on** my clothes, **comb** my hair, **put some makeup on**. Then I have breakfast and a cup of coffee.

At 8.25 I **grab** my bag and **rush** to work. It takes me 30 minutes to get to the office. My working day starts at 9 o'clock and I try not to be late.

Usually I have lunch at 1 in the afternoon. I have 30 minutes for lunch so I can either **eat out with my colleagues** or **deliver a takeaway**. My work **is over** at 6 and I can go home. If there's no traffic jams I get home at 6.30. First of all, I need to **take my dog for a walk**. Then I have dinner and some rest. I can relax and watch TV series or read a book. Sometimes I **go out** with friends of mine – to a café or a restaurant, to the movies or just for a walk in the park. Twice a week in the evenings I go to yoga lessons. At eleven o'clock I feel tired after a long working day so I go to bed and fall asleep.

Ex. 1. Read the text and look at the words **in bold**. What do they mean? Use a dictionary if you need to.

Ex. 2. Give English equivalents for the following sentences:

- 1) Вчера он проспал и опоздал на важное заседание.
- 2) Делать зарядку утром полезно.
- 3) Сегодня холодно, поэтому она надела теплое пальто.
- 4) Дресс-код нашей компании не предполагает яркий макияж.
- 5) Каждое утро хозяева собак выгуливают своих питомцев.
- 6) Дорога до университета занимает у меня около 30 минут.
- 7) На прошлых выходных шел дождь, и мы не выходили из дома.
- 8) Включи телевизор, там идет мой любимый сериал.

Ex. 3. Answer the questions **in full sentences**.

1. When does your working day begin?
2. When do you usually wake up?
3. What do you do after you wake up?
4. How do you get to work? How long does it take you?
5. When do you have lunch at work? Do you eat out or at work?
6. How do you get home? How long does it take you?
7. What do you do in the evening?
8. When do you usually go to bed? When do you fall asleep?

Ex. 4. Use your answers from Ex. 3 and make up a story “**My Working Day**”.

2.7 Are You Getting Enough Sleep?

Before You Read

Ex. 1. **Connect with the topic.** Check your answers to these questions about sleep.

1. How many hours a night do you usually sleep?
 - a) fewer than 6 hours
 - b) between 6 and 8 hours
 - c) more than 8 hours
2. How do you feel when you wake up in the morning?
 - a) great
 - b) okay
 - c) terrible

3. How often do you feel sleepy during the day?

- a) often
- b) sometimes
- c) almost never

Ex. 2. **Pair work.** Compare answers to Ex. 1. with a partner. Do you have the same sleep habits?

Example

A: I usually sleep fewer than eight hours a night.

B: Me too!

A: I want to sleep more, but I'm too busy.

Ex. 3. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____
2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____

4. I think this reading is probably about _____

Are You Getting Enough Sleep?

What happens if you don't get enough sleep? Randy Gardner, a high school student in the United States, wanted to find out. He

designed an experiment on the effects of sleeplessness for a school science project. With Dr. William C. Dement from Stanford University and two friends watching him carefully, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep!

What effect did sleeplessness have on Gardner? After 24 hours without sleep, Gardner started having trouble reading and watching television. The words and pictures were too blurry. By the third day, he was having trouble doing things with his hands. By the fourth day, Gardner was hallucinating. For example, when he saw a street sign, he thought it was a person. He also imagined he was a famous football player. Over the next few days, Gardner's speech became so slurred that people couldn't understand him. He also had trouble remembering things. By the eleventh day, Gardner couldn't pass a counting test. In the middle of the test he simply stopped counting. He couldn't remember what he was doing.

When Gardner finally went to bed, he slept for 14 hours and 45 minutes. The second night he slept for twelve hours, the third night he slept for ten and one-half hours, and by the fourth night, he had returned to his normal sleep schedule.

Even though Gardner recovered quickly, scientists believe that going without sleep can be dangerous. They say that people should not repeat Randy's experiment. Tests on white rats have shown how serious sleeplessness can be. After a few weeks without sleep, the rats started losing fur. And even though the rats ate more food than usual, they lost weight. Eventually, the rats died.

Has anyone stayed awake longer than Randy Gardner? Yes! According to The Guinness Book of World Records, Maureen Weston from the United Kingdom holds the record for staying

awake the longest. She went 449 hours without sleep in 1977. That's 18 days and 17 hours!

During your lifetime, you will likely spend 25 years or more sleeping. But why? What is the purpose of sleep? Surprisingly, scientists don't know for sure. Scientists used to think we «turned our brains off» when we went to sleep. Sleep researchers now know, however, that our brains are very active when we sleep. Some scientists think we sleep in order to replenish brain cells. Other scientists think that sleep helps the body to grow and relieve stress. Whatever the reason, we know that it is important to get enough sleep.

About Sleep

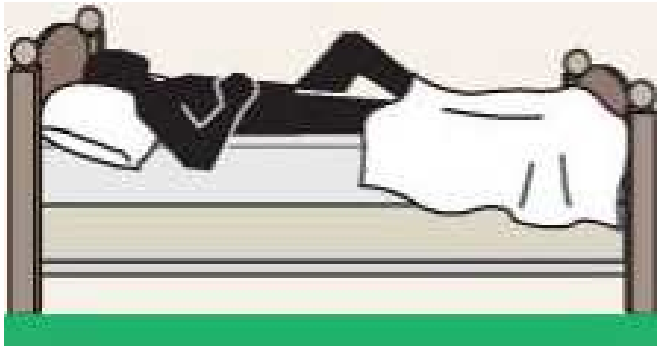
Each night, we pass through five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5 – REM (Rapid Eye Movement) sleep – is the most interesting stage. This is the time when we dream. These stages last about one and one-half hours. After each REM stage, we return to Stage 2 (light sleep) and begin the cycle again.

STAGE 1: Falling asleep



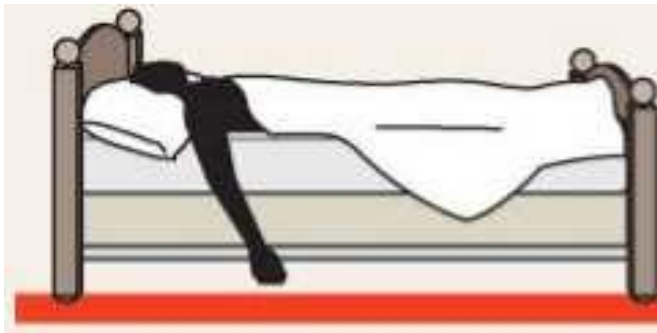
20 min

STAGE 2: Light sleep



45 min

STAGES 3 AND 4: Deep, slow-wave sleep



65 min

REM: Dreaming stage

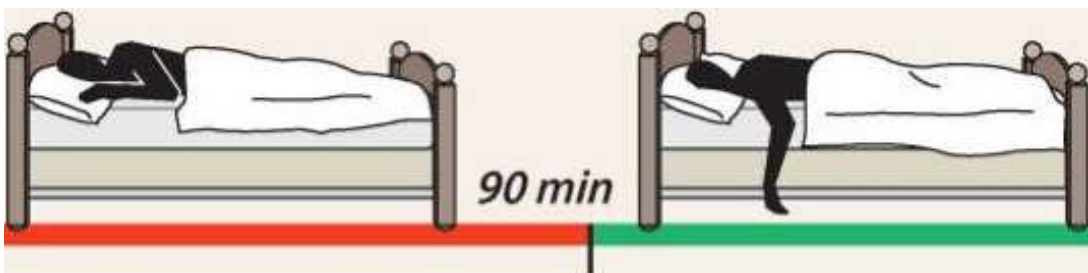


Figure 12 — Sleeping stages

After You Read

Ex. 4. Read each statement below and check True or False.

Statements	True	False
1. Randy Gardner was a university student when he did his experiment. 2. During the experiment, Gardner slept for several hours every night. 3. During the experiment, Gardner had trouble speaking clearly. 4. It took two weeks for Gardner to recover from the experiment. 5. Going without sleep is not dangerous for white rats. 6. Maureen Weston stayed awake a little over seven and one-half days longer than Gardner. 7. The author does not tell us how Gardner stayed awake for eleven days. 8. According to this article, scientists are not sure why we need to sleep.		

Ex. 5. Match each word with its definition to the right.

Word	Definition
1. ___ blurry	a. seeing things that aren't really there
2. ___ eventually	b. not sounding clear
3. ___ experiment	c. test done to prove something
4. ___ hallucinating	d. talking
5. ___ slurred	e. not looking clear
6. ___ speech	f. after a long time

Ex. 6. Ask a partner the questions.

1. What time do you usually go sleep?
2. What time did you go sleep last night?
3. How long does it take you to asleep?
4. How long can you go sleep?
5. Do you usually get sleep on weeknights?
6. Do you sleep every night?
7. Do you have a regular or irregular sleep?
8. Do you have the same sleep every day?

Example

A: What time do you usually go to sleep?

B: I usually go to sleep at 10:30.

2.8 A Restaurant for Change

Before You Read



Figure 13 — Examples of dishes

Ex. 1. **Connect with the topic.** Discuss the following questions with a partner.

1. What foods do you see in the pictures?

2. Which ones do you like? Which ones don't you like?
3. Do you like to cook? What dishes can you cook?

Ex. 2. Think about answers to the following questions.

1. What are some ways people learn how to cook?
2. Which of these ways would be useful for someone learning how to cook as a job?

A Restaurant for Change

Jamie Oliver wants to change peoples' lives and he is using food to do it. Oliver, a chef, is well-known for sharing his secrets of cooking healthy food through his magazine, cookbooks, and television shows. He is also changing lives through his Italian restaurant, Fifteen.

Fifteen started in London, England, as a place to train young adults to work in a kitchen. Oliver's idea was to create a professional kitchen that can help young people get a fresh start and a chance to become professional chefs.

Every September, a new group of 18- to 24-year-olds start work at Fifteen. When they start, they are usually not qualified for a restaurant job, but that will change quickly. In the 12 months of training, the student chefs study cooking at college and get hands-on training .at the restaurant. Besides learning kitchen skills, they learn the importance of using fresh ingredients and how to create their own recipes.

And their education doesn't stop with preparing and serving food. The students also learn how to manage money and deal with difficult customers. overall, the program encourages them to

believe in themselves and enables them to look forward to a future in the restaurant business.

The restaurant's name, Fifteen, comes from the number of students the restaurant had when it started in 2002. Today, Oliver has three of these restaurants; and a few hundred students have finished the program. Around 90 percent of the graduates are still working in the food industry. Some own restaurants or work in some of the best kitchens around the world. Others are now starring in their own TV shows. They're all great examples of what young people can do if they're given the opportunity and support.

After You Read

Ex. 3. Choose the correct answers for the following questions.

1. Jamie Oliver _____ the Fifteen restaurant.
 - a) is a chef at;
 - b) is the owner of;
 - c) was a student at.
2. Oliver uses Fifteen to help young people _____.
 - a) eat healthy food;
 - b) find jobs;
 - c) become rich.
3. Today, most Fifteen graduates are working in the _____ industry.
 - a) building;
 - b) education;
 - c) food.

Ex. 4. Number these events (1-4) in the order they happen.

- A. _____ The student chefs graduate from their training.

B. _____ The student chefs get hands-on training at a top restaurant.

C. _____ In September, a new group of 18- to 24-year-olds start work.

D. _____ The student chefs use their training to find jobs.

Ex. 5. **Pair work.** Discuss the following questions with a partner.

1. Jamie Oliver started Fifteen to help young people get a fresh start in their lives. How could restaurant training make a young person's life better?

2. How does learning to manage money and difficult customers help someone in the restaurant business?

Ex. 6. Answer the following questions. Then share your ideas with a partner.

1. How would you encourage someone to speak English?

2. What things do you find in a kitchen?

3. What do you do to keep healthy?

4. What places do you know that serve good food?

Ex. 7. Match these words with their antonyms.

unhealthy *discourage* *easy* *rest* *free* *dislike*

1. like – *dislike*

2. difficult

3. work

4. healthy

5. encourage

6. busy

2.9 Computer Beats Champs

Before You Read

Ex. 1. **Connect with the topic.** Think about answers to the following questions.

1. Look at the photograph on the next page. You are going to read about Watson. Who, or what, is Watson?

2. Have you heard of the television show *Jeopardy!*? If not, what other game shows do you know?

Discuss your answers with a partner.

Computer Beats Champs

In 2011, on the popular American TV quiz show, *Jeopardy!*, two champions competed against a brand new opponent. Both Ken Jennings and Brad Rutter had won millions of dollars on *Jeopardy!* Jennings once won 74 games in a row, the most ever. Then Rutter beat him in a tournament and set a new record for the most money won on *Jeopardy!* Their new opponent, Watson, had never appeared on the game show and had only played practice games before, in which he often got answers wrong.

However, Watson isn't human. He, or rather it, is a machine, a wonder of technology made by researchers at IBM. In the game, Watson used math to decide on an answer. When a question was read out, Watson was immediately given the same question in electronic form. It analyzed the question and searched its memory bank about the same as one million books of information for possible answers. It then narrowed the options down to one answer.

If Watson felt around 75 percent confident about the answer, it would answer the question.



Figure 14 — Quiz show, Jeopardy!

The way Watson thinks is very different from the way humans think. People often make decisions by listening to their emotions and feelings, even if they are unsure of the answer. As a computer, Watson couldn't do this. People also watch and listen to those around them. Watson was not able to "listen" to the wrong answers given by his competitors. In one question, Jennings answered the question incorrectly and Watson later answered with the same wrong answer.

Watson also made silly mistakes. In a question in the category *U.S. Cities*, Watson incorrectly answered *Toronto*, even though the city of Toronto is in Canada. An IBM researcher said Watson got confused because it saw in its memory bank that the U.S. is often called *America*. Toronto is considered a North American city, so that was the answer that Watson gave.

Still, Watson defeated his human opponents somewhat easily and received the \$1 million prize. The other players also won money for participating in the special game.

Everyone left the game happy, as each player was earning money for a different charity.

After You Read

Ex. 2. Choose the correct answers for the following questions.

1. Ken Jennings and Brad Rutter played a special game against a
 - a) man;
 - b) researcher;
 - c) computer.
2. Watson used to answer the questions
 - a) feelings;
 - b) paper;
 - c) math.
3. Watson made a mistake because it thought the question was about cities
 - a) the U.S.;
 - b) Canada;
 - c) America.
4. The money the players won in the game went to
 - a) charity;
 - b) *Jeopardy!*;
 - c) Watson.

Ex. 3. **Pair work.** Discuss the following questions with a partner.

1. Watson beat two very smart men. Why do you think Watson won?

2. Which is smarter: humans or machines? Why do you think so?

Ex. 4. Match each word with its definition.

1) beat;

2) competitor;

3) confused;

4) champion;

5) wonder;

6) machine;

7) confident;

8) opponent.

a) not able to understand something;

b) to feel sure of something;

c) a person who is trying to win a competition;

d) an amazing thing;

e) the person you are competing against;

f) winner;

g) win against another person or team;

h) a car, a clock, a mixer, etc.

2.10 The Most Useful Inventions

Before You Read

Ex. 1. **Connect with the topic.** Look at the list of useful inventions below. Work with a partner to add three more to the list.

the telephone

the Internet

the car

the airplane

paper

Ex. 2. Rank the inventions from 1 (most useful) to 8 (least useful). Discuss your answers with a partner.

The Most Useful Inventions

The other day, my friends and I had a discussion about the most useful invention of all time. There were many good ideas – the train, the car, and the airplane. They're all useful, but they were not my choices. For an everyday, useful invention, I vote for the air conditioner. I live in Taipei, and during the summer the temperature can be 35 degrees Celsius or higher. It's so hot! I'm not joking when I say that, without an air conditioner, people here couldn't work or study. The weather is so hot that it can make you feel unwell if you don't drink enough water and get enough rest. What do you guys think is the most useful invention of all time?

Posted by Cindy on Saturday, April 13

I don't know if I agree with you, Cindy. For me, the most useful invention of all time is surely the Internet. We can now reach people and do business faster. I own a clothing store in Mexico City, and there's a lot of competition. I also have a website. Now, people from all over the world can buy my clothing. With emails can keep in touch with friends and family in Mexico and around the world. It's faster than usual mail, and it's cheaper than using the phone!

Posted by Jorge on Sunday, April 14

Jorge, I also think that the Internet is useful. But, in my opinion, there is an «invention» that is even more important, and that's electricity. Of course, this isn't a man-made invention, but without people like Benjamin Franklin and Alessandro Volta, we wouldn't have learned how to use it. And without electricity, many of the world's most important modern inventions would not work.

Posted by Mark on Monday, April 15

After You Read

Ex. 3. Choose the correct answers for the following questions.

1. For Cindy, the air conditioner is the most useful because
 - a) her, apartment doesn't smell very good;
 - b) she lives in a very hot place;
 - c) she often gets sick.
2. Jorge says that the Internet helps him to
 - a) sell air conditioners to people around the world;
 - b) keep in touch with family and friends;
 - c) use the telephone more cheaply.

3. Mark thinks electricity is the most useful invention because
- a) many machines cannot work without it;
 - b) Benjamin Franklin invented it;
 - c) it isn't really man-made.
4. Who is most likely to agree that communication is the most important?
- a) Cindy;
 - b) Jorge;
 - c) Mark.

Ex. 4. Answer the following questions by checking Cindy, Jorge or Mark.

Who chose an invention that people didn't make?

Who mentioned trains, cars, and planes?

Who sells clothing?

Who talked to friends about the topic?

Who has a website?

2.11 Studying Abroad

Before You Read

Ex. 1. **Connect with the topic.** Discuss the following questions with a partner.

- 1. Do you like to travel? What countries have you visited?
- 2. Have you ever studied in another country? Did you like it?
- 3. Why do you think people want to study abroad?

Ex. 2. Look at these reasons for studying abroad. Add your own ideas to the list.

experience life in a different country

make friends

go sightseeing

be able to speak English all day

get a better job

get ready to live abroad

Ex. 3. Which of these reasons would you study abroad for? Discuss your answers with a partner.

Studying Abroad

Choose *Travelingua*!

Every year, thousands of students choose to study abroad for the summer whether it's for six months, a year, or even longer. Many people find the experience of studying abroad very exciting, but also very scary. Let *Travelingua* give you some advice.

Why do it?

Living in another country will help you learn a language and learn about another. You will see the world in a new way and learn more about yourself. Studying abroad is also training for the working world. Many companies want employees who speak a second language or who have experienced living or working in another country.

Making the right choice

To choose the right country or school, ask yourself these questions: For how long do I want to study abroad? Do I want to live with a host family, with roommates, or alone? How much can I afford to pay? If you aren't sure how to answer these questions, our experienced staff can help!

Getting ready to go

Based on our experience, it's best to get your passport and visa early! Before you go, learn as much of the language as you can and read about the customs of your host country. Also, talk with people who have experience studying abroad. And call the school to make sure someone can meet you when you – get there. Make sure to bring some local money and a credit card.

Once you are there

Be curious and open to meeting new people and having new experiences. Don't expect to always be comfortable. After the first few weeks it's usual to feel a little homesick. You'll miss your family and friends. Remember that it takes time to get used to a new place with new customs. Talk to your new friends about your feelings. Try to keep in touch with the people back home.

Travelingua helps you get started on your journey by doing all this, and more. Choose us as your travel partner, and we'll be sure to get you where you want to go!

After You Read

Ex. 4. Choose the correct answers for the following questions.

1. *Travelingua* is a company that helps students
 - a) get into a school;

- b) meet people abroad;
 - c) prepare to go abroad.
2. The advertisement does, NOT ask you to think about
- a) who to live with;
 - b) how much you can pay;
 - c) what the food is like.
3. The advertisement suggests that you take with you.
- a) a credit card;
 - b) extra pencils;
 - c) books.
4. Many students will feel after a few weeks.
- a) afraid;
 - b) happy;
 - c) homesick.

Ex. 5. What should a new student do before leaving? Number the steps from 1-4.

- A. _____ Talk to your new friends and write about your feelings.
- B. _____ Phone the school to ask for someone to meet you.
- C. _____ Get your visa.
- D. _____ Decide where you want to go and for how long you want to study abroad.

Ex. 6. **Pair work.** Discuss the following questions with a partner.

- 1. What kinds of people might use *Travelingua*?
- 2. What advice can you add to the Getting ready to go and Once you are there sections of the advertisement?

2.12 How to be a Successful Businessperson

Before You Read

Ex. 1. **Connect with the topic.** Check your answers to these questions about success.

1. What makes a person successful?
 - a) a lot of money;
 - b) good friends and family;
 - c) health and happiness.
2. What is most important for success in business?
 - a) being smart;
 - b) being serious;
 - c) being mean.
3. Do you know anyone who is successful in business?
 - a) yes, who?
 - b) no.

Ex. 2. **Pair work.** Compare answers to Ex. 1. Do you have the same ideas about success?

Example

A: I think a successful person is someone who has good friends and family.

B: I disagree! I think a successful person is someone who has a lot of money.

Ex. 3. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____
2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____

4. I think this reading is probably about someone who _____
 - a) is successful
 - b) is from Canada
 - c) is a businessman
 - d) owns restaurants

How to be a Successful Businessperson

Have you ever wondered why some people are successful in business and others are not? Here's a story about one successful businessperson. He started out washing dishes, and today he owns 168 restaurants.

Zubair Kazi was born in Bhatkal, a small town in southwest India. His dream was to be an airplane pilot, and when he was 16 years old, he learned to fly a small plane.

At the age of 23 and with just a little money in his pocket, Mr. Kazi moved to the United States. He hoped to get a job in the airplane industry in California. Instead, he ended up working for a company that rented cars.

While Mr. Kazi was working at the car rental company, he frequently ate at a nearby KFC restaurant. To save money on food, he decided to get a job with KFC. For two months, he worked as a cook's assistant. His job was to clean the kitchen and help the

cook. «I didn't like it», Mr. Kazi says, «but I always did the best I could».

One day, Mr. Kazi's two co-workers failed to come to work. That day, Mr. Kazi did the work of all three people in the kitchen. This really impressed the owners of the restaurant. A few months later, the owners needed a manager for a new restaurant. They gave the job to Mr. Kazi. He worked hard as the manager, and soon the restaurant was making a profit.

A few years later, Mr. Kazi heard about a restaurant that was losing money. The restaurant was dirty inside, and the food was terrible – greasy and undercooked. Mr. Kazi borrowed money from a bank and bought the restaurant. For the first six months, Mr. Kazi worked in the restaurant from 8 a.m. to 10 p.m., seven days a week. He and his wife cleaned up the restaurant, remodeled the front of the building, and improved the cooking. They also tried hard to please the customers. If someone had to wait more than ten minutes for their food, Mrs. Kazi gave them a free soda. Before long the restaurant was making a profit.

A year later, Mr. Kazi sold his restaurant for a profit. With the money he earned, he bought three more restaurants that were losing money. Again, he cleaned them up, improved the food, and retrained the employees. Before long these restaurants were making a profit, too.

Today Mr. Kazi owns 168 restaurants, but he isn't planning to stop there. He's looking for more poorly managed restaurants to buy. «I love it when I go to buy a restaurant and find it's a mess», Mr. Kazi says. «The only way it can go is up».

After You Read

Ex. 4. Number these events in Mr. Kazi's life from 1 (the first) to 9 (the last).

- He sold his first restaurant at a profit.
- He got a job as a cook's helper.
- He bought his 168th restaurant.
- He moved to the United States.
- He got a job at a car rental company.
- 1 He learned to fly a plane.
- He bought his first restaurant.
- He bought three more restaurants.
- He became the manager of a restaurant.

Ex. 5. Work with a partner to answer the questions below.

Choose one adjective that describes Mr. Kazi and complete the sentence below.

smart serious hardworking creative kind successful

We think Mr. Kazi is _____ - _____ a person.

Now explain why you chose the word. Choose one or more reasons from the list below or think of your own.

- 1) because he moved to the U.S. with little money
- 2) because he made a profit with his restaurants
- 3) because he did the work of three people at KFC
- 4) because he worked seven days a week
- 5) because he tried to please his customers
- 6) because _____

Example

We think Mr. Kazi is a smart person because he made a profit with his restaurants.

2.13 Generation Z: Digital Natives

Before You Read

Ex. 1. **Connect with the topic.** How old were you the first time you used each of these items?

computer

video game system

mobile phone

CD player

mp3 player

digital camera

Ex. 2. **Pair work.** Compare answers. Did you begin using any of the items at the same age as your partner?

Example

A: The first time I used a computer, I was 8 years old.

B: Not me. I was...

Ex. 3. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)
<u>Hong Kong</u> _____	<u>online</u> _____
_____	_____
_____	_____
4. I think this reading is probably about	

Figure 15 — Previewing Chart «Generation Z: Digital Natives»

Generation Z: Digital Natives

In Istanbul, Yesim Yilmaz is getting ready for class. Her mother brings her some breakfast, which Yesim eats while looking at her e-mail on her phone. She has forgotten to read a chapter for her biology class. No problem – she opens up her laptop and downloads a chapter from her online textbook to read on the train.

On Sunday afternoon next to his apartment complex in Seoul, Min-ho Park is waiting for the bus. At lightning speed, he types a text message to let his friend know he’s on his way. Min-ho is never without his phone. In fact, he’s already bought a ticket on his phone for a movie he and his friends will see this afternoon. Min-ho laughs as he checks some funny photos his friend Jae-sung has just posted online. His bus soon arrives. Min-ho gets on, sits down, opens a game app on his phone, and puts his earphones in his ears. Most of the other people on the bus who are Min-ho’s age are doing exactly the same thing.

Yesim and Min-ho are members of Generation Z. They are sometimes called «digital natives» because they have grown up with the Internet, mobile phones, and social media since they were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They are also sometimes called Generation C, where the C stands for content, community, or creative.

Their parents spent most of their teenage years listening to cassette players, watching VHS tapes, playing early video games, and calling friends on their families' telephones. Generation Z, however, is connected to its music, videos, games, and friends online all day, every day. Recent surveys show that young people in Asia spend an average of 9.5 hours per day online. And marketing companies know this.

Every time they open their page on a social networking site, Gen-Z members don't see only friends' updates⁸ and photos. They also see ads for 30 products they might want to buy. Marketing companies work with social media sites to find out where their customers live, what movies, books, and music they like, and who their friends are. The companies use this information to show their customers the advertisements they want them to see.

What does this generation think about marketing companies knowing so much about them? Are they worried about losing their privacy? Not many seem to be very worried about companies knowing how to sell things to them. Many Gen-Z members are more concerned about keeping their private information from their parents. For example, Valerie Chen in Kaohsiung is upset because her parents want to watch everything she does online. But her parents' eyes are not enough to make her stop using social media. Valerie knows how to limit what her parents can see about her on the social networking sites she uses.

However, keeping information private from parents may not be the 45 only challenge. Many people are now finding out that posting funny pictures on the Web can be a problem when they finish school and start looking for a job. In fact, some studies show that more than 70% of companies reject people who are looking for jobs because of what they can see about them online. Because they grew up using social 50 media, maybe Generation Z will be better at protecting their personal information online than the generation before them. Only time will tell.

After You Read

Ex. 4. Work with a partner to answer the questions below. Do you agree or disagree with the following statements? Check your answers.

Statements	Agree	Disagree
1. It's great for children to begin using technology at a very young age. 2. Spending 9.5 hours a day online is fine. 3. I couldn't live without a mobile phone. 4. Social networking sites are a great way to stay connected with people. 5. I am not worried about privacy online. 6. I don't post funny photos online because I don't want future employers to see them. 7. Reading e-books is better than reading printed books. 8. I don't want my parents to see what I'm doing online.		

Ex. 5. Which statements describe your reaction to the reading?
Check one or more statements and add one of your own.

1) I had never heard of Generation Z or Generation C before reading this.

2) The use of digital media in this article describes my friends and me.

3) I was surprised to hear that some young people spend 9.5 hours a day online.

4) I was surprised to hear that 70% of companies reject job applicants because of the information about them online.

5) _____

2.14 Can You Live Forever?

Before You Read

Ex. 1. **Connect with the topic.** How often should you do these things in order to be healthy? Check your answers.

Activity	Often	Sometimes	Rarely	Never
1) eat fresh fruits and vegetables;				
2) eat meat;				
3) eat ice cream, cake, and other desserts;				
4) drink coffee;				
5) drink green tea;				
6) do sports and exercise;				
7) do things that make you feel stressed.				

Ex. 2. **Pair work.** Discuss your answers with a partner. Do your habits match your answers?

Example

A: I think you should rarely eat ice cream and cake because...

B: Really? I think you should never eat desserts. They're bad for you.

Ex. 3. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____

2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____

4. I think this reading is probably about _____

Can You Live Forever?

There's an old saying: An apple a day keeps the doctor away. Certainly, apples are good for you, but can eating them really help you avoid getting sick? Could they even help you live forever? Eating apples may not be enough, but there's at least one man who thinks that living forever is possible.

Ray Kurzweil: Inventor and Futurist

Ray Kurzweil was born in 1948 and grew up in New York City. Kurzweil is an inventor and is well known for his work in technology. Many of his inventions have been in the area of

artificial intelligence, or AI for short. Kurzweil is also well known as a futurist – a person who has strong ideas about how the future might be, or perhaps should be, based on his knowledge of science.

Kurzweil's View of the Future

Kurzweil believes that by 2050, there will be a new technology called 15 nanobots, tiny machines that will be so small that billions of them will be able to travel inside your body and fix problems in each cell. Kurzweil also believes that by then, computers will be able to think just like a person's brain. He just has to live long enough so that he can take advantage of these inventions. He believes that diet and exercise are the keys.

Kurzweil's Plan: Diet and Exercise

Besides all of his famous work in technology and futurology, Kurzweil may be best known for what he eats and drinks. Kurzweil and his personal doctor, Dr. Terry Grossman, have created a special diet and exercise program. Using these tools and a few others, Kurzweil hopes to live forever.

Kurzweil drinks very large amounts of water every day. He believes that a lot of water is needed to get all of the toxins out of his body. He never drinks soft drinks or coffee, but he does drink green tea. He thinks it does many good things for his body.

Kurzweil also believes that certain kinds of foods are unhealthy. Instead of eating foods like white bread, potatoes, and white rice, he thinks people should eat foods like whole wheat bread and brown rice. For many years, Kurzweil has not eaten any food that has sugar in it. He eats mostly vegetables, lean meats, and tofu.

Kurzweil also does a few other things for his health. He tries to have very little stress in his life, and he makes sure he gets enough sleep every night. He exercises daily and meditates

regularly as well. Kurzweil also takes special vitamins and other supplements that he feels will help slow the aging of his body. In fact, he takes over 150 different supplements every day.

The Race Between Age and Invention

Will this routine help him live until 2050? Maybe. Kurzweil regularly takes tests to check the «age» of his body. When he was 40 years old, the age test said his body was like a 38-year-old's. In 2009, at age 61, the same test said that his body was like a 40-year-old's. He feels that if his body only seems 2-3 years older after 20 years, living until 2050 may be possible.

«Plan B»

What if his body dies before nanobots can save him? Kurzweil is already planning to have his body frozen by a company called the Alcor Life Extension Foundation. They will keep his body frozen until they feel that the technology is ready to bring him back to life.

Many scientists believe that Kurzweil's ideas about living forever are not really scientific at all. But Kurzweil thinks that as long as he waits for enough technological inventions, both his mind and his body may be able to live forever.

After You Read

Ex. 4. Match each word with its definition to the right.

Word	Definition
1. ___ possible	a. belonging to one person; used by one person and no one else
2. ___ knowledge	b. feelings caused by being worried or nervous
3. ___ personal	c. what a person knows
4. ___ stress	d. things you do on a regular schedule
5. ___ routine	e. can happen

Ex. 5. Work with a partner to answer the questions below.

Do you agree with Kurzweil's ideas? Read the sentences and check your answers.

Kurzweil's Ideas	Agree	Disagree
1. A good diet and exercise program can make your body age less quickly.		
2. Sleeping, meditating, and lowering your stress can make your body age less quickly.		
3. In 2050, there will be nanobots that can help fix problems in the cells of our bodies.		
4. In 2050, there will be computers that can think like a person's brain.		
5. By following his program, Kurzweil can stay alive until 2050.		
6. If Kurzweil's predictions about the future are true, he will be able to "live" forever.		

Ex. 6. What is your opinion of Kurzweil’s beliefs about the future? Check one or more statements or write your own.

1. I believe that in the future, people will be able to live forever.

2. I believe there will be many new kinds of technology in the future, but I don’t think that they will be enough to keep someone alive forever.

3. I definitely believe that Kurzweil will be successful in his plan.

4. I don’t think Kurzweil will be successful in his plan.

5. I would like to know more about Ray Kurzweil and his ideas.

Share your opinions with your partner.

Example

I think Kurzweil has some interesting ideas, but I’d like to know more about what other scientists say about his work.

Ex. 7. Choose the correct word to complete each sentence.

Suffix	Sample Words	Meaning
-al (adj.)	personal artificial technological	belonging to oneself, not used by others not real, man-made related to technology
-ic (adj.)	scientific futuristic	related to science related to the future
-ist (noun)	scientist futurist	a person who works in science a person who works in futurology
-logy (noun)	technology futurology	area related to studying and creating new things for use in our lives area related to studying and predicting the future

Figure 14 — Understanding Suffixes: -al, -ic, -ist, -logy

1. Many (*scientists / scientific*) don't believe that Kurzweil's plans will work.
2. I don't know anyone who studies (*futurist / futurology*).
3. My (*personal / personality*) belief is that no one can live forever.
4. I love reading (*scientist / scientific*) articles in the news.
5. Kurzweil is a well-known (*futurology / futurist*) and has published many books on the subject.
6. A computer thinking like a brain is an example of (*artificial / artificially*) intelligence.
7. My parents are sometimes afraid of new (*technology / technological*), but I like it.

Ex. 8. Read the headings for the article «Three Secrets to Less Stress». Then complete the chart.

Headings	This heading probably talks about . . .
Sleep: Nature's Best Medicine	<hr/> <hr/>
Working Out or Just Working?	<hr/> <hr/>
Good-bye Coffee, Hello Water	<hr/> <hr/>

Figure 16 — «Three Secrets to Less Stress»

Ex. 9. Read the article to check your answers.

Three Secrets to Less Stress

If someone asks, «How are you?» do you always say, «Fine», but really want to say, «Busy, unhappy, or stressed out?» Everyone wants to be happy, but with our busy lives, full of study, work, family, home, and friends, it's hard not to be stressed out. In this article, I will share with you my top three tips for staying stress-free.

Sleep: Nature's Best Medicine

The first ingredient in a stress-free life is to get at least eight hours of sleep every night. The average person gets only between six and seven, and that's just not enough. Scientific studies show that without at least eight hours of sleep a night, people cannot concentrate for long periods of time. This is a big cause of stress.

Working Out or Just Working?

Exercise is another key part of lowering your stress. Whether you go to a gym, run around your neighborhood, or just take a walk in the park, doctors agree that people should exercise at least three times a week, for at least 20 minutes each time. After a few weeks, you'll feel a huge difference!

Good-bye Coffee, Hello Water

Drinking too much coffee, tea, and soda with caffeine is another cause of stress. For many, it's linked to not having enough sleep. When some people wake up, they're still tired. The problem is, caffeine stays in your body for at least five hours. The answer is simple: try to have only one coffee, tea or soda each day, and for the rest of the day, drink water. Lots of it. People should drink at least eight glasses per day.

2.15 Mobile Phones: Hang up or Keep Talking?

Before You Read

Ex. 1. **Connect with the topic.** Check your answers to these questions about talking on the phone.

1. How many times did you talk on the phone yesterday?
 - a) fewer than three;
 - b) between three and ten;
 - c) more than ten.
2. How much time did you spend talking on a mobile phone yesterday?
 - a) less than one hour;
 - b) between one and two hours;
 - c) more than two hours.
3. Do you think mobile phones might be dangerous to your health?
 - a) yes;
 - b) no;
 - c) I don't know.

Ex. 2. **Pair work.** Compare answers. Do you have the same phone habits?

Example

A: I talked to six people on the phone yesterday.

B: Really? I talked to ten or eleven people.

Ex. 3. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____

2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____ - _____

4. I think this reading is probably about. (Check one.)

- a) communication problems;
- b) the possible dangers of mobile phones;
- c) why people use mobile phones;
- d) the future of mobile phones.

Mobile Phones: Hang up or Keep Talking?

More than two billion people use mobile phones today. In many places, it is more common to use a mobile phone, or cell phone, than a landline. Mobile phones are especially popular with young people. They find that the phones are more than a means of communication – having a mobile phone shows that they are cool and connected.

The explosion in mobile phone use around the world has some health professionals worried. Some doctors are concerned that in the future, people may suffer health problems from using mobile phones. Even now, there are people who claim that their mobile phones are making them sick. In one case, a young salesman had to stop working because of serious memory loss. He couldn't remember even simple things. He would often forget the name of his own child. The man used to talk on his mobile phone for six hours a day, every day of his working week, for a couple of

years. His family doctor blamed his mobile phone use, but his employers doctor disagreed. Of course, mobile phone companies are worried about the negative publicity of such stories. They say that there is no proof that mobile phones are bad for your health.

While there still isn't any proof that mobile phones are bad for your health, neither is there any proof that mobile phones aren't bad for your health. Research has shown that using mobile phones affects brain activity, but it isn't clear why or what effect it might have over the long term.

What is it that makes mobile phones potentially harmful? The answer is radiation. Radiation happens when one object sends heat or energy to another object. Heat radiation from the sun, for example, is heat sent from the sun to the earth. High-tech machines can detect very small amounts of radiation from mobile phones. The amount of radiation from mobile phones falls between the lower amount that radio waves produce and the higher amount that microwaves make. It's a fact that some radiation comes from mobile phones. While mobile phone companies agree with this fact, they say the amount is too small to worry about. Some scientists, however, disagree. They say we still don't know if small amounts of radiation over a long period of time can cause health problems.

As the debate about the safety of mobile phones continues, you might want to take some advice from scientists. Use your mobile phone only when you really need to. Keep your telephone calls short. Turn your phone off when you aren't using it. When you do use it for long calls, try using earbuds instead of holding the phone to your ear. In the future, mobile phones may have a warning label that says they are bad for your health. So for now, be careful.

After You Read

Ex. 4. Work with a partner to answer the questions below.

1. Do you think mobile phones are dangerous? Why or why not?
2. If scientists proved that mobile phones were harmful, what would you do?
3. Why is it difficult to get the facts about mobile phones and their effects on health?
4. What are the advantages and disadvantages of mobile phones?

Write each sentence from the box below under Advantages or Disadvantages. Then add two ideas of your own.

Mobile Phones:

They are easy to carry around.

They are small.

They sometimes ring during concerts and movies.

They are expensive.

It's easy to lose them.

You can talk on them anywhere.

Mobile phone users have more car accidents.

They might be dangerous to your health.

Advantages of Mobile Phones	Disadvantages of Mobile Phones
<i>They are easy to carry around.</i>	

Ex. 5. Read the letter to the editor.

Is the Mobile Phone Industry Being Honest?

Dear Editor,

My name is Dr. Karl Nussbaum, and I work at a scientific research laboratory in Kansas City, Missouri. I believe that more research needs to be done about the potential health problems caused by mobile phones.

Although we have been told by the mobile phone industry that their products are not dangerous, I don't agree. It is well known that mobile phones give off a lower level of radiation than many other electronic products. However, a new study by researchers in Sweden shows that even these low levels of radiation have killed brain cells in rats.

As scientists, we should be doing more research on this topic. Mobile phone use has grown to over 2 billion customers around the world. If we don't do something about this problem, we could see an increase in certain kinds of cancer and other diseases in the future.

We are currently doing research in our lab, trying to copy the results of the Swedish study. Our study will be completed next May, and we will publish our results then. In the meantime, if any other scientific groups are doing research on mobile phone use, please contact me at knussbaume@lab.tech.org.

Ex. 6. Give your opinions. What looks «cool» to you? Add one idea and check your answers.

I think / I don't think _____ looks cool.

- a) talking on a mobile phone;
- b) wearing a wireless earpiece for a mobile phone;

- c) driving a sports car;
- d) having a tattoo.

Example

A: I think talking on a mobile phone looks cool.

B: Really? I don't think it does. I think wearing a wireless earpiece for a mobile phone looks much cooler.

2.16 A Day in the Life of a Freshman

Before You Read

Ex. 1. **Connect with the topic.** How likely is it for a university freshman to do each activity below? Check your answers. Compare ideas with a classmate.

On a typical day, it's ... *very likely / likely / unlikely / very unlikely* for a university freshman to _____

- 1) get up early;
- 2) skip a class;
- 3) do homework;
- 4) hang out with friends in a school club;
- 5) borrow a friend's notes from a class;
- 6) play sports;
- 7) go to a library.

Ex. 2. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____

2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____

4. I think this reading is probably about _____

A Day in the Life of a Freshman

Chang Jae-Hyuk wrote this story when he was a university student in Seoul, Korea. Approximately 24.5 million people live in Seoul and its surrounding areas.

Wednesday

7:00 a.m.: I get up about seven o'clock in the morning. Since my friends and I have a group blind date with students from a women's university tonight, I take extra time to look my best. My mom calls me to eat breakfast, but I don't think I can. It's already 7:30, and I don't want to be late for my 9:00 class. It takes me about an hour and a half to get to my university, so I hurry out.

8:00-9:00 a.m.: I take the bus to the subway station. There are so many people on the bus that I can't breathe. There is so much traffic that the bus can only crawl along. Finally, the bus arrives at the subway station. Unfortunately, there are a lot of people on the train, and the air is stuffy.

We finally arrive at Shinchon station, and my university is now about a ten-minute walk away. I run to my philosophy4 class so I won't be late again. I have already missed this class four times.

9:00-11:00 a.m.: Thank goodness, I'm safe. The professor comes in just after me. But now I'm so tired from running that I

can't concentrate. Then the person next to me asks what the homework is for our English class. That's right, there was English homework, but I forgot to do it! So I spend philosophy class doing my English homework.

English class is next. It seems like English is one big mountain that we all have to get over in our university days. If we want to get a decent job, we have to be really good in English.

11:00 a.m.-2:00 p.m.: After two classes it's now 11:00, and I decide to go to my club room. Our club members spend their free time hanging out in that room. I chit chat with my friends for a while and then go to one of our school cafeterias for lunch.

2:00-5:30 p.m.: Now it's 2:00, and I have one more class at 3:00. My friends and I decide not to go to our 3:00 class. I shouldn't do this, but we don't want to hurry to the women's university after class. Instead, we go to play some billiards until it's time to go.

5:30-10:30 p.m.: It's 5:30 in a coffee shop in front of the university. All four of us are excited and wondering what the girls will be like. About ten minutes later, four girls come in. Then the awkward time begins. We ask some questions and so do they. I find my dream girl sitting in the corner, but I don't have the guts to speak to her. After 20 minutes, it's time to choose our partners. We decide, at the count of three, to point at the partner we would like to have. If a boy and a girl are pointing at each other, they become partners. One, two, three! My dream girl is also pointing at me!

I spend the evening with my partner having a wonderful time. Right before we part, I ask for her phone number. If she gives me her number, that means she also likes me. And she does! I get

home about 10:30. I'm very tired but really happy, hoping that things go well with her.

After You Read

Ex. 3. Read the statements and check True or False.

1. You can infer that the author doesn't enjoy his daily trip to school.

2. You can infer that the author listened closely to his philosophy teacher.

3. You can infer that today is not the first time the author has skipped class.

4. You can infer that the author is a serious student.

Ex. 4. Work with a partner to answer the questions below.

1. How would you describe the university freshman? Make five sentences with words below. You can also add words of your own.

Example

I think he is shy because he doesn't have the guts to speak to the girls.

I think he is *shy*

friendly

cool

foolish

disorganized

funny

because he *skips classes*

is often late to class

doesn't listen in class

Stress and How to Cope Well with It

Nowadays many people say that they are tired of their hectic lifestyle. They work too much and stop taking breaks. They forget about everything striving for their goals and they constantly raise the bar. Very often they don't find personal satisfaction in their work and don't love what they do. They have no sense of personal accomplishment and self-satisfaction. Some people don't feel content even when they achieve their goal. On the contrary, they feel disillusioned and dissatisfied. Having climbed the ladder of success they find nothing worthwhile on the top. Constant fatigue, physical and moral exhaustion, monotony and impossible pressure and at home can cause stress.

Stress is the emotional and physical strain caused by people's response to pressure from the outside world. Stress causes tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat. It can result in a real breakdown of health. Stress can even cause heart disease and cancer.

There are a lot of stressful events in our lives, such as divorce, losing a job or having difficulties at home or at work. But changes for the better can also cause stress, like a new baby, a wedding, and a new house. Pupils and students often face stress from problems at school, poor relationships with peers, strict and demanding teachers, exams and many other problems.

Feeling stressed many people try to find some distraction and to escape their problems. They begin overeating, smoking, drinking, and even taking drugs. But junk food, cigarettes, sleeping

pills and alcohol don't help. On the contrary, they make things much worse and more difficult to patch up.

Stress can have a negative influence not only on our physical and mental health, but on the lives of those around us. It often makes us lose control and shout at our spouses, relatives, friends or colleagues. Taking stress out on our nearest and dearest is the easiest way to hurt their feelings and to make them feel depressed too.

People react to stress in different ways. Some of us are more vulnerable to stress than others. People who are always angry, impatient and mistrustful may have more stress-related physical problems.

It is very important to try to avoid stress or at least to minimize it. That's why it is essential to notice early signs of stress and to remove some of its causes. If you catch the trouble early, the problem may be easy to fix.

One of the best ways to cope with stress is to keep a sense of humor in difficult situations. Wise people say that laughter is the best medicine for all diseases. It increases blood flow and it may reduce the risk of heart disease. Besides, laughter makes the body release pleasure chemicals.

Regular leisure activities and relaxing hobbies are also very important in reducing stress. If you feel depressed, yoga, swimming, bicycling, painting or gardening can help you relax, calm down and get a new lease on life. Anti-anxiety medications and anti-depressants can be useful for dealing with short periods of acute stress. But the side effects of such medications can be rather dangerous, that's why they must never be taken as often as vitamins. Besides, anti-anxiety medications and anti-depressants cause addiction and may lead to suicides.

Forget about your problems. Take a day off work, domestic chores and family. Work regular hours and don't forget to take breaks and holidays. Don't expect too much of yourself and don't try to aim higher than your capacity. Have a balance in life. Walk away from stressful situations and be positive and enthusiastic. In other words «don't worry, be happy».

After You Read

Ex. 2. Complete each sentence (1 – 8) with one of the endings (a – h):

1. Stress is the emotional and physical strain caused by
 2. Stress causes
 3. Feeling stressed many people try to find
 4. Stress often makes us
 5. People who are always angry, impatient and mistrustful
 6. One of the best ways to cope with stress is
 7. Regular leisure activities and relaxing hobbies
 8. Anti-anxiety medications and anti-depressants can be useful for
- a) some distraction and to escape their problems.
 - b) to keep a sense of humor in difficult situations.
 - c) tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat.
 - d) are also very important in reducing stress.
 - e) people's response to pressure from the outside world.
 - f) lose control and shout at our spouses, relatives, friends or colleagues.
 - g) dealing with short periods of acute stress.
 - h) may have more stress-related physical problems.

Ex. 3. Agree or disagree. Explain your point of view.

1. Stress can result in a real breakdown of health.
2. Stress is everywhere.
3. Stress is a synonym for weakness and helplessness.
4. Changes for the better can never cause stress.
5. Overeating, smoking, drinking, or taking drugs don't help to cope with stress.
6. Laughter is the best medicine for all diseases.
7. It is impossible to avoid stress.
8. The best way to minimize stress is to know your limits and to be in harmony with yourself.

Ex. 4. Answer the questions.

1. Why do many people feel stressed at work?
2. What kind of situation can be called stressful?
3. How do many people cope with stress? What mistakes do they usually make?
4. Why is stress dangerous not only to our health but to the health of those around us?
5. Why do people react to stress in different ways?
6. How can we avoid or minimize stress?
7. Why are anti-anxiety medications and anti-depressants dangerous to our health?
8. Do you know any effective ways to cope with stress? Say a few words about them.

Ex. 5. Give your own reasons for and against stress.

2.18 Is It Worth Relying on Our Intuition?

Before You Read

Ex. 1. **Connect with the topic.** What is intuition? Give the definition of this word and compare it with your groupmates' variants.

Is It Worth Relying on Our Intuition?

People often use their judgment – the ability to make decisions that are based on careful consideration of facts, principles, etc. We often make plans and analyze the situation before doing something. As the English proverb says, «Measure thrice and cut once». But sometimes we make right decisions and good choices without logical reasoning or learned skill. Such power of understanding is called intuition. Intuition has been the subject of study in psychology, as well as a topic of interest in the supernatural. Intuition is a knowing, a sensing that is beyond the conscious understanding.

Students, doctors, housewives, teachers, plumbers and stockbrokers all use intuitive judgment. Everyone does. Minor or major decisions are often made based on instinct and feeling, even when the reason for the feeling is unclear. Intuition is a natural faculty which everybody has. But not everybody recognizes and trusts his intuitive information.

Intuition is very close to insight – a sudden, clear, but not always complete understanding. Intuition and insight are important elements in creativity, the human response to an ever changing

environment. Both insight and intuition are in the realm of the unconscious.

Some people don't believe that it is worth relying on intuition. They think that it is eccentric and irrational, but sometimes our inner voice is an excellent guide. Even Einstein arrived at his biggest contribution through intuition. The famous scientist said that the only real valuable thing is intuition. Of course, there are many situations where analysis and rationality are superior to intuition. Intuition may not be helpful in determining another's personality. The situation may not give the observer an opportunity to see the traits that would indicate the personality. But there are many situations when our intuition can help us find the right answer to the most complicated question.

We sometimes have an impulse that we should or shouldn't do something. For example, our intuition silently prompts us that it is better not to trust a particular person or not to go to some place. And these sudden decisions that are difficult to explain turn out to be the best ones. We may feel very enthusiastic about some project, without really knowing why. Or we may be sure that our plans are going to fail but we don't understand the reason for our apprehensions.

There are some cases when intuition saves people's lives. For example, a person is to go on a business trip. But suddenly he begins feeling some inexplicable fear and discomfort and makes up his mind to buy a railway ticket instead of going by plane. And later he finds out that the plane he was to fly by has crashed. At the same time, we shouldn't confuse intuition with emotions, fantasies and prejudices. Not every spontaneous emotion can be interpreted as intuition.

Some scientists say that it is possible to develop intuition. We need to exercise and educate it. It is very important to become more conscious of our intuition and how it operates and to analyze the situations when it helped us. Making mistakes and learning from them is also essential to developing your sixth sense. The guiding role of intuition should not be ignored or underestimated. It helps us pattern our behaviour and make right decisions in uncertain situations and unknown areas.

After You Read

Ex. 2. Complete each sentence (1 – 8) with one of the endings (a – g).

1. Sometimes we make right decisions and good choices without

2. Intuition has been the subject of study in psychology, as well as

3. Intuition and insight are

4. Intuition may not be helpful in

5. We sometimes have an impulse that we

6. It is very important to become more conscious of our intuition and

7. Making mistakes and learning from them is also

8. Intuition helps us

a) important elements in creativity.

b) how it operates.

c) a topic of interest in the supernatural.

d) essential to developing your sixth sense.

e) logical reasoning or learned skill.

f) pattern our behaviour and make right decisions in uncertain situations and unknown areas.

- g) should or shouldn't do something.
- h) determining another's personality.

Ex. 3. Agree or disagree with the following statements. Explain your point of view.

1. Intuition is more efficient in decision making than logical thought.
2. Women are more intuitive than men.
3. Problem solving requires both judgment and intuition.
4. Listening to your inner voice is eccentric and irrational.
5. Intuition is knowledge we are not born with.
6. The guiding role of intuition should not be ignored or underestimated.

Ex. 4. Answer the questions.

1. Why is judgment important in decision making?
2. When is it worth relying on intuition to your mind? Why?
3. In what situations are analysis and rationality superior to intuition?
4. Has your intuition ever helped you? How?
5. Do you know any cases when intuition helped people make important discoveries/changed their fate/saved their lives?
6. Is it possible to develop intuition? How?

2.19 Beauty Through Pain

Before You Read

Ex. 1. **Connect with the topic.** What is your ideal of beauty? Discuss it with your partner.

Beauty Through Pain

Many people (especially women) dream of being beautiful and they can go far to become more attractive. Some of us are not quite satisfied with our bodies, some want to become taller or slimmer, some would like to improve their features. There are different ways to achieve perfection: cosmetics, creams, lotions, beautiful clothes, etc. But in search of perfection many of us forget about health risks connected with our overwhelming desire to be fashionable and beautiful. Can we harm ourselves by improving and decorating our bodies? Of course, we can.



Figure 18 — Marilyn Monroe

Let us remember the past. Wishing to achieve the feminine ideal and to have a wasp waist many women wore the corset. Its origin is lost in remote antiquity. The early Egyptian women are believed to wear corsets. The corset was used in France and

England as early as the 12th century. The corset became extremely fashionable in the 16th century, during the reign of Catherine de Medici of France and Queen Elizabeth of England. A lady could not consider her figure ideal unless she could span her waist with her two hands. To reduce their natural waist size women wore a strong rigid corset night and day. In the 18th century respectable women of all classes in society slender waist wore the corset (or a pair of 'stays'). The stays were made from several layers of stout fabric, such as linen or cotton. Strips of whalebone or metal frames were used to stiffen the garment. A larger strip of bone or wood was slipped in at the centre front to keep the wearer's posture absolutely rigid.

Many doctors warned women of the dangers of lacing corsets too tight and some advised not wearing the corset at all. One famous rent against the corset in 1874 enumerated 97 different diseases produced by stays and corsets. The alleged symptoms ranged from impaired breathing and circulation to heightened hysteria and melancholy. Many Victorian women's fainting fits were caused not by their excessive sensitiveness but by insufficient oxygen. The corset could lead to miscarriage or deformed offspring. Besides the bones or steels of the corset could break and injure the woman who wore it.

But women continued wearing rigid corsets in spite of all health risks and obvious physical inconveniences. Why did they do it? The answer is quite simple. The fact is that physical beauty was associated with virtue. An upright posture and a slender waist became a sign of modesty, discipline and refinement. Loose clothes meant loose morals and those women who refused to wear the corset were considered to be lazy and immoral. The corset did

not disappear but nowadays it is absolutely different from the corsets women wore a few centuries ago. It doesn't lead to distortion and feebleness any more. Modern corsets have very little influence on the wearer's body.

Many women of fashion don't wear corsets nowadays but they should never forget that there are still many articles of clothing that can be dangerous to their health. All women like wearing high-heeled shoes because they make their legs longer and more slender. Doctors say that high-heels cause severe foot problems and foot pain. They can also lead to foot deformities and knee diseases. After all, a woman wearing high-heels may fall down and sprain her ankle.

Many people think that cosmetics and clothes can't help them become more beautiful and they resort to plastic surgery. Reconstructive surgery techniques were performed in India in 2000 BC. Plastic surgery developed greatly during the 20th century in the US. The world record for plastic surgery is held by Cindy Jackson, a singer and writer born in Ohio in 1955. Cindy tried to achieve the Barbie Doll look but she also wanted «to look convincingly natural».

Some people cover their bodies with tattoos. Tattooing is popular in many parts of the world and it is practiced for decorative, religious or other reasons. Julia Gnuse (known by the nickname «The Illustrated Lady») is the world's most tattooed woman, having coverage of 95% of her body. Doctors warn people against possible dangers of tattooing including infection and allergic reactions.

Many young people decorate their bodies with piercing. Elaine Davidson holds the Guinness Record for being the most

pierced woman in the world. The total weight of her jewelry is about 3 kilograms and Elaine has no intention to stop at what has been accomplished. Body piercing is a painful and risky procedure: it can cause allergic reactions and bacterial infection. Infection due to piercing of the tongue can be fatal!

Before experimenting with your body think twice. Is the game worth the candle? Remember that health and beauty are inseparably linked. That is why don't turn yourself into an invalid for the sake of beauty, fashion or fame.

After You Read

Ex. 2. Read the following sentences and circle True or False.

1. People can't harm themselves by improving and decorating their bodies.

2. The corset appeared in France and England in the 12th century.

3. In the 18th century respectable women of all classes in society wore the corset.

4. One famous rent against the corset in 1874 enumerated 50 different diseases produced by stays and corsets.

5. Nowadays women don't wear corsets any more.

6. Low-heels cause severe foot problems and foot pain.

7. Plastic surgery developed greatly during the 20th century in the US.

8. Infection due to piercing of the eyebrow can be fatal.

Ex. 3. Read and translate the following proverbs and sayings and find their Russian equivalents. Explain their meaning.

1. Beauty lies in lover's eyes.
2. Never judge by appearances.
3. There is no accounting for tastes.
4. It is not the gay coat that makes the gentleman.
5. The face is the index of the heart.

Ex. 4. Answer the questions.

1. Why aren't many people satisfied with their bodies?
2. What effect did the corset produce on the wearer's figure?
3. What health risks were connected with wearing the corset?
4. Why do women like wearing high-heeled shoes?
5. Why do people resort to plastic surgery?
6. Why is tattooing popular in many parts of the world?
7. How far can you go to become more beautiful and attractive?
8. What are the safe ways to become more beautiful?

2.20 Love at First Sight

Before You Read

Ex. 1. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 4 more.)	3. Key words. (What words appear several times? List 4 more.)
<i>Anne</i> _____	<i>love</i> _____
_____	_____
_____	_____
_____	_____
_____	_____
4. I think this reading is probably about	

Figure 19 — Previewing Chart «Love at First Sight»

Love at First Sight

It was love at first sight. It’s always exciting to hear those words. But do people really believe in love at first sight? We asked 40 Americans this question – 18 men and 22 women. Thirteen people (32%) said they believed in love at first sight; 27 people (68%) said they didn’t.

Next, we wanted to find out who believed in love at first sight and who didn’t. We were surprised to find that both younger and older people believed they could fall in love in a few short seconds. We also learned that people from many different professions had love-at-first-sight experiences. These people included a scientist, an artist, a dancer, and a computer programmer.

What was the most interesting thing we learned in our study? More men than women believed in love at first sight: 44% of the men believed in this kind of love, while only 27% of the women did. Here's what some of the men and women in our survey said about love at first sight.

Name: John

Occupation: Artist

Age: 30

«Yes, I believe in love at first sight. It happened to me. I was at a party several years ago when I saw Luisa. I knew she was the one for me when her eyes flashed back at me. It was like they looked into my heart, read my life story, and said, 'I like what I see, and I want to be with you.' That night at the party, I went over to Luisa and asked her to dance. She said, 'Of course, I was waiting for you to ask.' That was three years ago, and we're still together».

Name: Mark

Occupation: Salesperson

Age: 35

«I didn't use to believe in love at first sight, but now I do. About four years ago, I was giving a sales presentation when this amazing woman walked into the room. We made eye contact, and my heart started beating faster. After my presentation, I introduced myself, and she and I went out for dinner the next night. We talked and talked, and by the end of the evening, I was truly in love with her. That feeling of love at first sight was like nothing else. In just a few seconds, I was filled with intense energy and passion. Anne and I got married a year later».

Name: Emily

Occupation: College student

Age: 23

«No, I don't believe in love at first sight. Love comes later in a relationship. When I met my boyfriend, I felt something tingly. I guess you could call it puppy love, but it wasn't true love. It took about a year for true love to develop between us».

Name: Carol

Occupation: Writer

Age: 37

«Do I believe in love at first sight? No, not really. Love is based on trust and shared experiences and values. Love takes time to develop. You fall in love slowly by talking to a special person, writing him love letters, fighting, making up. The key to love is staying excited about the other person, month after month, year after year».

Name: Sarah

Occupation: High school senior

Age: 18

«I don't think love at first sight happens very often, but of course it happens sometimes. It makes me happy to think that it might happen to me. If I didn't believe love at first sight was possible, it would be really depressing».

After You Read

Ex. 2. Complete the sentences.

amazing eye contact make up professions survey

1. Are you and Lara still angry with each other? I hope you soon.

2. I'm doing a(n). Do you have a few seconds to answer some questions?

3. I had so much fun on my date with Michael. We had a(n)time

4. There are usually a lot of jobs available in medical, like nursing.

5. Don't make with him. If you do, he'll think you're interested in talking to him.

Ex. 3. **Pair work.** In the reading, five people give their opinions about love at first sight. Look at the reading and complete this chart.

1. Name, Profession, Age.
2. Believes.
3. Reason.

John, *artist*, _____
Mark _____
Emily _____
Carol _____
Sarah _____

Ex. 4. What can you conclude from the information in the chart above? Check one or more.

1. Both of the men believe in love at first sight.
2. All of the women believe in love at first sight.
3. The three people in their 30s believe in love at first sight.
4. The people who have experienced love at first sight believe it's real.

Ex. 5. Which statement describes your reaction to the reading. Check one or more statements and write your own idea.

1. I think this study was interesting.
2. This study was not scientific, so it was not interesting to me.
3. I was surprised that more men believed in love at first sight than women.
4. I would like to see a similar study of 40 people from my country.
5. _____

Ex. 6. Read the passage and complete the summaries below.

At What Age Do People Get Married?

Do people around the world get married at the same age? The age that people get married for the first time is, on average, around 28 for men and 26 for women. The marriage age in most of Europe and East Asia is usually a bit higher than average – around 30 for men and 28 for women. Men and women in the United States usually get married a little earlier – around 27 for men and 25 for women. In Canada and Australia, the average marriage age is closer to that of Europe.

Average Age at First Marriage		
Location	Men	Women
Australia (2000)	30.6	28
Canada (2003)	30.6	28.5
France (2005)	31.9	29.7
Hong Kong (2009)	31.1	28.8
Italy (2007)	32.8	29.7
Japan (2008)	30.2	28.5
South Korea (2008)	31	28
Spain (2008)	33.6	32.9
Taiwan (2009)	31	28.1
Turkey (2007)	26	23
United Kingdom (2005)	30.7	28.5
United States (2007)	27.5	25.6

Figure 20 — Average Age at First Marriage

According to several studies, the age that people get married for the first time is rising around the world. In the United States, the average age rose from 22.8 for men and 20.3 for women in 1960 to 27.5 for men and 25.6 for women in 2007. In Japan, the ages have risen from 27.2 for men and 24.4 for women in 1960 to 30.2 for men and 28.5 for women in 2008. In Korea, the average age in 1960 was 25.4 for men and 21.5 for women. This has increased to 31 for men and 28 for women in 2008.

Ex. 7. What do these quotations mean to you? Compare ideas with a partner.

«*Love is blind*». – William Shakespeare, English writer (1564–1616)

«*Love conquers all things*». – Virgil, Roman poet (70–19 BCE)

Ex. 8. In a group of three to four people, discuss one of the questions below.

1. Do you think it's possible to fall in love at first sight?
2. Do you think love makes a person more beautiful?
3. Do you think love is “blind”?
4. Do you think love conquers all things?

2.21 Great Places to Visit

Before You Read

Ex. 1. **Connect with the topic.** Look at the photos of famous places in Taiwan. Which is the most / least interesting to you? Rank the places from 1 (most interesting) to 4 (least interesting) and tell a partner.

Example

I think the Shih-lin Night Market is the most interesting place because ...



Figure 21 — Shih-lin Night Market Rank



Figure 22 — Taroko Gorge Rank



Figure 23 — Lan Yu (Orchid Island) Rank



Figure 24 — Taipei 101 Rank

Ex. 2. **Preview the reading.** Move your eyes quickly over the reading on next pages. Look at the reading for only 1-2 minutes. Then complete the Previewing Chart below.

Previewing Chart

1. Title of the reading _____
2. Names of people and places in the reading _____

3. Key words. (What words appear several times?) _____

4. I think this reading is probably about _____

Great Places to Visit

Each month, National Geographic magazine asks an editor from one of its international editions to answer the question, «What are the best places to visit in your area of the world?» Yung Shih Lee, the editor of National Geographic Taiwan, thinks the sights below are some of the best places to visit. Would you like to visit these places?

Shih-lin Night Market

«This market is the center of Taiwanese nightlife on the north side of Taipei. It's very different from the morning markets where people shop for food to cook at home. At the Shih-lin Night Market, people show up to have a snack or drink, buy a few things, and just hang around. Life really begins around 6 p.m. and can go on until three in the morning. On weekends the market is open even later».

Taroko Gorge

«The word taroko means «beautiful» in the language of the Atayal people, and that's exactly what the Taroko Gorge is. Visitors can take a train or a 30-minute flight from Taipei to visit this natural wonder. A 12-mile (19-kilometer) bus tour takes passengers through the gorge, making stops for riders to walk through man-made tunnels or enjoy the scenic views».

Lan Yu (Orchid Island)

«This small island about 40 miles (60 kilometers) southeast of Taiwan is home to the native Yami people. It is one of the few places in Taiwan where the traditions of native people are still well preserved. Tourists can stay in island hotels or arrange to stay in a Yami family's home. Lan Yu is also home to many species found nowhere else in the world. Its beautiful coral reefs are also great for scuba diving».

Taipei 101

«Taiwan is not just a traditional place – it's very modern, too. In 2004, work was completed on Taipei 101, now the second tallest building in the world. This massive skyscraper was the first building ever built over half a kilometer tall – it is 509 meters. Taipei 101 is also a symbol of Chinese culture, and its design features Chinese plants and pagodas.

Ex. 5. Use your notes from the activity above to answer these questions.

1. Which of these places would be interesting to a young child? Why?

2. Which place would help foreigners experience life in Taiwan today? Why?

3. Which place would be the most interesting to you? Why?

4. Which place would be the least interesting to you? Why?

5. Have your answers to questions 3 and 4 changed since you ranked the four places in the Before You Read section of this chapter? Why or why not?

Using Context to Recognize Word Forms

Many nouns and verbs in English have the same form, so sometimes it can be difficult to know which form you are seeing when you read. For example, the word *house* can be both a noun and a verb. You must use context to know if the word is a noun or verb.

Example

They decided to *house* the treasures at the National Museum.

«*House*» is a verb. «*They decided to*» helps you know that «*house*» is part of an action, and not a noun.

Would you prefer to live in a house or an apartment?

«*House*» is a noun. «*Live in a*» helps you know that «*house*» is a noun, and not a verb.

• cook	• request	• tour
• drink	• shop	• treasure
• e-mail	• sleep	• visit
• place	• stop	• walk

Figure 25 — Some words that can be used as a noun or a verb

Ex. 6. In each question below, is the word in italics a noun or a verb? Circle noun or verb.

1. Which of your possessions do you *treasure* the most?
(noun / verb)

2. What shouldn't you *place* on your desk during a test?
(noun / verb)

3. Where would you *house* ten students visiting from another country? (noun / verb)

4. Did you make any *stops* on your way to class today?
(noun / verb)

5. How often do you go for a *walk*? (noun / verb)

6. How much *sleep* do you get? (noun / verb)

7. Would you like to take a *tour* of the city today? (noun / verb)

8. Where do you *shop* for clothes? (noun / verb)

9. What foods do you know how to *cook*? (noun / verb)

10. What do you usually *drink* in the mornings? (noun / verb)

2.22 How Does the Environment Affect Our Health?

Before You Read

Ex. 1. Discuss these questions with your classmates.

1. What changes have you seen in the environment for better or worse?

2. Do you think that you live in a healthy environment? For example, are the air and water clean?

3. Look at the photo. What do you think it is like to live in this environment?



Figure 26 — Environmental pollution

Ex. 2. Read the sentences. Then write each bold word next to the correct definition.

1. The bad weather will often disrupt air travel and cause flights to be canceled.

2. The issue of climate change has been discussed in the media for years now.

3. The new law will have an implication for all of society.

4. Our goals will be reviewed annually and changed if necessary.

5. The hurricane had no impact on businesses. Stores were still open.

6. I did poorly on the final exam. As a consequence, I failed the class.

7. In this accelerated program, you graduate in one year instead of two.

8. When it rains steadily over time, more water will infiltrate the soil.

9. Twenty people got sick in an unexpected outbreak of food poisoning.

10. According to government statistics, air pollution increased by 2% last year.

a. (n.) a possible result because of an action or decision

b. (n.) a sudden start of something

c. (adj.) faster

d. (adv.) happening once a year

e. (n.) a result of an action, often not good

f. (n.) numerical information based on a study

g. (v.) to slowly pass into something

h. (n.) an effect (on something)

i. (v.) to prevent from occurring normally

j. (n.) TV, radio, newspapers, and magazines

Ex. 3. Preview the reading. You are going to read a newspaper article about climate change and human health. Read the title of the article and look at the photos.

What do you think is the answer to the question in the title?
Why do you think this?

How Does the Environment Affect Our Health?

Climate change is constantly on the news these days – you can't avoid it. We hear about how it will affect the geography of the planet: heavier rains will cause coasts to flood in some areas, while drought conditions will create deserts in others. We have also been told about energy concerns: how warmer weather caused by global warming will require the use of more air conditioning, which will harm the earth's atmosphere. These global weather changes will even affect our transportation systems: more intense storms will disrupt air travel and flood roads, railways, and transportation systems. The media love to report on the topic of planetary weather changes caused by global warming. Many TV programs and documentary films are made about it every year, and it seems that every week a new book is published about climate change and the future of our planet.



Figure 27 — Air pollution

So, we know that climate change can inconvenience us and even put our lives in immediate danger, but can change in the climate actually make us sicker? Dr. Edward Malbach, Director of George Mason University's Center for Climate Change, thinks the answer is yes, and adds that this question has mostly been ignored by researchers and scientists until now. He has written that while «the transportation, economic, and environmental implications [of climate change] have increasingly become a priority for the United States», the health implications have been «largely neglected».

Perhaps one reason for this neglect is the size of the problem. Because the issues are so big and complex, it can be difficult to follow the chain of cause and effect from start to finish. In other words, it's not always clear how weather can affect our physical health, especially in the long term. However, experts are slowly beginning to address the question, and international organizations are trying to raise awareness.

In a recently released report, the Global Humanitarian Forum estimates that around 300,000 people die each year due to climate change. This number is larger than ever and predictions are that it will only grow in the future. One estimate says that 20 years from now, as many as half a million people annually could lose their lives as a direct result of problems created by climate change. To understand what these problems might look like, let's look at two situations that have a direct impact on people's health.

One predicted consequence of global warming is that sea levels will rise worldwide as polar ice caps melt at an accelerated rate. This salty seawater will infiltrate low-lying streams, rivers, and underground freshwater aquifers – the sources of drinking water for millions of people worldwide. Because many of these

people live in poor communities, they will be unable to move to areas with safer drinking water. Drinking saltier water will have a negative impact on the health of people for generations to come. One group that will be dramatically affected by the extra salt intake is pregnant women. More salt will lead to higher blood pressure in some mothers and cause complications around delivery of babies. After birth, too much salt will cause serious health issues in babies that may affect their hearts.

The change in global weather patterns is also having a direct impact on people's health right now. The painful and sometimes fatal dengue (pronounced den-gay) fever, or «bone-break fever», causes severe headaches as well as muscle and joint pain. Dengue fever is carried by a type of mosquito typically found in warmer areas. However, in the increasing temperatures caused by global warming, this mosquito is living longer and turning up in surprising places – including higher, traditionally cooler locations. As a result, these highland communities have seen their first outbreaks of dengue fever. Because the disease did not exist in the area before, the communities are not prepared to handle the medical emergency, which has health officials very concerned.

The health problems brought on by climate change are not going to fix themselves, and they're certainly not going to go away. While some countries are only beginning to wake up to this issue, one country has started to act. In 2008, climate experts and health professionals in Ethiopia came together to plan for the future. They looked specifically at the question: how exactly do weather and climate affect health? They also considered what kind of climate change information health-care workers needed to be able to do their job effectively and protect the population.

That meeting has already resulted in action on one of Ethiopia's major problems: malaria. It is estimated that more than 50 million people in the country may be at risk of contracting the disease. In response to the situation, the Ethiopian government is now using the latest technology to gather statistics on rainfall, temperature, and humidity. This information is then used to map out areas of potential malaria outbreaks. This allows officials to prepare for a possible increase in malaria cases well before it occurs. Ethiopia is demonstrating that when health-care and weather professionals work together in this way, time, money – and most importantly, lives – can be saved.

Of course, we need to deal with the causes of climate change in order to slow the climbing temperatures. But even if we manage to organize a global effort that begins to address these causes, we are already feeling the effects today – and they will only be worse tomorrow.

As the efforts in Ethiopia demonstrate, money should be invested now to find ways to address the health impacts of the new, hotter climate. Global warming may be a certainty. Human suffering, however, does not need to be.

After You Read

Ex. 4. For each sentence, two answers are correct and one is incorrect. Cross out the incorrect answer.

1. The public has learned about concerns in relationship to global warming.

- a) energy;
- b) population;
- c) transportation.

2. Dr. Malbach thinks the affect of climate change on health
 - a) has been well researched;
 - b) is real;
 - c) has been ignored.
3. The estimated number of people who die due to climate change problems is
 - a) growing;
 - b) more than 200,000;
 - c) not yet large.
4. Researchers predict that poor people living in low-lying areas will
 - a) drink saltier water;
 - b) have more health problems;
 - c) move away to other areas.
5. Warmer temperatures allow mosquitoes to
 - a) live longer;
 - b) enter more homes;
 - c) spread to new areas.
6. To fight malaria in Ethiopia, officials are
 - a) distributing medication;
 - b) targeting areas at risk for outbreaks;
 - c) collecting weather data.

Ex. 5. Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. Climate change can result in extreme weather. What are some examples of extreme weather? Is there any extreme weather where you live?

2. What are some public health problems where you live that could be worsened by climate change?

3. What are some things your country or government should do to prepare for the effects of global climate change?

2.23 Tips for a Greener Planet. And a Happier, Healthier You

Before You Read

Ex. 1. **Preview the reading.** You are going to read an online article about what we can do to help ourselves and the earth stay healthy.

What is one thing you do to take care of yourself when you're tired or feeling sick? What is one thing you do at home, work, or school that is helpful for the planet? Write your ideas.

Tips for a Greener Planet And a Happier, Healthier You

The news about climate change and the environment is overwhelming. The level of predicted change in the earth's temperature, sea level, and air quality is so massive¹ that it's hard to know what to do – or if anything we do could even have a positive impact on the situation. It would be very easy to give up and decide the situation is hopeless.

Our actions may not feel very significant when we act alone. Only if many individuals make changes in their behavior collectively can the power of this change be readily seen and felt. Here, then, are some changes that we can all make to enrich our lives on a personal level and improve the health of the planet at the same time.

YOUR CAR

Suggestion: Try the bus

Transportation counts for more than 30% of the United States' carbon dioxide emissions. It is also true that 88% of all trips in the U.S. are made by car. It makes sense, therefore, that if more Americans leave their cars at home, there will be much less pollution and better air quality. This would help all of us – especially those with respiratory illnesses – to breathe more easily. Also, with fewer vehicles on the road, the incidence of gridlock would decrease and overall traffic would flow more smoothly.



Figure 28 — Bus Rapid Transit (BRT)

Even if people drive less, they still need to get from point A to point B. That's where the Bus Rapid Transit (BRT) comes in. The BRT is a bus system that provides faster, more efficient

service than an ordinary bus line. It features longer buses that run in specially marked highway lanes where cars are prohibited. Unlike a subway system, which requires a concentrated urban population to make it profitable, a BRT works best in less densely populated suburban areas. By taking a BRT, commuters can avoid stressful traffic jams and angry drivers, which will result in lower blood pressure and a smoother, calmer ride for everyone!

Suggestion: Work closer to home

Currently, some organizations are examining how they can move employees to locations that don't require such long commutes. In a recent study of fire departments in Seattle, Washington, it was found that only 4% of the firefighters worked at the fire station that was closest to their home. Some of them commuted as many as 145 miles (230 kilometers) each way to get to work. These firefighters were more tired and less focused at work.

For companies and organizations that have multiple locations in a single area, it makes more sense to place workers near their homes so that they travel less. This has advantages for everyone involved. With a shorter distance to commute each day, workers can sleep longer in the morning and have more time at night to spend with their families. (Being more rested and having strong family ties are two qualities of a more satisfied and more productive worker, which is good for any company.) And by sitting in gridlock less, employees will be doing their part to reduce air pollution. In short, employers, employees, and the planet will all benefit from this one small change!

YOUR HOME

Suggestion: Downsize

In the United States, “super-sized” homes have become the norm. Although the typical U.S. household has shrunk from 3.4 to 2.6 inhabitants since 1950, during the same time period the average new single-family home has increased in size from 1,000 to 2,500 square feet (90 to 230 square meters).

It’s no surprise that these larger dwellings are not good for the planet. They require more energy to heat in the winter and cool in the summer, and more materials are used to build them in the first place. Besides costing more money, both these things use more of the earth’s precious resources.

In addition to the aforementioned savings on energy and materials, having less space in a smaller home forces you to dispose of things and simplify your life. Studies show that the percentage of people who describe themselves as «very happy» peaked in the 1950s. Even though Americans consume twice as many goods today, they don’t say that they are any more contented. In fact, one study showed that nearly 86% of Americans who voluntarily reduced their consumption felt happier afterwards. Therefore, by shopping and buying less, not only will you save money and have a less cluttered home, you’ll also feel better overall.



Figure 29 — A small, eco-friendly house

Suggestion: Make a move to the big city

Unless you already live in a big urban area, you may not think of a city as a green place to live. After all, big cities have more people, more cars, and more noise. And yet, cities like New York also offer opportunities to live a greener lifestyle. Many New York City residents live together in high-rise apartment buildings, which are easier to heat and cool than separate, single-family homes. In addition, many don't own cars, so they walk more. And in order to match the speed of the city, they walk faster. According to a recent report from the New York City Department of Health, one of the reasons New Yorkers are living longer than ever before is due to this frequent, fast-paced walking.

The high population density of a city also means that people are living in close proximity to one another. When you're packed together with your neighbors, it's easier to find a community of friends who share the same interests as you. If you feel connected to others and don't feel «all alone in the big city», your health

improves, too. So even if you are sometimes annoyed by your noisy neighbors, you can be happy that you are helping the planet by sharing space!

After You Read

Ex. 2. What are the health benefits of each suggested change according to the article? Match the changes with their benefits.

Changes

1. Taking fewer trips in our cars will
2. Traveling on a BRT system will help you and
3. People who commute a shorter distance to work will and
4. Studies suggest that if we downsize our homes, we may
5. People who live in cities and walk a lot
6. People who live closer together often

Benefits

- a) feel closer to their families
- b) be happier overall
- c) improve the air quality
- d) live longer
- e) avoid stressful situations
- f) are more rested
- g) feel more connected to others
- h) have lower blood pressure

Ex. 3. Read the statements. Write True or False according to the article. Then correct each false statement.

1. Most Americans travel around by car.
2. A BRT system works best in crowded, urban areas.

3. Companies with a single location would benefit from studying the commuting times of their employees.

4. As homes in the United States have grown in size, families have too.

5. Big new homes use too much energy and too many materials.

6. People are happier today than they were in the 1950s.

7. High-rise apartment buildings are harder to heat than individual homes.

8. Walking at a fast pace helps people who live in cities remain healthier.

2.24 Famous Landmarks UK.

Historical Places and Buildings to Visit

If you're wondering what the most famous landmarks in the UK are, you've come to the right place. The United Kingdom sits just northwest of Europe's mainland. It's a highly scenic sovereign country that's made up of England, Wales, Scotland, and Northern Ireland.

Stretched throughout, you'll find some incredible landmarks, from historical treasures to modern marvels and natural points of interest. Whether you're traveling to London or rural Scotland, you'll find something on this list.

Of course, there are too many to name, but this list includes the best of the best. Let's get into the most spectacular and famous landmarks in the UK.

Buckingham Palace

Location: London, England

Buckingham Palace is the official London headquarters of the British royal family. Located in the City of Westminster, it was built in 1703. It was originally called Buckingham House and later The Queen's House.

It wasn't until 1873, when Queen Victoria moved in, that Buckingham Palace began being used as a principal royal residence. She was the first monarch to live there.

Today, Queen Elizabeth resides in the palace most of the year. If you want to know if she's there during your visit, look at the flag-pole on top of the palace. A royal flag is flown when the Queen is in, which is known as the Royal Standard.



Figure 30 — Buckingham Palace

Big Ben

Location: London, England

Big Ben is one of the most recognizable English landmarks. But, did you know that Big Ben isn't this landmark's official name? It's just a nickname. The real name for the striking clock is the Great Bell. The tower it's housed inside is called Elizabeth Tower.

The tower was completed in 1859 and designed in a Gothic Revival style. This famous English landmark is a bit of a superstar. It's been featured in many well-known films, including *Peter Pan*, *A Christmas Carol*, and *Mary Poppins Returns*.



Figure 31 — Big Ben

Westminster Abbey

Location: London, England

Westminster Abbey is a massive Gothic-style abbey that holds great historical significance. It has hosted every English coronation since 1066. It's also seen its fair share of royal

weddings, including that of Prince William and Catherine Middleton in 2011.

Many British monarchs are buried here, including King Henry V. Other prominent people laid to rest at the abbey include Isaac Newton and Charles Dickens.

Westminster Abbey is open to visitors every day of the week. A multimedia guide is included with your entrance fee so you can explore the abbey at your leisure.



Figure 32 — Westminster Abbey

London Eye

Location: London, England

The London Eye is one of the most famous British landmarks. It's currently the UK's most popular paid tourist attraction. It opened to the public in 2000 and is Europe's tallest observation wheel.

Perched right next to the Thames River, it features 32 passenger capsules. However, they're numbered from 1 to 33, excluding the number 13 due to superstition. The wheel has a slow rotation. The journey takes about 30 minutes to complete, so you'll have plenty of time to soak in the sights.

When you reach the top you'll be able to see the city laid out before your eyes from a birds-eye view. You'll see many famous United Kingdom landmarks, like Big Ben, St Paul's Cathedral, Buckingham Palace, and Westminster Abbey.



Figure 33 — London Eye

Stonehenge

Location: Wiltshire, England

Stonehenge is a mysterious prehistoric monument in the English countryside. It consists of a ring of large vertical stones. Each measure about 13 feet high and seven feet wide. Some of these massive rocks were brought from almost 200 miles away.

The origins of this fascinating rock formation are unknown, as they were arranged by people who left no written records. Many speculate that they were placed here for religious ceremonies or as a burial site. You can visit the site for yourself and come up with your own theory.



Figure 34 — Stonehenge

The Roman Baths

Location: Bath, England

The ancient Roman Baths are one of the most historically famous landmarks in England. The construction of the baths (known as a *thermae*) began in the first century. The main purpose was bathing, socializing, and relaxing.

The Roman Baths consist of a complex with four main features: the Roman Bath House, the Sacred Spring, the Roman

Temple, and a museum with important artifacts from Britain's Roman period.

This is a place where history comes alive right before your eyes. The Roman architecture is surprisingly well maintained, making it easy to envision what life would have been like when it was operating in its prime.



Figure 35 — The Roman Baths

Windsor Castle

Location: Windsor, England

Windsor Castle holds the title of the world's largest inhabited castle. While the Queen of England calls Buckingham Palace her official residence, it's said that she spends many of her weekends at this royal residence.

Construction for the castle began around 1070, under the commission of William the Conqueror. It took 16 years to

complete, but other additions and restorations have taken place throughout its long timeline.

The lower ward of the castle is notable for containing St. George's Chapel, which is where Henry VIII and his third wife, Jane Seymour, are buried.



Figure 36 — Windsor Castle

3 TEXTS FOR READING. UPPER-INTERMEDIATE

3.1 The Healing Sound of Silence

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following questions.

1. Does too much noise make you feel stressed? What kind of noise do you hate most?
2. Do you think that silence can have positive effect on our health? Why (not)?

Ex. 2. **Preview the reading.** Look through the introduction to the article *The Healing Sound of Silence* by Kayt Sukel (*New Scientist*, weekly, 13-19, August, 2022). Answer the question: *Why is silence so important to the author?*

Tip! Do NOT pay attention to the gaps.

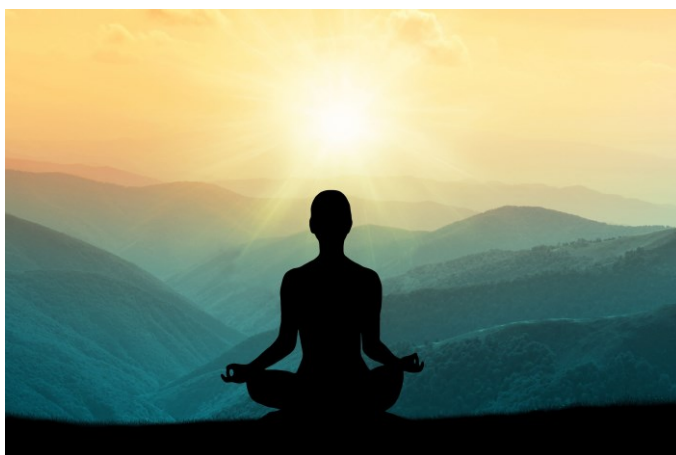


Figure 37 — Meditation

The Healing Sound of Silence

MOST days, I am **drowning** in noise. As a work-from-home mother, I am stuck in the middle of a busy household with two dogs, two teenagers and a husband who works from the next room. It's a **cacophony** of Zoom calls, phone (1) _____ (NOTIFY), video games, music and barking, and that's before my neighbour starts up his (2) _____ (VACUUM-CLEAN). Is it any wonder I long for some silence? The World Health Organization backs me up – it says that our world is too noisy and that this is harming our health. Of course, for centuries we have known the importance of (3) _____ (QUIET): in many religions, silence is promoted as a **vital** healing process. But my noisy (4) _____ (SURROUND) got me wondering what benefits there are to seeking silence in the modern age. These days, people go in search of quiet in all sorts of places. They join monasteries for a silent **retreat** or head to the hills for a weekend's peace. There is even an (5) _____ (INCREASE) trend for spending time in **sensory deprivation** or **flotation** tanks – if you can afford it. Indeed, in his book *Silence: In the age of noise*, Norwegian explorer Erling Kagge calls silence «the new luxury». Figuring out what peace and quiet actually does for our mental and physical health is the ambition of a group of (6) _____ (NEUROSCIENCE) and health professionals who are beginning to **unravel** the benefits. By getting to grips with their research, I discover that a little silence may be vital to **offset** the **detrimental** effects of our (7) _____ (NOISE) world. But just how much quiet do I need, and where should I get it?

After You Read

Ex. 3. Read the introduction again and fill in the gaps 1 – 7 (change the word form so that it would fit in the gap).

Ex. 4. Explain the meaning of the words **in bold**.

Ex. 5. Look through the main part of the article and answer the questions. Do NOT pay attention to the gaps.

1. Why does our body react to sounds?
2. When were flotation tanks invented and what for?
3. Do we need complete silence to relax?

First, it isn't just loud in my house. Many of us are living in environments that are too noisy. We are finely **attuned** to noise, and for good reason. From an evolutionary perspective, sounds give us vital information, helping us to better navigate the world and avoid danger. To help ensure that loud or unexpected noises get the attention they deserve, our internal chemistry changes in response to them. Our blood pressure goes up, our muscles tense and our body releases stress hormones that prepare us for what is coming next. (1) _____ But in the long term it can lead to health problems, from **anxiety** and depression to cardiovascular disease. In 2018, the World Health Organization stated that noise is an «**underestimated** threat» to public health. The good news is that researchers are hard at work trying to find a solution. (2) _____ After my friend told me that a 1-hour float in a sensory deprivation tank gave her **a new lease of life**, I decided to begin with this. Flotation tanks have been around since the 1950s,

when researchers Jay Shurley and John Lilly built the first of these environments to study how the human brain **responds** to a lack of external sensory input. (3) _____ After stripping off and entering a small, enclosed pod filled with salty water, I find it is very quiet – but not silent. (4) _____ The human ear is exquisitely sensitive to noise, says Justin Feinstein, a clinical neuropsychologist and director of the Float Clinic and Research Center at the Laureate Institute for Brain Research in Tulsa, Oklahoma. «In these tanks, some people can even hear the sound of their eyes **blinking**». But it is that ability to focus on your breath or heartbeat that helps people more easily reach a relaxed or meditative state, says Feinstein. Meditation has a whole host of known **health benefits**, including reducing stress, promoting a sense of greater well-being and offering **relief** from chronic pain and migraines. (5) _____ «These positive effects can last up to 48hours». When I booked my own float, I invited my husband. (6) _____ Certainly, silence isn't always golden. The earliest studies of sensory deprivation showed people who panicked and experienced hallucinations. (7) _____ It would upset the average person, let alone someone who was dealing with anxiety. Although I did feel more relaxed after my float, I wondered whether it was necessary. Would other kinds of **near-silence**, like a walkup a hill or a moment's peace in my bathroom, also boost my health? For that answer, I turned to Pfeifer and his colleagues, who have been studying different types of silence and their potential benefits. Pfeifer's group compared different types of silent experience with one another. The tests included up to 15 minutes of silence experienced alone, or in a group, inside and outside, with instruction or without, paired with occasional episodes of relaxing

music or without. All types of silence led to improved mood and increased relaxation in the majority of participants. But some were better than others. (8) _____ This suggests I may need to **invest** a bit of time and money into seeking the best kind of quiet. But Pfeifer is convinced that silence is more attainable in everyday life than people think. First, complete silence isn't necessary. In a recent study by Pfeifer and his colleagues, participants reported more relaxation and less boredom when they sat quietly in an outdoor garden compared with a completely silent room. (9) _____ Second, Pfeifer says that we don't need a lot of silence to gain benefits. His studies report improvements to relaxation and stress relief in sessions that last less than 10 minutes, so he believes that even a few minutes' peace in a bathroom can be helpful in managing physiological responses to our noisy world. «You don't need to spend hours in silence to see benefits», he says. «It is likely better to have more frequency of silence for a few minutes at a time than a longer period of silence only once a week. We are so **overstimulated** by sound that just finding those places in your daily life where you can find some silence and trying to emphasise those can make a big difference». He doesn't have to tell me twice. (10) _____ It's the kind of luxury that is worth the investment.

Ex. 6. Match the sentences from the text A – J to gaps 1 – 10.

Tip! Pay attention to the sentences before and after the gap.

Look for pronouns, synonyms, connectors that may help you.

A. Even though I probably can't fit a regular float into my week, I can certainly find a few moments each day for more silence, even if it's in the bathroom.

B. «People who are chronically **anxious** or depressed are always worrying over what is happening – but when they can focus on their breathing and **heartbeat** in a float environment, they find a lot of their anxious thoughts **dissipate**», says Feinstein.

C. In the short term, this is a good thing. It helps us **fight or fly**.

D. «The early tanks looked like coffins», says Feinstein.

E. The design of the tanks has since evolved, with higher ceilings and wider pools so people can get the benefits without feeling claustrophobic.

F. In addition to making our environments quieter, they are seeking to understand what aspects of silent experiences are most beneficial and how we can best achieve results.

G. Periods of silence in a natural setting like a park, when combined with a therapist to guide them with relaxing music or meditation, offered the best results.

H. I am aware of the sound of my breathing.

I. So we can benefit any time we quiet things down, whether it is through silence, meditation or a walk in the woods.

J. He declined my invitation, stating: «Isn't that a form of **torture?**»

Ex. 7. Discuss the meaning of the words **in bold**. Optional: choose 5 – 7 new words/word combinations and make your own sentences with them.

Ex. 8. Answer the questions in pairs.

1. Would you like to try floating in a sensory deprivation tank? Why (not)?
2. Are you convinced that we need more silence in our lives? Why (not)?
3. What else can we change in our daily routine to make it less stressful?

3.2 The Youngsters Behind Youtube

Before Reading

Ex. 1. **Connect with the topic.** In the chart below, list two more ways you interact with friends online. Then list the ways you do each activity.

Things you do with friends online	How do you do it?
1) share pictures	on social networking sites on my blog by e-mail

Ex. 2. **Preview the reading.** Look quickly over the article by E. Carmichael to complete the Previewing Chart below.

Title of the Reading	
Names of people and companies	<i>Steve Chen, ...</i>
Key words (what words appear several times?)	<i>Business, ...</i>

I think this reading is probably about	
--	--



Figure 38 — Steve Chan and Chad Hurley

The Youngsters Behind Youtube: Steve Chen and Chad Hurley

«Everybody aspires to be a star», says Steve Chen, a Taiwanese immigrant who came to the United States with his family in hopes of a better life. Chen's aspirations became a reality when he, along with Pennsylvania-born Chad Hurley, created what is today the world's largest online video website. YouTube has now become a global sensation, propelling both Hurley and Chen to the top of Business 2.0's list of «The 50 People Who Matter Now». YouTube was also named TIME magazine's 2006 «Invention of the Year». When Hurley and Chen decided to sell their company, they did so for a hefty price tag of \$1.65 billion. Steve Shih Chen was born in August 1978 in Taiwan, where he

lived until he was eight years old. His family then emigrated to the U.S., where Chen attended John Hersey High School and later the Illinois Math and Science Academy. After graduating from high school, Chen enrolled in the University of Illinois at Urbana-Champaign to pursue a degree in computer science. But it would be a part-time job he was hired for at a small e-commerce start-up called PayPal that would change his life forever. Chad Meredith Hurley was born in 1977 as the middle child I of parents Donald and JoAnn Hurley. His father was a financial consultant, while his mother worked as a local schoolteacher. Chad, along with his older sister and younger brother, grew up near Birdsboro, Pennsylvania. After graduating from Twin Valley High School in 1995, where his mother continues to teach in the gifted program, Hurley enrolled in the Indiana University of Pennsylvania to pursue a bachelor's degree in fine art. Before graduating from the university, Hurley also applied for a job at PayPal. He was flown to California and, as part of his job interview, was asked to design a logo for the young company that would demonstrate his artistic abilities. Hurley got the job, and the logo he designed remains PayPal's official logo to this day.

It was while working at PayPal that Hurley and Chen became fast friends. They began to spend their free time discussing several different business ideas. When eBay purchased PayPal for \$1.54 billion, the two received large bonuses for their role in growing the small start-up. They decided to use their money to create their own venture. With Chen's engineering skills and Hurley's creativity, they thought forming a company together was a plausible idea.

In January 2005, Hurley and Chen attended a friend's dinner party in San Francisco. They had taken a few digital videos of the

event and wanted to share them with each other the next day, but could not find a good means to do so. The files were too big to e-mail, and posting them online would take hours. With that, Hurley and Chen had their first idea for a sustainable business. Using the money they had received from the PayPal buyout, Chen and Hurley decided to create YouTube, to make uploading and sharing videos online as easy as anyone could want. It was the birth of a revolution. «We're not in a hurry» Hurley once said. «We're interested in building our community. We're trying to improve discovery. We're trying to improve the experience for people on our site». They might not have been in a hurry, but their site sure grew in one. Today, YouTube has almost half so of the online video market, and it is still growing. How did a university dropout and a boy who loved to draw become the industry leaders they are considered now?

User-Oriented: Hurley and Chen knew from personal experience how difficult it was to upload and share videos online. And that was why they decided to create You Tube. They wanted to create a website that others like themselves would find useful. By prioritizing its users' needs and being as easy and interactive as possible, YouTube was able to find a loyal audience that numbers in the millions.

Unique: When you visit YouTube.com, you are most likely searching for something that you cannot find anywhere else. From long-lost' 80s music videos, to political speeches, to the current events of today, you are almost guaranteed to find it on YouTube. And that is why people keep coming back for more.

Viral: Both YouTube's marketing strategy and growth as a result have been viral in nature. From holding promotions such as the iPod Nano daily giveaway to having an external video player

that can be placed on any website and can link back to their own, Hurley and Chen created a platform that continues to grow at an exponential rate.

Well-Timed: Some have suggested that YouTube's success was due to a perfect storm of environmental factors. More to the point, it was Hurley and Chen's ability to not only notice, but also take advantage of that storm that pushed them to the top. From the lessening of the cost of bandwidth and digital cameras to the growth of online social networks, Hurley and Chen created a company that was right for the times.

Focused: Hurley and Chen were never out to create a money-making machine. They wanted to create a sustainable business, but also one that meant something to its users. And so, instead of overloading its pages and videos with advertisements, Hurley and Chen are being careful and testing the waters as to which ads will work, and where. They are refusing to lose sight of their number one priority, their user.

YouTube put the right technology out there to meet a need, but it did so much more than that. It created a simple and unique way for people to connect with each other. It has become the fastest-growing video sharing site of all time, all the while outliving the critics' claims that it is just another teenage fad that will soon die down. With the Google buyout, the company faces a more uncertain future in terms of how it will operate and who will call the shots. One thing is for sure, however, and that is that Hurley and Chen are still here, and their business is still booming.

After You Read

Ex. 3. Choose the right answer.

1. The author probably wrote the article in order to ____.
 - a) explain how to create a start-up;
 - b) tell the story of the success of You Tube;
 - c) share his opinion about Steve Chen and Chad Hurley;
 - d) describe how people can use the Internet to share videos.
2. Chen and Hurley ____.
 - a) spent over \$1 billion building YouTube;
 - b) bought YouTube for over \$1 billion;
 - c) sold YouTube for \$1.54 billion;
 - d) sold YouTube for \$1.65 billion.
3. Steve Chen is ____
 - a) an artist;
 - b) an engineer;
 - c) a student;
 - d) a teacher.
4. Chad Hurley is ____.
 - a) an investor;
 - b) an engineer;
 - c) an artist;
 - d) a programmer.
5. Chen and Hurley got the idea for creating YouTube because they ____.
 - a) enjoyed working together at PayPal;
 - b) had received bonuses from the PayPal buyout;
 - c) needed to get new jobs after they quit working at Pay Pal;
 - d) wanted to share videos they took at a dinner party.
6. According to the article, two reasons that YouTube is successful are that
 - a) it's easy to use, and it came at the right time;

- b) it's viral, and posting videos is free;
- c) you can find almost anything on it, and the company donates money to charity;
- d) people like seeing themselves and their friends online, and it's the only video-sharing website on the Internet.

Ex. 4. Underline these words in the text. Then match them with their definitions.

User-oriented, bandwidth, start-up, e-commerce, viral, sustainable

- a) becoming popular very quickly, especially online;
- b) how much information can be sent at once;
- c) a new company, especially an Internet company;
- d) can continue for a long time;
- e) designed with users' needs in mind;
- f) business done on the Internet.

Ex. 5. Find and circle these **compound nouns** in the text. Then use five of them to complete the sentences below.

Financial consultant, schoolteacher, bachelor's degree, current events, music videos, price tag, high school, part-time job, fine art, free time, video player

1. When I checked the _____ on that laptop, I realized it wasn't as expensive as I had expected.
2. Alan reads the news online every day so he can keep up with _____
3. What do you like to do in your _____? I like to read and play my guitar.

4. Kim wants to get a _____ at the computer store so she can get discounts on computer equipment.

5. I have a _____ in psychology, and now I'm going back to school to study psychiatry.

Ex. 6. Each pair of words below makes a compound noun. Look up each compound noun in a dictionary to see whether it should be open, closed, or hyphenated.

1. book + mark _____

2. home + page _____

3. search+ engine _____

4. world + wide + web _____

5. dry+ cleaning _____

6. high + light _____

7. hanger + on _____

8. passer + by _____

9. three + year + old _____

10. black + board _____

11. feed+ back _____

12. soft+ ware _____

13. break+ down _____

14. child + hood _____

15. health + care _____

Ex. 7. **Activation.** Choose five nouns from above and write a sentence using each one.

1. _____ etc.

3.3 The Colourful World of Synesthesia

Before Reading

Ex. 1. **Connect with the topic.** What are the five senses? How do you use them?

Complete the chart below. Include at least three answers for each sense.

The Five Senses	How do you use them every day
1. hearing	listen to music, watch TV, use your mobile

Ex. 2. **Preview the reading.** Look quickly over the article by S. Gaidos to complete the Previewing Chart below.

Title of the Reading	
Key words (what words appear several times?)	<i>senses, ...</i>
I think this reading is probably about	

The Colourful World of Synesthesia

The number 6 is a bright shade of pink. Listening to a cello smells like chocolate. And eating a slice of pizza creates a tickling sensation on the back of your neck.

If you have experiences like this, you may be one of the special people with an unusual sensory condition called *synesthesia*. People with synesthesia experience a «blending» of their senses when they see, smell, taste, touch, or hear. Such people have specially wired brains, so that when something stimulates one

of the five senses, another sense also responds. This blending can cause people to see sound, smell colors, or taste shapes.



Figure 39 — Synesthesia

Dozens of different sensory combinations exist. In the most common form of synesthesia, numbers, letters, or even days of the week appear in their own distinct color.

If you've encountered these types of events, you're not alone. Scientists say as many as one in every 200 people may be a synesthete, as a person with this condition is called.

The phenomenon is known to run in families and may occur more often among women than men. Many famous people have had synesthesia, including Russian writer Vladimir Nabokov and physicist Richard Feynman. One thing is certain: most synesthetes

treasure their unusual ability to take in the world with an additional sense. After all, who wouldn't want to experience the world in full, glorious color or sound?

«It's absolutely a positive experience», says Patricia Lynn Duffy, a synesthete who has talked to hundreds of others with the condition while writing a book on the subject. «If you proposed to take away someone's synesthetic ability», I think they would say, «No, I like it this way».

What Color Is My «I»?

Most synesthetes learn about their amazing gift by accident. They are surprised to learn that everyone does not experience the world as they do. Though it may sound strange to many people, Duffy says the experiences are not scary. The people who have synesthesia have always experienced life that way.

«For as long as I could remember, each letter of the alphabet had a different and distinct color. This is just part of the way alphabet letters look to me», says Duffy. «Until I was 16, I took it for granted that everyone shared those perceptions with me».

Synesthetes do not actively think about their perceptions – they just happen. Some synesthetes report that they see such colors internally, in «the mind's eye». Others, such as Duffy, see their visions projected in front of them, like watching an image on a movie screen.

Scientists know that in synesthesia, those colors are real, not just figments of an active imagination. Studies show that the colors synesthetes see are highly specific and consistent over time. If the letter «b» is lime green, it will always be lime green.

Studies done in the mid-1990s showed that synesthesia also can be measured by brain-scanning techniques. For synesthetes

who perceive colors when hearing words, a certain part of the brain involved with vision is active in response to sound. That type of activity didn't occur in non-synesthetes.

Making Connections

So how can the sound of a musical instrument lead to color? Scientists are still trying to discover exactly how information from the senses merges together in the brain. But this much is known: Messages gathered from the eyes, ears, mouth, nose, and nerves involved in the sense of touch travel to the brain for processing. Much of this sensory processing occurs in an area of the brain called the cortex, the outermost part of the brain that organizes and enables us to respond to the incoming messages. Information from each of the senses is first processed in its own special region. It's then sent on to «higher» regions in the cortex for further processing. At certain points in the brain, these various senses converge.

One theory is that synesthesia may be caused by «cross-wiring» between areas of the brain that process different sensations, such as color, sound, or taste. This theory draws on the fact that children are born with many nerve connections between nearby parts of the brain. «During our first few years of life, our brain makes more connections than it needs, and then eventually prunes some of those away», says Edward Hubbard, a post-doctoral researcher at the French National Institute for Health and Medical Research who studies what causes synesthesia.

One thing that may happen in synesthesia, Hubbard says, is that some of these connections don't get pruned away. If so, then people may see specific colors with particular letters because they have extra connections between the brain areas involved in word and color perception.

Last summer, a group of scientists in the Netherlands found direct evidence of these types of extra connections. The researchers used a method called DTI to scan the brains of 18 people with synesthesia. They also looked at the brains of 18 nonsynesthetes. DTI (which stands for diffusion tensor imaging) measures how water flows in the brain. Within certain brain tissues, or nerve fibers, water flows more freely in one direction than the other. This is especially true in a type of nerve fiber, or axon, that carries messages from brain cell to brain cell. Commonly called «white matter» these axons connect different parts of the brain to each other. By measuring the water flow through these tissues, the scientists could measure how many of these axons there were in each brain region. Brain regions that are highly connected will have more white-matter axons.

In synesthetes who saw colored letters, the scientists found higher levels of white matter in three different brain regions. One was in the letter and word region of the brain, known as V4. The other highly connected areas were found in brain regions involved in consciousness – the awareness that you're thinking, feeling, seeing, hearing, or doing any number of other things your brain enables you to do.

«We have lots of things impinging upon our senses, and some of them become conscious and some of them don't», says Hubbard. «Activity in this area might make a person more consciously aware of a synesthetic experience».

These findings don't rule out other possible causes of synesthesia, says Hubbard. Still, he is now working to see if this type of «cross-wiring» occurs in other forms of synesthesia. Other scientists are looking to see whether other parts of the brain are also involved in synesthesia.

Hubbard is also developing better ways to identify the various processing regions of the brain. «Everybody's brain differs a little bit in its exact organization» he says. Duffy notes that these variations in nerve connections occur not only in synesthetes, but in all people. «Everybody develops a neural pattern that's kind of unique, just like a fingerprint», she says. «That's why no two people are seeing the world in exactly the same way».

After You Read

Ex. 3. Choose the right answer.

1. The purpose of the article is to ____.

- a) entertain;
- b) persuade;
- c) educate;
- d) tell a personal story.

2. The main idea of the reading is:

a) Scientists have just begun studying a sensory condition called synesthesia.

b) People with synesthesia experience a blending of their senses, so some see sound, smell colors, or taste shapes.

c) Synesthesia is an unusual but harmless condition that affects the brain, and most synesthetes enjoy having the condition.

d) Scientists have made some progress in determining the causes of a sensory condition called synesthesia.

3. Most synesthetes ____.

- a) see numbers, letters, and days in specific colors;
- b) taste specific foods when they hear certain kinds of music;
- c) smell specific odors when they touch certain textures;
- d) hear music when they taste certain flavors.

4. In a group of 400 people, you can probably find ____.
- a) one person with synesthesia;
 - b) two people with synesthesia;
 - c) four people with synesthesia;
 - d) six people with synesthesia;
5. Scientists have found that synesthetes who see numbers in specific colors ____.
- a) always see a number in the same color;
 - b) see different colors depending on whether the number is written or spoken;
 - c) don't see colors when numbers are spoken;
 - d) see the same colors as other synesthetes.
6. A lot of sensory processing happens in ____.
- a) nerve fibers;
 - b) the cortex;
 - c) the axons;
 - d) white matter.

3.4 When to Use Female Nouns

Before Reading

Ex. 1. **Connect with the topic.** Put each noun below into the correct column in the chart.

Mailman, policeman, waitress, stewardess, prince, princess, police officer, fireman, waiter, mail carrier, firefighter, flight attendant.

Male noun	Female noun	Gender-Neutral Noun

Ex. 2. **Preview the reading.** Look quickly over the article by M. Fogarty to complete the Previewing Chart below.

Title of the Reading	
Female nouns	<i>actress, ...</i>
Key words (what words appear several times?)	<i>nouns, ...</i>
I think this reading is probably about	



Figure 40 — A firefighter

When to Use Female Nouns

Today's topic is the use of *feminine nouns* such as «actress» and «comédienne». These days, people often see such terms as sexist, but it's also common to hear at least some of them. So what exactly are the modern rules for using such terms? Actually, this isn't a matter of grammar. It's about writing to minimize the potential for readers to draw conclusions you don't want to convey.

Other Languages Have More Feminine Nouns

It could be worse. In some languages, most nouns have different forms for different sexes. For example, in Spanish, a male lawyer is an *abogado*, and a female lawyer is an *abogada*. Furthermore, in some languages, even verbs can have different forms, depending on the sex of their subject. In Hebrew, *raa* means «saw» for masculine subjects, while *raata* means «saw» for feminine subjects. In Mandarin Chinese, a man can «marry» a woman, but a woman can only «be married to» a man.

Even in English, there used to be more female-specific nouns than there are now. Centuries ago, people used now-obsolete nouns such as «teacheress», «soldieress» and «ministress». The fact that English has mostly abandoned female-specific nouns like these is probably part of the reason that the remaining ones tend to attract attention.

Paired Nouns Are OK

Sometimes male- and female-specific nouns don't suggest problematic messages. Pairs such as «prince» and «princess», «duke» and «duchess», «abbot» and «abbess» are unobjectionable. In these pairs, the male specific term never refers to both males and females. Even though it might be convenient to have a word to refer to any child of a king or queen, «prince» can only mean a king or queen's son. So, if the sexes are treated equally, each one having its own term, the female-specific term is probably OK.

Some Gender-Neutral Nouns, such as «Flight Attendant» Have Become Standard

The next-easiest cases are those where a gender-neutral term has become popular. In recent decades, gender-neutral terms, such as «firefighter», «police officer», «mail carrier» and «flight attendant» have gained currency. Definitely use these.

Problems Arise When a Noun Exists to Call Out Only One Sex

The troublesome cases are when we have one term that can refer to either sex, and another that refers only to women. Take the word «author». It can refer to men or women in a sentence such as, «Our agency represents many authors». But if you use «author» to refer to writers of either sex, and the exclusively feminine «authoress» to refer to female authors, you now have a way of referring specifically to female authors, but no way of referring specifically to male authors. The implication is that most authors are male, and that it's worth pointing out when one of them isn't. As *The Cambridge Grammar of the English Language* says, «The marked term suggests some difference in status and may imply lower standards or achievement».

Is There Ever a Good Reason to Write «Female Doctor»?

This issue comes up even when there aren't gender-specific terms. For example, «doctor» can be either masculine or feminine. Sally McConnell-Ginet, a linguist at Cornell University who specializes in language and gender, advises, «If you write *female doctor*; then ask yourself why you want to emphasize that a certain doctor is a woman. Do you write *male doctor* in similar contexts?» Her point is that sexism in society makes it easy to send messages in our word choice that we don't intend to send.

Make Sure Your Words Are Relevant

The guideline suggested in *Garner's Modern American Usage* and *The Merriam-Webster Dictionary of English Usage* is to avoid using a gender-specific noun unless sex is relevant to the discussion. Usually it isn't. Sex doesn't typically matter when you're talking about doctors or authors, for example.

But what about when sex is relevant? Another case in point: «actress». Male and female actors usually play different kinds of roles, so it's useful for people in show business to make this distinction. If «actress» saves them from having to use «female actor», why not use it? Unfortunately, even if you follow this guideline of using gender-neutral noun forms in most cases, and gender-specific nouns only when sex is relevant, the problem remains. You'll end up using female-specific terms to talk specifically about women, but where's the analogous male-specific term? If there isn't one, you may still be sending a message that a woman doing some job is surprising news. And indeed, although there is sometimes a good reason to use the word «actress» that hasn't stopped it from acquiring negative connotations, as we're told by a contact in the industry. In cases like these, where linguistic change is ongoing, the usage of the audience you're writing for can be a good guide. If a certain community uses «actress» where they are clearly not devaluing women's acting, feel free to do likewise. If they insist on «actor» across the board, you may want to follow suit.

Summary

If there's a gender-neutral term in general use, use it. If there's not, but so the masculine and feminine nouns each stay in their own territory, then use them. Be careful when one term can refer to either sex, another term refers only to women, and no term refers only to men. In these cases, avoid referring to a person's sex if possible, and if it's not, carefully assess the usage of your audience. But remember that these «rules» are just shortcuts: what matters is getting across the messages you want to send and trying to block those you don't.

After You Read

Ex. 3. Choose the right answer.

1. A main idea of this article is that ____.

- a) many languages have feminine nouns;
- b) you should never use a feminine noun instead of a masculine or gender-neutral noun;
- c) you should use the type of noun that best expresses your meaning;
- d) in English, there used to be more feminine nouns than there are now.

2. According to the reading, in ____, the form of a verb can depend on the gender of its subject.

- a) English;
- b) Hebrew;
- c) Japanese;
- d) Spanish.

3. An equivalent noun pair like «prince» and «princess» ____.

- a) is always OK to use;
- b) is never OK to use;
- c) is not common in most languages;
- d) has gained currency recently.

4. Using a term like «authoress» to refer to female authors can cause problems because ____.

- a) some people might not know the word;
- b) the term may become obsolete;
- c) it's not a common term;
- d) it suggests that female authors have lower status.

5. According to the author, when you aren't sure whether it's OK to use a female noun, you should ____.

- a) always use the male-specific term;
- b) think about your audience;
- c) try to find a different word to use;
- d) ask your audience what they're comfortable with.

Ex. 4. Work with a partner to answer the questions below.

1. The author says, «Even in English, there used to be more female-specific nouns than there are now». Centuries ago, people used now-obsolete nouns such as *teacheress*, *soldieress* and *ministress*. Why do you think English speakers use female-specific nouns less frequently now than they used to?

2. Do you ever use gender-specific nouns in English? Why or why not? Do you agree with the author that these words can be offensive?

3. Does your first language have gender-specific nouns or verbs? Share some examples.

Ex. 5. Using Female and Gender-Neutral Nouns.

Look at this list of gender-biased nouns and their gender-neutral forms.

Gender-biased term	Gender-neutral term
weatherman	meteorologist
businessman	businessperson, business executive
fireman	firefighter
waiter/waitress	server
steward/ stewardess	flight attendant
congressman	congressperson, congressional

salesman	representative
repairman	salesperson, sales associate
	repairperson
foreman	boss, leader, foreperson
mankind	humankind

Replace the **words in bold** with the appropriate gender-neutral nouns.

1. Have you seen any **salesmen** in this store? I've been in here for 15 minutes, and I can't find anyone to help me.

2. The invention of the automobile had an enormous effect on the development of **mankind**.

3. Our **congressman** gave a speech in front of city hall to encourage people to vote for her in the election next month.

4. John is the **foreman** here. He'll show you around when you start work tomorrow.

5. The **stewardesses** have asked us to stay seated until the plane comes to a complete stop.

Ex. 6. Match each gender-biased term with its gender-neutral form.

1. chairman

a. news reporter

2. brotherhood

b. prehistoric person

3. anchorman

c. childcare provider

4. cowboy

d. kinship

5. manning

e. chairperson

6. caveman

f. rancher

7. nanny

g. staffing

Ex. 7. Complete each sentence with a noun from Ex. 3 and 4. Use the plural form of the noun when necessary.

1. My neighbor's kitchen caught fire yesterday. Ten _____ came and put the fire out.

2. Will you call a _____? The washing machine is broken again.

3. You'd better wear a warm coat. The _____ on the news said it's going to snow tonight.

4. Hi, I'm Alan and I'll be your _____ this evening. Can I start you off with something to drink?

5. Someone left a briefcase under the table. I saw three _____ having a meeting here a minute ago. It might belong to one of them.

6. We need to increase in our warehouse. We don't have enough employees to keep up with the workload.

7. Jan decided to go back to work after she had a baby, so she hired a _____.

8. The archaeologists found evidence that _____ lived in the area over 10,000 years ago.

9. I need a _____ to help me with this dress. I'm not sure what size I wear.

10. I feel a strong _____ with my friend Elena. She's like a sister to me.

3.5 Students Won't Give up Their French Fries

Before Reading

Ex. 1. **Connect with the topic.** Complete the chart below. Answer the questions about each food and beverage in the chart. Work in pairs and discuss your answers.

Food/Beverage	Does it contain a lot of fat?	Does it contain a lot of sugar?	How often do you eat/drink this?
1. French fries 2. apples 3. potato chips 4. cheeseburgers 5. salads 6. energy drinks 7. soda 8. spinach 9. ice cream 10. pizza			

Ex. 2. **Preview the reading.** Look quickly over the article by E.F. Farrell to complete the Previewing Chart below.

Title of the Reading	
Names of people and places	<i>Dairy Queen, ...</i>
Key words (what words appear several times?)	<i>foods, ...</i>
I think this reading is probably about	



Figure 41 — French fries

Students Won't Give up Their French Fries

On a recent summer night at the local Dairy Queen in Moorhead, Minnesota, Debra Lee-Cadwell, the director of dining services at Concordia College, felt a tap on her shoulder. She turned around to find a young man she didn't recognize holding up an ice-cream cone.

«He asked me if it was a red, yellow, or green» says Ms. Lee-Cadwell, who realized the young man was a student at Concordia, where she has added color-coded labels to all dining-hall foods to inform students of fat content. Yellow means low fat (less than five grams), green indicates medium fat content (five to 13 grams), and red is for high-fat foods 10 (more than 13 grams).

«I told him it was a red, but that was OK, as long as it was in moderation» says Ms. Lee-Cadwell, who is a registered dietitian.

Perhaps it is an attempt to avoid gaining *the dreaded* «*freshman 15*», but students around the country are demanding

more information about the foods they're served in dining halls, and they're asking for a greater variety of healthy fare, according to college officials. Over the past few years, colleges have responded by hiring more dietitians and nutritionists and going to greater lengths to provide students-with information about the caloric and fat content of the food they eat. But despite the wealth of information, students don't appear to be eating any healthier than their predecessors.

«They may be more health conscious, but that doesn't necessarily mean they're eating healthy» says Robin L. Porter, the president of H. David Porter Associates Inc., an independent food consulting business based in 25 Crofton, Maryland that works with 70 colleges. «*They talk the talk, but don't really walk the walk – French fries outsell apples by thousands and thousands of pounds*».

Some even worry that the feast of information can be harmful by feeding some students' obsession with food.

Information and Options

Several colleges have recently purchased software called NetNutrition from the Ithaca-based company CBord, which allows students to click through the dining-hall menus on their college's website and learn the preparation method, ingredients, nutrients, and health information for every dish served.

For example, a student at the University of Southern California using the website one day this month could have chosen among Thai beef salad (144 calories, 4.2 grams of fat), vegetarian sloppy joes (362 calories, 5.1 grams of fat), and Japanese spinach (47 calories, 1.9 grams of fat), or opted for classic American favorites like cheeseburgers (436 calories, 35.8 grams of fat) and pepperoni pizza (241 calories, 18 grams of fat), to name a few

dishes. USC has even set up kiosks in one of its dining halls to allow students to check the website with their dinner trays in hand, and other colleges are installing similar kiosks.

Even at USC, however, pizza is still the most popular item, says Michael P. Gratz, the director of hospitality services. He says burgers and fries are being consumed as much as ever.

More Variety

It's not that students lack food options. The university's dining halls boast condiment bars with kimchi and four different types of mayonnaise. «Ethnic foods and ingredients are also increasingly popular» says Haddon Reines, vice president of health care and education for U.S. Foodservice Inc., a food distributor based in Columbia, Maryland.

«Students have grown up eating a wider array of foods, and it's no longer uncommon for sushi to be in dining halls».

Fries and a Coke

Still, the three items that top U.S. FoodService's list of most frequently ordered foods are chicken tenders, French fries, and carbonated beverages. «Some days I feel like I'm banging my head against a wall» says Ms. Lee-Cadwell of Concordia, which is also setting up electronic kiosks. «The students talk out of both sides of their mouths. They say they want nutrition and variety, but then they gravitate to their familiar favorites – the pizza, the burgers, and the fried chicken strips». Or they take an opposite approach, nutrition experts say, and become so preoccupied with food that they barely eat anything.

«There definitely seems to be two extremes» says Stephanie Horvath, a senior at the University of North Carolina at Chapel Hill. «A lot of people eat the burgers and fries ... and then there are

people who grasp onto what they think is healthy and don't eat balanced meals».

Ms. Horvath recalls that her two roommates freshman year would brag about how «good» they had been on a given day because they ate nothing but a piece of bread. Another friend ate only salads, and «couldn't figure out why she always had stomach aches and digestive problems» says Ms. Horvath.

What Ms. Horvath and many college dietitians and nutritionists observe is part of a national trend. Although it is difficult to say what percentage of college students have eating disorders or struggle with obesity, many college nutritionists say they notice a growing number of students splitting into two camps of unhealthy eaters: overweight fast-food junkies or obsessive dieters, who either binge and purge or nearly starve themselves.

«It's sort of like everything else in our country» says Christine D. Economos, an assistant professor of nutrition at Tufts University who specializes in the study of college students' eating habits. «There's a public health crisis with obesity, and there's also more eating disorders, and in both cases the underlying cause is the same in that it's emotional and started before they set foot on campus».

Striving for Moderation

The problems of compulsive overeating and undereating have the same underlying cause; health officials say: They both show an inability to eat in moderation. Consequently, experts like Ronda Bokram, the staff nutritionist at the student health center at Michigan State University, say the availability of nutritional information does little or nothing to influence students' eating habits. The students who should be paying attention to nutritional

information are ignoring it, Ms. Bokram says, while the ones that pay attention care too much.

«I would do anything to get rid of things like kiosks» says Ms. Bokram. «I have students say they won't eat foods that have a certain amount of fat grams in them, and that's just unhealthy. I think giving students that information sends the wrong message. It's important to teach people to eat without labels».

Students tend to disagree. Lindsey McAdams, a senior at Meredith College, in Raleigh, N.C., says that she wishes the dining halls at her college provided such information. If it had been available, she adds, it might have helped her make more informed eating decisions her freshman year, when she gained more than 30 pounds.

And Ms. Horvath, at Chapel Hill, points out that such information is no different from labels on foods in the supermarket. «If they're going to make it mandatory for you to be on meal plan, they have an obligation to tell you what's in the food they're serving», she says.

Meanwhile, college nutritionists and dietitians will continue to emphasize moderation as a key to healthy eating, both at college and beyond.

As Nancy Ellson, a nutritionist at William Paterson University, in Wayne, N.J., puts it: «It's easy to give the students nutritional information, but it's hard to impart to them the understanding that food is the one thing they have to make peace with in their lives. Unlike other things they may develop addictions to, food is the one thing they can't give up for the rest of their lives».

After You Read

Ex. 3. Choose the right answer.

1. The main idea of this reading is:

a) Students in some American universities have bad eating habits.

b) College students can do several things in order to avoid gaining weight.

c) There are pros and cons to informing students about nutrition.

d) American university students have eating disorders for a variety of reasons.

2. Colleges have responded to students' concerns about gaining weight by ____.

a) decreasing the prices of nutritious foods;

b) making fewer burgers and fries available in the dining halls;

c) providing diet and exercise programs to help students lose weight;

d) hiring more dietitians and nutritionists.

3. Based on the fact that French fries outsell apples by thousands of pounds, you can infer that despite students' apparent interest in eating healthy foods, ____.

a) they still eat fatty foods once in a while;

b) they are beginning to enjoy more ethnic foods;

c) they are not cutting down on fatty foods;

d) they are not eating fatty foods as much as they used to.

4. The ways colleges and universities provide nutrition information to students include ____.

a) adding color-coded labels to dining-hall foods;

b) creating smart phone applications that students can use to check the fat content of their meals;

c) adding a wide variety of international and ethnic foods;

d) playing videos in the dining halls that promote healthy living.

5. Recent studies of eating habits of American college students indicate that many young people have problems with ____.

a) their roommates;

b) poor health;

c) eating disorders;

d) money.

6. Public health experts agree that eating disorders ____.

a) are caused by poor nutrition;

b) are caused by emotional problems;

c) are caused by gaining weight;

d) begin when students arrive on campus.

Ex. 4. Choose the best meaning for each idiomatic **expression in bold**.

1. The students **talk out of both sides of their mouths**. They say they want nutrition and variety, but then they gravitate to their familiar favorites.

a) talk while they are eating;

b) support each other;

c) say one thing but do another.

2. A lot of people eat the burgers and fries ... and then there are people who **grasp onto** what they think is healthy and don't eat balanced meals.

a) give up;

- b) strongly believe in;
- c) don't care.

Ex. 5. Match each **food idiom in bold** with its correct definition.

1. The test was **a piece of cake**. I'm sure I got an A on it.
2. I was **a couch potato** all weekend. I didn't do anything but watch TV.
3. Jack is really upset about his grade. We've been **walking on eggshells** around him all day.
4. I **have a lot on my plate** right now. I'm taking six classes this semester, and I work 20 hours a week.
5. College is nothing like high school. They're like **apples and oranges**.

- a) a very lazy person;
- b) two things that are completely different;
- c) being very careful not to upset someone;
- d) extremely easy;
- e) many things going on at once.

3.6 What is Creative Thinking

Before Reading

Ex. 1. **Connect with the topic.** The figure below can be seen in three different ways. Which ways can you see?



Figure 42 — Creative thinking

Ex. 2. **Preview the reading.** Look through the article by R. von Oech to complete the Previewing Chart below.

Title of the Reading	
Names of people and places	<i>Carl Ally, ...</i>
Key words (what words appear several times?)	<i>creative, ...</i>
I think this reading is probably about	

What is Creative Thinking

I once asked advertising legend Carl Ally what makes the creative person tick. Ally responded, «The creative person wants to be a know-it-all. He wants to know about all kinds of things: ancient history, 19th century mathematics, current manufacturing techniques, flowers' arranging, and hog futures. Because he never knows when these ideas might come together to form a new idea. It may happen six minutes later or six years down the road. But he has faith that it will happen».

I agree wholeheartedly. Knowledge is the stuff from which new ideas are made. Nonetheless, knowledge alone won't make a person creative. I think that we've all known people who knew lots of facts and nothing creative happened. Their knowledge just sat in

their *crania* because they didn't think about what they knew in any new ways. The real key to being creative lies in what you do with your knowledge.

Creative thinking requires an attitude that allows you to search for ideas and manipulate your knowledge and experience. With this outlook, you try various approaches, first one, then another, often not getting anywhere. You use crazy, foolish, and impractical ideas as stepping stones to practical new ideas. You break the rules occasionally, and explore for ideas in unusual outside places. In short, by adopting a creative outlook, you open yourself up both to new possibilities and to change.

A good example of a person who did this is Johann Gutenberg. What Gutenberg did was combine two previously unconnected ideas: the wine press and the coin punch. The purpose of the coin punch was to leave an image on a small area such as a gold coin. The function of the wine press was, and still is, to apply force over a large area to squeeze the juice out of grapes. One day, Gutenberg, perhaps after he'd drunk a goblet or two of wine, playfully asked himself, «What if I took a bunch of these coin punches and put them under the force of the wine press so that they left their image on paper?» The resulting combination was the printing press and movable type.

Navy Admiral Grace Hopper had the task of explaining the meaning of a nanosecond to some non-technical computer users. (A nanosecond is a billionth of a second, and it's the basic time interval of a supercomputer's internal clock.) She wondered, «How can I get them to understand the brevity of a nanosecond? Why not look at it as a space problem rather than a time problem? I'll just use the distance light travels in one billionth of a second». She

pulled out a piece of string 30 centimeters long (11.8 inches) and told her visitors, «Here is one nanosecond».

In 1792, the musicians of Franz Joseph Haydn's orchestra got angry because the Duke promised them a vacation but continually postponed it. They asked Haydn to talk to the Duke about getting some time off. Haydn thought for a bit, decided to let music do the talking, and then wrote the «Farewell Symphony». The performance began with a full orchestra, but as the piece went along, it was scored to need fewer and fewer instruments. As each musician finished his part, he blew out his candle and left the stage. They did this, one by one, until the stage was empty. The Duke got the message and gave them a vacation.

Then there's Pablo Picasso. One day, he went outside his house and so found an old bicycle. He looked at it for a little bit and took off the seat and the handlebars. Then he welded them together to create the head of a bull.

Each of these examples illustrates the creative mind's power to transform one thing into another. By changing perspective and playing with our knowledge, we can make the ordinary extraordinary and the unusual commonplace. In this way, wine presses squeeze out information, string is transformed into nanoseconds, labor grievances become symphonies, and bicycle seats turn into bulls' heads.

The Nobel Prize winning physician Albert Szent-Gyorgyi put it well when he said: «Discovery consists of looking at the same thing as everyone else and thinking something different».

Here are two quick exercises to give you a chance to «think something different».

Exercise 1

An eccentric old king wants to give his throne to one of his two sons. He decides that a horse race will be run and the son who owns the slower horse will become king. The sons, each fearing that the other will cheat by having his horse run less fast than it is capable, ask the court fool for his advice. With only two words the fool tells them how to make sure that the race will be fair. What are the two words?

Exercise 2

Can you think of a way in which you put a sheet of newspaper on the floor so that when two people stand face to face on it, they won't be able to touch one another? Cutting or tearing the paper is not allowed. Neither is tying up the people or preventing them from moving.

Why don't we «think something different» more often? There are several main reasons. The first is that we don't need to be creative for most of what we do. For example, we don't need to be creative when we're driving on the freeway, or riding in an elevator, or waiting in line at a grocery store. We are creatures of habit when it comes to the business of living-everything from doing paperwork to tying our shoes to haggling with telephone solicitors. For most of our activities, these routines are indispensable. Without them, our lives would be in chaos, and we wouldn't get much accomplished.

If you got up this morning and started contemplating the bristles on your toothbrush or questioning the meaning of toast, you probably wouldn't make it to work. Staying on routine thought paths enables us to do the many things we need to do without having to think about them.

Another reason we're not more creative is that we haven't been taught to be. Much of our educational system is an elaborate game of «guess what the teacher is thinking». Many of us have been taught to think that the best ideas are in someone else's head. How many of your teachers asked you, «What original ideas do you have?»

There are times, however, when you need to be creative and generate new ways to accomplish your objectives. When this happens, your own belief systems may prevent you from doing so. Here we come to a third reason why we don't «think something different» more often. Most of us have certain attitudes that lock our thinking into *the status quo* and keep us thinking «more of the same». These attitudes are necessary for most of what we do, but they can get in the way when we're trying to be creative.

After You Read

Ex. 3. Choose the right answer.

1. The main purpose of the reading is to ____.
 - a) explain how the printing press was invented;
 - b) teach readers how to think creatively;
 - c) explain why Haydn wrote the «Farewell Symphony»;
 - d) criticize teachers and educational systems.
2. By giving readers some quick exercises to do, the author gives them an opportunity to ____.
 - a) learn some interesting facts;
 - b) argue with his main point;
 - c) question the meaning of life;
 - d) think something different.

3. The main idea of this reading is that ____.

a) a creative mind can transform one thing into another in an original way;

b) the key to being creative is to have a lot of knowledge about different things;

c) creative people can understand what people are thinking;

d) creative people sometimes break the rules to explore new ideas.

4. According to the author, people who think creatively do all of the following except ____.

a) stay on routine thought paths;

b) try to learn everything they can about a wide range of topics;

c) look at the same thing as everyone else and think something different;

d) use crazy, foolish, and impractical ideas.

5. After reading this article, you can infer that the author would probably approve of teachers who ____.

a) ask students about their original ideas;

b) have students guess what they are thinking;

c) give students more knowledge;

d) transfer their own attitudes to students.

Ex. 4. Work with a partner and answer the questions below.

1. Try to think of possible solutions to Ex. 1 and 2. Compare your solutions with the ones below. Did these exercises encourage you to think creatively? Explain how.

Exercise 1. The two words are: switch horses. (That way, each brother will try to win the race, riding on the other brother's horse.)

Exercise 2. Try putting the newspaper in a doorway (door closed) with one person standing on each side.

2. The author claims that most people do not think creatively because they have not learned to do so in school. Do you agree? In your experience, do teachers ask about their students' original ideas? Should they?

3.7 How to Break Your Toxic Infinite Scroll Habit on TikTok

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following questions:

1. Do you often use social networks? What social network(s) do you use?

2. Do you think that social networks can have negative effect on our health? Why (not)?

Ex. 2. Read the article by J. Solis-Moreira published on 11.04.2023 and answer the question «What is infinite scrolling habit and why is it bad for your health?».



Figure 43 — Scrolling habit

How to Break Your Toxic Infinite Scroll Habit on TikTok

Excessive social media scrolling is linked to poor mental health, especially in teens. But there are better ways to enjoy the stream of videos and other content.

Picture this: You're at your desk working on a project when your phone chimes. A quick glance tells you a friend sent over a video on TikTok. Convinced you're due for a break, you click the link to find a new dance video from Charli D'Amelio. Fast forward an hour later, and you're still on your phone, except now you've gone from viral dances to animal videos to fitness gurus raving about a weight loss hack.

If this scenario hits too close to home, you're not alone. Most people on social media check it daily, and younger people are likelier to return to their favorite platforms multiple times a day. TikTok is especially popular with teenagers: A 2022 survey from the Pew Research Center suggests 67 percent of teens use it, while 16 percent use it almost constantly.

So why do people spend so much time online? One underlying reason is that platforms like TikTok promote infinite scrolling. You might start off in one video only for the page to continuously load a never-ending stream of content. Absent-mindedly scrolling through content might seem like an innocent activity and a great excuse to waste time. However, research suggests it can negatively influence the brain and mental health.

Anyone can fall prey to mindless scrolling. Younger people are especially vulnerable since the brain is not fully developed until age 25, says Lisa Pion-Berlin, a psychologist and president of Parents Anonymous, a child abuse prevention nonprofit. While

limiting access to social media (like this Utah bill requiring parental permission is trying to do) is one option, learning how to be a more active user can help anyone stop infinite scrolling and still enjoy social media.

Why infinite scrolling is bad for you

Social media platforms like TikTok are not comprehensively bad for you. Several studies suggest social media can prompt feelings of connectedness and positive well-being. Further, they allow for personal expression, which fosters positive mental health.

Ultimately, how social media makes people feel depends on how they use it. For example, excess social media use is associated with feeling more anxious, lonely, and generally bad about yourself.

«The more attached we are to our devices, the more problematic it becomes», says Lisa Strohman, a psychologist and the founder of Digital Citizen Academy, an education program that teaches children and teens how to have a healthy relationship with technology.

Moreover, Strohman says watching pictures and videos of everyone living their best life might make you worried or sad that you're missing out. Some research suggests that comparing yourself to others on social media can result in aggression and anxiety, while other studies suggest a link between negative comparisons on social media and suicidal ideation.

Meanwhile, mindless scrolling can result in a state of mind similar to being in a trance state, says Pion-Berlin. She's concerned that «mindless scrolling is a way to tune out» or dissociate from reality. Some research suggests that overuse of social media can result in negative psychological impacts: A 2023 study in the

journal JAMA Pediatrics found that middle schoolers who constantly checked their social media feeds showed changes in how their brains responded to feedback and criticism from peers.

Infinite scrolling can also lead to disrupted sleep patterns in adolescents and adults. The screen's blue light can make it difficult to fall asleep, and the constant content prevents your brain from shutting down for the night.

When we sleep, the brain sorts through and categorizes the information from the day and commits the vital stuff into long-term memory, explains Strohman. But mindless social media surfing before bedtime keeps giving it more data for the brain to process throughout the night, «and that's what tends to lead to that insomnia», she explains.

How infinite scrolling can hijack the brain

Mindless scrolling helps make social media an addicting habit because it takes advantage of the brain's reward system, says Strohman.

An enjoyable TikTok, for example, can trigger the brain's reward pathway. Subsequently, this causes the brain to release a chemical called dopamine, which Strohman describes «as a hit or a high» for the brain. The dopamine surge tells the brain that scrolling through social media is pleasurable and that we should do it again. Because another attention-grabbing Tiktok plays immediately when the first is over, this process starts all over again immediately.

«The brain is rewarded every time because of how the feeds and algorithms are set up so that anytime we're not on the app, we think we're missing something», explains Strohman. «That makes us want to go back on it again».

The same process applies to adolescents – possibly to a more significant effect. Pion-Berlin explains that because the prefrontal cortex is one of the last brain areas to mature fully, younger people are more impulsive and have less self-control than adults. With less self-control, it may be easier for teens to fall into this rabbit hole of social media content, she says. In addition, the limbic system – a part of the brain involved in behavioral and emotional responses – is also more sensitive during our teenage years, which makes them likelier to prioritize pleasurable and desirable activities.

What are some ways to stop infinite scrolling?

While infinite scrolling isn't great, that does not mean you need to quit social media altogether. On the contrary, there are some benefits to staying on the apps, such as building communities among people with a shared hobby or interest, maintaining relationships with family who live miles away, raising awareness for a particular cause, and learning from credible experts.

To make the most of your time, you'll want to become an active rather than a passive user. Active users interact with others – in practice, this could look like commenting on posts or creating content. The high engagement gives you a specific purpose for being on the app, allows you to nurture and maintain online friendships, and is associated with improved well-being.

Meanwhile, infinite scrolling is a passive activity because you're socially disconnected from others and lurking in the background. Of course, sometimes you just want to take a break from life and watch some mind-numbing videos. In these situations, you'll want to set a timer to limit the time you spend online and know when it's time to log off, Strohman says.

Another suggestion from Strohman is turning off notifications. People often fall into mindless surfing when notified or tagged in something. And while you might start out looking at the relevant post, you can easily find yourself lost in a comment thread or other recommended videos.

«Have a clear purpose when accessing social media», Strohman says. If a friend shares a post, tell yourself you will only watch this one video and not spend the next two hours on TikTok.

«The more you scroll, the less settled you'll be», advises Strohman. «Be mindful, recognize your part in it, and try to do what you can to manage yourself in those online worlds».

After You Read

Ex. 2. Answer the questions in pairs.

1. Which tip to stop infinite scrolling from the article do you like most? Would you like to try it? Why (not)?

2. Do you have any other unhealthy habits in your daily routine?

3. What other ways of escaping FOMO (=Fear of Missing Out) can you suggest?

3.8 Instagram Will Start Telling Teens to Put Down Their Phones and Go to Sleep

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following questions.

1. Do you use social networks at night? How long do you *stay up* because of it?

2. Do you think that social networks can have negative effect on our health? Why (not)?

Ex. 2. Read the article by A. Paul published on 19.01.2024 and answer the question «What are night time “nudges” and what is their purpose?».



Figure 44 — Teenagers not putting their phone down at night

Instagram Will Start Telling Teens to Put Down Their Phones and Go to Sleep

Meta's new «nighttime nudges» are meant to encourage healthier social media use. If teens want that sort of thing.

«Nighttime nudges» will issue to teens after spending over 10 minutes on Reels or DMs post-10pm. Meta is attempting to encourage Instagram’s younger users to put down their phones in favor of a solid night’s rest. According to a January 18 Meta blog post, the company will begin showing «new nighttime nudges» for 13-to-17-year-olds after they spend more than 10 minutes scrolling through Instagram sections such as Reels or Direct Messages sections «late at night».

«Sleep is important, particularly for young people», Meta states – which, fair enough. A sample app screenshot provided in Meta’s newsroom post depicts a black screen asking «Time for a break?» alongside the ever-so-slightly passive aggressive «It’s getting late. Consider closing Instagram for the night».

In an email provided to TechCrunch on Thursday, a Meta spokesperson confirmed Instagram will enable the new reminders after 10pm local time for some users. Technically, although teens can’t disable the feature, they can simply ignore the message to continue scrolling through their feeds through the wee hours of the morning.

Meta’s «nighttime nudges» are the latest in a string of recently introduced oversight features aimed specifically at addressing long-running criticisms regarding social media’s harmful psychological effects on users – particularly younger audiences. Last week, the company announced impending plans to enforce new, mandatory Instagram and Facebook content restrictions for teens and minors. Established «in line with expert guidance», the new guidelines will institute new privacy safeguards meant to block content related to self-harm, graphic violence, and eating disorders. A staggered rollout of Instagram’s and Facebook’s respective «Sensitive Content Controls» and

«Reduce» features is expected to finish «in the coming months», according to Meta’s January 9 update.

Before that, Meta instituted a suite of parental supervision tools in the latter half of 2023, including the ability to see their children’s time spent on Facebook, Messenger, and Instagram, an option to schedule breaks, and access to teens’ blocked contacts list. Last December, Meta also finally made good on its years’ long promise to establish default end-to-end encryption protocols for its over one billion global Messenger and Facebook users.

The belated slow-drip of new self-regulations may not be enough to prevent continued public and political pressure, not to mention potential legal consequences. Meta CEO Mark Zuckerberg – along with the heads of TikTok, Snap, Discord, and X – are currently scheduled to testify at a Senate hearing pertaining to online child safety on January 31. Meanwhile, major social media providers still face a number of high-profile lawsuits filed by multistate coalitions accusing them of wantonly ignoring their products’ adverse effects on adolescent users in favor of corporate profits.

After You Read

Ex. 3. Answer the questions in pairs.

1. Do you believe that the method of «nighttime nudges» will be effective? Why (not)?

2. Can you think of any other methods to prevent teenagers from overusing social media?

3. What other problems concerning children online safety can there be?

3.9 The Benefits of Watching TV with Young Children

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following questions.

1. Did you use to watch a lot of TV when you were a child?
2. What advantages and disadvantages of watching TV with young children can you think of?

Ex. 2. Read the article by J. Garey and answer the question «What are the main benefits of watching TV with young children?».

The Benefits of Watching TV with Young Children

Screen time can be a valuable learning experience if you watch actively together.

As parents, we have come to think that screen time is bad for young children – or maybe that it's an inescapable evil. We feel guilty about letting them watch what we fear is too much or the wrong kind of TV and other electronic media. But there's a mounting body of evidence that if you are actually watching along with your preschool or elementary school-aged child, screen time might not be that bad. On the contrary, as long as you are an active participant, it can have multiple beneficial effects.



Figure 45 — Watching TV as young children

Enhancing learning from screen time

Learning for young children is driven by human interactions, explains Shelley Pasnik, director of the Center for Children & Technology. She leads a team that studies how the thoughtful use of technology can enhance learning. «What young kids need are a lot of experiences that are built on contingency, so a child does something and an adult says something in response. It's a back-and-forth», she says. It's important that kids know what they do has an effect. «And they're going to get a response».

This kind of back-and-forth is called contingent engagement, and it's something that can happen with a screen if a parent is participating. As a result, The American Academy of Pediatrics has dialed back its «no screens» policy for very young kids. «But», says Pasnik, «it's not just, okay, now everyone let your kids watch TV, you know, without the social component. It's that social

relationship that is so, so crucial. It's less the relationship between the kid and the screen and instead it's the child and the parent»,

Pasnik's research has shown that when kids watch shows like PBS's *Peg + Cat*, which teaches early math skills, with parents or caregivers they retain significantly more than when they watch alone. «The more parents were involved and used the strategies, the more likely kids were going to experience the benefits of the media», she notes.

Watching media together also gives parent and child a shared language with which to communicate when they're not watching, explains Matt Rouse, PhD, a clinical psychologist. «By really being involved you can get more mileage out of those lessons and adapt and use it in everyday life».

It's the same reason why psychologists doing cognitive behavioral training with young children include parents. «We have parents join our sessions so that they're using the same terms for things», says Dr. Rouse. «Then they can use that language outside in the world so that everything comes together more seamlessly».

Encouraging active viewing

Adults, Pasnik says, can play an important role in modeling «active viewing» – that is, encouraging kids to actively engage with the content they're seeing on screens. «Parents talking about what they're seeing either during the experience or afterwards can be important. We're constantly translating and interpreting what we see on a screen or a particular device so the more an adult can encourage conversation around that experience the deeper the experience becomes».

Strategies that actively engage young children during screen time include asking open-ended questions. «Just encouraging

conversation, to begin with», she explains, «and also knowing to pause play, for example to ask questions, to get kids thinking about what they saw».

Dr. Rouse has actually prescribed the «active viewing» of baseball games as a way of creating a closer connection within one of the families that he works with. «You don't normally think of watching TV as «quality» time», says Dr. Rouse, «but here we're looking for opportunities for this father to just get more one-on-one time with his son». Kids don't necessarily respond well if a parent says, «Okay, turn off the TV. Let's spend some time together». But, says Dr. Rouse, «he could use it as an opportunity to kind of join the child in what he's doing – make it an active process where you're commenting on things together or even asking questions, like, «Oh, hey, catch me up. What's going on here?» So it's less about what's on the TV screen and becomes more of an interactive, social experience between parent and child.

The phenomenon has been so carefully studied that clinicians actually have a term for watching TV with your kid: It's called co-viewing. «Co-viewing means you're watching the same show. Your eyes are on the same screen», explains Catherine Steiner-Adair, EdD, clinical psychologist, school consultant, author of *The Big Disconnect* and a research associate at the Harvard Medical School. «If you DVR'd it or whatever you can push pause and say why did she just do that?» Or say «Do you think this is what it takes to be popular? If someone said that to you, what do you think you'd do? I'd be scared», she says.

Dr. Steiner-Adair notes that it's important not to lecture. You don't want to be saying, «Don't ever let anybody talk to you like

that!» You can't be too intense. Instead, Dr. Steiner-Adair suggests that parents practice role-playing with children:

«What would you say?»

«What could you say?»

«What should she have said?»

«I hope you'll come tell us if anything like that happens».

«She couldn't tell her parents. I hope you'll tell us».

All of these are part of the open-ended question strategies of co-viewing. «You just want to put in those messages», Dr. Steiner-Adair advises. «None of that happens if they're in their room watching it by themselves».

Helping kids learn to self-regulate

Making sure that your child is watching programs that teach the kinds of lessons you'd like your child to learn is another strong argument for co-watching. As kids get a little older, they begin to reflect on the behavior and decisions of characters on shows they watch, Pasknik says. «To go back to Peg + Cat, for example, it's not just that kids are learning ordinal numbers and recognizing shapes. They're also seeing how the lead character, Peg, deals with frustration when she is challenged in the way she approaches a problem. She counts backwards, you know, 5, 4, 3, 2, 1».

What Peg is doing is demonstrating emotional self-regulation, modeling for kids how to manage strong feelings. «We heard back from parents that kids are relating to that character not just at the mathematical level but they're also picking up that same technique of self-regulation».

When parents watch with their kids they can use strategies on the shows in the real world to coach kids on emotional regulation. It's good for parent and child to be working from the same playbook.

Co-viewing from a relatively young age also sets up a precedent that screen time is something that kids and parents share – a precedent that can be valuable when kids get near adolescence, and could be resistant to sudden parental intrusion into their programming.

After You Read

Ex. 3. Answer the questions in pairs.

1. What do the terms «active viewing» and «co-viewing» mean according to the article?
2. Can you think of any other methods to coach children on emotional self-regulation?
3. What TV shows/cartoons/films would you recommend for co-viewing? Prove your point.

3.10 Raising Teenagers: 10 Things You Shouldn't Do

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following question.

1. What is the difference between bringing up a child and a teenager?



Figure 46 — Bringing up a teenager

Ex. 2. Read the article from the website <https://raisingteens.today.com/> and answer the question «What is the main idea of bringing up a teenager according to the author?».

Raising Teenagers: 10 Things You Shouldn't Do

Strengthen your relationship with your teen by NOT doing these things...

*Nearly every parenting book about raising teenagers focuses on what you **should do** when you're raising teens. Few talk about what you **shouldn't do**.*

As a mom of three, I've learned a thing or two about what not to do when raising my kids.

Things that, at the time, caused chaos in my family. Things that put a divide between me and my children. Things that compromised our relationship.

I soon realized that by backing off a bit and avoiding a few parenting pitfalls, I held the power to draw my kids far closer to me

and strengthen our relationship – something every parent of teens strives for.

Here are 10 things you shouldn't do when raising teenagers.

1. Don't sweat the small stuff (or ignore the big stuff)

Not everything matters. Most teenagers are going to leave their wet towels on the floor. They're going to suddenly (and without warning) turn into a bit of a slob and have a disastrous bedroom. They're going to leave a pile of crumbs in the kitchen after making themselves a snack. Expect it!

I know it's hard, but let some of it go. Instead, focus on the big stuff. Help them navigate the social scene with all its twists and turns and drama. Help them manage the unrelenting pressure to perform well in school, sports and life. Help them avoid getting caught up in peer pressure, give them the confidence and courage to be their own person, to follow their dreams, and map out their future. Don't get caught up in things that won't matter in the long run.

2. Don't hold the reins too tight

Despite how difficult it is to loosen the reins, we're doing our kids a huge disservice if we don't. They need to try and fail... again and again and again. They need to make decisions on their own, handle tough situations by themselves and learn how to slowly navigate the ups and downs of life without us paving the path for them every step of the way.

That's not to say we can't guide them, offer advice, or redirect them when needed. They still need that. But what they need more is to develop the confidence, capability and life skills to «adult» on their own.

3. Don't be too soft or too hard on them

It's the most delicate balance of all – one that keeps many parents up at night. What makes it difficult is that there isn't a cut-and-dry answer. Each child is different. Each situation is different. And, as parents, we all parent differently often drawing from our own personal experiences to guide us through our decision-making. But there are guidelines you can follow to avoid being too soft or too strict on your teen.

For starters, don't let your teen off the hook when it comes to chores, expectations and responsibility. Don't overwhelm them, by any means, but put some age-appropriate weight on their shoulders. You're not overburdening them. You're empowering them to become responsible, functioning citizens later in life. (Heads up...no nagging. It doesn't work.)

To avoid being too «iron-fisted», watch for cues that your teen is ready to take on responsibility, then loosen the reins and see how they do. If it's too much, pull back. If they handle it well, loosen your grip a bit more. Above all, don't suffocate your teen with rules and boundaries. Don't invite rebellion by not allowing your teen to have the much-needed freedom they need and crave.

4. Don't ride their emotional roller coaster alongside them

It's okay for our teens to feel moody or sad, angry or downright miserable. Not only should their wide range of (sometimes extreme) emotions be expected, they should be accepted. They should be allowed to «feel». What's not okay is when they make everyone else in the house miserable when they're not in a good place.

In my kids' early tween years, when their hormones kicked in, I found myself just as emotional as they were. When they were

up, I was up. When they were down, I was down. When they were salty, snarky or sassy I found myself reacting and riding their emotional rollercoaster right alongside them.

But I learned...we can't sit in misery with our kids. Instead, we need to use those times as opportunities to help them.

Tweens and teens need coaching on how to manage their negative moods. They need ideas on how to cope in a healthy way. They need a listening ear so they can vent their emotions, moods, feelings and worries. They need reminders when they start to pull the world around them down with them and patience along the way. Mostly they need gentle encouragement to put those emotions back into a healthy place.

5. Don't live vicariously through your teen

Even if we don't outwardly admit it, we all secretly hope and pray our kids are successful, that they perform well in school or that they're talented in a particular area like sports. Maybe you were a cheerleader and you secretly hope your daughter follows in your footsteps. Maybe your husband was the star basketball player in high school and the first thing you purchase your son or daughter when they're old enough is a basketball.

But don't allow your expectations to get in the way of your teen becoming who they're meant to be. And, don't live vicariously through them reliving your «best days» in high school or college through them. This is their time.

6. Don't brush off disrespect as normal teen behavior

Unconditional love doesn't mean we should allow our teens to treat us with disrespect. Of course, we should be patient and understanding of the fact that their hormones sometimes get the best of them and even offer a few «free passes» every now and then. But continued disrespect should never be tolerated.

If and when they are disrespectful, don't pass it off too quickly as sheer contempt. Take a deeper look and try to identify the emotional need underlying the behavior. Quite often, teenagers «act out» their emotions rather than conveying them verbally. Talk to your teen. Explain why you can't and won't allow them to treat you with disrespect. Help them do a better job of communicating their needs or thoughts and, if needed, put consequences in place.

7. Don't expect too much too quickly

Teenagers have a way of jumping back and forth between childhood and adulthood almost on a daily basis. One day they're ready to conquer the world and don't need our help, opinion or advice, and the next they're asking us to drive them somewhere, to make them a grilled cheese sandwich, and asking for help with their math homework.

They're teetering between childhood and adulthood and that's to be expected. They're slowly gaining the confidence to wander a little further away from us and when life gets a little scary, they come running back for cover. Just be there with open arms, give them the encouragement they need and praise them when they show signs of independence.

8. Don't forget... They're watching

They're watching what you do, what you don't do, how you handle stress, how forgiving or patient you are (or aren't), whether you gossip, cut corners and even what you eat. You might be fully convinced that they couldn't care less, but they're tuned into far more than you know.

If we can step back and realize that our kids are looking at us to be their role models and mentors, maybe it will help us make better choices knowing that our behavior, words and actions are quietly molding our children's hearts and minds.

9. Don't freak out when they pull away

I know it's SO hard to see your once chatty, «let's hang out», carefree child turn away from you and perhaps cocoon behind a closed bedroom door. But experts agree, not only is our teen's desire to pull away and separate from us normal, it's necessary.

They need this time to figure out a few things on their own and be alone with their thoughts from time to time.

Don't freak out, please. Just keep lovin' on them, show them you care in a million different ways, keep asking them to hang out or talk or watch TV and be ready to drop everything when they come to you ready to talk.

With a lot of love, patience and grace, they'll come around... just give them time.

10. Don't add to their chaos

Raising teenagers can be extremely challenging at times. One minute they're happy-go-lucky and carefree, the next they're in a serious funk taking it out on everyone and anyone who crosses their path.

Be the calm in their storm. Take a deep breath and give your teen exactly what they need... a gentle voice of reason. You won't be doing your teen or yourself any good if you react to their every shift in mood. Your ability to stay calm is your superpower!

Final thoughts: DON'T give up on them

They need you... today, tomorrow and well into their adult years. Don't give up because it's too hard, too frustrating, too inconvenient or too exhausting. Keep trying to connect. Keep trying to talk to them, to listen, to spend time with them. Keep guiding them (even when they're unaccepting). Keep being the parent they need and don't give up on them... ever. One day, when you least expect it, they'll thank you for sticking by them through it all.

After You Read

Ex. 3. Answer the questions in pairs.

1. Which tip from the article did you like most? Why?
2. Which tip from the article do you disagree with? Why is it not going to work? Do you have any tips of your own?

3.11 How Do I Motivate My Kids Without Becoming a Nag?

Before Reading

Ex. 1. **Connect with the topic.** Work in pairs and answer the following questions.

1. In your opinion what are the main difficulties of parenting?
2. What is the difference between motivating a child and an adult?

Ex. 2. Read the article by H. Conal published on 02.11.2021 and answer the question «What are the main tips for motivating young children?».



Figure 47 — Motivating young children

How Do I Motivate My Kids Without Becoming a Nag? The Key is to Make Peace with Slow Progress

Sometimes it's healthier to lower your expectations and remember there's still so much for them to learn.

Dentists recommend brushing children's teeth for two minutes at a time. Doing my four-year-old son's can take 20.

If that sounds orally retentive on my part, rest assured very few of the 20 minutes are actually spent brushing. (Truth be told, it's likely fewer than two.)

Usually there are several minutes of asking, followed by a few gentle reminders, several increasingly terse requests, and then a melange of pleading, bribery and blackmail. By that stage he's at least in the bathroom.

It took my son's meltdown and a lightbulb moment for me to stop parenting on autopilot.

Approximately three seconds after the toothbrush makes contact with its targets come the questions. Nowhere on the toothpaste tube does it specify that fluoride stimulates curiosity in children's brains, but I can confirm the correlation.

I can't be mad at him, of course, because he's not doing anything naughty. He's just being a delightfully distracted four-year-old boy with zero concept of time or what it means to be late for work. I envy him, if anything, and don't want to impinge upon his carefree childhood outlook with my banal adult agenda. It would, however, be nice not to start every day with a dose of frustration mixed with cortisol as we scramble to get to work.

Not long after we had his elder sister, our first, I remember lamenting to a colleague at work about the early wake-up calls.

«Don't worry», she said, «you'll be screaming at them to get out the door in no time». Such was my naivety, I thought this was a joke – that she was referring to the teenage years, and how they grow up so fast. Turns out, not so much.

Of all the least fun parenting roles to play, that of the nagger is surely right up there. Even I hate the sound of my own voice. This cuts to the central irony of parenthood, an activity which expands your very understanding of love, connection and purpose – helping you identify what's truly important in life – only to simultaneously lump you with such copious quantities of tedious shit that you soon forget all about it. Especially when much of the tedium takes far longer than it needs to!

I've seen Bluey, OK. I know it's the tedium that's the problem. And when I'm my best parenting self I even have Bandit's capacity to turn household chores into fun adventures that capture their imagination. But who has the energy for that all the time?

Catching up with my mate Pete at the park later, at least I know I'm not alone. I can tell this because his son is wearing pyjamas. While lamenting our inability to inspire action in our offspring, we marvel at how their preschool teachers somehow make it look so effortless.

«They're like child whisperers», suggests Pete, and it's true. They don't raise their voice, never seem to nag, and yet somehow they manage to coerce not just one but 20 small children to carry out their wishes.

It's only later that I decide to stop lamenting and start asking. I decide to wage a war on faffing.

Vicki Schaefer is hardly what you'd consider a drill sergeant. A softly spoken preschool teacher of 22 years, and the creator of Little Wise One, Vicki appears a model of serenity as she goes about her job. Talking to her about parenting is a bit like watching Bluey: soothing and reinvigorating, if capable of provoking mild feelings of shame at my own relative impatience. She is, however, very kind, and willing to share some of her wisdom.

Vicki's tips for motivating little people into action

Eye level is super important. Get down to them – it helps them feel «seen».

Tell them what you want them to do, not what you don't want. «Put your feet on the ground» instead of «don't climb on that».

Five words or less works well. «I need you to...»

In times of conflict over choices, give them two (no more) options – both that work for you. They feel empowered as the final choice is still theirs.

Pause before responding. «Breathe, listen, respond».

Model all behaviours. Children see, hear and copy everything you do.

Lastly, speak with love and kindness. Preschoolers have only been on the planet four years which isn't that long. They might be capable of many things, but we need to remember there's still so much for them to learn.

I love how practical some of these are. We're trying them and they do work ... sometimes. Our house is not yet a zen temple, but we're slowly making progress. And we're OK with that.

For many of us, the early years of parenthood are about making peace with «slowly making progress». There is value in

lowering your expectations of how much you can get done in a day. This has not come naturally – both my wife and I like to be busy. But there are unexpected benefits to leaving more free time. Just yesterday I was asked to pretend I was a zombie and my son, a fellow zombie, had discovered a volcano shooting out brains. I mean, really, can my adult day produce anything better than that worth rushing off for?

After You Read

Ex. 3. Answer the questions in pairs.

1. Which tip from the article did you like most? Why?
2. Which tip from the article do you disagree with? Why is it not going to work (in your opinion)?
3. Do you have any tips of your own on how to motivate children?

3.12 I'm Constantly Told to Worry About My Child's Screen Time – but I'm More Concerned About My Own

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. How much time do you spend using different gadgets on weekdays/at the weekend?
2. What do you use your gadgets for?

Ex. 2. Read the article by J. Colley published on 06.06.2024 and answer the question «What does the author think about his own and his child's screen time?».

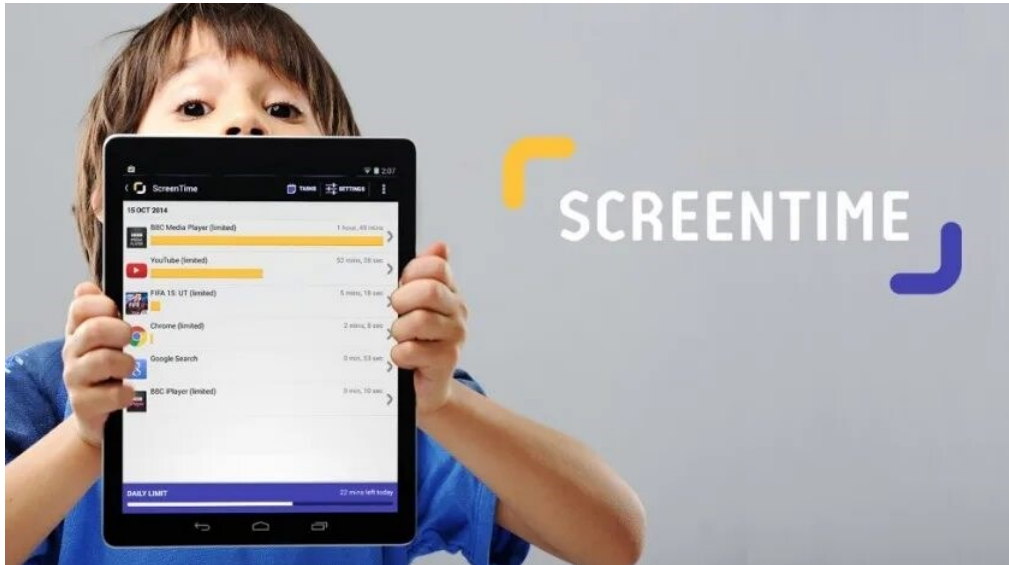


Figure 48 — Screentime

I'm Constantly Told to Worry About My Child's Screen Time – but I'm More Concerned About My Own

My day consists of staring at different sized glowing rectangles – sometimes multiple at a time. This is called living life to its fullest.

The primary task of all parents is to worry. You are given a thousand things to worry about across the course of the day, ranging all the way from «What's that in their mouth?» to «How am I going to get this cleaning done?» across to «How will we get through the rest of the year?» and all the way back to «OK, they've got something else in their mouth now. What is it?»

Once we are done with the immediate worries, we have the joy of worrying in the abstract, about things entirely out of our control. This again moves on a spectrum all the way from whether they will be a good person to whether they will have a breathable atmosphere. Of all of these, one of the most talked about, stressed

about, and judged by other parents about topics is screen time. It's something that constantly plays on my mind. Every moment my child so much as glances at an electronic billboard I can feel a countdown timer click over in my head. I try to calm myself by remembering how I was raised on television and turned out fine. Then I realise that I currently work in television, believe television to be very important, and have absolutely not «turned out fine».

All of a sudden, I find myself having to question my own screen time. One would hope my brain is still developing – God forbid this is all I get. Or, if it is, then I would hope that it would at least corrode at a slow pace and not turn to a fine mush overnight.

I justify my time on screens believing that it is important for my work. My job is to stare at the medium-sized glowing rectangle all day. Every so often, I take a little break to scroll on the small glowing rectangle. Then, after a hard day, I like to settle in and stare at the biggest glowing rectangle I can afford. This is called living life to its fullest.

The way we measure time spent on our phone is akin to watching other cars on the highway: Anyone going slower than you is a fool, anyone going faster than you is a maniac. In the same way, anyone who watches more television than me, or scrolls for longer, has a terrible and sad addiction. Anyone who does it less than me is a simpering luddite afraid to embrace the new world.

Really, there are times when every minute of my screen time should count as two because I'm actually looking at a second screen on my phone. Then there's the third screen, from the laptop I am absent-mindedly typing away on. Honestly, it's four – I just checked my smartwatch to see a series of very interesting push notifications competing for my attention. Perhaps what I need is some fresh air. I would open my window but unfortunately we've

just had flyscreens installed and it feels like that is against the spirit of this whole exercise.

Such is my commitment to second-screening, I have caught myself repeatedly checking a second screen while watching a show made in a foreign language. I will check my phone, miss all the subtitles, and listen to characters speak a language I do not know, confident that I am still getting the gist of what is going on.

We must also wonder what is being lost with these distractions. I have heard it said before that one of the real losses from all this distracted living is the ability to sit with a difficult thought or feeling. That is an essential quality both if you wish to create art and if you wish to be a fully realised human being. So it is natural to ask, how do we pare all of this back? What damage have I already caused? How do I reclaim my lost attention span? And importantly, have we just found another thing to feel guilty about for no real reason?

These are difficult questions and require real commitment to be able to answer. Unfortunately, I am already distracted. I've begun flicking through my phone, and when that is done I might watch a couple of minutes of the game on the television, then it's time for another scroll to see what people are saying about the game, and of course I have so many unread tabs on this laptop to click through, and so on, and so on.

After You Read

Ex. 3. Answer the questions in pairs.

1. What is your average screen time a day?

2. Is addiction to gadgets a huge problem in our lives?

Why (not)?

3. Does the author want to reduce his screen time? What advice would you give to him?

3.13 Waste not, Want not: How Russia Plans to Tackle Its Trash Problem

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What are the main problems concerning waste in Russia nowadays?
2. What types of waste are the most difficult to recycle?

Ex. 2. Read the article by M. Stambler published on 23.03.2022 and answer the question «What initiatives concerning waste problems in Russia are mentioned by the author?».



Figure 49 — Waste problem

Waste not, Want not: How Russia Plans to Tackle Its Trash Problem

Every year, humanity produces more than two billion tons of household waste, which threatens to turn the planet into one big garbage dump. In Russia, the problem of household waste is also relevant, especially since the country lags behind when it comes to processing and recycling. But there are new regulations and initiatives that aim to tackle this problem.

In Russia, about 70 million tons of waste is thrown away each year – a weight comparable to 12 Great Pyramids of Giza. The area of official landfills alone increases by 400,000 hectares annually, which is more than the territory of Moscow and St. Petersburg combined. If nothing is done, by the end of the decade, this area will be twice the size of the Sea of Azov.

Luckily, it appears that the government is serious about solving this problem: in 2018, a national project called «Ekologia» was launched. The most important feature of this plan is the creation of a sustainable system for handling municipal solid waste. By 2024, the creation of 220 new modern complexes for the processing, storage and disposal of waste is planned. Additionally, by 2030, the amount of waste sent to landfills should drop by a half, while 100% of it will be sorted, paving the way for a better recycling system.

By the end of the decade, more than a third of what is considered to be household waste will receive a second life, becoming the raw material for new useful items. For example, 400 aluminum cans can be used to make a children's bike and just 25 plastic bottles can make a fleece jacket. At present, however, only 5-7% of waste is recycled in Russia.

In the near future, «Ekologia» will produce a map with information on the nearest waste collection points, so that each person can quickly find where glass, paper, batteries, etc. can be disposed of within walking distance in their region. Apart from making recycling easier for citizens, «Ekologia» also aims to educate Russians on the importance of concepts like sustainable consumption, circularity and zero-waste, so that less waste is produced in the first place.

Long way to go for proper disposal of e-waste

Electronic waste (e-waste) comprises various forms of electric and electronic equipment that have ceased to be of value to their users or no longer satisfy their original purpose. The waste is the result of advancing technology that leaves behind old computers, laptops, televisions and other electronic devices that require specialized methods of recycling because of toxic by-products. The majority of the world's e-waste is recycled in developing countries, where informal and hazardous setups for the extraction and sale of metals are common.

Since March 1, 2022, it is forbidden to throw away household appliances, computer system units or hard drives into normal garbage containers in Russia. These items will need to be recycled. However, the infrastructure is still not entirely in place in order to comply with the new regulation.

«There are very few recycling points for collecting household appliances in the regions of Russia. Today, there are certain difficulties when it comes to sending things like televisions, refrigerators, computers and other equipment for recycling. There are several enterprises and companies that take in these goods from Russians, then separate the valuable metal from plastic and hand

over all the parts for recycling», Yulia Totskaya, Editor-in-Chief of ecowiki.ru (an online platform for promoting an eco-friendly lifestyle and growing the ecological community in Russia) says.

Authorities on a municipal level should provide collection points for e-waste. According to Totskaya, 1-2 such points per district is enough. If the infrastructure for properly disposing of e-waste is in place, then people will understand where to take their old household appliances without the risk of being fined.

Plastic can be fantastic

While dealing with electronic waste still poses a problem for Russia, when it comes to plastic, Russians are proving to be increasingly resourceful and creative. There seems to be no shortage of start-ups and enterprises that demonstrate that one man's trash could easily be another man's treasure.

«Umnaya Sreda» (Smart Environment) is a company in Kaliningrad that produces street furniture such as bins, plant pots and benches from used plastic bags, packaging film and sand. In Yekaterinburg, the Uraltermoplast plant processes plastic into a polymer that gets a second life as colored boards for playgrounds, fences and garden furniture.

The Moscow-based company Aksion Rus produces innovative train track superstructure materials, such as railway sleepers made from completely recycled plastic, as well as material for repairing composite and wooden sleepers – some 170 tons of material is used per every kilometer of sleepers! The raw material comes from the company's partner enterprises from all over the country.

Galina Larina is a graphic designer, eco-activist and the creator of the «Plasticdoom» brand. She made a plastic melting

machine herself with the help of which plastic bags are transformed into raincoats, backpacks, umbrellas and panama hats.

That said, this is still somewhat a drop in the ocean. According to the Ministry of Industry and Trade, about 3.6-5 million tons of plastic waste are generated in Russia every year.

Paving the way for a waste-free Russia

Initiatives like the «Ekologia» national plan are certainly welcome in Russia. However, Totskaya cautions that when it comes to the ambitious goal of sorting all waste in all regions of Russia by 2030, there are several elements to consider before becoming overly optimistic.

«First of all, we need to think about modern infrastructure. The volume of waste produced throughout the country is huge. To ensure that 100% of it is sorted, hundreds of waste sorting plants still need to be built. The second point is the quality of the sorting of waste. These are oftentimes contaminated recyclables that can be sorted, but the question is what they can then be turned into. It is necessary to establish chains of production, supply and purchase of recycled products. The third point is to strengthen measures to prevent and reduce waste generation. Shopping responsibly, switching to reusable alternatives to single-use non-recyclable containers and packaging, and separating our trash before it ends up as mixed waste are all important steps we can take as individuals. For example, clothes: if we throw it away together with other types of trash, they will get dirty and will then only be suitable for incineration or burial», Totskaya adds.

Luckily, when there's a will, there's a way. Russian society is ready for changes in waste management. People are concerned about the state of the environment. According to a Greenpeace

survey from 2020, plastic waste was included in the top five most worrying environmental problems for Russians. And while there's still a lot left to be desired when it comes to developing the necessary infrastructure for sorting and recycling waste in Russia, in recent years, many Russians decided to take matters into their own hands and become more environmentally friendly by embracing the philosophy of conscious consumption.

After You Read

Ex. 3. Answer the questions in pairs.

1. Do you believe that the waste-free future is possible in Russia?
2. Which initiative from the article did you like most?
3. Which initiative (in your opinion) won't be effective in Russia? Why?

3.14 How One Bag of Chips Disrupted an Entire Ecosystem

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. Have you ever been to a national park? When and where? Did you like it?
2. What rules for tourists are there? Why?

Ex. 2. Read the article by M. Hobson published on 18.09.2024 (<https://www.nationalgeographic.com/environment/article/leave->

no-trace-science-ecosystem) and answer the question «What do the terms «designated trail» and «leave no trace» mean?».



Figure 50 — Tourists walking on a designated trail

How One Bag of Chips Disrupted an Entire Ecosystem

A dropped bag of Cheetos dramatically disturbed a delicate cave ecosystem in Carlsbad Caverns National Park, New Mexico, according to a Facebook post from park officials on September, 6.

This cavern is almost entirely cut off from the outside world so introducing anything alien can be catastrophic. «The cave has 90 to 100 percent humidity so things get soggy pretty quickly», says park guide Ashley Parsons. The mushy snack attracts microbes, encouraging mold growth. Soon, critters – like crickets, spiders, and bats – swoop in to feed, spreading contamination.

Rangers found the Cheetos within four or five hours. «But that can be all it takes», says Parsons. «I'm sure some cave crickets got a bit of a snack».

With more than 500 million people visiting American public lands each year, there are countless opportunities to harm our wild places. «When you look at the scale, it's incredible», says Dana Watts, executive director of the Leave No Trace Center in Colorado.

Visiting a park without leaving a trace isn't just about keeping nature clean –here's the science behind why it protects wildlife.

Don't leave food waste

While the discarded chips were quickly removed from Carlsbad Caverns, food waste can take a long time to decompose, especially in certain environments. «It takes much longer for an apple core or banana peel to decompose in a desert versus a wetland area or boreal forest», says Clara-Jane Blye, assistant professor of sustainable tourism at the University of Utah and board member of Leave No Trace Canada.

Packaging is even worse. «If we drop things like plastic bags or metal cans or other trash into the ocean, the decay times might be centuries to millennia», says Carlos Duarte, professor of marine science at King Abdullah University of Science and Technology in Saudi Arabia.

Leaving waste introduces animals to an unnatural diet and changes their behavior with sometimes catastrophic consequences. When birds or fish mistake plastic for food, it fills up their stomachs so they can't eat. «They basically starve to death», says Blye.

Bears who get a taste for garbage and become a «nuisance» to humans may have to be put down. «Bears can become habituated to human food in three weeks», says Watts. «Everybody loses in that case».

Biological waste is also problematic. Dog feces introduce new pathogens into the ecosystem and the trace of this predator disturbs ungulate species, like deer and elk. Meanwhile, human excrement and toilet paper introduces e-coli into water sources. «It can make us very, very sick», says Blye.

Experts recommend relieving yourself into a «WAG bag» and taking it with you when you leave. «I know it sounds really strange to poo into a bag», she says. «But it's weird to go into a hole, too».

Stay on the designated trail

In national parks, designated trails are carefully designed to avoid sensitive areas. Stepping off the trail, even for a quick photo, can scare wildlife away. «They stop foraging, they leave really good nesting and denning sites, they're less likely to return», says Blye.

Cumulative impacts from many visitors results in long-term damage to nature and wildlife. But people don't think of that when they see the perfect photo opportunity. «It's just such a hard thing to resist», she says.

The risk to sensitive ecosystems, like desert crust, can't be seen with the naked eye.

«It's pretty easy for us to be like, oh, there's wildflowers over there. I shouldn't step on that», says Blye, but these inconspicuous biocrusts are full of microscopic organisms essential to desert life.

These tiny ecosystems provide many benefits, including reducing the risk of erosion and helping absorb rainfall, and can take hundreds of years to return to its original state.

Leave souvenirs behind

When visiting ocean environments, it's important to consider «how do we get there? How do we depart?» says Duarte. Boats can leach oil or toxic chemicals into the water and dropping anchor can smash up coral reefs.

Tourists themselves can introduce harmful chemicals – «We cover ourselves in a sunscreen lotion that has also been proven to be toxic, not just to the corals but to ourselves», says Duarte – or damage corals by kicking or touching them. Accidentally breaking a tiny piece of coral, «might be doing damage that will last for decades», he says.

«Probably the most challenging principle for a lot of people, is leaving what you find», says Watts, because people love to keep souvenirs. But taking a memento strips the ecosystem of its resources. For example, mass tourism has made it harder to find seashells.

For Watts, experiencing nature is good for people's mental and physical health but the Cheetos' incident «illustrates the need for people to understand their own impacts».

After You Read

Ex. 3. Answer the questions in pairs.

1. Explain/translate the following terms: *ecosystem, get soggy, contamination, discarded (chips), decompose, boreal forest, foraging, denning, be seen with the naked eye, inconspicuous*. Use them in sentences of your own.

2. What does most harm to the environment and animals: *food waste, biological waste, plastic waste, noise pollution*? Prove your point.

3.15 Mealybugs, Mobiles... It's Been a Tough Week for My Plants and Kids

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. How old were you when you got your first mobile phone?
2. What age should children get their first mobiles at? Prove your opinion.

Ex. 2. Read the article by E. Wiseman published on 06.10.2024 and answer the questions «What did the author buy ladybirds for?» and «Why is the author against her daughter having a mobile?».



Figure 51 — Keep your kids off phones as long as possible

Mealybugs, Mobiles... It's Been a Tough Week for My Plants and Kids

Last night my mum came round to help me release the ladybirds. We'd been messaging abstractly for some time about our parallel plant issues – I'd noticed small clusters of what looked like cottonwool or bath foam, collecting at the base of the leaves on my favourite plant. This is not just any plant, I should explain, this is a plant that's more of a fairytale, more of a fable. Its leaves are large and sprawling and, after teasing for some time with finger-length pink buds, it will flower at dusk, each bud opening like a huge water-lily and emitting a deep, sweet smell like expensive vanilla. By morning the flowers are dead, rubbery and obscene, dangling limply from the stalk. The problem, my mum told me, was mealybugs, attacking my plant – and there was only one real way to get rid of them.

The mealybugs arrived at a moment in my life when I was trying to push back time. I'd never wanted to before. Don't roll your eyes friends, yes I wear old-fashioned clothes, but swishing around in a 70s dress doesn't mean I also want to return to lechery and power cuts. No, my focus today is on gently pressing technology away, just for a little while. You see, my daughter has just started in Year 6, the final year of primary school, and last week came home vibrating with a particular kind of agony at the realisation that «everybody else» had a mobile phone. I was not prepared for this conversation – I'd assumed this was a bridge we would cross (drag ourselves across, bleeding, «Save yourself!») when she moved to secondary school, but I gave it a good go, I think.

I maintain the belief that many of the problems that arise when young people have phones, like bullying, poor mental health

and quotidian acts of surveillance, have their roots in real life and should be managed there, seriously, rather than focusing exclusively on banning phones, or putting pressure on parents to fight it out at home. Until we have fixed the structures (including failing mental health services), the politics (like tech's financial incentive to keep children on social media) and our own unhealthy relationships with our phones, I think the problems are likely to mutate rather than disappear. The issue is not just the phone, it's the world it reflects. But until that world shifts, my personal preference is to keep my kids off phones as long as possible.

I came to that decision a while ago, when watching a little girl on public transport scroll blankly through a long WhatsApp thread, when I had the sense of time falling stone by stone from a cliff. I asked the school for a bit of guidance. We had a lovely chat, punctuated by the teacher's hooting laughter when I mildly suggested I wished I'd been in touch with the parents of her classmates over the summer, so we could have all decided to stand firm against phones for a bit together. Would never have worked, the teacher said, because all families are different and, also, it's too hard not to give in.

I told my daughter none of this, of course. Instead, I gave her the headlines (excluding the recent one, that only 3% of UK 12-year-olds are without a smartphone), and talked about peer pressure, and kicked the expensive can a little further down the road.

So the ladybirds, an ancient solution to a primordial problem, came at the perfect time. We had shopped around, eventually purchasing online a sachet of pupae and another of live bugs. They were not cheap, and I briefly bemoaned the fact I didn't collect a handful when I had the chance. Earlier this year, staying in

Somerset with my family, we were greeted by a «loveliness» of ladybirds writhing around on the windowpane. At the time I wrote about how I was suspicious of that collective noun because it sounded as if they had named themselves and also about the visceral horror of too many adorable things. My mum cut open the first packet, the live bugs, and we both stifled our screams. Poor bastards, trafficked to the suburbs in a metallic bag, bought solely to eat, then die, La Grande Bouffe.

They were babies, they looked like microscopic alligators – one scurried itchily across my hand, another up my mother’s sleeve. We tried not to scream as we directed them on to the leaves, in the direction of the cottonwool-like bugs. Then we opened the bag of larvae – the eggs were hidden, snuggled perhaps, in a handful of sawdust – and hung it on the plant. We were lightly hysterical, a little livid – I had expected some drama, I think, the ladybirds zooming towards the mealybugs as if pigeons, released. Instead, as is correct I suppose, for olden days acts, it occurred with a whimper, slowly.

This morning I went to check on the guys with a sense of guilt and trepidation, but I couldn’t see a single one and the mealybugs were just as foamy as before. How long does it take, to rewind, and get everything right? I felt like the old lady who swallowed a spider to catch the fly she’d digested in an earlier verse. She swallowed a spider to catch the fly to eat the mealybugs, to pretend things were just this simple. That’s why she swallowed the fly. Perhaps she’ll die?

After You Read

Ex. 3. Answer the questions in pairs.

1. Do you agree with the author about «standing firm against phones»? Why is she against mobiles?

2. What are advantages and disadvantages of using mobiles by schoolchildren?

3. Explain/translate the following words: *bullying*, *poor mental health*, *peer pressure*. Use them in sentences of your own.

4. Do you feel that the author is disappointed at the end of the article?

5. Explain the metaphor «*children* → *plants*», which the article is built on.

3.16 I Feel I Can't Give 100% to Anything – Including My Family

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. Do you know any people who are perfectionists?

2. Is it good to be a perfectionist? Why (not)?

Ex. 2. Read the article by Ph. Perry published on 06.10.2024 and answer the question «What advice does Philippa Perry give to a perfectionist?».



Figure 52 — Play with your daughter

I Feel I Can't Give 100% to Anything – Including My Family

Steer away from perfection and spend more time with friends and loved ones – you don't want regrets on your deathbed.

The question

I feel I am unable to give 100% to anything. When I say anything, I mean my business, friendships, parenting, my relationship or any other task that is given to me or taken on by me. I don't feel the urge to put in enough effort. It seems I'm fine about losing people, business, money or anything (so long as it doesn't leave me destitute). I do fear a bit when things are just about to go, but then somehow it turns out OK. I don't feel close to my parents. I make most decisions based on what needs to be done, rather than what I feel like doing.

I somehow don't make the decision to sell up my business, because it just goes on. I take a huge amount of time in making decisions. I am always in two minds. I fear what the decision could turn out to be. I eventually take a decision when time has almost run out.

I am married and have a young daughter. My marriage is a struggle as my wife feels I don't take enough responsibility. What should I do?

Philippa's answer

From now on, please drop 100% as a goal. Let's go for 70%. Perfectionism is stifling and paralysing and the enemy of creativity and connection.

You wrote to me from your work email, so I searched your business. Wow! Looks like a great enterprise, you've got at least six branches in three different cities. And it's fantastic that «it just goes on» – that your own business seems to run itself is what most entrepreneurs dream of. I'm guessing you have got high standards and that you were brought up in a culture of perfectionism, but I'm not sure that this 100% thing suits you.

When I was studying a branch of psychotherapy called Gestalt, we were taught to look out for the red flag that is a «should». I think you've got a massive «should» going on about always giving your all. It's time for you to question this because it sounds as if this «should», rather than helping you progress through life, is only firing up your inner rebel, who is replying to the «should» with a «no».

The trouble is, when we disconnect, because we are burning out and we are unaware about what we want to disconnect from, we disconnect from everything, so it then affects all areas of our lives.

All of us have an inner voice that in Gestalt therapy is called «Top Dog». In psychoanalysis, it's called the «superego», in transactional analysis – the «parent ego state». Whatever you want to call it, it speaks to you in «should». We also have an

«Underdog» (or «id» or «child ego state») that acts like our inner rebel. It responds to the Top Dog but, here's the thing, while the Top Dog has words, the Underdog has only feelings and actions. Think of it like this: perhaps Top Dog says, «You should not overeat», but then Underdog thoughtlessly reaches for the biscuits. So how do we get around this impasse? You do it by going deeper into the Underdog. It's hard to listen to Underdog because he doesn't have words, so we need to find the words for him. Then we must give him a bit of what he wants, so that he doesn't rebel and sabotage our entire life. I think the key to this is when you say all your decisions are taken based on what you need to do rather than what you feel like doing. I think you need to do more of what you feel like doing rather than what seems sensible to you, because you need to give your Underdog some of what he needs to quell his tendency to rebel.

Settle for 70% and you will have the energy for what is really important.

Don't make decisions for the perfect outcome, because they take too long and won't make you happier. Instead, make decisions for the «that'll do» outcome. In addition, make more decisions from a feels-good place rather than just from a sensible place. Give it 70%.

When you accept that 70% effort for work is enough, rather than breaking yourself in two by believing it should be 100%, you'll have more emotional energy for what's really important.

Play with your daughter. Don't train her to be a perfectionist. Be goofy and play. Make her laugh every day. Take full responsibility for either getting-up time or bedtime with her. Don't see time with your daughter as a chore but as time to relish and

enjoy. This is your chance to make a great bond with her, take your time over it. It is not something to be rushed. She is a responsibility, yes, but see her as a person first.

Talk to your wife about how you're feeling. Acknowledging your struggles can open the door to better understanding and cooperation.

Make a conscious effort to spend more time with your wife, daughter, parents and friends. Even small acts of attention and care can begin to rebuild connections. What shared activities can you engage in? It could be something as simple as a barbecue. Do stuff that both yourself and they will enjoy. It will strengthen bonds and help you feel more connected. Do more of what you feel like doing, or you won't feel like doing anything. Remember, old people on their deathbeds regret not spending more quality time with the people that matter more than anything else.

After You Read

Ex. 3. Answer the questions in pairs.

1. How do parents bring up their children to be perfectionists?
2. Can you suggest any other ways to prevent a personal «burnout»? Make a list.
3. Do you agree with the author about settling for 70% outcome?

3.17 Why is It So Hard to Take a Break from Work – Even If We Want to?

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. Do you know any people who are perfectionists?
2. Is it good to be a perfectionist? Why (not)?

Ex. 2. Read the article by F. Doctor published on 01.10.2024 and answer the question «What obstacles to self-care did the author have and why?».



Figure 53 — Taking a break

Why is It So Hard to Take a Break from Work – Even If We Want to?

At the busy hospital where I worked, we were entitled to two 15-minute breaks – morning and afternoon – and a 30-minute lunch.

I skipped breaks (there's always something to get done, right?) and I nearly always ate my lunch in front of my computer. Same story for most of my co-workers. When I talk to other helping professionals, caregivers or activists, I hear a similar pattern of overwork.

Back then, I saw a naturopath who told me that it was essential to slow down to allow my nervous system to calm. My sympathetic nervous system was in overdrive. He told me I had the power to manifest a different reality. I rolled my eyes.

Things went downhill from there. That same day, I stayed late at work, to make up for the time “lost” at the naturopath's. Overtired, I went home, was argumentative with my partner and ate popcorn for dinner.

It was hard to change my ways. *My obstacles around breaks* were:

Societal: oppression can mean that many of us work twice as hard for less recognition. Plus, internalized capitalism encourages us to overwork.

Institutional: the employer gave mixed messages, communicating support for work-life balance, but rewarding overwork.

Physical: the more my sympathetic nervous system revved up, the harder it was to slow down. This made it hard for me to calmly reflect on my situation.

Skills-based: I needed to learn to set boundaries.

Belief-based: I thought it was noble to deny my own needs. I couldn't give myself permission to take breaks.

Trauma-based: one of my childhood adaptations to trauma is to over-function. For a long time, I felt like an imposter at my job, so I overcompensated.

Vicarious trauma: I was experiencing a lot of it at that job, which made it difficult to manage my emotions or notice my needs.

Emotions-based: overworking was a maladaptive way to cope with hard feelings such as fear, despair and helplessness that were triggered by my work and a difficult personal relationship.

If there's one thing I want you to take from this, it's that our obstacles to self-care are complex!

In the end, it was community care to the rescue. A couple of years after the appointment with the naturopath, a good friend recognized my distress, expressed concern and urged me to slow down. In a way, she gave me "permission" to take breaks, something I just couldn't offer myself at the time.

I think that our strong attachment penetrated some of my deeper emotional obstacles to self-care. And I suppose I was ready to hear the message from her then when I hadn't been before.

Today, when I'm feeling confused or anxious about taking a break, I imagine what she would say and give myself this «permission». I also routinely offer this reflection to other friends who might need reminders to interrupt their over-functioning or overworking.

You might find that adding more rest to your day is a contagious practice, just as overworking can be. Notice if this is true. It takes a village to challenge internalized capitalism and the other obstacles to self- and community care.

I'm a writer and psychotherapist. Earlier this year I published *52 Weeks to a Sweeter Life*, a practical guide to self- and community care. I designed some questions for self-reflection and tips about taking breaks. Try them out with your family and colleagues, or perhaps respond to the prompts in your journal. Together, let's bring more gentleness to our days.

Here's an experiment to try:

Notice if you take breaks during your day. What do you do during them? Are they restful for your mind and body?

If you don't take breaks, what are your obstacles? Are they external (things that have to do with other people or your environment) or internal (your beliefs, your skills, your body)?

Remind (and invite reminders from) co-workers, friends and family to take breaks. Offer one another encouragement and "permission".

Tips for addressing your obstacles to taking breaks:

1. Schedule/automate your breaks.
2. Set an alarm to help you pause during the day.
3. Download an app that reminds you to move periodically, like StretchMinder.
4. At the beginning of your day or week, schedule in your breaks or rest just as you'd schedule meetings and tasks. Think of it as making appointments with and for yourself.
5. If you can, avoid scheduling meetings or calls 15 to 30 minutes before your lunch break so that you can complete leftover

tasks from the morning, rather than being tempted to do this work during your break. Make your break sacred and work-free.

6. Create a team self-care basket. A social service team I know keeps one in their shared office. It contains lavender oil, herbal teas, dark chocolate and other snacks. Team members remind one another to use the basket.

7. Ask a buddy to join you for lunch. Talk about non-work things.

8. Organize a lunch club. One staff group I knew had a rotating schedule in which each person brought a salad or sweet treat to share with the others.

9. Organize a group yoga or meditation session to encourage others to take breaks with you. Sometimes human resources workers can assist in setting up sessions like this.

10. During work, volunteer or activist meetings, create a space to talk about self-care and remind one another to take breaks. Schedule times to talk about vicarious trauma and burnout. Encourage your colleagues to work with less urgency and more gentleness.

11. If your workplace has a union or wellness committee, get involved.

12. For leaders: discourage overwork through your own behaviour. Don't send or read emails or messages after the end of your workday. Model taking breaks, sick days and vacation time.

Working from home

1. Begin and end the day with a ritual that signals a start and a hard stop. For example, you might change clothing or walk around the block (as though travelling to or from work). You might «open» and «close» your office symbolically by turning your computer on or off or putting work items away.

2. Do the above for volunteer and activist gigs so that you take a mental break from these too.

3. Create an individual self-care basket for your desk (see above).

4. Create a space where you can go to get away from your computer, phone or desk.

After You Read

Ex. 3. Answer the questions in pairs.

1. How often do you take a break from your work/study?

2. What do you usually do while taking a break?

3. Which tip from the article do you like most? Why?

4. Which tip from the article do you like least? Why?

Ex. 4. Explain the following words and phrases: *go downhill*, *overtired*, *feel like an imposter at one's job*, *set boundaries*, *vicarious trauma*, *internalized capitalism*, *self-care basket*. Use them in sentences of your own.

3.18 Teachers in England Offered Lie-ins to Make Job More Appealing

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What perks can make teaching job more *appealing* in your opinion? Make a list.

2. What does the government do to make teachers' lives easier in Russia?

Ex. 2. Read the article by S. Weale published on 19.09.2024 and answer the question «What steps does the British government take to make the teaching job more appealing?».



Figure 54 — Teacher recruitment crisis

Teachers in England Offered Lie-ins to Make Job More Appealing

Other perks including nine-day fortnight and more planning time at home offered to attract recruits.

Teachers in England are being offered a range of incentives to make the job more appealing, including two free periods a week to give them a lie-in, a nine-day fortnight and more planning time at home to help with work-life balance.

An escalating crisis in teacher recruitment and retention is forcing schools and academy trusts to come up with novel ways to attract new recruits into the profession and keep experienced staff in front of classes.

As part of its manifesto commitment to recruit 6,500 new teachers, the government wants teachers to be able to do more planning at home to improve flexibility, but experts say the sector will have to go much further if it is to compete with other professions, including on pay.

A new report published on Thursday by the education charity Teach First calls for every teacher to be given a «flexibility» entitlement, including short-term secondments away from school to work in other sectors and career breaks offering unpaid leave.

The Teach First CEO, Russell Hobby, said: «For too long conditions in the teaching profession have failed to keep pace with what the next generation of workers crave in a career – and what they can find in other sectors».

«This means that, despite having huge respect for teachers, Gen Z are simply not signing up in sufficient numbers. This is holding back the education of our young people, especially from poorer backgrounds».

The Teach First report, *Tomorrow's Teachers: A Roadmap for Attracting Gen Z*, includes a survey of more than 3,000 16-24-year-olds, which found that although 73% regard teaching as a job with purpose, they also perceive it as stressful (42%) and poorly paid (36%) in a sector with inadequate funding (36%).

Schools up and down the country are already using their initiative to make the job more attractive. All Saints Catholic College, a state secondary school in west London, is giving every teacher a double period off one morning a week.

«Teaching is a performance profession. You need to be on your A-game every single day of the week and that's difficult», said head teacher Andrew O'Neill. «My approach has always been

that we need to treat teachers like elite athletes. They are given the best treatment. They are looked after and they're cared for».

The school can afford it, he says, because it is well funded, with 50% of pupils attracting additional pupil premium money.

The initiative began at the start of the autumn term, and staff have used their new freedom to stay in bed, do yoga, go for a run and take their own children to school «You can tell who has had the morning off», said English teacher Bethany Ames. «It's quite visible. When they come in they are very happy».

It's just after 10.30am on Wednesday and Ames has just arrived in school after enjoying an extra hour in bed. «I had coffee, I went for a run, I managed to get a bit of washing done and I got myself ready for the rest of the week. I took the longer route to work and I came in ready and refreshed».

Ajay Narisetti, head of RE, has been teaching for 18 years. For the first he has time on his hands every term-time Wednesday morning. «This is jackpot for me personally. I'm a family man with two children. It makes a huge difference just taking them to school in the morning».

In a separate move, Dixons Academies Trust, which runs 16 schools and one college, has just introduced a nine-day fortnight. Trust leader Luke Sparkes said staff would be paid the same but only have to be in school nine days over a fortnight instead of 10.

«They can do what they want. It's about giving people autonomy and agency. The reality is that some people will choose to do some work on that day, which means they don't need to work in the evenings or at the weekend», said Sparkes. «It's still early days. It's a genuine reduction in workload. We are hoping it will reduce staff absence».

According to the most recent official data published by the Department for Education, nearly as many teachers left the profession in England last year as entered it. According to the school workforce census, 44,002 teachers joined in the year to November 2023, while 43,522 teachers left, with teacher vacancies up by 20%.

Teach First says its proposal for a £7.5m pilot to give teachers the chance to pursue a short-term secondment in a different profession could help turn the tide and «would help Gen Z gain the diverse career experiences and skills they crave, as well as providing new skills and perspectives which teachers can use to benefit their pupils upon their return to teaching».

In one example, a physics teacher at a school in Macclesfield completed a residency at Cern in Switzerland before returning to the classroom. Mat Galvin, the teacher's principal at Macclesfield Academy, said: «The opportunity augmented the teacher's subject knowledge and provided an invaluable experience she brought back to her pupils and our wider community».

Paul Whiteman, general secretary of the NAHT school leaders' union, said: «We are currently working through the most severe recruitment and retention crisis in living memory. Given the opportunities for flexible working in other professions, teaching needs to find ways to compete if it is to solve the recruitment and retention crisis».

Pepe Di'Iasio, the general secretary of the Association of School and College Leaders, said: «While such initiatives may help they will not be enough, however, to address the scale of the problems we are facing, and the only real answer to that is for the government to improve pay and conditions».

A Department for Education spokesperson said: «Teacher recruitment and retention is in a parlous state. That is why the Education Secretary has already begun a reset of the government's relationship with the sector, with the intent to re-establish teaching as an attractive, expert and ultimately go-to profession for graduates».

«We are taking steps to support teachers' wellbeing and ease workload pressures, including clarifying that teachers can carry out their planning time at home, improving flexible working for staff».

After You Read

Ex. 3. Answer the questions in pairs.

1. Which initiative from the article is the best in your opinion?

2. Which initiative is NOT going to work at all? Why? Prove your point.

3. Which initiative would work best in Russia? Why?

4. Would you like to be a schoolteacher to Gen Z? Why (not)?

Ex. 4. Explain the following words and phrases: *incentive, perks, secondments, fortnight, unpaid leave, a lie-in, Gen Z, a performance profession, wellbeing, workload, turn the tide*. Use them in sentences of your own.

Ex. 5. Choose one of the following statements from the article. Agree or disagree with it. Speak for 2-3 minutes. Give arguments.

1. Teaching is a performance profession. You need to be on your A-game every single day of the week and that's difficult.

2. Nowadays we need to treat teachers like elite athletes.

3. For too long conditions in the teaching profession have failed to keep pace with what the next generation of workers crave in a career.

3.19 How Phone-free Taught Pupils at English Secondary «Socialise, Old School»

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What advantages and disadvantages of using a smartphone in the classroom can you name? Make a list.

2. Do Russian schools allow smartphones in the classroom?

3. What did you do as a child when you were bored?

Ex. 2. Read the article by R. Adams published on 13.09.2024 and answer the question «What is the main purpose of NOT using smartphones in the classroom at Tenbury High academy?».



Figure 55 — Vicki Dean, principal of Tenbury High academy, with a box of mobile phones handed in by pupils at the beginning of the day

How Phone-free Taught Pupils at English Secondary «Socialise, Old School»

At Tenbury High students play tag rather than stare at screens after it brought in one of toughest phone policies.

Vicki Dean, the principal of Tenbury High academy, says visitors to her secondary school in the Worcestershire countryside think its pupils appear less mature than others their age because they are running about and playing rather than sitting huddled over their phones.

«When I worked at my previous school, I still remember social time was like this», Dean said, mimicking holding a phone screen in front of her face. But Tenbury is different, with one of the toughest phone-free policies of any mainstream state secondary school in England, and Dean says that has influenced how her pupils act.

«Here, our children in year 8 are still playing chase and tag because they have got nothing else to distract them. They want to play football, they are being creative, it's old-school playing», Dean said.

«Visitors sometimes say, your children seem immature, but I don't think they are. I just think they are seeing them play. In rural settings, when children don't play when they get home in the evenings because they are geographically isolated, they need to learn to play and interact, and even what to do when they are bored».

«So we have to work on social time behaviour and what to do and keep entertained. We buy equipment and have lots of sports clubs to keep them busy. They are learning to socialise, old school».

Tenbury, part of the Ormiston academies trust, up until last year allowed pupils to use phones during “social time” before the bell for the start of school. But Dean said even that had been stopped, and pupils now had to hand in their phones as soon as they arrive.

Two minutes before the end of the school day, their teacher hands back their phones as they leave. «We know that they have to bring their phones, because we're a rural school some of them are travelling long distances, they need to feel safe on their journeys and be able to phone their parents», Dean said.

«So what we've done is make the phone handing-in process more secure. The children are assured that their phones are going in a safe box, that they are going to be kept safe all day and looked after. Each phone is kept in a padded box and they will come out in the same state as they went in. It's about building trust with us to

hand their phones in, so they can feel confident that they know we are going to look after them».

Arthur Hall, a year 11 pupil, said: «Phones are expensive things and they can get lost or broken if they are rattling around in your bag all day. If it's in that box you know it's locked up and safe, you never have to worry».

Eddie Sheppard, another year 11 pupil, said the policy reduced stress in other ways: «If you have your phone at school, you could have people texting you and you could want to go and check that. I think it's better [this way] because it causes less distractions».

But would the pupils trust themselves if they were allowed to hold on to their phones? «Eventually it would get too much and you would check it, you would start sneaking a look at it during the day. It's bound to happen», Hall said.

Rachel Kitley, the head of Cowes Enterprise College, a large secondary on the Isle of Wight, said she was in discussions with parents about introducing a phone-free policy later this year.

The college's current policy allows pupils to keep their phones if switched off. «That policy has been fine for many years here but I think there is a need for change. Some of it comes from parents – our survey of parents had 70% wanting a stricter policy around phones. Only 5% wanted a more relaxed policy», Kitley said.

«Parents mentioned [in the survey] that phones were a distraction. Somebody said they were worried that their daughter was obsessive, that she didn't have the discipline to not look at it. Somebody else wrote about their daughter: «I hate her having a phone».

Parents said their biggest concerns were online bullying, exposure to strangers, the amount of time spent on social media,

inappropriate messages and oversharing online. That day Kitley said she had stopped a pupil because she looked visibly distressed. «I asked her, are you all right? And she said: «I've forgotten my phone, I feel unwell without it».

Kitley added: «We are asking young people to cope with more than they are able to, in terms of self-discipline and emotional regulation. It's really difficult to expect a child not to look at their phone all day, every day. I'm not sure many adults could manage».

But even a school with strict policies such as Tenbury allows exceptions, including for pupils with underlying medical conditions.

Sarah Hall, Arthur's mother, has a son in year 8 with type 1 diabetes who has a monitor on his arm to measure his blood sugar levels. It communicates with a smartwatch and his phone, which he is allowed to carry in school.

«For me personally, the fact that he doesn't use his phone other than for his medical need, it keeps him focused. You can see it in the classroom. I come in and out of the school and you can see there are focused children. And other parents I talk to all feel the same – some children don't even take their phones with them to school, they just get on and off the bus, and that's it», she said.

After You Read

Ex. 3. Answer the questions in pairs.

1. Do you support the author's opinion about not allowing smartphones at school? Why (not)?

2. The author says that «Parents' biggest concerns are online bullying, exposure to strangers, the amount of time spent on social

media, inappropriate messages and oversharing online». What steps can we take to prevent these (as parents and as teachers)?

3. Do you believe that leaving mobiles out of the classroom helps children focus? Are there any other ways to maintain that level of concentration during lessons?

4. The article mentions allowing students to use mobiles for *medical needs*. What might those be?

Ex. 4. Explain the following words and phrases: *play tag, huddled over their phones, phone-free policy, a distraction, emotional regulation, look distressed, cope with smth.*

Use them in sentences of your own.

3.20 I'm 14 and Stressed Out with the Pressure of School and Friendships

Before Reading

Ex. 1. Work in pairs and answer the following questions:

1. What is teenage period in personality development characterised by?

2. What kind of problems did you have when you were a teenager?

3. What advice would you give to yourself as a teenager?

Ex. 2. Read the article by A. Barbieri published on 04.10.2024 and answer the question «What is the main problem of the teenager from the article and what advice does the author give?».



Figure 56 — Being an adolescent

I'm 14 and Stressed Out with the Pressure of School and Friendships

Being an adolescent is hard, and choosing the right path seems make or break. But you don't have to be your best all the time – it's in failure that we grow.

The question

I'm 14 and dreading the return of feelings that school brought last year. It was a rollercoaster, and just the tiniest thing – or sometimes even nothing – had me depressed for an entire day. Sometimes I zoned out so much that I would forget where I was, and I generally lived in my head, imagining what could have been different, what I would like to happen. It was this detachment and the feeling that no one related to this that really got to me. It's those feelings that I don't want to go back to, plus the constant

pressure and having to do my best in everything – and having no time for myself.

I'd like to talk to my GP, but my parents always sit in on my appointments, and I don't know how to nicely ask them to give us some privacy without getting yelled at or grilled afterwards about every single word exchanged.

I'm scared of the future. I don't know what I'm going to do with my life. Next year I have some pretty big exam choices to make that decide whether you're going to succeed in life or not. I am terrified of that. Which one do I choose? How do I know? How do I stop from stressing about it until then?

Also, how do I not chase people away? I get attached way too easily and I give way too much and they get tired of me. What should I do about that?

Annalisa's answer

First, well done for writing in. I had lots of similar letters over the summer. It doesn't make your situation any less difficult but this is a common theme with young people around the world and hopefully there will be some comfort in knowing you are not alone in your feelings.

Being an adolescent is hard. You can't see yet what you're going to do or how wonderful life will be at times, neither do you have the experience of knowing you can ride out storms and that things will pass. But you can, and they do. I promise you won't always feel like this, yet in adolescence, it can feel like this is it for ever. Adolescence is also when your brain goes through a massive rewiring process, not to mention great hormonal upheaval, and things can seem very black and white. Here is a link to a podcast I did about the teenage brain.

Adolescence is about trying out how we feel about people and that involves spending a lot of time in our heads

I know that choosing the right path now seems very make or break, but it really isn't. Everything you do will feed into who you are, even the wrong choices. (I had done five jobs before the age of 26.) In fact it's in the failure that we develop and grow. You're self-aware, articulate and curious and these qualities will see you through life.

I went to UKCP-registered adolescent psychotherapist Jason Maldonado-Page with your problem. In his work Maldonado-Page said he «often sees issues such as yours and it can be difficult for adults, parents and professionals to remember what it's like to be an adolescent».

He had a great idea, which is to get your parents to look at photos of when they were about your age. «Doing this can help them put their adult selves into adolescent shoes, to better understand what you are going through. I believe that adults remembering their own adolescence can almost always unlock the ability to listen and understand children better».

Of course it may not be that easy, but it may be an «in». I know you don't live in the UK so not sure what the rules are where you are, but can you make an appointment to go to the GP on your own? Or could you give your GP a heads up (by calling or writing ahead) that you need time alone with them so they ask your parents to step outside? This may help you talk to the GP, so you could maybe access some counselling services.

Maldonado-Page wondered what attachment and friendship meant to you. A lot of examples these days come from television and real life isn't like that. Adolescence is also about trying out

how we feel about people and that involves spending a lot of time in our heads. Do you do much physical exercise and getting outdoors? It can really help.

You don't have to be your best all the time. Everyone gets it wrong at times (especially parents) and that's OK. Sometimes it's worth just whispering to yourself, «What about if it's going to be OK?»

After You Read

Ex. 3. Answer the questions in pairs.

1. Do you agree with the author's advice to the teenager? Why (not)?
2. Which tip of the author's do you like most? Why?
3. Which tip of the author's do you like least? Why?

Ex. 4. Choose one of the following statements from the article. Agree or disagree with them. Speak for 2-3 minutes. Give arguments.

1. It's in failure that we grow.
2. Being an adolescent is hard.
3. Everything you do (as a teenager) will feed into who you are, even the wrong choices.

Ex. 5. Explain the following words and phrases: *a rollercoaster*, *detachment*, *GP*, *getting yelled at or grilled*, *rewiring*, *hormonal upheaval*, *put their adult selves into adolescent shoes*.

Use them in sentences of your own.

3.21 «Baby Brain»? «Fussy Eater»? By Dispelling Such Myths, Science Is Taking the Shame out of Parenting

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What are the main challenges for modern parenting?
2. Is it easier or more difficult to be a parent in the modern society?

Ex. 2. Read the article by L. Jones published on 04.10.2024 and answer the question «What clichés of parenting does the author criticise?».



Figure 57 — Joys of parenting

«Baby Brain»? «Fussy Eater»? By Dispelling Such Myths, Science Is Taking the Shame out of Parenting

*Most childcare advice is simply opinion represented as fact.
Research based on data and evidence is the liberation we need.*

There are few areas in parenting more fraught with anxiety than feeding children. But a new study suggests that if your child is a fussy eater, it may be largely genetic, rather than a result of your terrible parenting. For parents with children who shun their greens, this may come as a relief.

Even if a study like this one won't help me persuade my children to eat more vegetables, I can't get enough of good scientific reports when it comes to issues around motherhood, parenthood and childhood. They can be a soothing poultice in a world of feverish ideology and myth – and with a long history of mother-blaming.

When I entered the institution of motherhood, I was surprised by the prevalence of unscientific advice, misinformation, even quackery: from conflicting antenatal messages about the use of pain relief in labour, to falsities about breastfeeding. I was taken aback by how unevidenced some of the information was – often the data was simply not there. There is very little research into the transition to motherhood, and ideology often fills the vacuum.

Leading child-rearing books are often filled with opinion held up as fact. And the amount of conflicting advice about parenting is perhaps larger than it's ever been. There is a heavy focus on the behaviour and choices of the individual parent – often the mother in early years – with little to no consideration of the role of the father or partner or family, wider society or government policy. To

say nothing of the way the actual health and wellbeing of the new mother is often ignored.

Thank goodness, then, for those who are using scientific methods to find out what is, in fact, what.

Take the maternal brain. Before my kids were born, all I knew was that «mum brain» supposedly meant forgetfulness or a kind of neural sludge. But in early motherhood, apart from periods of intense sleep deprivation, my brain didn't feel slower, just different. In fact, in some ways it felt faster and more open.

The cliched concept of «mum/baby brain» has its roots in the 19th-century idea that women were intellectually enfeebled by their ability to bear children, and this obviously flawed thinking has persisted into the modern day. But now a raft of studies – the most recent showing a detailed map of the human brain across gestation led by Emily Jacobs at the University of California, Santa Barbara – is putting the simplistic idea to bed while giving new parents much-needed information. In short: the brain during pregnancy and new parenthood undergoes a remarkable and complex metamorphosis that Jacobs and her colleagues suggest is a kind of «fine-tuning» in preparation for parenthood. To suggest this is «baby brain» or a cognitive impairment is reductive and wrong.

Crucially, this work may lead to much-needed insight into postnatal depression, pre-eclampsia and other health problems. And now that we finally have the neuroscience showing both the complex changes and extensive impact of pregnancy and new motherhood on the brain, perhaps we can build a society that cares for care-givers – for instance by ensuring social support to reduce stress during this crucial time.

Even if science won't change social policy overnight, it can and does have the power to change the emotional and social day-to-day experience of parenthood.

New mothers often blame themselves for struggling within the conditions of late-stage capitalism and its rose-tinted maternal ideals. Since writing my book *Matrescence* – named after the anthropological term for the whole period of transition to motherhood – and hearing from hundreds of new parents, I've seen how common and corrosive shame is and how it makes people internalise their problems. This prevents people from connecting with each other, or asking for help. I've also seen how the emerging science of matrescence can provide liberation and relief, by helping people make sense of how they feel.

For instance, I had thought that the nuclear family structure was in some way “natural” and that there was something wrong with me for finding long days alone with a new baby difficult. The freedom and autonomy that I have benefited from in my privileged life could not hold the baby while I fed myself or used the loo.

While trying to understand why modern motherhood seemed to be so hard for myself and the people around me, I found the science of evolutionary anthropology life-changing. I hadn't realised that the way we raise children in the global north – in nuclear units – is utterly different to 95% of our evolutionary history, when we mainly lived in small groups.

Our brains and our nervous systems evolved in societies arranged around collective child-rearing. I learned from the legendary Sarah Blaffer Hurdy that a lone foraging woman would simply not have been able to supply the 10m to 13m calories a human child would need to eat before it could find food

independently; they needed help, and got it from their immediate community. I came to understand that the way my society had designed modern motherhood was actually very weird.

Knowing that we are living in what researchers call an «evolutionary mismatch» can alleviate some of the shame and guilt around high societal maternal ideals. And other data is soothing as well. Learning, for example, that mothers spend twice as much time looking after their children every day compared with the 1960s, while also working more, might explain how the structures of care-giving in our economic environment lead to stress, rather than it being a moral failing.

The lifting of shame might sound like a trivial, individual matter, but perhaps scientific understanding in this context will be a pathway to a change in material and economic conditions. Shame is disconnecting, and can lead to withdrawal, loneliness and ill health. But scientists can help illuminate the reality of the caregiving experience, which is hidden in the private sphere. Remove the obstacle and power is released (perhaps that's the point of the obstacle?).

Social and cultural norms are hard to see. But myths can be harmful. And science helps us to see more clearly that our societies are failing to support or recognise those raising children in a meaningful way – and that maybe I shouldn't feel so bad if my kids only like peas.

After You Read

Ex. 3. Answer the questions in pairs.

1. What is the author's opinion on the following issues: *feeding children, maternal brain, nuclear family structure*? Do you agree with the author's opinion? Why (not)?

2. Do you know any other «parenting myths» which are popular in Russia?

3. Do you agree with the author's idea that parenting nowadays is harder than it was in 1960s?

Ex. 4. Choose one of the following statements from the article. Agree or disagree with it. Speak for 2-3 minutes. Give arguments.

1. Most childcare advice is simply opinion represented as fact.

2. Nowadays the amount of conflicting advice about parenting is perhaps larger than it's ever been.

3. Social and cultural norms are hard to see. But myths can be harmful.

Ex. 5. Explain the following words and phrases: *a fussy eater, mother-blaming, mum brain, post-natal depression, rose-tinted maternal ideals, lone foraging woman, nuclear family structure*.

Use them in sentences of your own.

3.22 8 Steps to a Less Busy, More Balanced Life

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. Do you think you have a good work-life balance? Why?
How to improve it?
2. How often do you not have time for yourself?
3. What do you usually do in your «me-time»?

Ex. 2. Read the article by Ch. Northrup published on 02.10.2024 and answer the question «What steps to a more balanced life does the author suggest?».



Figure 58 — Create balance in your life

8 Steps to a Less Busy, More Balanced Life

Don't wear a watch, don't accept unnecessary meetings and more tips for reducing busyness and creating balance in your life.

In today's world almost everyone is busy. Busy is the new status quo. It has become almost like a competition in which being competitively busy means we are also obsessed with what we haven't done. But, even if you love what you do, doing too much of anything without regular breaks can cause stress hormone levels to become and remain high, setting you up for a host of health concerns. We have all heard about people working themselves to death in stressful jobs. And doctors often warn patients that being too busy can cause serious health problems including anxiety, depression, headaches, insomnia and heart attack.

In addition, when we are too busy, we don't exercise enough, eat nutritious food, or get enough sleep. This fosters a vicious cycle of being too busy to be healthy. The less we are able to care for ourselves in healthy ways, the worse we feel. The worse we feel, the less productive we are, therefore increasing the amount of time it takes to accomplish the things we need to do. So why do so many people, women in particular, continue to burn the candle at both ends busying themselves to the point of exhaustion and worse?

The Myth of Productivity

Being busy is an addiction and it can be as challenging to stop as other addictions such as alcohol, shopping, or working because it is a way to escape or numb yourself. But, unlike other addictions, Western society puts a high value on being busy. We are conditioned to believe that being busy equates to being good,

worthy, and successful. In addition, so much of our busyness is determined by how we were conditioned.

For example, if your parents worked long hours during the week and then did endless chores or exercised to extremes on the weekends to make up for a week of sitting at a desk, then you may have been conditioned at an early age to believe that these patterns are what you need to follow as well. If this sounds familiar, the more you do, the better you probably feel about yourself.

When you are not busy, you may fear being perceived as lazy, or a failure. And resting may make you feel guilty! But, for most of us, as we get older the demands we continue to place on ourselves are not in line with our changing values and needs, such as taking time to prepare healthy meals, walking in nature, or spending quality time with friends and family. While the toll that busyness takes on us is high, the challenge is, most of us don't know how to stop being so busy!

My Tips for Learning to Relax and Creating Balance in Your Life

There is no single strategy that works for everyone when it comes to finding the healthy balance between busy versus enjoying relaxation. And, there are many people who need to work long hours or several jobs to support their families.

Depending on your personal stamina and what you have going on in your life, there may be times that being busier is OK. That said, here are some tips that you can use, no matter your situation, to let go of the unnecessary busyness that may be wearing you down:

1. Stop saying «I am so busy».

When we repeatedly say we are busy, we set ourselves up for being unable to slow down. As Mahatma Gandhi said, «Your words become your actions, your actions become your habits». Break the habit of saying you are busy.

By the same token, stop taking on everything asked of you. When someone asks you to do something, take a breath and listen to your inner voice. Is it necessary for you to take on what is being asked of you? Are you able to kindly but firmly say «no» without making up excuses or playing the «busy card».

2. Don't wear a watch.

I am not advocating that you be late for work, social commitments or events. But, when you don't wear a watch you naturally slow down. You become more thoughtful and you begin to plan out your life better so the unnecessary things fall by the wayside. Plus, just about every biological process has a daily or seasonal rhythm.

When you remove the artificial time filter, you become able to tap into your own body clock and your needs. And, by all means, don't wear a «smart» watch. Research shows the average smart watch user checks it over 150 times per day! Smart watches have become as addictive as mobiles when it comes to checking email, apps, and playing mindless games!

3. Cancel or don't accept unnecessary meetings.

It's ok and even necessary to attend some meetings. But sometimes, especially in work cultures that centre around popular opinion and politics, wellbeing meeting objectives get lost and the same old issues just keep getting rehashed.

Plan to attend meetings only if the agenda calls for making decisions and assigning tasks for follow-up. Be sure the agenda is set beforehand and use your time during a meeting to make decisions and assign actions items. Remove yourself from all other meetings. Your team will get the hint that you are not available for every conversation or detail and will become more productive as a result.

4. Make to-do lists and prioritize.

Making a successful to-do list can be a challenge. A good rule of thumb is to make sure your daily to-do's don't exceed ten items. That way you get the most important things accomplished. The rest can move to a weekly or a long-term list. For example, if you have a deadline where something is due tomorrow, but you have a long list of small things such as vacuuming, grocery shopping, and taking out the trash ahead of finishing your project, you will end up working longer hours and placing more stress on yourself than necessary. Be sure not to confuse goals with tasks. Prioritize what must get done today.

5. Play, have fun, act like a child.

You have heard the saying, «laughter is the best medicine». Including more fun into your daily life can improve your health. But when people become overly stressed, they tend to give up the things they enjoy.

Play is both an important source of relaxation, and stimulation. There is science that shows laughter, having fun and engaging in play can relieve stress, increase brain function and creativity, and improve your relationships. So making time for fun in your life will actually improve your ability to accomplish your work or tasks more efficiently so that you become less busy. Plus,

having fun keeps you feeling young and vibrant. George Bernard Shaw said, «we don't stop playing because we grow old, we grow old because we stop playing».

6. Get better quality sleep.

You don't necessarily need more hours, unless you truly aren't getting enough. But, most of us could use better quality sleep. Be sure to go to bed and wake up at the same time every day; turn off your TV, computer, phone and WiFi at least 15 minutes before you go to bed; and stop eating and drinking anything with sugar, caffeine, or alcohol at least 2 hours before bed. You will feel more alert, accomplish tasks more easily, be in a better mood and have energy for the things you love.

7. Learn how to accept praise.

A big part of breaking the busy cycle is allowing yourself to feel success or completion. When we practice receiving in this way, we are able to move away from the thoughts and feelings of «there is too much to do, I will never get it all done» and toward knowing that «I am enough». Acknowledge your accomplishments regularly and your feelings of unworthiness will melt away. You can do this by placing your hands over your heart and offering yourself praise. And remember when it's all said and done, you don't want your tombstone to read «she never got it done».

8. Do your inner work.

Our bodies are permeated and nourished by spiritual energy and guidance. Learning to reconnect with our Source is not difficult. Just set aside some quiet time. 10 minutes is plenty to start. Take a few deep breaths. Set an intention to invite Spirit into your life and then visualize the outcome.

Be sure to express gratitude for all you have and for what you are about to receive. Write down any guidance or inspiration that comes to you and detach from any fears or uncertainties that arise. Doing this every day will help you reconnect with your spirituality. If you feel anxious about not being busy, try doing something creative that helps you turn inward.

For example, try gardening (barefoot is best) or playing an instrument. Take a nature walk. Dance.

When we are connected to our souls we become capable of freeing ourselves from the habits that lock us into stressful patterns and relationships.

After You Read

Ex. 3. Answer the questions in pairs.

1. What is the author's attitude to the concept of productivity?
2. Which tip of the author's do you like most? Why?
3. Which tip of the author's do you like least? Why?

Ex. 4. Choose one of the following statements from the article. Agree or disagree with them. Speak for 2-3 minutes. Give arguments.

1. Being busy is an addiction and it can be as challenging to stop as other addictions such as alcohol, shopping, or working because it is a way to escape or numb yourself.
2. Busy is the new status quo.
3. When people become overly stressed, they tend to give up the things they enjoy.

Ex. 5. Explain the following words and phrases: *busyness, status quo, insomnia, personal stamina, wear sb down, play the busy card, a rule of thumb, vicious cycle, endless chores, barefoot.*

Use them in sentences of your own.

3.23 UK Experts Warn against Buying ‘XL Bully Cats’

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. Do you have a pet? What kind of a pet? What breed is your pet?

2. Have you heard of any breeds of dog or cat with serious health issues?

Ex. 2. Read the article by T. Ambrose published on 19.10.2024 and answer the question «What health problems might XL bully cats have (according to UK experts)?».



Figure 59 — XL bully cat

UK Experts Warn against Buying «XL Bully Cats»

Mutant breed, starting to be offered for sale in UK, has short legs, no whiskers and suffers serious health issues.

People are being urged not to buy the feline equivalent of XL bully dogs, which have been created by breeders in the US.

The hybrid breed is understood to be spreading to the UK after being bred to resemble XL bully dogs, mixing the gene that causes hairlessness in sphynx cats with the gene responsible for the short legs of munchkin cats.

Experts have warned in a research paper that the breed is likely to have a life expectancy at least six years shorter than an average cat, as a result of suffering from serious health issues, the Telegraph reported.

Dr Grace Carroll, a specialist in animal behaviour and welfare at Queen's University Belfast's school of psychology, wrote in the Conversation: "Prospective pet owners need to be aware of the risks associated with owning mutant and experimental breeds.

Consumers hold purchasing power. We can discourage breeders from prioritising aesthetics over the health and welfare of the animals by refusing to buy breeds with extreme traits.

«A fashion toward ethical breeding could ensure future cats are healthier, happier and free to enjoy natural feline behaviour like climbing, jumping and lounging in the sun. We should let cats be cats».

The cat species is being promoted on social media, with breeders already offering them for sale in the UK, despite concerns over serious health defects.

As is the case with the sphynx breed, XL bully cats do not have whiskers, meaning they can have problems with communication and navigation.

Carroll said: «Kittens already have a limited ability to regulate their body temperature and this is made even more difficult by hairlessness and makes them more susceptible to respiratory infections. A lack of fur can also lead to sunburn and skin cancer in hairless cats».

Short legs can also lead to a number of issues, experts have said. «Their short legs are a genetic defect which can lead to painful arthritis and cause problems with their general mobility», said a Cats Protection spokesperson.

The NatureWatch Foundation, which campaigns on animal welfare and investigates the illegal trade in animals, added: «It's shocking to see that these poor cats are starting to appear in the UK».

«We've seen increasingly extreme breeding practices in the dog world in recent years, and it appears unscrupulous people are now turning their attention to exploiting cats in the same way, all in the pursuit of greed and social media likes».

After You Read

Ex. 3. Answer the questions in pairs.

1. What does the author mean by «mutant and experimental breeds»? Give more examples.
2. Why do you think some people prefer to choose such a pet?
3. Dr. Grace Carroll says «We should let cats be cats». What does he mean by that?

Ex. 4. Explain the following words and phrases: *health issues, hairlessness, feline, aesthetics, lounging in the sun, make sb susceptible to infections, arthritis, unscrupulous people, pursuit of greed.*

Use them in sentences of your own.

3.24 Adverts for «Cruel» Elephant Rides Still Rising despite New UK Law

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What *animal attractions* are there in your city/town?
2. Have you ever ridden an elephant/horse/pony?

Ex. 2. Read the article by J. Tapper published on 20.10.2024 and answer the question «What is cruel and unethical about elephant rides as a tourist attraction?».

Adverts for «Cruel» Elephant Rides Still Rising despite New UK Law

MPs passed legislation a year ago to ban advertising of unethical animal tourism – but it has not yet come into force

Growing numbers of travel companies are promoting holidays involving animal attractions through adverts that should be illegal in the UK under new legislation, campaigners say.

MPs passed a law more than a year ago that gave ministers the power to ban tourism adverts that offer animal attractions, including elephant rides, but it has not yet come into force.



Figure 60 — Chang Siam Park in Pattaya, Thailand, February 2020

Duncan McNair, a barrister who founded the charity Save the Asian Elephants (STAE), said that, in the first nine months of 2024, 1,201 companies had advertised unethical elephant attractions – many of them in Thailand – to people in the UK, and he expects that number to rise above the record 1,220 that advertised in 2022.

Last week, McNair and other campaigners met Helene Hayman, a junior environment minister, to discuss how the advertising ban can be introduced quickly.

Although the Animal (Low-Welfare Activities Abroad) Act was passed last year, ministers must create a statutory instrument listing the banned activities to make the law enforceable. «Year on year, the picture deteriorates as ever more reckless and ruthless travel businesses pile in, unbridled by any effective regulation», McNair said. «The act should be implemented and robustly enforced without delay».

As well as the act, which was passed by the last government, Labour is considering how to implement pledges to ban the import of hunting trophies and of heavily pregnant cats and dogs, trail hunting, puppy farming and the use of snare traps. An estimated 550,000 animals are used in tourist entertainment globally, according to a 2015 study by Oxford University's Wildlife Conservation Research Unit.

Activities that the campaigners say should be covered by the new law include petting zoos, circus performances, swimming with dolphins, trophy hunting, eating bush meat, camel racing and fish foot spas.

McNair, who founded STAE in 2015 and was named the Law Society's legal hero of the year last month for his campaigning, said that most tourists do not realise that Asian elephants are badly treated by their trainers. After capture, young elephants are caged and beaten with rods or chains.

«They lead very despairing, lonely, sad and painful lives, and they are the ones that you will be riding on or having selfies with or watching play football», McNair said. «But then they're a ticking timebomb – they go mad».

In 2000, an elephant attacked crowds at Nong Nooch, a tourist attraction in Pattaya in Thailand. Andrea Taylor, a 20-year-old trainee nurse, died.

Her sister, Helen Costigan, said it was a «horrible, unregulated» market. «There are 300 other elephant venues like [Nong Nooch] advertised in the UK today», she said. «I call on our government now to support Save the Asian Elephants and the enormous coalition of charities it leads, and the millions who have supported the rapid passage of the act into law, by implementing and enforcing these measures without delay».

Abta, the association of travel agents and tour operators, said it «continues to support the intent of the legislation to improve the welfare of animals in captivity visited by UK tourists». It said: «We've been engaged with officials to share the lessons of the work our members have undertaken for over a decade, using Abta's existing animal welfare guidelines».

«We have also promoted linking any future approaches to recognised animal welfare accreditation and certification schemes to verify where attractions are meeting welfare standards, and to ensure clarity for the industry and its suppliers around the world».

The Department for Environment, Food and Rural Affairs said: «This government was elected on a mandate to introduce the most ambitious plans to improve animal welfare in a generation. That is exactly what we will do. We are considering the most effective ways to deliver these and will be setting out next steps in due course».

After You Read

Ex. 3. Answer the questions in pairs.

1. The author gives examples of other unethical animal attractions (petting zoos, circus performances, swimming with dolphins, trophy hunting, eating bush meat, camel racing and fish foot spas). Why does he believe them to be cruel, in your opinion?

2. Why is this kind of tourist attractions still popular, in your opinion?

Ex. 4. Explain the following words and phrases: *the picture deteriorates, reckless and ruthless travel businesses, hunting trophies, snare traps, despairing lives, a ticking timebomb.*

Use them in sentences of your own.

3.25 What is Deforestation – and is Stopping It Really Possible?

Before Reading

Ex. 1. Work in pairs and answer the following questions.

1. What does the term «deforestation» mean?
2. What negative effects of deforestation are there?

Ex. 2. Read the article by P. Greenfield published on 01.11.2021 and answer the question «What effective ways to stop deforestation are there?».



Figure 61 — Monteverde Cloud Forest in Costa Rica. The country won an Earthshot prize in 2021 in stopping and reversing deforestation.

What Is Deforestation – and Is Stopping It Really Possible?

As world leaders prepare to commit to halting the destruction of forests, here's everything you need to know about some of the planet's most biodiverse places

On the second day of the Glasgow summit, world leaders are announcing a commitment to halting and reversing deforestation. As the second largest source of greenhouse gases after energy, the land sector accounts for 25% of global emissions, with deforestation and forest degradation contributing to half of this.

But why do forests matter to the climate, and how can we halt deforestation?

What is a forest?

There are an estimated three trillion trees on Earth. Some form part of enormous forest ecosystems like the Congo rainforest, while others stand in sparsely populated landscapes such as on the edges of the Sahara desert. Of the 60,000 known tree species, nearly a third are threatened with extinction, according to a recent assessment.

Scientists cannot decide on a single definition of a forest due to disagreements over tree density, height and canopy cover. But the Food and Agriculture Organization's version is commonly used: «Land with a tree canopy cover of more than 10% and area of more than 0.5 hectares». Forest covered almost a third of the world's landmass in 2020, with more than half found in just five countries: Russia, Brazil, Canada, the US and China. The taiga – also known as northern boreal forest – is the world's largest, stretching around the northern hemisphere through Siberia, Canada and Scandinavia.

Temperate, tropical and boreal are the three main types of forest that include a great diversity of ecosystems: cloud forest, rainforest, mangrove swamps, and tropical dry forest, among many others.

Why do forests matter for the climate?

Forests are among the most biodiverse places on the planet and form an enormous carbon store, regulating the world's weather and climate. They hold about 861 gigatons of carbon – equivalent to nearly a century's worth of annual fossil fuel emissions at the current rate – and absorbed twice as much carbon as they emitted in the last two decades. More carbon is stored in soil (44%) than living biomass (42%), with the rest found in dead wood (8%) and forest litter (5%). Forests like the Congo basin rainforest – the world's second largest – affect rainfall thousands of miles away around the Nile. Billions of humans rely on forests for food, building materials and shelter.

But they are being cleared at a relentless pace. About 10% of tree cover has been lost since 2000, according to Global Forest Watch. Although estimates vary, the land sector is the second largest source of greenhouse gas emissions and accounts for around a quarter of emissions, according to the IPCC, of which deforestation is a major component. Many scientists say it will not be possible to limit global heating to 1.5C above pre-industrial levels without halting deforestation.

«There are two main points on forests and carbon», says Yadvinder Malhi, a professor of ecosystem science at the University of Oxford. «Forests are a carbon store, meaning that when you deforest, you're releasing CO₂ into the atmosphere. The other thing is that intact forests have been shown to be a carbon

sink, absorbing carbon over time. And if our sink is disappearing, you're losing the service that the biosphere provides – an assumption that such a sink will continue is built into almost all of our climate model scenarios for this century».

Do all forests store the same amount of carbon?

No. Old-growth forests that are free from human industrial interference and pollution are especially important for the climate and biodiversity. They are called primary forests and are ancient, carbon-dense ecosystems bursting with life such as parts of the Amazon, the Białowieża Forest in Poland and Papua New Guinea. With some of the largest trees and the biggest variety of life, conservationists place extra emphasis on their protection from logging, wildfires and human industry as they only account for one-third of the planet's forest cover. Young or recovering forests store much less carbon and can sometimes take several years before they become effective sinks.

Tropical rainforests, mangrove and peat swamp forests – such as those found in south-east Asia – play a disproportionately important role in regulating the climate due to the amount of carbon they store, their cooling effect and the protection they provide from flooding. Boreal forests, which are covered in snow for large parts of the year, reflect more heat back into the atmosphere and have a net warming effect on the climate. Agricultural tree plantations with very few species are much less carbon-dense and support much less life.

What is deforestation?

Deforestation is the human-driven conversion to another land use of a forest, such as cattle ranching or soya bean production, that is often clearcut with machinery then burnt. It is not the same

as logging: trees can be selectively taken out of a standing forest. Deforestation has gone hand in hand with human development for centuries. Nearly all the temperate rainforest that once covered large parts of the British Isles was cleared for agriculture, roads and human settlements, for example.

As well as being a major source of carbon emissions, land use change is the primary driver of biodiversity loss, which scientists warn is driving the sixth mass extinction of life on Earth. From space, deforestation often follows a «fishbone pattern» where land is cleared along the edges of roads and rivers. Over time, the fishbone fills in as more of the forest is cleared. On a large scale, the process can become self-perpetuating, such as the Amazon switching from rainforest to savannah, as so much of it has been destroyed.

Last year, Brazil, the Democratic Republic of the Congo, Bolivia, Indonesia and Peru were the top five countries for tropical primary forest loss. About 12m hectares (30m acres) of tree cover was lost in the tropics. This includes 4.2m hectares of primary forests, an area the size of the Netherlands, releasing the equivalent to the annual emissions of 570m cars.

Why do people clear forests?

While there are many local factors, experts say the main reason is financial: forests are worth more dead than alive in monetary terms. In Brazil, large parts of the Amazon have been cleared for beef production. In Indonesia, forests and peatlands have been cleared and drained for oil palm plantations. In other areas, coffee, cocoa, bananas, pineapples, coca leaves and subsistence farming have driven land-clearing. Most deforestation hotspots are in tropical regions, which are also profitable areas for farming.

«The largest factor is the expansion of agricultural industries: cattle ranching, soya bean farming and oil palm», says Malhi. «A second factor is poverty. In many parts of Africa, such as Madagascar, where there is demographic pressure, a lot of poor, rural settlers are just looking to make a living on the frontier as populations increase. The same is true in parts of South America and south-east Asia».

Can we really stop deforestation?

It will not be easy, but there are reasons to be hopeful. Alongside the commitment from world leaders in Glasgow at Cop26, it is hoped big producers and consumers of commodities linked to deforestation will sign up to eradicating them from the global supply chain. China – one of the world’s largest consumers – is taking deforestation more seriously and is looking at “greening” its supply chain.

«We really need to start thinking about forest loss – especially tropical forest loss – in the same way people are now talking about coal», says Frances Seymour, a forest and governance expert at the World Resources Institute (WRI). «There was a big celebration that China had committed to no longer financing new coal abroad. But we need to be looking for similar commitments from all countries to stop financing projects that lead to deforestation abroad».

Are there any examples we can learn from?

Costa Rica is the only tropical country to successfully halt and reverse deforestation. It did so, in part, with payments from an ecosystem services programme that put an economic value on standing forests and biodiversity. The country won the first Earthshot prize this year for the scheme, reversing one of the

highest deforestation rates in Latin America in the 70s and regrowing large areas of forest.

On a larger scale, Brazil had considerable success at reducing deforestation in the Amazon in the late 2000s and early 2010s. Environmental laws, improved surveillance of slash-and-burn illegal logging and a soya moratorium in the Amazon were credited with the fall. However, there have since been large spikes in deforestation in the world's largest rainforest under the presidency of Jair Bolsonaro. Indonesia has had success in recent years slowing deforestation with a palm oil expansion moratorium, although experts warn it is fragile for the same reasons: the economic incentives to clear forest have not changed.

A UN scheme that provides financial incentives to protect forests – known as Redd+ – has been agreed by countries. It allows developing countries to sell carbon credits to preserve carbon sinks. Although there is still division over the rules for carbon markets, it is hoped these will be sorted at Cop26. Countries like Gabon, with low deforestation rates and large forest cover, say that they also need funding to protect forests. Gabon is the chair of the African group of negotiators for Cop26.

Why are indigenous communities so important for stopping deforestation?

Studies show indigenous communities are the best protectors of forests. Many landscapes thought to be wilderness have actually been managed by indigenous communities for centuries. This year, a UN review of more than 250 studies found that in Latin America, deforestation rates were lower in their territories than elsewhere. Despite this, many indigenous and tribal peoples face persecution, racism and violence.

In July, a two-year trial using remote sensors to alert indigenous communities in Peru to early deforestation found a decrease in tree loss of 37% overall for both years, compared to the control group. Researchers say that if this was scaled up, it could have a big effect on reducing deforestation. Jessica Webb, senior manager for global engagement at Global Forest Watch, says: «A third of the Amazon rainforest falls within approximately 3,300 formally acknowledged territories of indigenous peoples. Based on modelling we did with our partner Rainforest Foundation US, as a result of this study, we predict that an additional 123,000 hectares a year of deforestation could be prevented by scaling this approach to other communities within the Amazon. It would be the equivalent of taking 21m cars off the road for a year».

Can satellites protect forests?

Ecosystem monitoring is experiencing a technological revolution. Deforestation is easier to track through a dataset developed by researchers at the University of Maryland, Nasa and Google. As image resolutions improve, we are close to being able to monitor deforestation in real time.

But «there are still gaps on being able to monitor restoration and degradation», says Crystal Davis, director at the Land & Carbon Lab, a WRI initiative that aims to provide information on how the world can meet climate and biodiversity commitments and the needs of 10 billion humans. «We also need a better understanding of the accuracy of global datasets. They are not consistent across geography», she says.

What about reforestation?

The world needs to restore forests to meet climate and biodiversity goals. But scientists say halting deforestation is an

urgent task as it emits carbon immediately whereas it takes decades for nature to recover and sequester carbon. Primary forests that have stood for thousands of years cannot be replaced by tree-planting schemes.

What if we don't stop deforestation?

Cutting emissions from fossil fuels is the most urgent task to avoid more global heating. But if the world continues to lose forests, we risk triggering tipping points with unintended consequences. The Amazon could turn into savannah, boreal forests could die back and carbon stores that took thousands of years to sequester could be released. What this would mean for food security, weather systems and millions of other species is unlikely to be good news, experts warn.

Robert Nasi, head of the Center for International Forestry Research, says: «We would have climatic change that is cascading: the drying of the Amazon, the Congo Basin ... there is a lot of risk of a domino effect. If we don't protect the forests, people will migrate, there will be climate refugees».

After You Read

Ex. 3. Answer the questions in pairs.

1. What negative effects of deforestation are mentioned in the article?

2. What regions in the world suffer from deforestation most? Why?

3. Which countries succeeded in reversing the process of deforestation?

Ex. 4. Explain the following words and phrases: *halt deforestation, cloud forest, rainforest, mangrove swamps, at a relentless pace, indigenous communities, cascading climatic change, domino effect, climate refugees.*

Use them in sentences of your own.

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