

ENGLISH DIMENSIONS

Language,
Region,
Cultures

Part 3

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное
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«Иркутский государственный университет»
Институт филологии, иностранных языков и медиакommunikации

ENGLISH DIMENSIONS: LANGUAGE, REGION, CULTURES

Part 3

Учебно-методическое пособие

Составители:

Ю. Б. Дюндик, О. А. Каверина, Е. Е. Калиш,
М. В. Новосёлова, Н. Ю. Хлызова, А. В. Чайкисова



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Рецензенты:

канд. филол. наук, доц. *С. В. Латышева*
канд. филол. наук, доц. *Ю. Б. Косова*

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Целью настоящего пособия является формирование и совершенствование релевантных компетенций, необходимых будущим выпускникам для осуществления эффективного профессионального взаимодействия на английском языке. Аутентичные и современные материалы подобраны так, чтобы расширить знания студентов о странах Азиатско-Тихоокеанского региона (странах изучаемых языков), а комплексная система заданий и упражнений способствует совершенствованию языковых навыков и навыков критического мышления. Пособие состоит из трех частей, что обеспечивает преемственность в изучении английского языка с 1-го по 3-й курс бакалавриата.

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Составители: **Дюндик** Юлия Борисовна, **Каверина** Оксана Анатольевна,
Калиш Елена Евгеньевна и др.

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UNIT 1

TEACHING AND LEARNING. EDUCATION

PART 1. LEAD-IN

1.1. Answer the questions.

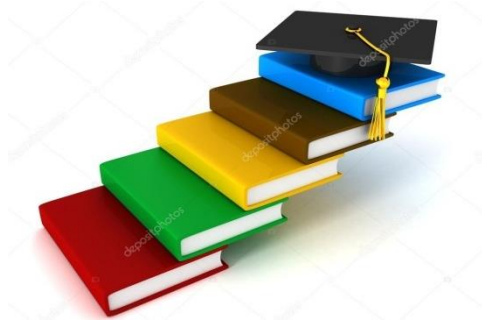
1. When did you start schooling?
2. Did you enjoy going to elementary school?
3. Who was your favorite teacher?
4. Do you still stay in touch with your teachers?
5. Did you have any teachers you didn't like?
6. What subjects were you good at?
7. What subjects were you bad at?
8. Did you study a foreign language in school? Was it taught well?
9. Do you skip classes often?
10. Do you think it is easier to learn as a child or as an adult?
11. Is it difficult for people without a college education to get good jobs where you live?
12. Does education guarantee a good job?
13. What do you think of home schooling?
14. What improvements does the school system need in Russia?
15. Are school uniforms good to have? Why or why not?
16. Once you graduate from a university should you stop learning?



1.2. Look at these pictures. What do you see? Contrast and compare them, try to see some similarities, differences and logical consequences. What kind of messages do they render? Brainstorm the issue and provide all possible interpretations working in the groups of two.



2.



3.



4.

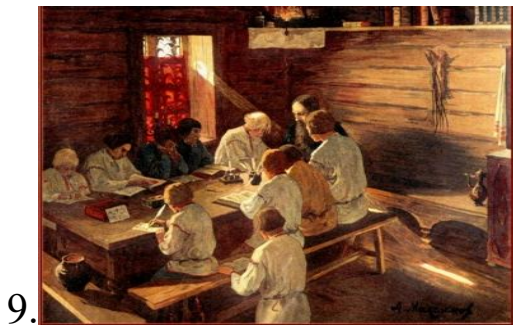
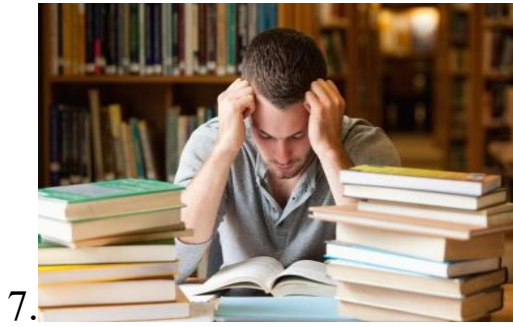


5.



6.





1.3. As the first lady of the US Abigail Adams said: “Learning is not attained by chance. It must be sought for with ardor and attended with diligence”. Work in two big groups and provide examples proving that:

- 1) learning is hard;**
- 2) learning is fun.**

Discuss the issue within your group for 10 minutes and then come up with your arguments. The group that can provide more reasons wins.

1.4. Unscramble the names of basic school subjects below. Translate them.

1. thlahe nda ftyeas _____
2. usicm _____
3. foontironami yeongtchlo _____
4. lapyhsci catiuoedn _____
5. misehctry _____
6. cfatrs _____
7. chsiyps _____
8. timmaaehtsc _____
9. htorisy _____
10. rreteliatu _____
11. renfgoi nggaeual _____
12. ologbiy _____
13. rat _____
14. eogypgarh _____
15. cialsodiesstu _____

1.5. LISTENING.

Listening 1 “High School Subjects” (<https://www.youtube.com/watch?v=9fDJaUdVB1o>).

1. Listen to the recording about four major subjects that are studied in the US schools and put down the names of the courses/classes that are grouped under these basic areas. Does Russian education system have the same subjects in high schools?

Listening 2 “School subjects” (<https://www.elllo.org/english/Mixer051/T071-Subject.htm>).

2. Listen to what different students say about their (least) favorite school subjects. Fill the table below.

| Subjects | Speaker 1: Arienne (Norway) | Speaker 2: Lupe (United States) | Speaker 3: Fred (Canada) | Speaker 4: Jeff (Canada) | Speaker 5: Shibika (India) | Speaker 6: Rebecca (Australia) |
|----------------|-----------------------------------|---------------------------------------|--------------------------------|--------------------------------|----------------------------------|--------------------------------------|
| Favorite | | | | | | |
| Least favorite | | | | | | |

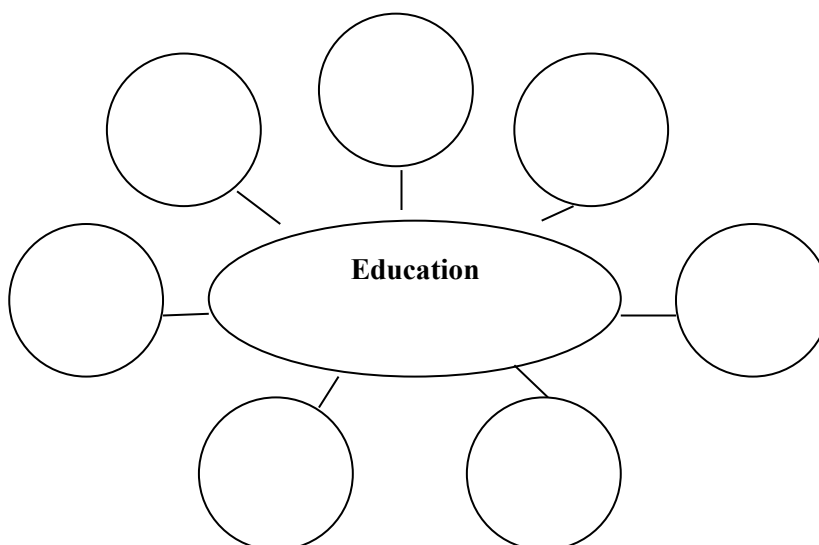
3. Tell the class about your most/least favorite subjects at school.

1.6. Group the words below under the following headings. Some words may refer to more than one column.

| Educational establish- ments | Educators and staff members | Learners | Studies | Facilities | Administration and organization of educational process |
|------------------------------------|-----------------------------------|----------|---------|------------|-----------------------------------------------------------------|
| | | | | | |

Au pair, high school, report card, gap year, campus, school physician, cafeteria, counselor, faculty member, PTO, grade, kindergarten, curriculum, custodian, valedictorian, vending machine, principal, nanny, home day care, credit (hours), superintendent, study room, board of education, performance, lecturer, elementary/primary school, crash course, minor, instructor, school district, drop-out, summer school, gym, maintenance worker, academic degree, SAT, middle school, junior, playground, A-student, college, semester, electives, babysitter, standardized test, university, senior, cycle racks, thesis, professor, recess, nursery school/preschool, GPA, tutor, college application, dean, laboratory, alumnus, period, study hall, nursery teacher, major, institute, principal's office, academic year, sophomore, assignment, lockers, college tour, daycare center, car park, freshman, assembly hall.

1.7. Provide as many synonyms for the word “education” as possible. What do they have in common? How do these words differ? Why are there so many lexemes for the idea of “education”? Use the chart below for the brainstorm. Work in groups if necessary.



1.8. Give derivatives to the following words. See the example below.

| | Noun | Verb | Adjective/participle | Adverb |
|-----|-------------|-------------|-----------------------------|---------------|
| 1. | education | to educate | educative, educating | educationally |
| 2. | school | | | |
| 3. | scholar | | | |
| 4. | science | | | |
| 5. | trainee | | | |
| 6. | student | | | |
| 7. | graduate | | | |
| 8. | schedule | | | |
| 9. | academician | | | |
| 10. | attendance | | | |
| 11. | prompt | | | |
| 12. | obligation | | | |
| 13. | assessment | | | |
| 14. | advancement | | | |
| 15. | equipment | | | |

1.9. Many words related to education have either Greek or Latin origin and form their plural form irregularly. Make sure you know both singular and plural forms of the nouns below. Translate them.

| Singular | Plural | Translation |
|-----------------|-----------------------|--------------------|
| | alumni | |
| | analyses | |
| | appendixes/appendices | |
| | bases | |
| | criteria | |
| | curricula | |
| | data | |
| | focuses/foci | |
| | formulae | |
| hypothesis | | |
| matrix | | |
| index | | |
| radius | | |
| stimulus | | |
| syllabus | | |
| synopsis | | |
| thesis | | |

1.10. Match each word on the left to its synonym on the right.

- | | |
|---------------------------------|------------------------------|
| 1. assessment | a. to swot smth |
| 2. task | b. grading |
| 3. to skip classes | c. to do sums |
| 4. obligatory | d. to play truant |
| 5. senior students | e. compulsory |
| 6. to make smth out | f. high school students |
| 7. hit the books | g. to dig into one's studies |
| 8. learn by rote | h. to be great at |
| 9. electives | i. assignment |
| 10. to solve problems (in math) | j. extra classes |

1.11. Match each word on the left to its antonym on the right.

- | | |
|-----------------------------|----------------------|
| 1. straight A student | a. to graduate |
| 2. on-site training | b. to take lessons |
| 3. lecture | c. tutorial |
| 4. science | d. humanities |
| 5. to be keen on | e. to be bored with |
| 6. to pass an exam | f. off-site training |
| 7. to give lessons | g. D student |
| 8. to do well | h. senior |
| 9. to enter school /college | i. to resit an exam |
| 10. freshman | j. to do badly |

1.12. LISTENING “School progress report” (<https://www.esl-lab.com/difficult/school-report/>). Listen and complete the gaps below.

Girl: Dad, can I go to a movie with Sharon?

Dad: Yeah, sure, but wait. Weren't you supposed to 1) sometime this past week?

Girl: Well, oh yeah. Can I call Sharon now?

Dad: Uh-hum. You didn't answer my question. Did you receive it or not?

Girl: I love you Dad! You're the best!

Dad: Don't try to 2) I can guess that your answer means that you didn't 3) in some of your classes?

Girl: Well, my English teacher is soooo boring, and he 4) every time someone talks.

Dad: In other words, you're not doing so well?

Girl: Uh, a 5)

Dad: Oh. Well, how are you doing in your Spanish class? You said you liked that one.

Girl: Well, I do, but I forgot to 6) a couple of assignments, and I had problems on the last test. All those verbs 7) I get them all mixed up in my head!

Dad: Okay, and what about algebra?

Girl: Ah, I'm 8) that class. No sweat.

Dad: Oh!

Girl: Can I go now?

Dad: And how are you doing in history?

Girl: Oh, that's my favorite class. Mr. Jones is always 9) candy if you know the answers to his questions.

Dad: Great. Now, I have a bright daughter with tooth decay.

Girl: Ah, Dad. Can I go now?

Dad: You can go if you answer my history question. How old am I?

Girl: Uh, fifty-five?

Dad: Fifty-five! You just 10)at the same time!

Girl: Dad . . .

Dad: Well, okay, but you need to come straight home from the movie, and you need to 11)

Girl: Oh, I forgot about that grade?

Dad: What?

Girl: Gotta run, Dad.

1.13. Complete the sentences with the idioms and expressions.

Scraped through, bombed, buckled down, cheat sheets, learned by rote, bookworms, daydreaming, sailed through, teacher's pet, with flying colors, class clown, skip a class, flunked, copycat, took the roll, learned by heart.

1. Brad isn't a bad student, but he is prone to in class.
2. In elementary and high schools, Apple has gone from to the back of the class.
3. tend to have a much better vocabulary than people who don't often read.

4. A is an integral part of the high school composition, just as the nerds, the jocks, the cheer leaders and the rest.
5. Being a non-native English speaker, Karen managed to pass the test
6. Rachel her finals and got As in everything.
7. He didn't study for the exam and just
8. Students caught using will get a zero on the test.
9. I the first History test, but then I because I started really enjoying school, especially her class.
10. If you, it's going to be very difficult for you to catch up.
11. Mathew never went to class and eventually out of college.
12. The children called the girl a when they saw her copying the test of another student.
13. The teacher and then we started the lesson.
14. The children all of the songs for the school play.
15. We many irregular verbs in the English language class.

1.14. Make up situations that fit each idiom or expression from ex. 1.12–1.13. Ask your classmates to guess the expression.

Example: Teachers matter in class. I remember Mrs. Hafiz, whose classes were bored to death. The students did everything but study – their minds were wandering. = They **were daydreaming**.

1.15. LISTENING. Telling about your school.

Listening 1. “Do you like your school?” (<https://www.passporttoenglish.com/Intermediate-English/Lesson2/I2-Dialog.mp3>).

Listening 2. “High school” (<https://elllo.org/english/0501/525-Tres-HighSchool.html>).

1. There are different types of schools. Some schools may major in particular areas or have their own rules and schedules. Listen to the dialogues, summarize the information about the schools that the speakers describe and answer the questions.

1. What are the factors that condition the type of the high school you go to?
 2. What is a magnet school? Why is it called like that?
 3. What are the things that speakers like about their schools?
- Which of them would you like to have in your school/college? Did you go to a usual public school or a school that was somewhat different (in academic program, schedule, majors, etc.) from a traditional one?

2. Find equivalents to the following expressions.

1. сдать тест, чтобы поступить в школу
2. учиться на «отлично»
3. быть с кем-либо строгим
4. вливаться в коллектив
5. пойти навстречу, установить контакт

1.16. Use the expressions below to describe:

- teachers
- students
- teacher student relationship
- classroom environment.

to maximize the learning potential of someone

to create great academic atmosphere

to turn to someone for advice and guidance

to be mindful of someone when determining how to engage them

to impact one's overall development inside and outside the classroom

to establish a positive and supportive classroom environment

to reduce anxiety levels amongst some ones

to ignite someone's lifetime love of learning

to increase one's academic achievements

to raise one's intrinsic motivation to learn

to act as a powerful and effective means of support and encouragement

to teach with enthusiasm and passion

to become supportive spaces where someone can engage in academically and socially productive ways

to strengthen one's school atmosphere

to treat someone with respect

to build up a healthy relationship

to form a positive relationship

to be willing to take on academic challenges and work on their social-emotional development

1.17. Match the phrasal verbs with their meanings.

| | | | |
|-----|-------------|---|---------------------------------------------------------------------------------------------------------------------------|
| 1. | be into | a | to be interested in something in active way |
| 2. | call on | b | to not be on schedule, to be behind the standard or level of students in your class/group |
| 3. | catch on | c | to start doing a new activity |
| 4. | catch up | d | 1. to read something quickly and not very thoroughly 2. to investigate or think carefully about a problem or situation |
| 5. | drop out | e | to give or offer things to people in a group so that each person has one or some |
| 6. | fall behind | f | to give a piece of your work to somebody (teacher, lecturer) so that they can read it or deal with it |
| 7. | find out | g | to leave school or university before your course has finished |
| 8. | get through | h | to finish a course or a set of materials |
| 9. | go over | i | to improve and reach the same standard as other people |
| 10. | hand in | j | to ask a student to answer a question |
| 11. | hand out | k | to find a piece of information in a book, Internet, etc |
| 12. | look at | l | to understand |
| 13. | look up | m | to review something, to check something |
| 14. | take up | n | to learn something that you didn't know |

1.18. Make up your own short stories with the phrasal verbs for your groupmates to translate into Russian.

Example: When Mr. Brown **was handing out** the essays we **had handed in** a week before, I didn't hope for a good mark. I realized that I **fell behind** due to my illness.

1.19. WATCHING “Let's learn for mastery – not test scores” (https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores/transcript?referrer=playlist-how_can_we_fix_the_learning_crisis#t-634481).

1. Give definitions to the following words and word-combinations.

Mastery, mindset, edgy (about a person), martial art, shepherd smb, equation, contractor (profession), skeptics, on-demand assessments, feedback, Socratic dialogue, clergy, industrial age, bureaucracy class, entrepreneur.

2. Paraphrase so that the meaning of the underlined expression is clear.

1. A lot of them were having trouble with math at first, because they had all of these gaps accumulated in their learning.

2. At some point they got to an algebra class and they might have been a little bit shaky on some of the pre-algebra, and because of that, they thought they didn't have the math gene.

3. It's the way you would learn a martial art. In a martial art, you would practice the white belt skills as long as necessary, and only when you've mastered it you would move on to become a yellow belt.

4. Let's say we're in a middle school pre-algebra class, and the current unit is on exponents, the teacher will give a lecture on exponents, then we'll go home, do some homework.

5. And then I start to disengage.

6. And it's important to realize that not only will this make the student learn their exponents better, but it'll reinforce the right mindset muscles.

7. You should have grit; you should have perseverance; you should take agency over your learning.

8. It would have to be personalized, you'd have to have private tutors and worksheets for every student.

9. If you fast forward to today, we know that that prediction would have been wildly pessimistic, that pretty close to 100 percent of the population is capable of reading.

10. It keeps accumulating – you get to an advanced class, all of a sudden you hit a wall and say, “I'm not meant to be a cancer researcher; not meant to be a physicist; not meant to be a mathematician”.

11. And this isn't even just a “nice to have”. I think it's a social imperative.

12. But we know what's happening already, as we go into this information revolution.

3. Answer the questions.

1. What is the role of standardized tests in today's educational system?
2. If you're really not enjoying the class, are you more than likely to do a poor job on the tests?
3. Do tests results show real success in students' development?
4. Can students' standardized test scores determine teachers' effectiveness?
5. How objective do you think test scores are? What does the mark depend on?
6. Do you think your scores and grades accurately reflect how much you learn from your teachers?
7. Is there anything you learn that isn't / can't be measured by tests?

4. Listen to the text, mark the sentences as True or False.

1. The speaker tells about his cousins, who were having trouble with math at first, because they had all of the gaps accumulated in their learning.
2. You Tube students said that they had grown up not liking math. It was getting difficult as they got into more advanced math topics. By the time they got to algebra, they had so many gaps in their knowledge they couldn't engage with it.
3. In a martial art, you would practice the white belt skills as long as necessary, and only when you've mastered it you would move on to become a black belt.
4. In a traditional academic model, we group students together, usually by ability, and around middle school, by age and perceived ability, and we shepherd them all together at the same pace.
5. You immediately start to realize how strange this is. I didn't know 25 percent of the more foundational thing, and now I'm being pushed to the more advanced thing.
6. If I were to ask you a similar question: "What percentage of the population do you think is capable of truly mastering calculus, or understanding organic chemistry, or being able to contribute to cancer research?" A lot of you might say, "Well, with a great education system, maybe 50, 60 percent."
7. In the industrial age, society was a pyramid. At the base of the pyramid, you needed human labor. In the middle of the pyramid, you had an information processing, a bureaucracy class, and at the top of the pyramid, you had your owners of capital and your entrepreneurs and your creative class.

5. Answer the questions.

1. What's the author's opinion on the problem raised? Can you agree?
2. Do you believe there exists a gene for studying? How can you understand it?
3. Should, for example, maths and languages have the same ways of studying? Explain your point of view.
4. What principles should be used when placing students into a group?
5. How should a student feel / cope / do about gaps? Whose fault is it? Does it depend on teaching methods / students' desire and interest?
6. If you didn't master the definite subject level (according to tests), can you start a new level? What should be done in such a situation?
7. If a student can't cope with the subject properly, another student in the same group is very quick, who should a teacher focus on?
8. Who should take control over students' success? How important is the teacher's function?
9. Have you ever experienced the ceiling effect? Describe it.
10. Are private tutors necessary? At what stage?
11. Do students need regular feedback? In what way and how often?
12. What do you consider utopian speaking about education in the modern world?

6. For different subjects (take 4–5) make a list of basic studying and teaching principles.

PART 2. READING

2.1. Work in pairs. Discuss these questions.

1. What do you know about the American education system? Is it unlike that in other countries?
2. What are the levels in the U. S. education system?
3. What is the duration of compulsory education in the United States?
4. What do you know about preschool education in the USA?

2.2. Read the text about education in the United States and its first optional educational level. Check your answers.

EDUCATION IN THE UNITED STATES
THE OVERALL STRUCTURE OF THE US EDUCATION SYSTEM.
PRESCHOOL EDUCATION
(Part 1)

Education in the United States is free and compulsory for 10 years, beginning at age 6 and culminating at age 16. Educational programs are guided by standards set at both the national and state level, and implemented at the local level. Schools are organized according to geographic location into school districts, which are headed by school superintendents, who in turn answer to a board of directors for that particular district. Schools are led by an administration team that typically includes a principal and one or more vice principals – professionals who specialize in a given area within the school (curriculum, activities, discipline, etc) – as well as guidance counselors, teachers and teachers’ assistants.

Structure of the U.S. Education System

The education system in the United States follows a pattern that is very similar to that of other systems in the western world. Early childhood education, or preschool, is followed by primary education (called elementary school in the United States), middle or junior high school, secondary school (called high school in the United States), and then postsecondary (tertiary) education. Postsecondary education includes non-degree programs that lead to certificates and diplomas plus a number of degree levels, including associate, bachelor, master, and doctorate degrees. The U.S. system does not offer a second or higher doctorate, but does offer post-doctorate research programs. Adult and continuing education, plus special education, cut across all educational levels.

Early Childhood Education/Preschool

Early childhood education, or preschool, is provided throughout the United States. Although this is an optional, non-obligatory stage of education, the majority of U.S. children now begin their educations prior to entering elementary school at age six, and most states now require enrollment in pre-school programs and provide such programs for the children in their state. There are also thousands of non-public pre-schools scattered throughout the United States, operated by churches and other private entities. These programs generally require parents to pay tuition in exchange for the education they provide.

Pre-school programs usually occur in the year preceding school entry and sometimes the previous year as well, or around ages 3–5. The first year of pre-school education is often called pre-kindergarten or nursery school, while the second year is often called kindergarten or preschool. Just fewer than one million children currently enroll in the first year of pre-school education each year, and some 3.4 million enroll in the second year.

During the initial year of preschool education, children typically attend school for two to three days a week, usually for a period of 3–4 hours. In the second year, or in kindergarten, the instruction is a bit more rigorous and the time commitment is longer, with children attending school five days a week for 4–5 hours a day. While the exact curriculum taught at preschools may vary from one state to the next, the goals of those curricula are typically very similar. Preschools aim to provide a developmental approach to learning, one emphasizing language and literacy, as well as physical, emotional and social development. Students are also introduced to basic concepts in the areas of math, science, social studies, music, movement and art.

(<https://www.studycountry.com/guide/US-education.htm>)

2.3. Answer the following questions.

1. Is preschool optional or obligatory in the United States?
2. How many levels are there in a usual pre-school program? How are they different?
3. How many children are currently enrolled in preschool institutions in the US?
4. What are children taught at preschools? What is the main goal of pre-school education?

2.4. Match the synonyms and rank the levels of education from initial levels to the most advanced ones.

Example: 1. pre-kindergarten = nursery school.

kindergarten, pre-kindergarten, high school, elementary school, postsecondary education, preschool, tertiary education, primary school, secondary school, nursery school.

2.5. Find words in the text that mean

1. _____ all the subjects taught in a school, college, etc., or in an educational course.

2. _____ the money that you pay to be taught at university or college.
3. _____ an area that contains several schools that are governed together.
4. _____ a teacher who is in charge of a school.
5. _____ a school that is free to go to because the government provides the money for it.
6. _____ to officially join a class.

2.6. Find in the text above English equivalents to the following words and expressions.

1. Бесплатное и обязательное образование, образовательные программы, проводимые на местном уровне, школьный округ, совет директоров, директор школы (в США), курс обучения, школьный психолог-консультант (методист), помощник учителя;

2. дошкольное воспитание, начальное образование, средняя школа (классы с 6-го по 9-й), старшие классы общеобразовательной школы (9–12-е классы), высшее специальное образование, программа без присвоения ученой степени, свидетельства и дипломы, учёная степень, степень ассоциата/младшего специалиста, бакалавр, магистр, кандидатская или докторская учёная степень, докторантура, научно-исследовательская программа, дополнительное образование для взрослых, повышение квалификации, коррекционное/инклюзивное образование, охватывать все уровни образования;

3. необязательное образование, зачисление в дошкольные образовательные учреждения, необщественные дошкольные учреждения, физическое лицо, платить за обучение, предшествовать поступлению в школу, младшая или средняя группа детского сада на неполный день, дошкольная подготовительная группа детского сада, зачисляться, более жесткие требования, время пребывания (в образовательном учреждении), общеразвивающий подход.

2.7. WATCHING “Pike Early Childhood Center”. Get ready to speak about Pike Early Childhood Center. The questions and bullet points below can help you organize your speaking properly.

1. When do children come to the center and leave it?
2. What’s the atmosphere at the center?
3. How do parents consider early learning?

4. What are the activities provided?

5. What qualities and abilities does the center develop?

- Physical development
- Social development
- Emotional development
- Language and literacy development
- Thinking, or cognitive, skills
- Subject Areas
- Speaking and listening / Reading / Writing / Math / Science / Social studies / Creative arts / Technology

2.8. USA early childhood education includes nursery school and preschool. Get ready to give a presentation about:

- a pre-school / Pre-K / Pre-Kindergarten,
- non-profit co-operative schools,
- church-affiliated schools,
- local community schools,
- Montessori schools,
- playgroups,
- day care centers,
- “toddler” or “tot” programs,
- Waldorf schools,
- High Reach Learning,
- High Scope,
- The Creative Curriculum,
- Reggio Emilia approach,
- Bank Street.

2.9. Work in pairs. Discuss these questions.

1. What do you know about school education in the USA? What are the basic levels of school education? How many years do you have to study to get a high school diploma?

2. What is an American school like judging by the movies and TV serials? How is it different from your school experience?

3. Do you agree that American school education is flexible enough to meet the needs and interests of students with different learning capabilities and career goals?

2.10. Read the text about school education in the United States. Check your answers.

**EDUCATION IN THE UNITED STATES
ELEMENTARY AND SECONDARY EDUCATION IN THE USA
(Part 2)**

Elementary Education

Elementary or primary education in the United States typically begins at age six and represents the beginning of a student's compulsory education. This stage of education lasts six years, beginning with grade one and culminating with grade 6 (age 12). The length of the school day for elementary-age children is 6–7 hours depending on the grade level and district, beginning at 7:30–8:30 AM and culminating at 2:00 to 3:00 PM.

Elementary education is offered free of charge at American public schools, although parents may be required to purchase certain school supplies and books. Parents not comfortable with the public school setting can instead opt to send their children to one of the thousands of private schools across the country, albeit for an expensive annual fee. These schools, which are mainly operated by churches and private companies, can usually offer smaller classroom sizes and are bound by the same academic standards that govern the public schools.

Elementary schools in the United States provide instruction in the fundamental skills of reading, writing and mathematics, with each grade building on the year before. Students are also introduced to several other subjects throughout this six-year stage of education, including history and geography (taught together as social studies), crafts, music, science, art and physical education.

Instruction in elementary schools is guided by a national curriculum, set forth by the United States Secretary of Education, which prepares students for studies at the secondary school level. In addition to the regular curriculum, all U.S. elementary schools are also compelled to offer Special Education programs. These programs are designed for students with learning delays and other disabilities that affect their ability to learn at the same pace as other students. In addition, many elementary schools offer Gifted Education programs. These programs are designed to address the needs of students for whom the regular curriculum in one or more subjects is not challenging enough.

Secondary Education

Secondary education in the U.S. is also offered by both public and private schools. This stage of education is broken down into two distinct levels: middle or junior high school and high school. Middle school education generally spans two years (grades 7 and 8) and serves students who are 12–14 years of age. High school programs span four years (grades 9–12) for students ages 14–18. While only the initial two years of high school (or whenever a student reaches 16 years of age) are compulsory, most students in the United States complete the entire secondary school program and ultimately graduate from their high school.

The initial year of secondary school represents the first time in which students have multiple teachers for various subjects. National standards dictate that secondary school students must take and complete certain core courses for a prescribed number of years or terms as determined by each state. These core courses generally include English, mathematics, general science, health, physical education, foreign languages and social studies or social sciences, an area which may include American history, World History, Government, Geography, and Sociology or Social Problems.

Once students complete the middle school requirements, they are promoted to high school, where they enter as 9 graders. Public American high schools tend to be much larger than secondary schools in other countries, with campuses serving anywhere from between 1,500 to 4,000 students.

After the first two years of high school, students with no interest in pursuing an academic education at the college or university level can begin taking vocational classes in addition to the academic requirements mentioned above. These courses range from auto body and woodwork-ing classes to computer-aided drafting and restaurant management. Collectively, these classes are designed to give students a head start by providing them with an opportunity to learn a marketable skill or trade.

Students who successfully complete their six-year secondary school requirements receive a high school diploma and are honored at a graduation ceremony. This diploma is the minimum requirement for pursuing a college or university education.

2.11. Answer the following questions.

1. When does school education begin? What are the levels of school education and how are they called? How many years do you usually study at each of these levels? Until what school level education is compulsory?

2. What fundamental subjects are taught at elementary schools? Are there universal educational standards for the students to meet? Does the United States government control the school education system?
3. Is primary and secondary education free of charge?
4. What are the main differences between elementary and secondary education? Name the main differential characteristics.
5. What educational options in terms of the future career are available for high school students in the US?

2.12. Find in the text above English equivalents to the following words and expressions.

1. ученик младших классов, бесплатное образование, школьные принадлежности, дорогостоящее обучение, меньшее количество обучающихся в классе, соответствовать одинаковым образовательным стандартам, национальная образовательная программа, министр образования США, уровень образования средних классов общеобразовательной школы, программы коррекционного/инклюзивного образования, отставание в обучении, учиться в том же темпе, что и одноклассники, программы образования одаренных детей.

2. 7–8-е классы общеобразовательной школы, 9–12-е классы общеобразовательной школы, проходить определенные базовые дисциплины, девятиклассник, стремиться получить академическое образование, посещать профессионально-практические занятия, дать преимущество, навык, или знание ремесла, который поможет зарабатывать, аттестат о среднем общем образовании, выпускной вечер.

2.13. WATCHING “American School System” (<https://www.youtube.com/watch?v=TpdoYhT43rU>).

1. Watch the video and fill in the blanks.

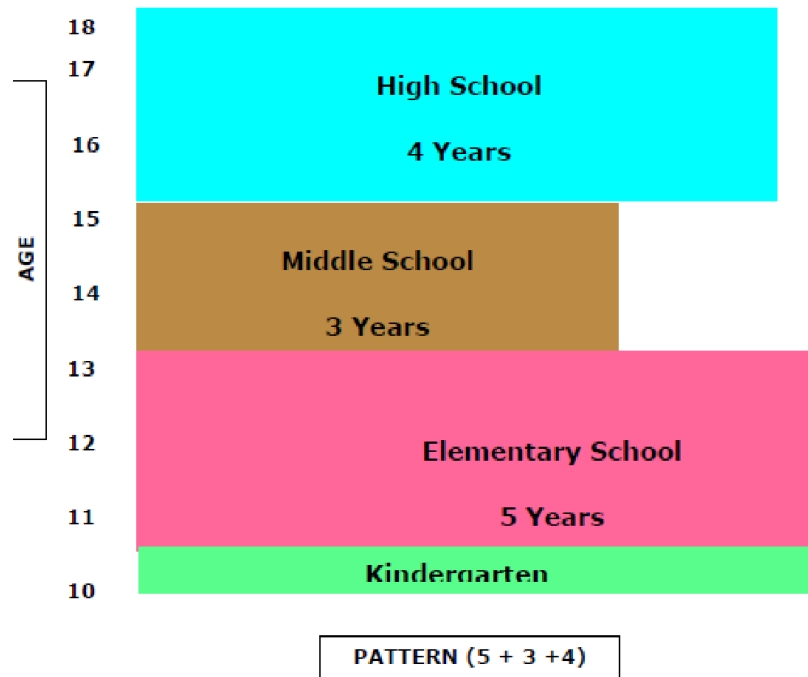
1. In the United States students are required to attend school from kindergarten starting at age 5 through 12th grade, after they graduate and 1. _____ or into 2. _____.

2. We also have a few schools known as 3. _____ schools.

3. The principal is the person 4. _____ of the school, then there is the vice principal who is 5. _____.

4. 6. _____ help your child with 7. _____ or _____ as well as making sure they are taking the right classes.

2. U.S. educators frequently use the terms K-12 education to refer to all primary and secondary education, from Kindergarten prior to the first year (or 1st grade) of formal schooling, through secondary graduation (12th Grade). Look at the most common pattern below and speak about the education system of the USA. Use the information from the video for details.



2.14. LISTENING “GPA”. Listen to the audio about how Grade Point Average is set and fill in the gaps. Retell the information in brief.

The U.S. has an extensive spread out throughout the country. The every one of these schools has is the Grade Point Average (GPA). This statistic is used to help who apply to an institution of higher learning.

A student’s GPA is a strong indicator of how at the university level. Many other factors when a person applies for entrance to a university, namely,,, and

GPA’s in the U.S. are a standardized method of an A grade will earn the student a GPA; a B comes in at C grades equal a, D and an F grade is 0.0. The best thing to do is to to increase your chances at getting into a high-

ly-rated school. The top universities in the country require a GPA of at least, but it is best to get as close to 4.0 as possible. Most students who apply at have well over a 3.5 GPA.

2.15. Surf the Internet to find the information about.

- Size and structure of secondary schools
- Core curriculum courses
- Subjects
- Streaming / Tracking
- Majors and minors
- Electives
- Counseling
- Commencement
- Valedictorian

2.16. Work in pairs. Discuss these questions.

1. What is the procedure of getting into US colleges/universities? What entrance tests and exams do you have to pass in order to be admitted to a college?
2. What academic degrees do you know? Can you rank them and outline the basic requirements to the students who pursue a particular degree?

2.17. Read the text about school education in the United States. Check your answers.

**EDUCATION IN THE UNITED STATES
TERTIARY EDUCATION IN THE USA
(Part 3)**

Tertiary Education in the United States

Following secondary school, students who wish to earn a degree, vocational diploma or trade certificate are afforded many options through which they can continue their education. Some of the institutions that provide these programs include junior or community colleges; private vocational institutes; and public and private colleges and universities.

Junior Colleges (Community Colleges) and Private Vocational Institutions

Junior or community colleges offer an array of programs designed to help a wide variety of students meet their educational and career

goals. Students who ultimately intend to pursue an academic degree at the college or university level can tackle the initial two years of that degree, also called the “general education requirements,” at a junior college and earn an Associate’s Degree in the process. Junior colleges allow underclassmen to take specific lower-level subject requirements and transfer the credits they earn to the college or university of their choice. Not only do these institutions represent an affordable option to a high-cost university, they allow students (with a less-than-stellar high school resume) to take and pass courses that will ultimately help them qualify for university admittance.

Although junior colleges are primarily known as academic institutions, they also offer scores of vocational pathways for students and an opportunity to earn a diploma or certification in a specific career field or trade. Like private vocational institutions, the programs they offer are designed for students seeking a much more rapid track through which to earn the credentials they need for their chosen career. Some of the specialized programs offered at junior colleges and private vocational institutions include: Auto Mechanics and Body Repair, Iron and Metal Workers, Construction, Real Estate, Cosmetology, Dental and Medical Assisting, Electrician, and many more.

The vocational programs at junior colleges and private vocational institutes typically span between 1 and 2 years. Upon completion, graduates receive a diploma or certificate making them eligible to pursue a career position in their chosen field, and in many cases, the college or institute will also offer job placement assistance as part of the program.

Eligibility Requirements

Students who wish to earn a Bachelor, Master or Doctorate degree in the United States must first apply for admittance into one of the thousands of colleges and universities in the country, both public and private. Each institution sets its own policy for admission, but the minimum requirement at all U.S. institutions is a high school diploma. Other criterion that colleges and universities will look at prior to admittance includes: Grade point average (GPA), the difficulty (or lack thereof) of the course load, SAT and ACT scores (college entrance exams taken in a student’s final year of high school), school involvement (clubs, sports teams, student government, etc.), community service and student essay.

Naturally, the eligibility requirements of the larger public colleges are not nearly as rigid as some of the more prestigious private universi-

ties, such as Harvard, Yale and Stanford, where only the brightest of students across the country are admitted each year.

Degree Structure

The degree structure at America's colleges and universities is very similar to that of other North American and many European countries. It includes:

- **Bachelor Degree.** A Bachelor Degree program, whether you're pursuing a Bachelor of Science degree or a Bachelor of Arts degree, will typically span four years in duration, assuming you attend school full-time and have access to all the classes you need. The exact time to complete the program will, of course, depend on the institution and the subject area in which you are focusing your studies.

- **Master's Degree.** The time required to complete a Master of Science or Master of Arts degree ranges from two to three years for full-time students (after earning a Bachelor degree). Like with the Bachelor degree, the exact time to complete the degree will depend on the aforementioned factors.

- **Doctorate Degree.** The highest academic degree available in the United States, a doctorate degree has no specific timeframe for completion. Doctorate candidates work closely with an academic/professional advisor, and together they develop a comprehensive study plan for the student, one which usually culminates in a doctoral dissertation or project. In most cases, the time to complete this degree varies between 3 to 6 years.

In addition to the degrees mentioned above, U.S. students also have the opportunity to pursue advanced degrees that lead to positions in specific professional careers, including the areas of medicine, dentistry, veterinary medicine, pharmacology, psychiatry and the law.

2.18. Answer the following questions.

1. What is the first step of tertiary education in the USA? What educational institutions provide an Associate's degree? What benefits for the students do they provide? What are the possible ways of continuing your education and career once you have got an Associate's degree?

2. What are the basic eligibility requirements for college/university admittance?

3. What is GPA?

4. What academic degrees follow an Associate's degree? How many years do you have to study to earn each of them?

2.19. Find in the text above English equivalents to the following words and expressions.

1. получить степень, диплом о начальном профессиональном образовании (часто техническом), сертификат квалификации по рабочей специальности, двухгодичный колледж, частное профессиональное образовательное учреждение, степень ассоциата (младшего бакалавра), подать в колледж/университет оценки для перезачёта дисциплины, доступный вариант дорогостоящего университетского образования, прием в университет, получить документ о профессиональной квалификации, выбирать карьеру в выбранной сфере, способствовать трудоустройству;

2. требования к поступающим, подавать документы для поступления в высшее учебное заведение, устанавливать собственные правила приема студентов, средний балл аттестата, учебная нагрузка, предварительный экзамен на определение академических способностей, стандартизированный тест для поступления в колледжи и университеты США, общественная деятельность;

3. длиться четыре года (об обучении), степень бакалавра, степень магистра, студент очной формы обучения, степень доктора, научный руководитель.

2.20. Complete the table below using the information from the texts above (part 2 and 3).

| General Level | Level/School type | Age | Courses provided and Diploma/Certificate awarded |
|---------------|-------------------|-----|--------------------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

2.21. Match the halves of the expressions.

- | | |
|----------------|-----------------------|
| 1. to attend | a. tuition |
| 2. to pursue | b. a scholarship |
| 3. to complete | c. a thesis |
| 4. to pay | d. a diploma |
| 5. to win | e. school/college |
| 6. to write | f. a course |
| 7. to take | g. an academic degree |
| 8. to receive | h. an exam |

2.22. Fill in the gaps with necessary words. Use a dictionary.

1. In High School, students in the first year are called _____, in their second year _____, in their third year _____, and in their last and fourth year _____.

2. A _____ is a quantitative figure representing a student's accumulated grades. Each letter grade is assigned a number of points: A = 4 points, B = 3, C = 2, D = 1 and F = 0 points. A GPA is calculated by adding all of the _____ earned for each course grade and dividing the total points by the total number of _____ taken. For example, a GPA of 3.0 is a "B" average for all of the courses taken.

3. At the university level, most courses are only one _____ long. Each course is assigned a number of _____ hours. Credit hours are usually based on how much time is spent in class each week. Most courses are 3 credits. However, some courses may be 1, 2, 4 or 5 credits. All degree programs require students to complete a minimum number of credit hours before _____. Most Bachelor's degree programs in the United States do not require students to write a final _____.

4. University students pursuing a Bachelor's degree are called _____, whereas students pursuing a Master's or Doctoral degree are called _____. American undergraduate students will say they are "going _____" or "going to _____," which means they are attending university. A common question one student asks another is, "What is your _____?" This means, "What is your major field of study?"

5. Students have the option of attending a two-year _____ (also known as a junior college) before applying to a four-year university. Admission to community college is easier, _____ is lower, and class sizes are often smaller than in a university. Community college students can earn an Associate's _____ and transfer up to two years of course credits to a university.

2.23. Complete the sentences with the correct preposition.

1. Tom has just graduated _____ first-class honors _____ psychology.

2. She graduated _____ a degree in English and Drama _____ Northwestern University.

3. He was awarded his PhD _____ a thesis _____ industrial robots.

4. Cars are not allowed _____ campus.

5. She applied ____ admission ____ law school.
6. He specialized ____ criminal law.
7. She did well ____ her exams.
8. My brother was expelled ____ school ____ bad behavior.

2.24. WATCHING “Valedictorian oration”.

1. Watch the video where a graduate is giving the valedictorian oration at the graduation ceremony.

2. Do the following tasks.

- analyze the structure and tone of the speech;
- compare it with the farewell speech given at the graduation ceremony in Russia;
- find out if there are similar traditions in Asian countries.

2.25. WATCHING “DO Associate Degrees Matter?”
(https://www.youtube.com/watch?v=UvtgJcb-5nU&feature=emb_logo)
and “Types of Advanced Degrees” (https://www.youtube.com/watch?time_continue=4&v=l32EFYy3EoU&feature=emb_logo).

1. Answer the questions.

1. What academic degrees do you know?
2. Have you heard about an associate degree? Can you guess what kind of degree it is?
3. Can you think of any equivalent education in Russia that is equal to the associate program?

2. Do the following mini-quiz and then check whether you were right after watching the video and discussing the topic in the class.

1. You can get an associate degree in a
 - A. high school
 - B. community/junior college
 - C. university
 - D. research institute
2. An associate degree usually takes.... years of study:
 - A. 1
 - B. 2
 - C. 4
 - D. 5

3. Which is NOT true about an associate degree?
- A. it is easy to get
 - B. it is comparatively cheap to get
 - C. you should defend a thesis to get it
 - D. you have a lot of general classes in the program
 - E. it is required by employers if you apply for a well-paid job

3. As you watch find equivalents to the following words and expressions.

Video “Do associates degrees matter?”

- 1. зачетные/контактные часы
- 2. диплом участника
- 3. лабораторное дело
- 4. конкурентная заработная плата
- 5. престиж, авторитетность
- 6. уголовное право
- 7. первая работа; работа в течение испытательного срока
- 8. хорошо разбираться, быть компетентным
- 9. планировать переводиться

Video “Types of advanced degrees”

- 1. область изучения
- 2. кафедра
- 3. быстро развивающиеся специалисты
- 4. дистанционное обучение
- 5. обучение по углубленной исследовательской программе
- 6. экзамен, где проверяются глубокие знания предмета
- 7. представлять и защищать диссертацию
- 8. оригинальное авторское исследование
- 9. студенты со степенью бакалавра
- 10. стипендии и ссуды
- 11. давать преимущество на рынке труда
- 12. заниматься образованием, стараться получить степень

4. Watch the videos again and be ready to do the following tasks and answer the following questions.

1. Provide a list of pros and cons of getting an associate's degree. Do you see yourself any benefits in getting an associate's degree? Would you like to get one?

2. What do these abbreviations mean?

M.F.A.

M.C.

M.M.

M.Phil.

M.B.A.

3. What are advanced degrees? Which degrees come before them? Fill in the following table to structure the information you have learned from the videos. How are these degrees different from each other?

Degrees: master, associate, doctoral, bachelor.

Type of establishment: community college, college/university.

| Academic degrees | Duration of the study | Type of educational establishment | Requirements for the degree acquisition |
|------------------|-----------------------|-----------------------------------|-----------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

4. Do you know the difference between an academic title and an academic degree? Study the definitions below. Which one is referred to an academic title and which – to an academic degree?

- qualification given by colleges and universities to indicate the completion of a course of study or the extent of academic achievement;
- a position occupied in a hierarchical ranking structure found among personnel in academia.

2.26. LISTENING “Coming to Terms with Academic Titles at US Colleges” (https://www.51voa.com/VOA_Special_English/Coming-to-Terms-With-Academic-Titles-at-US-Colleges--38752.html).

1. Rank the basic academic titles in the table and think about their match with the corresponding academic degrees.

| Academic titles and their translation <i>Staff members</i> | Academic degrees |
|---------------------------------------------------------------|------------------|
| | |
| | |
| | |
| | |
| | |
| <i>Non-faculty staff members</i> | |
| | |
| | |

2. Answer the questions.

1. What is a tenure? What does it mean “to be on a tenure track”?
2. What kind of duties are performed by assistant, associate and full professors?

3. Find out what academic degrees and titles exist in the education system of Russia, compare them with the Western ones and present the result of your research to the class.

2.27. Higher education in the US is recognized worldwide for its quality and variety. There are three main levels of higher education: undergraduate studies (bachelor’s degree), graduate studies (master’s degree) and postgraduate studies (doctor’s degree). Surf the Internet and get ready to speak about:

- Educational standards,
- Distinct features of American universities,
- Community & liberal arts colleges,
- Terms & Grades,
- Fees, grants & scholarships,
- Qualifications,
- Applications,
- Accommodation,
- Clubs & Facilities.

PART 3. CULTURE CORNER

3.1. Read the text. Urge to Study.

To be wealthy you need not purchase fertile fields,
Thousands of tons of corn are to be found in the books.
To build a house you need not set up high beams,
Golden mansions are to be found in the books.
To find a wife you need not worry about not having good matchmakers,
Maidens as beautiful as jade are to be found in the books.
To travel you need not worry about not having servants and attendants,
Large entourages of horses and carriages are to be found in the books.
When a man wishes to fulfill the ambition of his life,
He only needs to diligently study the six classics by the window.
(Quan Xue Shi)

HOW DOES EDUCATION IN CHINA COMPARE WITH OTHER COUNTRIES?

Innovation is a critical component of national power. It propels countries to develop new products or methods of production that drive economic progress and enable states to tackle transnational challenges, such

as climate change and global health crises. The ability of a country to cultivate its capacity for innovation rests with its domestic education system. A well-educated workforce is instrumental to technological and scientific discovery, which can propel states to the apex of the increasingly innovation-based global economy. This need is particularly salient for China as its leaders seek to push the Chinese economy up the global value chain.

Primary and Secondary Education

The most notable government policy, the 1986 Law on Nine-Year Compulsory Education, called for achievement of the ‘two basics’ (liangji): universal enrollment among school-aged children (6–15 years) and full literacy among those under the age of 20. Other measures have centered on revising the national curriculum and enhancing teacher training programs.

Yet educational access remains uneven in China. Students born into affluent families generally have greater access to high-quality education than those from lower income backgrounds. Data from the National Bureau of Statistics suggest that urban residents in China enjoy a nearly threefold income advantage over their rural counterparts. The household registration system (hukou) has further widened this development gap by restricting the internal movement of persons. Education-finance policies requiring local governments to bear partial responsibility for funding schools have compounded this issue, leaving less affluent areas without sufficient resources to pay skilled teachers, purchase necessary instruction materials, and maintain school facilities.

Urbanization has exaggerated regional differences in educational access. The movement of people from rural to urban areas within China in search of employment opportunities and higher wages is among the largest internal migrations in human history. Migration from rural areas has forced the closure of village schools, contributing to the decrease in Chinese primary schools. Rural migrants have flooded the labor market in urban centers, including Beijing and Shanghai, such that migrant laborers comprise roughly one-third of China’s total labor force. These population shifts have contributed to overcrowded classrooms, which may come under even greater strain as the number of children of migrant workers residing in China’s biggest cities is expected to increase by 1.5 million annually.

The average number of students per teacher in primary and secondary schools in Beijing and Shanghai is 15:1 and 14:1, respectively. By

comparison, New York City and Los Angeles have elementary and secondary school student-teacher ratios of 15:1 and 21:1, respectively. Chinese classrooms also have fewer students per teacher than the global average at both the primary and secondary level.

Tertiary Education

Tertiary education, generally understood as post-secondary school learning supported by universities, technical training institutes, community colleges, and research laboratories, is essential to a country's competitiveness in an increasingly innovation-driven global economy. The 211 Project and 985 Project, initiatives designed to raise research standards and cultivate rencai (people with talent), further demonstrate the effort Chinese leaders are making to modernize the country's education system.

At present, however, the quality of Chinese universities lags behind that of other countries. The Times Higher Education World University Rankings 2016–2017, a widely respected London-based university measure, includes only two Chinese institutions among the top 100 universities worldwide. Peking and Qinghua universities place 29th and 25th respectively, among the 978 tertiary institutions featured in the world ranking.

China's top universities are highly selective. Peking University does not publicize its admission rates, but applicants from Beijing are believed to have a 0.5 percent chance of acceptance, which is up to 40 times higher than applicants from elsewhere in the country. When compared globally, Peking University's low admission rate reveals the exceptionally competitive nature of tertiary education in China. Two of the world's most well-regarded higher education institutions in the United States, Harvard University and Stanford University, have admission rates around 5 percent. In the United Kingdom, the University of Oxford and the University of Cambridge have acceptance rates over 17 percent.

The structure of the national admissions process further compounds this disparity. College hopefuls are bound by their hukou (household registration) and performance on the gaokao, China's National Higher Education Entrance Examination. Every year, universities set quotas for how many applicants may be admitted from each province. Institutions allocate the highest number of spots to applicants from the institution's home province, and typically preferential treatment is given to urban

residents from elsewhere for the remaining spots. Consequently, students from rural or lower-income Chinese provinces must often score significantly higher on the gaokao than their counterparts with urban hukou in order to be admitted into the same institution.

Chinese universities are generally understood to be divided into four tiers, with Tier 1 encompassing universities designated to receive substantial central government funding to develop China as a world-class research center. The cutoff gaokao scores (fenshuxian) required for admission into each tier are determined annually, but a student's chances for acceptance usually depend on the difficulty of the gaokao, university quotas, academic interests, and their hukou. A high number of Tier-1 institutions are concentrated in wealthy municipalities and provinces, which earmarks them for more government funding than their lower-ranking counterparts. Specifically, five of the top ten universities in China are located in Beijing and Shanghai.

Tertiary enrollment rates further reflect China's stark urban-rural education divide. On the national level, just over a quarter of the country's college-age population is enrolled in a tertiary institution. Shanghai, one of China's wealthiest municipality, boasts an enrollment rate of 70 percent, while provinces like Guangxi suffer from enrollment rates below 20 percent. A similar trend surfaces when comparing countries across the globe. Highly developed countries in North America and Western Europe have tertiary enrollment rates averaging around 75 percent. Conversely, in developing regions in Central Asia, just over a quarter of the population attains tertiary education.

Many of those who attend Chinese universities pursue degrees in science and engineering fields. According to the 2016 Science and Engineering Indicators Report, China and India supply almost half of (46.4 percent) the global 6.4 million Science and Engineering (S&E) bachelor's degrees. The two countries are projected to collectively account for two-thirds of the increase in global S&E graduates through 2030. By comparison, the European Union and United States supplied 11.5 percent and 9.2 percent, respectively, of the global share of S&E graduates.

This outpouring of S&E graduates may present its own problems for China as it seeks to transition to a consumer-driven economy. A Qinghua and Fudan University joint study observed a gap between China's supply and its need for highly skilled labor. Specifically, western provinces have skills shortages in fields such as research and

development and capital operation, and eastern provinces lack skilled technical workers. Moreover, high-skilled workers often seek opportunities in the same cities, which can lead to an excess of job hunters in a particular market. In 2013, the tertiary education system supplied more highly-skilled workers than the economy demanded, resulting in a new-graduate unemployment rate more than three times higher than the national average. Educational attainment outstripping market demands is not unique to China. In South Korea, recent graduates face a highly competitive job market with scarce employment opportunities, forcing some students to linger at university.

Cultivating a highly-skilled domestic labor force is crucial as China endeavors to transition to an innovation-based economy. As outlined in the National Medium- and Long-term Talent Development Plan (2010–2020), the central government has vowed to improve coordination between tertiary education and demands in the labor market. Furthermore, it aims to establish higher-education research bases in central and western provinces, increase spending on human resources from 10.75 to 15 percent of GDP, and raise the national tertiary enrollment rate to 40 percent by 2020. Effective implementation of the Talent Development Plan may prove critical as Chinese leaders seek to facilitate the country's economic shift from a manufacturing power to global innovator.

(<https://chinapower.csis.org/education-in-china/>)

3.2. Explain the words/phrases underlined.

3.3. Identify and discuss the main features of education in China.

3.4. Answer the questions.

1. Can you agree that education has always been a significant issue in all countries all over the world?
2. Can creativity and critical thinking be considered one of the most required skills in education?
3. By law, in China each child must have nine years of compulsory education from primary school (six years) to junior secondary education (three years). Do you consider it reasonable?
4. Is providing a child with a good education a top and priority by the majority of parents?
5. Can any country be modernized through education?

6. What is a cram school? Find and present information.
7. Foreign marketing and communication tools are blocked in China. Do you think it somehow reflects the educational system? How?
8. The Chinese education system is the largest state-run education system in the world. What special features are caused by its being state-run?
9. Can educational reform help create a fair, open and harmonious society?
10. What are the major problems in China's educational system?
11. Is there any imbalance in education between urban and rural areas in China, America and Russia?
12. Are there any good points in the American educational system that the Chinese can learn?
13. If you were the minister of education, how would you reform the educational system in China / Russia / the USA?

3.5. Comment on the following information.

1. Chinese students spend a lot more time in school than their fellows in Western countries. School days are longer in duration and are only increasing, while their holidays are shorter.
2. Chinese students wake up around 6 am and go to bed between 10–11 pm. Their entire day is spent on learning in the classroom and finishing their homework for the next day. As a result of a lack of participating in non-academic subjects, they have poor communication skills and lack real-life problem-solving abilities.
3. Students are always taught to study for the sake of their country, their family, and to make their parents proud.

3.6. Study 10 facts about Chinese education (<https://brightside.me/wonder-places/10-facts-about-chinese-education-i-learned-while-being-a-teacher-in-china-226310/>), discuss them with your groupmates, make a similar list of facts about education in Russia and the USA.

1. Many Chinese schools don't have central heating, so both teachers and students leave their overcoats on in winter. Central heating is only present in the north of the country. Buildings in Central and Southern China were built for a warm climate, which means that in winter, when the temperature may fall below 32 °F, the only means of heating are air conditioners. School uniforms are all alike: sports suits with broad pants and a jacket. Their design is similar with the exception

of the colors and school emblems on the chest. All school premises are confined by large iron gates which are kept closed at all times. They are only opened to let the schoolchildren out.

2. Schools in China practice warm-ups every day (and not just once a day) and do a general lineup. A typical school morning starts with a warm-up, then goes to the lineup where kids learn the main news and see the school or state flag raised. All children do eye exercises after the third lesson – they press special points on their bodies to relaxing music and an instructor's recorded voice. In addition to the morning exercise, there's also an afternoon one at about 2 p.m. Music starts playing, and all the kids pour out of their classrooms (if there's not enough space inside) and begin raising their arms to the sides and up and hopping in place.

3. The big break, which is also the lunch break, usually takes a whole hour. During this time, kids manage to eat at the canteen (if there isn't one, they receive special lunchboxes), chase each other, shout, and be the little kids they are. Teachers at all schools get free lunches – and a good one, I should say. The lunch is traditional: one meat dish, two vegetable ones, some rice, and a bowl of soup. Expensive private schools also offer fruits and yogurt. The Chinese are hearty eaters, and this tradition applies to schools as well. **Some elementary schools also practice a 'nap time' of several minutes after the lunch break.** By the way, my students fell asleep a couple of times right in the middle of a lesson, and I had to force myself to wake up the poor little ones.

4. Teachers are treated with great respect. They are always called by their last name with the 'Teacher' prefix: for instance, 'Teacher Zhan' or 'Teacher Xian' or even just 'Teacher.'

5. Many schools take corporal punishments for granted. A teacher may slap a student with his or her hand or a ruler for some fault. The more distant and simpler the school is, the more this kind of punishment occurs. My Chinese friend told me that they were given a certain amount of time to learn English words at school, and for every unlearned word they got beaten with a stick.

6. There is an academic ranking poster hanging in each classroom which gives an incentive to study harder. The grades go from A to F, where A is the highest grade equaling 90–100%, and F is an un-

satisfactory grade of 59%. Encouragement of good behavior is an important part of education. For example, a student receives a star of a certain color or additional points for a correct answer or model conduct, while talking during lessons and misbehavior lead to a loss of stars and points. Students' ranking is updated daily and is visible to everyone on a special chart on the blackboard – an open competition.

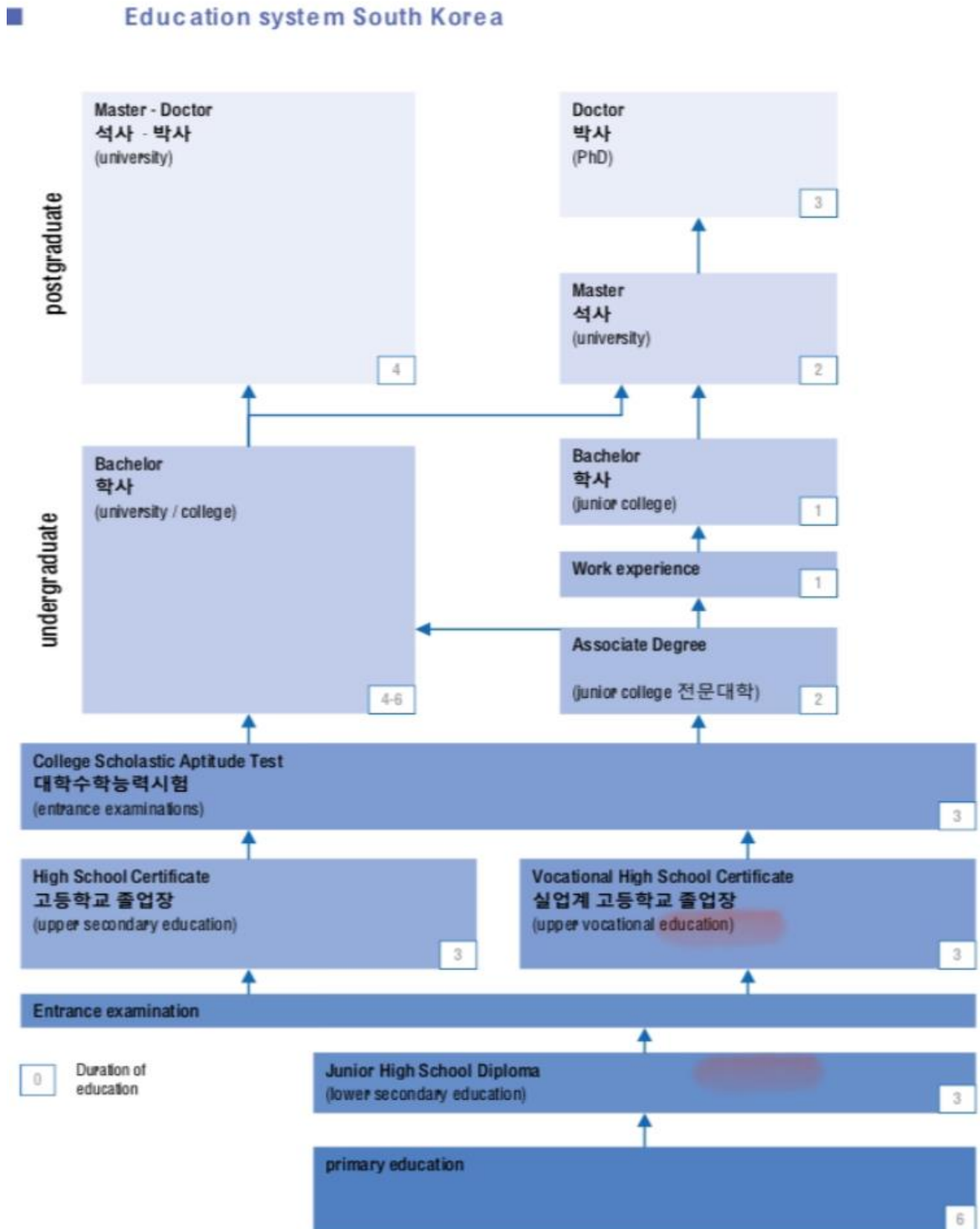
7. Chinese children study for more than ten hours a day. Lessons usually start at 8 a.m. and end at 3–4 p.m. Then kids go home and do their neverending home tasks until 9–10 p.m. In big cities, schoolchildren always have additional lessons with tutors, music classes, art studies, and sports clubs on weekends. The competition is so high that parents suppress their children from a very young age – if they don't receive high grades in their school graduation exams (mandatory education in China takes 12–13 years), there's no way they'll be admitted to a university.

8. Schools are divided into public and private ones. The cost of studying at a private school may reach \$1,000 per month, but the level of education there is much higher. Learning a foreign language is an especially important subject there. Two or three classes of English a day, and students of elite schools already speak the language freely in their fifth or sixth year. However, Shanghai, for instance, has a special state-funded program that allows foreign teachers to work in ordinary public schools.

9. The education system is based on verbatim learning. Children just sit and learn lots of material by heart, while teachers demand automatic reproduction without really caring about whether their students actually understand what they say. However, there are more and more alternative schools arising today, based on the Montessori or Waldorf methods, that are aimed at developing the artistic abilities of kids. Of course, such schools are private, and studying there is expensive and accessible for very few people.

10. Children from poor families who don't want to study or are too naughty (as their parents think) often get kicked out of ordinary elementary schools and **into kung fu schools**. They live there with full board, they train hard from morning until night, and if they're lucky enough, they receive a basic education – they have to be able to read and write, which is not easy, knowing the Chinese language system. Corporal punishments are quite common at such institutions.

3.7. Study the system of education in South Korea, present the information.



3.8. Read some debatable opinions about education in South Korea (<https://www.debate.org/opinions/is-the-korean-educational-system-a-good-one>), agree or disagree giving arguments. Speculate on advantages and disadvantages of Korean education basing on these opinions. Add your own ideas.

1. The Korean education system pushes their students hard like all education systems should. They usually make students work very hard and reach their true potential. This creates better educated students. Better educated students make up a well-informed public. This will eventually lead to a large group of intelligent people equipped with the tools to solve all the problems they need to.

2. South Korea has an excellent education system because the country has a thriving tech industry with cars and computers. Obviously, the educational system in that country is pumping out scientists and engineers that drive their economy. The North Korean education system is completely different in that it keeps their populace isolated and afraid of the government.

3. From what I have heard about the South Korean educational system it is indeed a good system compared to many other systems across the world. The students that take place in the education system in South Korea often have much higher scores when it comes to test compared to many other students.

4. I disagree with the idea that the Korean education system is a good one. I disagree with this because most kids are already smart and really pressuring a kid won't have a good impact on them. Some say it is good because it is better than half of the worlds systems but just because they are smart doesn't particularly mean it is good, It can have very bad mental issues resulting the pressure.

3.9. LISTENING “Do Schools Kill Creativity?”

1. Answer the following questions.

1. Should education be aimed at developing academic rather than creative abilities of students?

2. Do schools need to provide broad curriculum that includes creative subjects, such as the visual and performing arts? What subjects at your school were not creative, in your opinion?

3. As children, we're born with wild and inventive imaginations. According to a test devised by NASA scientists, 98% of children are

born creative geniuses. But as we get older that figure dwindles, and by adulthood, the number of creative geniuses drops to an astonishingly low average. Who is to blame for this? Can school really kill creativity?

4. Do you find the idea that university is a guarantee of a good job for life to be quite outdated?

2. Guess the meaning of the words in bold. Match the words with their definitions (a–j).

1. She's just trying to win **brownie points** with the boss.
 2. We believe liars tend to look up, **fidget** or scratch their ear.
 3. In most large families there is a **hierarchy** of age, with the older siblings having more status.
 4. You were steered **benignly** away from things you liked because you wouldn't get a job doing that.
 5. We think visually; we think in sound; we think **kinesthetically**; we think in abstract terms.
 6. Children with disabilities must not be **stigmatized** and denied educational opportunities.
 7. Most professionals say that **multitasking** has become essential in our fast-driven world.
 8. An influx of refugees has **triggered** disturbances.
 9. He did his best to **avert** suspicion.
 10. You have no **conception** of how difficult life is if you're unemployed.
-
- a. to prevent something bad or dangerous from happening.
 - b. to make something happen suddenly.
 - c. to treat somebody in a way that makes them feel that they are very bad or unimportant.
 - d. the ability to do several things at the same time.
 - e. in a kind and gentle way; in a way that does not hurt anybody.
 - f. to keep moving your body, your hands or your feet because you are nervous, bored, excited, etc.
 - g. a system in which things are organized into different levels of importance from highest to lowest.
 - h. if sb does sth to win ..., they do it to make people in authority have a good opinion of them.
 - i. an understanding or a belief of what something/somebody is or what they should be.

j. by means of the sense that detects bodily position, weight, movement of the muscles, and joints.

3. What do these abbreviations stand for?

B.A. M.A. Ph.D. UNESCO ADHD

4. Do these names sound familiar to you? Match the names with the descriptions of people.

| | |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sir Ken Robinson | an American physician, medical researcher and virologist who developed one of the first successful polio vaccines. |
| Gillian Lynne | an English composer and impresario of musical theatre. Several of his musicals have run for more than a decade both in the West End and on Broadway. Several of his songs have been widely recorded and were successful outside of their parent musicals, such as "The Music of the Night" from The Phantom of the Opera, "I Don't Know How to Love Him" from Jesus Christ Superstar, "Don't Cry for Me, Argentina" from Evita, and "Memory" from Cats. |
| Sir Andrew Lloyd Webber | a British author, speaker and international advisor on education in the arts to government, non-profits, education and arts bodies. In 2003 he was knighted for services to the arts. |
| Rachel Carson | an English ballerina, dancer, choreographer, actress, and theatre-television director, noted for her theatre choreography associated with two of the longest-running shows in Broadway history, Cats and The Phantom of the Opera. |
| Jonas Salk | an American marine biologist, author, and conservationist whose book Silent Spring and other writings are credited with advancing the global environmental movement. |

5. Listen to the edited version of the TED talk given by Sir Ken Robinson. He makes a case for creating an education system that nurtures (rather than undermines) creativity. This talk "Do schools kill creativity?" is the most watched TED talk of all time.

What is Ken Robinson's main purpose in his talk: to entertain, to persuade, to inform, to instruct, or something else?

6. Listen to the first part of the talk (0.00–4.00) and say if the statements are true or false.

1. American education system has a hierarchy of subjects which differs from other countries.

2. Drama and dance in schools are considered as important as art and music.

3. The purpose of public education everywhere on Earth is to produce university professors.

4. Typically, senior academics are equally good at both: science and dancing.

5. It wasn't until the 19th century that the first public systems of education appeared.

6. The hierarchies of school subjects originated on usefulness for future employment and academic performance of learners.

7. There will gradually be fewer people getting degrees than before.

7. Listen to the second part of the talk (4.00–6.50) and answer the questions.

1. In modern times people with degrees are often returning home to continue playing video games. Why can't they find jobs? Does having a degree mean having a job now? What is academic inflation?

2. What are the three features of intelligence, according to Sir Ken Robinson?

3. How does Ken Robinson define creativity?

4. Who is typically better at multitasking: men or women?

5. Name the book Ken Robinson was working on at that time. What is it based on?

8. Listen to the third part of the talk (6.51–10.40) and complete the sentences using one word per space.

1. In the 30's of the previous century the school where Gillian studied wrote to her parents and said that she had a learning _____. She couldn't concentrate. She was fidgeting.

2. Gillian and her mother went to see a specialist, who listened to the problem, asked the mother to speak in private, and turned on the _____ before leaving the room.

3. The minute they left the room Gillian was on her feet, _____ to the music. They watched for a few minutes, and the doctor turned to the mother and said that Gillian wasn't sick. She was a dancer.

4. Gillian was eventually _____ for the Royal Ballet School and became a soloist.

5. Another specialist might have put her on _____ and told her to calm down.

6. We have to rethink the _____ principles on which we are educating our children.

9. Discuss the questions with your groupmates.

1. Do you find Ken Robinson's definition of creativity to be correct? Find two or three definitions of creativity in dictionaries. Do you agree with any of these more than with the others? Can you make up your own definition of creativity as you understand it?

2. Do you agree that we need to rethink the way education works so that we can encourage rather than suppress creativity?

3. Do you have any idea of how the maximum number of children can be given the greatest possible chance of realizing their creative potential?

4. Dance is just as important as maths, or is it? Do you think that all subjects deserve equal prestige and classes should not always be grouped by age?

5. And if you were asked by an alien about the purpose of public education in your country, what would you probably say?

3.10. Read the text.

AN ASSAULT UPON OUR CHILDREN

By Se-Woong Koo

Aug. 1, 2014

SEOUL, South Korea – After my older brother fell ill from the stress of being a student in South Korea, my mother decided to move me from our home in Seoul to Vancouver for high school to spare me the intense pressure to succeed. She did not want me to suffer like my brother, who had a chest pain that doctors could not diagnose and an allergy so severe he needed to have shots at home.

I was fortunate that my mother recognized the problem and had the means to take me abroad. Most South Korean children's parents are the main source of the unrelenting pressure put on students.

Thirteen years later, in 2008, I taught advanced English grammar to 11-year-olds at an expensive cram school in the wealthy Seoul neigh-

borhood of Gangnam. The students were serious about studying but their eyes appeared dead.

When I asked a class if they were happy in this environment, one girl hesitantly raised her hand to tell me that she would only be happy if her mother was gone because all her mother knew was how to nag about her academic performance.

The world may look to South Korea as a model for education – its students rank among the best on international education tests – but the system’s dark side casts a long shadow. Dominated by Tiger Moms, cram schools and highly authoritarian teachers, South Korean education produces ranks of overachieving students who pay a stiff price in health and happiness. The entire program amounts to child abuse. It should be reformed and restructured without delay.

Granted, the South Korean system has its strengths. The idea that success is most important, no matter the cost, is a great motivator. My report card after the first exam in middle school ranked me 21st out of 60 students in my homeroom class. My mother, who was enlightened about the extreme horrors of South Korean education but nevertheless worried about my grades, immediately found me a private tutor for math, which helped me shoot up to a respectable No. 3 in the homeroom hierarchy.

But that was the early 1990s. Since then, this culture of competition has only spread.

Cram schools like the one I taught in – known as hagwons in Korean – are a mainstay of the South Korean education system and a symbol of parental yearning to see their children succeed at all costs. Hagwons are soulless facilities, with room after room divided by thin walls, lit by long fluorescent bulbs, and stuffed with students memorizing English vocabulary, Korean grammar rules and math formulas. Students typically stay after regular school hours until 10 p.m. or later.

Herded to various educational outlets and programs by parents, the average South Korean student works up to 13 hours a day, while the average high school student sleeps only 5.5 hours a night to ensure there is sufficient time for studying. Hagwons consume more than half of spending on private education.

This “investment” in education is what has been used to explain South Koreans’ spectacular scores on the Program for International

Student Assessment, increasingly the standard by which students from all over the world are compared to one another.

But a system driven by overzealous parents and a leviathan private industry is unsustainable over the long run, especially given the physical and psychological costs that students are forced to bear.

Many young South Koreans suffer physical symptoms of academic stress, like my brother did. In a typical case, one friend reported losing clumps of hair as she focused on her studies in high school; her hair regrew only when she entered college.

Students are also inclined to see academic performance as their only source of validation and self-worth. Among young South Koreans who confessed to feeling suicidal in 2010, an alarming 53 percent identified inadequate academic performance as the main reason for such thoughts.

Not surprisingly, South Korea's position in the international education hierarchy is flipped when it comes to youth happiness, with only 60 percent of the country's students confessing to being content in school, compared with an average of 80 percent, in 2012, among the world's wealthy nations.

There is a historical explanation for South Korea's education fervor. During the Choson Dynasty (1392–1910), having children pass the civil service examination administered by the royal court was seen as a sure conduit to social and material success for the entire family. As the late Professor Edward Wagner at Harvard noted, even then a form of private education persisted, with candidates taking years of lessons to prepare for the exam and wealthier families splurging on special tutors.

Korean culture's special focus on the family unit is also a major factor. Many parents believe that their right to decide their children's future is sacrosanct. And the view that the family is an economic unit perpetuates such tight control over children. Marriage, for example, still often functions as a financial transaction between two families. To be a South Korean child ultimately is not about freedom, personal choice or happiness; it is about production, performance and obedience.

Obedience to authority is enforced both at home and school. I remember the time I disagreed with my homeroom teacher in middle school by writing him a letter about one of his rules. The letter led to my being summoned to the teacher's office, where I was berated for an hour and a half, not about the substance of my words but the fact that I had expressed my view at all. He had a class to teach but he did not

bother to leave our meeting because he was so enraged that someone had questioned his authority. I knew then that trying to be rational or outspoken in school was pointless.

A culture that treats its children as a commodity to be used in the service of the family or the national economy must be radically altered. The government must halt its unrelenting pursuit of a higher birthrate in the face of a shrinking population and cease viewing children as mere cogs in the country's economy with no right to personal happiness.

South Korea must also encourage its citizens to see marriage not as a dutiful union that must yield tangible economic benefits, but as a life choice that can bring contentment and well-being. Only then can children be perceived as individuals with free will, rather than mere producers of wealth and status subject to onerous education.

A private education industry run amok must be better regulated to put children's welfare first. Although successive presidents have made attempts to rein in the cram schools, including mandating a 10 p.m. closure, many hagwon owners flout the regulations by operating out of residential buildings or blacking out windows so that light cannot be seen from outside. And some parents hire private tutors to get around the rule.

The fight against these abuses would be far more effective if legislation were passed criminalizing excessive private education. Otherwise, South Korean parents may never recognize that the current system is a direct assault on the welfare of their own offspring. But above all, the conviction that academic success is paramount in life needs to be set aside completely. South Korea may have become an enviable economic superpower, but it has neglected the happiness of its people.

Decrying the state of young people's existence in Korea, Yi Kwang-su, an early reformist intellectual, wrote in a 1918 essay, "On Child-Centrism," "As long as parents live, children have no freedom and are treated like slaves or livestock not unlike subjects of a feudal lord." Before South Korea can be seen as a model for the 21st century, it must end this age-old feudal system that passes for education and reflect on what the country's most vulnerable citizens might themselves want.

(<https://www.nytimes.com/2014/08/02/opinion/sunday/south-koreas-education-system-hurts-students.html>)

3.11. Look up unfamiliar words or terms in dictionaries or glossaries. Go over difficult passages to clarify them.

3.12. Interpret the headline of the article. Did the content of the article answer your expectations?

3.13. After reading the text, identify the main idea, the problem, relevant information, and uncertainties.

3.14. Specify the author's arguments, then comment on them from the point of view of a student / a teacher / a parent.

3.15. Answer the questions.

1. What do you think was the author's goal when writing this article?
2. What techniques of persuasion the readers does the author use? (appeals to emotion, reason, authority, etc.)?
3. Can you say that the ideas found in the text about education in general and in Korea in particular are the author's interpretation and opinion only or they are well known facts?
4. Getting an education today – is it obligatory to become successful, or is it just a stereotype?
5. What price are you ready to pay to get an excellent education?
6. Authoritarian teachers – what is right and wrong about them from the point of view of students?
7. Is the idea that success is most important, no matter the cost, a great motivator for you?
8. Have you ever suffered physical symptoms of academic stress?
9. Have you ever felt suicidal because of your studies?
10. Do you consider private education to be criminalized?

3.16. Agree or disagree with the following statements from the text, give arguments. Can you say the same about Russia and America? Why / why not?

1. "To be a South Korean child ultimately is not about freedom, personal choice or happiness; it is about production, performance and obedience."
2. "As long as parents live, children have no freedom and are treated like slaves or livestock not unlike subjects of a feudal lord."

3.17. Imagine you graduated from the University 20 years ago. Speak about your best and worst memories, analyze why you treat them as good or bad for you. Say what you would like your child to avoid during the studying period, and what is absolutely necessary to experience.

PART 4. CRITICAL THINKING

PLAGIARISM

4.1. Test yourself. Plagiarism is from “plagium” (Latin) that means “kidnapping”. Choose the best answer, more than one is possible.

1. Which is not a plagiarism?
 - A. You change several words of an essay somebody else wrote.
 - B. You take an existing idea and present it as a new one.
 - C. You provide the full source for a quotation.
 - D. You translate others' written work into another language without citation.
2. Plagiarism is the main focus only in the education sphere.
 - A. Yes.
 - B. No.
3. Which of the following requires proper citation?
 - A. You include your own ideas that are original to the paper you are writing.
 - B. You translate a scientific article from English into Russian.
 - C. You refer to your own papers that you have previously written.
 - D. You take common knowledge or widely accessible information (e.g. There are 26 letters in the English alphabet.).
 - E. You use information from Wikipedia, as it is in the public domain.
4. Which of the following is NOT a true purpose for citation?
 - A. Citation is used to distribute money for royalties.
 - B. Citation recognizes the authors you are referencing.
 - C. Citation allows your readers to confirm that you aren't just “making stuff up”.
5. In order to paraphrase properly, you need to:
 - A. change a few words and cite it to make it your own.
 - B. use quotation marks around the text and cite it.
 - C. take only the idea from the text without citing it.
 - D. summarize the text in your own words and cite it.
6. If you forget to cite a source in your paper, that is still plagiarism.
 - A. Yes.
 - B. No.

7. You can copy-and-paste a sentence written by someone else into your paper and simply add quotation marks around it.

- A. Yes.
- B. No.

8. For a class assignment that students are to complete individually, Student A and Student B decide to collaborate. Student A compiles research notes while Student B identifies the main findings. Both write their own original research papers, and neither cite the other's work. Is this:

- A. Unethical collaboration
- B. Acceptable collaboration
- C. Plagiarism.

9. You found two articles about the same research: article 1 is the original finding; article 2 is an analysis that references article 1. You use a section of the analysis from article 2. Which article do you cite?

- A. Article 1
- B. Article 2
- C. Both

10. Which of the following are possible consequences of plagiarism?

- A. Being sued
- B. Being suspended or expelled from university
- C. Ruined reputation
- D. Being suspended or expelled from school
- E. Having to face jail time

4.2. Types of plagiarism (<https://www.turnitin.com/>). Match the plagiarism with its type.

| | |
|----------------------------|---------------------------------------------------------------------------|
| 1. Global plagiarism | a. Rephrasing someone else's ideas without citation |
| 2. Incorrect citation | b. Presenting an entire text by someone else as your own work. |
| 3. Paraphrasing plagiarism | c. Directly copying a passage of text without citation. |
| 4. Mosaic plagiarism | d. Reusing passages and ideas from your own previously submitted work. |
| 5. Self-plagiarism | e. Combining text and ideas from different sources without citation. |
| 6. Verbatim plagiarism | f. Failing to give all the necessary information in your source citation. |

4.3. Compare and analyze the texts. Identify them as original or plagiarism, prove your choice, summarize the main features of plagiarism.

1.

a) Melania Trump:

“From a young age, my parents impressed on me the values that you work **hard for what you want in life, that your word is your bond and you do what you say** and keep your promise. That you **treat people with respect**. They taught and showed me **values** and morals in their daily life. That is a lesson that I continue to pass along to our son. And we need to **pass** those lessons on to the many generations to follow **Because we want our children in this nation to know that their only limit to your achievements is the strength of your dreams and your willingness to work for them.**”

(<https://qz.com/735815/melania-trump-plagiarized-several-lines-from-michelle-obamas-2008-convention-speech>)

b) Michelle Obama:

“And Barack and I were raised with so many of the same values: that you work **hard for what you want in life; that your word is your bond and you do what you say** you’re going to do; that you **treat people with dignity and respect**, even if you don’t know them, and even if you don’t agree with them.

And Barack and I set out to build lives guided by these **values**, and **pass** them on to the next generation. **Because we want our children – and all children in this nation – to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.**”

(<https://www.npr.org/templates/story/story.php?storyId=93963863>)

2.

a) Megan McCafferty “Second Helpings”:

“Throughout this conversation, Manda acted like she couldn’t have been more bored. She lazily skimmed her new paperback copy of *Reviving Ophelia* – she must have read the old one down to shreds. She just stood there, popping another piece of Doublemint, or reapplying her lip gloss, or slapping her ever-present pack of Virginia Slims against her palm. (Insert oral fixation jokes, here, here and here.) Her hair – usually dishwater brown and wavy–had been straightened and bleached the color of sweet corn since the last time I saw her... Just

when I thought she had maxed out on hooter hugeness, it seemed that whatever poundage Sara had lost over the summer had turned up in Manda's bra."

b) Kaavya Viswanathan "How Opal Mehta Got Kissed, Got Wild, and Got a Life":

"The other HBz acted like they couldn't be more bored. They sat down at a table, lazily skimmed heavy copies of Italian Vogue, popped pieces of Orbit, and reapplied layers of lip gloss. Jennifer, who used to be a bit on the heavy side, had dramatically slimmed down, no doubt through some combination of starvation and cosmetic surgery. Her lost pounds hadn't completely disappeared, though; whatever extra pounds she'd shed from her hips had ended up in her bra. Jennifer's hair, which I remembered as dishwater brown and riotously curly, had been bleached Clairol 252: Never Seen in Nature Blonde. It was also so straight it looked washed, pressed and starched."

(<https://www.thecrimson.com/article/2006/4/23/examples-of-similar-passages-between-viswanathans/>)

3.

a) Tanuja Desai Hidier "Born Confused":

"All day the house had smelled of spices, and now before our eyes lay the resulting combustion of all that kitchen chemistry. The feast my mother had conjured up was extravagant, and I realized how hungry I was; I wasn't a big fan of Indian food, at least not on a daily basis, but today the sight of it was pure poetry ... Brown sugar roti and cloud-puff puris just itching to be popped. Coconut rice fluffed up over the silver pot like a sweet-smelling pillow. Samosas transparent, peas bundling just below the surface. Spinach with nymph-finger cloves of garlic that sank like butter on the tongue. A vat of cucumber raita, the two-percent yogurt thickened with sour cream (which my mom added when we had guests, though she denied it when asked; I'd seen the empty carton, not a kitten lick left). And the centerpiece: a deep serving dish of lamb curry, the pieces melting tenderly off the bone."

(https://en.wikipedia.org/wiki/Born_Confused)

b) Kaavya Viswanathan "How Opal Mehta Got Kissed, Got Wild, and Got a Life":

"This year, fortunately, there wasn't an egg in sight. Instead, the house had smelled of spices all day, and when we sat down at the dining room table, I nearly combusted at the sight of the extravagant feast

my mom had conjured up. Usually I wasn't a big fan of Indian food, but today I was suddenly starving. The table creaked with the weight of crisp, brown rotis and feather-light, puffy puris. A basket of my favorite kheema naan sat beside the clouds of cashew and sultana-studded coconut rice in an enormous pot. There was plump okra fried in oil and garlic till it melted like butter on the tongue, aloo curry studded with peppercorns and glistening chopped chilis, and a crock of raita, a cool, delicious mixture of yogurt and sour cream, bursting with finely chopped onions and cucumbers. The centerpiece was a deep dish of mutton curry, the meat (my mom only used halal bought from an Arab butcher in Edison) already falling off the bone."

(<https://www.npr.org/templates/story/story.php?storyId=5369768>)

4.

a) Tom Edward "My world" essay:

"Long ago, when there was no written history, these islands were the home of millions of happy birds; the resort of a hundred times more millions of fishes, sea lions, and other creatures. Here lived **innumerable creatures predestined from the creation of the world to lay up a store of wealth for the British farmer, and a store of quite another sort for an immaculate Republican government.**"

b) A. J. Duffield The Prospects of Peru London: Newman, 1881, p. 78:

"In ages which have no record these islands were the home of millions of happy birds, the resort of a hundred times more millions of fishes, of sea lions, and other creatures whose names are not so common; the marine residence, in fact, of innumerable creatures predestined from the creation of the world to lay up a store of wealth for the British farmer, and a store of quite another sort for an immaculate Republican government."

(<https://www.bowdoin.edu/dean-of-students/conduct-review-board/academic-honesty-and-plagiarism/examples.html>)

5.

a) Bridget Mason:

"Scholars in the school of new classical economics, which emerged in the 1970s, focus on the belief that the school of Keynesian economics is misguided. New classical scholars assert that the economy is never unbalanced, as Keynesian scholars believe, but instead that changes in an economy result from people's changing their spending habits as they interpret the news about the world."

(<https://www.niu.edu/academic-integrity/students/plagiarism/paraphrasing-without-citation.shtml>)

b) Macroeconomics:

“New classical economics. The original theoretical impetus was the charge that Keynesian economics lacks microeconomic foundations – i.e. its assertions are not founded in basic economic theory. This school emerged during the 1970s. This school asserts that it does not make sense to claim that the economy at any time might be "out-of-equilibrium". Fluctuations in aggregate variables follow from the individuals in the society continuously re-optimizing as new information on the state of the world is revealed.”

(*Wikipedia*. 18 Aug. 2005. 31 Aug. 2005 <http://en.wikipedia.org/wiki/Macroeconomics>)

4.4. Case study. Analyze the cases and decide if the sources are used correctly.

Case 1

Source:

“We needed to do more to prepare all our students, not just the few who wanted to be English majors. What we needed to do is help students to be skillful in all the messages that they are surrounded with every day of their lives. To prepare them for life means more attention to nonfiction, more attention to media messages and diverse forms of communication.”

(from Renee Hobbs Richard Frost measuring the acquisition of media-literacy skills // *Reading Research Quarterly* Vol. 38, No. 3 July/August/September 2003 p.335).

1. Student A writes:

“Media education is one of important part of the modern society. It prepares the students to be skillful in all the messages that they are surrounded with every day of their lives. It prepares them for life means more attention to nonfiction, more attention to media messages and diverse forms of communication.”

Does he/she use the source correctly?

2. Student B writes:

“As Renee Hobbs Richard Frost mention: “What we needed to do is help students to be skillful in all the messages that they are surrounded with every day of their lives. To prepare them for life means more attention to nonfiction, more attention to media messages and diverse forms of communication.” [2, p. 335].

Does he/she use the source correctly?

Case 2

Source:

“In Gothic writings fantasy predominates over reality, the strange over the commonplace, and the supernatural over the natural, with one definite authorial intent: to scare. Not, that is, to reach down into the depths of the soul and purge it with pity and terror (as we say tragedy does), but to get to the body itself, its glands, epidermis, muscles, and circulatory system, quickly arousing and quickly allaying the physical reactions to fear.”

(from Moers, Ellen. “Female Gothic: The Monster's Mother.” *Frankenstein*. Ed. J. Paul Hunter. New York and London: W. W. Norton, 1996. 214.)

1. Student A writes:

“According to Ellen Moers, Gothic writings “get to the body itself, its glands, epidermis, muscles, and circulatory system, quickly arousing and quickly allaying the physical reactions to fear” (214).”

Does he/she use the source correctly?

2. Student B writes:

“Gothic novels such as *Frankenstein* were written with one definite authorial intent: to scare (Moers 214).”

Does he/she use the source correctly?

3. Student C writes:

“While tragedy affects the soul, Gothic writings affect the body.”

Does he/she use the source correctly?

Case 3

Source:

“I greedily devoured the remnants of the shepherd's breakfast, which consisted of bread, cheese, milk, and wine; the latter, however, I did not like.”

(from Shelley, Mary. *Frankenstein*. Ed. J. Paul Hunter. New York and London: W. W. Norton & Co., 1996. 70.)

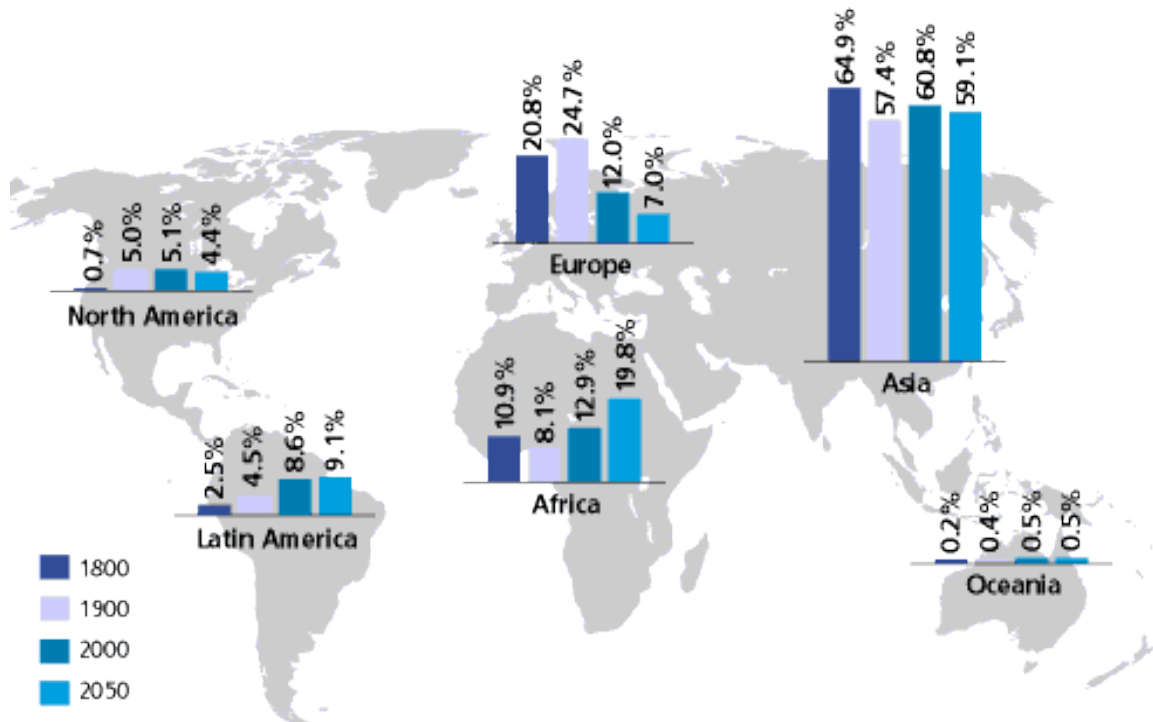
1. Student A writes:

“In his tale, *Frankenstein's* monster recounts how he greedily devoured the remnants of the shepherd's breakfast, thus showing his extreme hunger.”

Does he/she use the source correctly?

Case 4

Source:



(from “Human Population: Fundamentals of Growth Population Growth and Distribution” Population Reference Bureau. 12 May, 2005).

1. Student A writes:

“According to the United Nations briefing packet entitled 1998 Revision of World Population Prospects, Latin America will account for 9.1% of global population by 2050. “Human Population: Fundamentals of Growth Population Growth and Distribution” Population Reference Bureau. Accessed May 12, 2005.

http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Population_Growth/Population_Growth.htm.”

Does he/she use the source correctly?

Case 5

Source:

“The search for the woodpecker began earnestly after a Feb. 11, 2004 sighting by a kayaker in Cache River National Wildlife Refuge. A report of the sighting eventually worked its way to Tim Gallagher, the editor-in-chief of Living Bird, the Cornell Lab of Ornithology's quarterly magazine.

(from Morisy, Michael. "Extinct Woodpecker Found." Cornell Daily Sun 29 April 2005: 1, 4.)

1. Student A writes:

Occasionally, species once thought extinct resurface when researchers examine possible new habitats. The ivory-billed woodpecker, for example, has just been rediscovered in the wild by Cornell researchers, who launched a search after an amateur sighting in February of 2004 (Morisy 1). Works Cited Morisy, Michael. "Extinct Woodpecker Found." Cornell Daily Sun 29 April 2005: 1, 4. Does he/she use the source correctly?

4.5. Find the information and share it. Express your opinion (<https://plagiarism.arts.cornell.edu/>).

1. What is Cornell's Code of Academic Integrity?
2. How does Cornell enforce its policy against plagiarism?
3. What is a source? Primary Sources? Secondary Sources?
4. What is the difference between documentation, citation, and reference?
5. How can you check for plagiarism in your own work?

PART 5. CONSOLIDATION: SPEAKING

5.1. These are some quotes by famous people about education. Comment on them.

1. "Live as if you were to die tomorrow. Learn as if you were to live forever." – Mahatma Gandhi
2. "You can never be overdressed or overeducated." – Oscar Wilde
3. "Children must be taught how to think, not what to think." – Margaret Mead
4. "Marriage can wait, education cannot." – Khaled Hosseini, *A Thousand Splendid Suns*
5. "Education's purpose is to replace an empty mind with an open one." – Malcolm Forbes
6. "Education is a private matter between the person and the world of knowledge and experience, and has little to do with school or college." – Lillian Smith

7. “Education is what most receive, many pass on, and few possess.” – Karl Kraus

8. “You cannot open a book without learning something.” – Confucius

9. “Tell me and I forget. Teach me and I remember. Involve me and I learn.” – Benjamin Franklin

10. “There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.” – Jiddu Krishnamurti

11. “Losers live in the past. Winners learn from the past and enjoy working in the present toward the future.” – Denis Waitley

12. “The minute that you’re not learning I believe you’re dead.” – Jack Nicholson

5.2. LISTENING “Students Love Grammar! So Why Do Teachers Hate it?”

1. Match the following words with definitions.

| | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. misconception | a. n. an individual's unique approach to learning based on strengths, weaknesses, and preferences. |
| 2. building blocks | b. adj. happening often |
| 3. communicative language teaching | c. n. an important piece of something |
| 4. learning style | d. n. an important part that is grouped together with many other similar things to form something larger – usually plural – usually + of |
| 5. memorization | e. n. the act of learning something so well that you are able to remember it perfectly |
| 6. hostility | f. n. a wrong or mistaken idea |
| 7. frequent | g. n. an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study |
| 8. component | h. n. an unfriendly or hostile state, attitude, or action |

2. Listen to the text and identify the statements as true or false (<https://learningenglish.voanews.com/a/students-love-grammar-why-do-teachers-hate-it/2973596.html>).

1. Michael Swan is an author of the famous blue grammar book titled Understanding and Using English Grammar.
2. Betty Azar agrees that teaching grammar is the most fun class of all.
3. If you have a class named 'grammar,' it doesn't mean you're teaching rules that the students have to learn. It just means, 'grammar is where we're going to start, and then we're going to have a lot of fun with it.'
4. Students have to learn grammar always in the same way.
5. All students have a unique learning style when it comes to learning grammar. First to see a pattern and understand the rule. Then explanations and more practice.
6. To teach grammar as a subject matter and test it as though you were testing the memorization of dates in history is sure to bore everybody and not reach the goals that you are trying to reach – successful communication experiences.
7. Grammar was removed from the regular course of study in grammar in the U.S. and U.K. in the 1980s, most native speakers of English did not learn it in school in London.
8. If you don't know any grammar of your own language, and then you are asked to teach it, you walk into a class; very likely your students may know more grammar than you know, and you cannot answer their questions.
9. Michael Swan says that teachers should apply modern research on language to teach the most frequent grammar points after they spend time on those that are not often used.
10. Unfortunately there have been no research studies that show the combination of having a grammar component in a communicative program allows students to progress faster and better than if there were no grammar component.

3. Listen to the text again and fill in the gaps.

“For me, teaching grammar is the most fun class of all. I think that is a ___1___ – that teaching grammar is a boring thing to do – when teaching grammar, for me, always was the class I looked forward to the

most because grammar was just the __2__. It was where you started. Grammar is just the __3__.

Betty Azar is a __4__ on teaching English grammar. She talked with VOA about how teachers can move from grammar to __5__.

“From there you do __6__, you do games, you do __7__, you do all of the wonderful things you do in a __8__, but you do it in combination with having a solid foundation of the structures that they are using.”

Michael Swan is a __9__ of the Oxford English Grammar Course. He writes that when __10__ are deciding which grammar points to teach, they should first ask two questions. First, will __11__ the point help students be understood – will it help them understand better? Next, if that is true, will learning the grammar point help learners __12__ as English speakers?

The common __13__ that Ms. Azar sees is that grammar can be taught as a subject, like history or math. Teachers try to get students to __14__ rules. Grammar is not just learning rules. It is a way to help students along the way to __15__.

4. Answer the questions.

1. Why do students need to learn grammar?
2. Why do some teachers hate teaching grammar?
3. What does the research show about teaching grammar?
4. Can teaching grammar really be fun?
5. What are your tips to master grammar?
6. Do you know grammar well?

5. Comment on the issue.

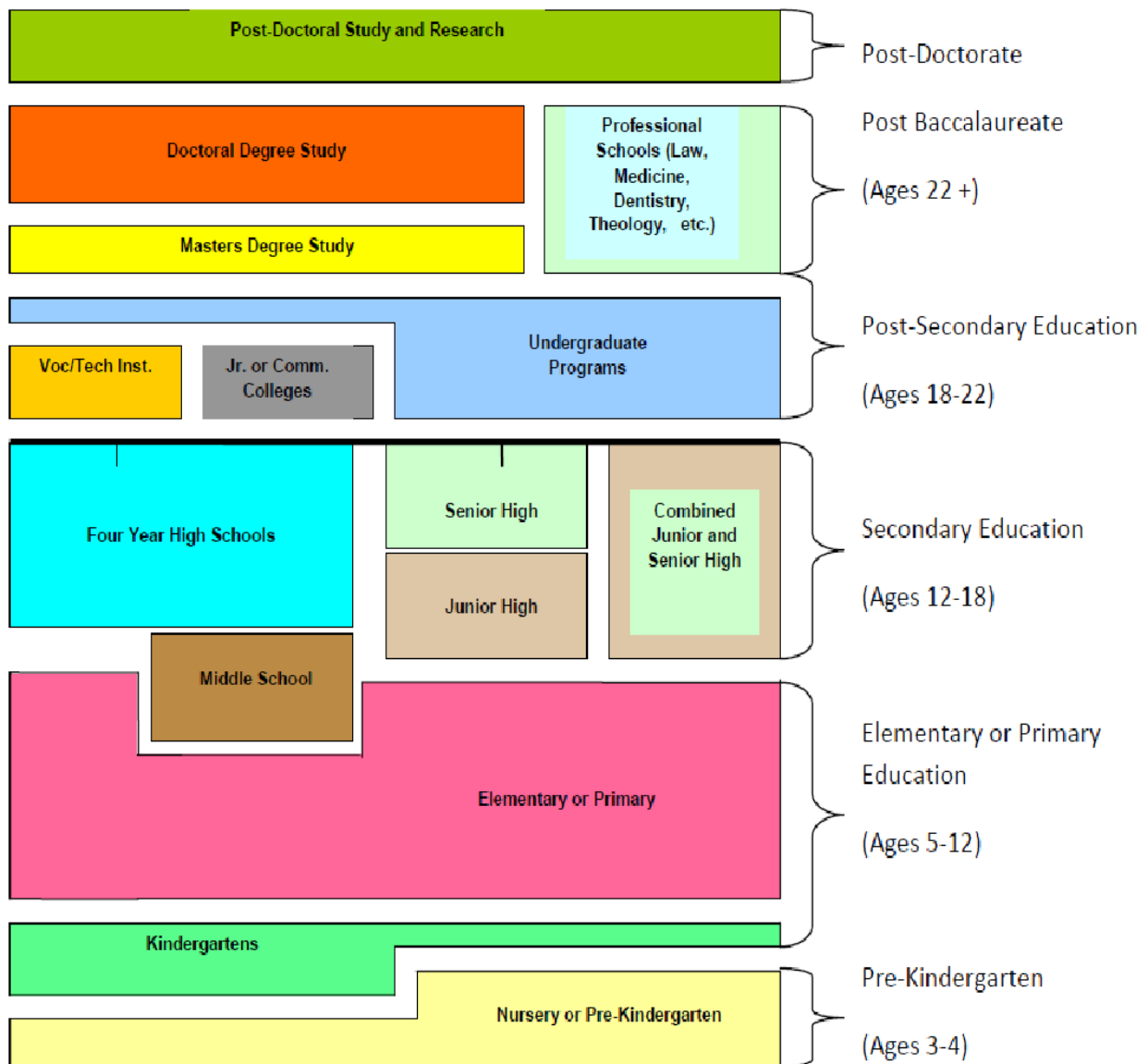
1. Grammar can be taught as a subject, like history or math. Teachers try to get students to memorize rules. Grammar is not just learning rules. It is a way to help students along the way to communication.

2. Grammar is the glue that holds language together.

3. Grammar is a many-colored interwoven fabric that is really beautiful when you get to know it.

4. Grammar is quite a remarkable thing.”

5.3. Study the map of the whole U.S. Education System combining all patterns at the primary, secondary, and post-secondary education levels. Present it verbally.



5.4. Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades. Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination, writing college application essays. Look at the topics suggested to the applicants by Princeton University (<http://www.cs.princeton.edu/>). Select one of the following themes and present it verbally.

● **More about You (Princeton)**

1. What would you do if you were given a year to spend any way you wish?
2. What talent, accomplishment, or pursuit has given you the greatest joy or satisfaction?
3. Tell us about yourself in such a way that we will have a good sense of who you are.
4. Tell us about a person who has affected your life in a significant way.
5. Write on any other topic of your choice or design.

5.5. These are some strengths and weaknesses of the educational system in America. Choose a country you are interested in and compare its educational system with that of the USA.

| Strengths in American Education | Weaknesses in American Education |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Certainly, the educational system in America is better for students than the systems used in some Asian countries. Many Asian schools, while incredibly good at preparing children for tests and producing school leavers with a good work ethic, put undue pressure on their students. Rote learning and high volumes of homework are all well and good, but if the price is burnout, high suicide rates and students that lack creative thinking skills, maybe the system is failing?</p> <p>American children get to study a wide range of subjects and are exposed to many different learning methods. This can only be a good thing when it comes to preparing people for the real world.</p> | <p>The American education system is primarily focused on preparing people for jobs. The thought of studying for the sake of study is alien, and people focus from an early age on learning skills for the job they will do later in life, rather than on learning how to learn – or learning because they enjoy acquiring knowledge. The American education system does not nurture creativity or encourage people to focus on innovation.</p> <p>In some ways, this is a good thing because it encourages specialization. However, in other ways it is a bad thing. Someone who wants to change careers later in life will be forced to go back to school because their education to date has been too narrow.</p> |

PART 6. WRITING

WRITING INTRODUCTIONS AND CONCLUSIONS

A well-organized essay needs a **strong** introductory paragraph and an **effective** concluding paragraph.

Introduction – is the **first part** of an essay that gives a general idea of what is to follow. Unless you can introduce the subject clearly the reader may not wish to continue. A well-written introductory paragraph should:


- attract readers' interest, encouraging them to continue reading the essay;
- supply any background information that one may need to understand the essay;
- present a thesis statement (see Unit 2);
- indicate a plan of development (usually appears in a thesis statement).

General Ideas Begin with a general statement of your topic and narrow it down to your thesis statement. Broad, general statements ease the reader into your thesis statement by first introducing the topic. A summary of the main points in a thesis statement shows how you intend to

Specific Idea (Thesis Statement) organize your essay.

Steps in writing an introduction

1. State the general problem (paraphrase the title of the essay).
2. Give a brief overview of the problem (background information or the context of the problem).
3. Write a thesis statement (the opinion and the reasons).

 Each 'reason' will be the first sentence of every BODY paragraph of the essay – its topic sentence.

In recent years there has been a vast increase in the number of students choosing to study abroad. **the general problem / idea**

This is because people are becoming more affluent and due to the variety of grants and scholarships which are available for overseas students nowadays.

**the overview
of the problem**

Studying overseas is an attractive option because it gives opinion
students access to new studying facilities, it may help them
reason 1
become proficient in the language, and make them highly
reason 2
desirable to prospective employers.
reason 3

**the thesis
statement
(opinion +
reasons)**

Dos and Don'ts of introduction writing

- Do state the message you want to communicate.
- Do keep your introduction short and simple.
- Do stick to the formal language and tone. Don't use conversational opening phrases, such as: well, you see, yes, let's start, etc.
- Don't repeat your exact title in the introduction. Paraphrase it.
- Don't use clichés and generalizations.



The introduction will normally be in the present tense. It will be the present simple (e.g. it gives students access to), or the present continuous (people are becoming), or the present perfect tense (there has been a vast increase in).

Conclusion – is the **last part** of an essay that summarizes the main points or arguments a writer provided in the essay. The purpose of a conclusion is to bring an essay to a close. It's very important to end strong, since a reader may look at the conclusion first to decide whether the essay is worth reading. A well-cut conclusion may be viewed as the mirror of the introduction, it frames the essay, makes it a complete piece of writing and provides the reader with a concise and balanced writer's consideration of the discussed issue. A conclusion should consist of:

- A reference to what has been said in the opening paragraph (paraphrasing the topic and reemphasizing the writer's position on it; underlining the relevance of the subject discussed);

- A restated thesis statement and summarized main points of the body of an essay;
- Concluding statement that signals the reader that the essay has come to its end (solution suggestion to a problem stated in the essay; presenting a rhetorical question that arisen as the result of the writer's conclusion, etc.).

Steps in writing a conclusion

1. Make an allusion to the topic of the essay.
2. Restate the thesis by paraphrasing the main idea and supporting points/arguments.
3. End with the overall statement that closes the topic authoritatively and persuasively.

Receiving education abroad has become very appealing with the financial support students receive through governmental programs with all the benefits this practice may give.

making reference to the issue raised in the introduction

Students who study abroad admit much greater progress in the language, while employers state they give preference to employees who has enriched their professional experience and scholar practice in foreign countries.

restating the topic sentence

After all, if one can take a life-long career advantage of studying abroad, why not take this chance?

final concluding statement

Possible techniques for a conclusion

To sum up, all in all, all things considered, in conclusion, to conclude, on the whole, taking everything into account, as was previously stated, etc.

Use linking words and phrases that indicate the ending

– Perhaps the world would be a better place if people could get education whenever needed;

Give a reader some food for thought

– The teaching values to which Maria Montessori adheres to are what make her a timeless educator to be admired and learned by every individual.

– What will they think of next?

– Would not education be more effective with a class engaged in conversation?

End with a rhetorical question

– After all, skills and knowledge make the world go round.

End with and emphatic sentence

– It's definitely high time to get away from over institutionalizing our children from the cradle.

– It is hard not to agree with the words of Franklin D. Roosevelt "The school is the last expenditure upon which America should be willing to economize".

End with a quotation (or a paraphrased quotation if it has been provided earlier in the introduction)

6.1 Read the following essay on on-line education and state the topic of each paragraph. How does it begin and end? Fill in the correct linking word or word combination.

ONLINE EDUCATION IS A HIGHLY EFFECTIVE ALTERNATIVE METHOD OF EDUCATION

The concept of online education is becoming more and more popular each day. With the advances and improvement in technology, online education is now more accessible and considered by many a better option than the traditional universities and colleges. 1) , distance education is a palatable alternative to traditional education 2) of its accessibility to all, a self-paced tuition process, and fewer costs.

An undeniable advantage of online education is access to an education anywhere and at any time, without limitations, restrictions, and location of study, which is very convenient. More and more online institutions are being established every year. 3) , for anyone who wants to continue their education online they have many options. This increases opportunities to gain the desired quality of education instead of making needless compromises.

4) great merit of online education is a self-paced tuition process. This type of system does not require attending live sessions; students can get access to the materials at any time that works for them. Depending on the course, students may work to a deadline or be able to complete each assignment in their own time giving them the flexibility to complete the course as and when they choose. That is an advantage the traditional educational system cannot beat. 5) , people who want to take a longer time to receive a degree can do so without any pressure.

6) , the cost of getting an online education is cheaper on average than receiving a traditional education, 7) there is no commuting, less physical books, no living expenses, and no cost of expensive school-related supplies. 8), many colleges and universities accept credits earned via free massive open online courses.

9) receiving online education becomes more common due to a multitude of advantages it has over traditional instruction. Some of these substantial advantages are: students can choose the subjects they like, it is more comfortable, the pacing of learning is managed by the pupil, and the cost is often lower than traditional education. With these reasons, it is hard to not see why this form of education is on the rise.

6.2. Read and discuss the following introductions with a partner. Mark the strong introductions with a tick. What could the writers do to make the weak introductions strong?

1. Should secondary school students study international news as one of their subjects or is it a waste of valuable school time. Discuss.

Introduction 1. Today, learning about the news from different parts of the world is essential. It has been suggested that the review of such news should become a high school subject although some may think this would waste school time. It is wise for secondary school students to study global news at school as it can develop their general knowledge in areas like geography and cultures, their ability to understand the world, and to think critically.

Introduction 2. I think this is a great idea provided that inappropriate news is filtered out and there is enough time for other important subjects. However, reading and analyzing the news would probably be a time-consuming activity, leaving insufficient time for more important subjects and activities like sciences, math or physical education.

Conclusion 1. To sum all things up, I guess, it would be awesome to make school students learn the basics of modern politics and economy. Many teenagers don't know elementary things that are around us, they are politically and socially ignorant. It should not be like that, the rising generation should be aware of the current global situation, so the new "international news" subject should be included in the school curriculum.

Conclusion 2. All in all, the decision whether to include a new subject on international news study into a school curriculum or not should be well

balanced. I suppose the knowledge of current politics is a part of all round education, but introduction of any new subjects into school programs should be done carefully and with due respect to mandatory classes.

2. It is sometimes argued that because tertiary education is of greater benefit to the individual than to the society, all students should pay full fees. What is your opinion?

Introduction 1. As the modern world is becoming increasingly complex and knowledge is becoming more and more specialized, there is no doubt that tertiary education is necessary both for the whole society and for individuals who want to ensure that they have a good profession. The question of who benefit more is important to societies and governments in deciding who should be expected to pay for the costs involved. The costs should be paid for by both because without enough educated professionals countries cannot move ahead and there are some students who cannot afford to pay full fees.

Introduction 2. It is probably impossible to decide whether the individual or the society benefits more from tertiary education, but since both benefit, the costs should probably be paid for by both equally.

Conclusion 1. All things considered, tertiary education is necessary for both individuals and the state since people with higher education have better jobs and more opportunities, while the government receives professionals that work for the wellbeing and progress of the country. Therefore, it seems to me fair to make both the government and students equal contributors to educational spending. After all, “An investment in knowledge pays the best interest” (B. Franklin), so both parties are entitled to it.

Conclusion 2. On the one hand, I think it’s unfair for all taxpayers to support students, on the other – it’s quite difficult to keep higher education open to able students from all backgrounds if they are to pay full cost of the education. The happy medium would be to split educational spending, I’m all for that!

6.3. Read the title and the body of the opinion essay. Write a strong introduction and an effective conclusion to it. Are you in favor or against exams being abolished?

.....

In the first place, exams do not actually test a person’s knowledge of a subject but rather how much they can remember on the day of the

exam. In addition, facts such as students feeling unwell or suffering from a case of nerves on the day of the exams are not taken into consideration.

Furthermore, the exam system is unfair to people who have studied hard but have poor memory for facts and figures. Also, it is often the case that people who have not studied can copy from someone else who has.

It is argued that exams are the most efficient way of comparing the abilities of a group of people and that an exam will often encourage people to compete to get better grades. Making grades and exam results the main point of learning though, gives students the wrong idea of what education is all about.

(abridged from <https://studylib.net/doc/8056154/opinion-essays>)

.....

6.4. Write introductions for the following topics, remembering to

- state a general idea in your first sentence (do not forget to paraphrase the words of the topic);
- give a brief overview of the problem (show the current relevance of the topic, limit your discussions geographically, historically etc.);
- write a thesis statement (state your opinion and give reasons).

Write conclusions for the following topics, remembering to

- Make an allusion to the topic of the essay;
- Restate the thesis given in the introduction;
- End with the overall statement that closes the topic authoritatively and persuasively.

1. Higher education should be available to everyone. Discuss.
2. The main purpose of schools is to turn children into good citizens and workers, rather than to benefit them as individuals. To what extent do you agree or disagree?
3. Studying at university or college is the best route to a successful career. Discuss.
4. Universities should provide students with the skills they will require in order to succeed at their future jobs. How far do you agree or disagree with the above opinion?

UNIT 2

JOB AND CAREER

PART 1. LEAD-IN

1.1. Answer the questions.

1. What are the best and worst things about working or not working?

2. What kind of work do you want to do in the future?

3. When you were a child, what did you want to be when you grew up?

4. If you could do one job, just for one day to learn what it is like, what would you do?

5. Which job would you never do?

6. Who among the people you know has the most interesting job?

7. Would you describe yourself as a workaholic?

8. Would you like a job in which you had to travel a lot?

9. Would you like to do the same job for the rest of your life?

10. How much money do you need to make to fulfill your dreams and desires?

11. If money weren't a problem for you, which job would you prefer to have?

12. Have you ever worked? How did you get it?

13. What motivates a person to change his / her job?

14. What are your career goals?

15. Will you prioritize your career over your family?



1.2. Answer the following questions to guess the profession. Describe each job using as many suitable adjectives as possible.

1. In which profession can you make millions pretending to be someone else?

2. In which profession do you buy and sell assets for other people?

3. In which profession would you help treat mental health and substance abuse?

4. In which profession would you spend a lot of time filling in tax forms?
5. In which profession would you oversee staff hiring processes?
6. In which profession would you need to know languages like C++, Java, and Fortran?
7. In which profession would you fix a leaky faucet?
8. In which profession would you find yourself working with precious metals and precious stones?

1.3. Give antonyms to the following types of job / work.

full-time, highly-paid, indoor, manual, permanent

1.4. Use a dictionary to explain the difference between the words: 'job', 'work', 'vocation', 'employment', 'profession', 'occupation', 'career', 'business' and peculiarities of their usage.

1.5. Fill in the blanks with an appropriate word.

1. He took a _____ as a waiter.
2. I feel I've found my true _____.
3. Please fill in your name, age, and _____.
4. He left the teaching _____ in 1965 to start his own _____.
5. We had a disagreement over the fee for the _____.
6. She manages to successfully combine family life and a _____.
7. Most teachers regard their profession as a _____, not just a _____.
8. She's had a very successful _____ in marketing.
9. He's a doctor by _____.
10. What time do you finish your _____?
11. If you are unemployed but you are actively seeking _____, you may qualify for benefits.
12. He's working in a restaurant, but he's a teacher by _____.

1.6. Study the following collocations. Make sentences with them.

find / look for / seek employment

take up / gain / secure employment

provide / create / generate employment

casual / full-time / part-time employment

seasonal / temporary employment
 permanent / continuous employment
 employment opportunities / prospects
 employment agreement / contract
 full-time / main occupation
 current / previous occupation

1.7. Think of different collocations with the word ‘career’, e.g. *career goals, a promising career, to ruin one’s career*. Make sentences with them and ask your groupmates to translate them into Russian.

1.8. Match the words to the definitions.

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. career move | a. the fact of having several part-time jobs at once, rather than one full-time job |
| 2. corporate ladder | b. way that you progress in your work, either in one job or in a series of jobs |
| 3. career ladder | c. change that you make in order to get a better job or to have better success in your job |
| 4. portfolio career | d. a period of time during which a young person, usually a student, works for a company or organization in order to get experience of a particular type of work |
| 5. career | e. a series of increasingly important jobs that someone can do within a company |
| 6. promotion | f. a series of jobs from the lower paid with less responsibility to the highest paid with the most responsibility within a company or particular profession |
| 7. career path | g. the advancement of an employee’s position within the organization |
| 8. work experience | h. the total progression of your professional life. It can include many different jobs over the years. |

1.9. Fill in the blanks with the correct word / word-combination.

1. His _____ was very steady and did not have a lot of twists and turns, which gave him an easy rise to the top.

2. She followed an unusual _____, in that she retrained relatively late in life.
3. Moving to a smaller company turned out to be a good _____.
4. Applicants with few marketable skills and little _____ struggle in today's job market.
5. A _____ is suitable for people who want to have a variety in their work life.
6. If women want to climb the _____, they may have to sacrifice some of their family life.

1.10. What words are used to describe the following?

1. _____ a person who applies for a job
2. _____ a company or organization that is looking for employees
3. _____ a manager responsible for recruitment, training and welfare of personnel (employees)
4. _____ a person or firm who employs people
5. _____ an agency that helps find jobs for persons seeking employment or assists employers in finding persons to fill positions that are open
6. _____ a position to be filled
7. _____ person being trained for a job
8. _____ people who work for a firm or department: employees
9. _____ summary of one's education and experience to date
10. _____ a person who tries to persuade someone to leave their job by offering that person another job with more pay and a higher position

1.11. Complete the sentences with the following expressions, change the verb form if necessary:

to apply for a job, to write a resume, to pass a probationary period, to fill in an application form, to accept a position, to offer a job, to take sb on a trial basis, to look for a job, to go on a job interview

1. As a human resource professional, Deborah Marshall knows how _____ and conduct a job search.
2. You're unemployed, you couldn't pick a better time _____.

3. Saudi women need permission from a husband, father, or brother _____, be admitted to hospital, or travel anywhere.

4. It's pretty hard _____, because in the first half of one minute, people judge you.

5. Al Rossiter Jr. has resigned as executive vice president of United Press International and _____ a position at Duke University.

6. It helps the dance company decide whom they _____ for the next season.

7. I _____ until you've proven yourself capable.

8. Faculty members must _____ of about six years.

9. Some employers prefer you _____ rather than send a CV, particularly for public sector jobs.

1.12. Find the suitable adjective:

intensive, decent, challenging, demanding, high-powered, cushy, rewarding, lucrative, donkey, plum, grueling, dead-end

To describe a person's job, you can say it is:

1. a job (requires a lot of effort);
2. a job (makes you feel good);
3. the work (hard work requiring little skill);
4. a job (dynamic and important);
5. a job (difficult in an interesting or enjoyable way);
6. a job (a good job that other people wish they had);
7. a job (has no opportunities for promotion);
8. a job (lets you earn a lot of money);
9. a job (has a good standard or quality);
10. a job (very easy and does not need much effort);
11. the work (very difficult and tiring);
12. the work (involving a lot of activity, effort, or careful attention).

1.13. Speak about any jobs which can be characterized with the adjectives above and explain why you think so.

Example: For me, pouring concrete is **tough**. Wet concrete is extremely heavy; a person needs to work quickly before it starts to set up.

1.14. LISTENING: “Work options”. Listen to the conversation about work options and complete the answers (summarize them if they are long).

Tim: So, you know, we’re talking a little bit about jobs. I’m kind of curious. Do you prefer working in a group or do you prefer working alone?

Jeff: ...

Tim: It definitely is because there’re good things about both.

Jeff: ...

Tim: Yeah, well, that’s understandable. How about, do you prefer working and having a uniform or do you prefer putting on whatever you want to put on?

Jeff: ...

Tim: Oh, really.

Jeff: ...

Tim: Have you had any jobs with uniforms?

Jeff: ...

Tim: So, how about a working schedule? Would you prefer working a flexible schedule with like flex time, or would you prefer set hours: come at this time, finish at this time.

Jeff: ...

Tim: Yeah, why is that?

Jeff: ...

Tim: So we are talking a little bit about hours. Do you prefer being paid by the hour or do you prefer a salary?

Jeff: ...

Tim: Yeah, that’s understandable.

1.15. Answer the questions.

1. Do you prefer working in a group or do you prefer working alone?
2. Do you prefer working and having a uniform or do you prefer putting on whatever you want to put on?
3. How about a working schedule? Would you prefer working a flexible schedule with like flex time, or would you prefer set hours: come at this time, finish at this time? Why?
4. Do you prefer being paid by the hour or do you prefer a salary?

Ask each other more questions about work.

1.16. Starting a career is about making choices as to what you want out of life, well into the future. Look at the picture and get ready to speak about making a career.



1.17. LISTENING “Finding a new job”.

1. Finding a new job might seem challenging but there are many different methods to find one effectively and efficiently. Here are six ways to find a job.

- networking in your circle
- speculative emails
- job search websites
- family contacts
- social media
- job recruitment agencies

Do you have personal experience of any of them? What other new or conventional ways to find a job do you know?

2. Happy employees mean higher productivity, greater creativity and less turnover. Here are some perks (perquisites) and benefits that businesses most frequently offer: *health insurance, paid time off, pension schemes, stock options, gym membership, a pet-friendly environment, and annual bonuses.*

Think about other nice-to-have additions to an employee’s salary. As a job seeker what perks would you consider before taking a new job. What perquisites could really wow you?

3. Form collocations by joining the words from two columns and explain them.

| | |
|-----------------------|--------------------|
| a job with | hello |
| discuss a proposition | prospects |
| golden | job |
| brain | over a drink |
| use one's | strings for |
| pull | sacrifices |
| make personal | drain |
| a stepping | rung of the ladder |
| get on the next | stone to |
| a dead-end | initiative |

4. Listen to six people speaking about how they found their jobs (Part 1). What methods of finding a job did every speaker use?

5. Listen to Part 2 where the same people describe what they feel about their jobs and how they are rewarded. Insert the missing information.

Speaker A: Well, it's an extremely 1)..... job. I'm head of the 2)..... and I have a lot of responsibility. Sometimes you have to make 3)..... I hardly see my daughter, and last month I had to cancel a holiday that I'd had planned for ages. Then again, we have good fringe 4)....., such as 5)....., and if the company does well, then we get 6).....

Speaker B: There isn't really a 7)..... or 8)..... structure of anything like that, and I just do what needs to be done. I have insisted though, that they let me finish off my 9)..... course. I see this as a 10)..... something outside the family business. I'm fairly certain though, that my parents secretly want me to stay and take it over from them one day.

Speaker C: I genuinely feel it's a really 11)..... job. Our products really do make people's lives better. I enjoy 12)..... with doctors and building a 13)..... with clients by listening to what they need. And of course, the 14)..... is very good and I get a brand new 15)..... every two years, and a great expense 16)..... Something else I like is the 17)..... I'm not getting any younger!

Speaker D: Brilliant, it's the most 18)..... thing I've ever done, that's for sure. I've just learnt about website design, which 19)..... with my programming experience, and if you've got the right 20)..... and the right 21), then the possibilities are fantastic, as there's such a 22)..... . The salary's good too, but what I like best are the 23)..... , you know, shares in the company.

Speaker E: It really 24)..... me. I've always had an aptitude for 25)..... and technology. The basic salary's not bad and there's the chance of 26)..... . I see myself moving up in a few years. I could get on the next 27)..... of the ladder and be a 28)..... or something like that.

Speaker F: I've got to say, I haven't really been 29)..... at all. If anything, it's a bit of a 30)..... . However, it pays the 31)..... and it's allowing me time to look around for something better. It certainly beats being 32)..... . And it'll look good on my 33)..... .

6. Translate the sentences into English using the vocabulary from the interview.

1. Мне предложили перспективную работу, и я приняла предложение без колебаний.
2. Я узнала по слухам, что в компанию требуется новый менеджер.
3. Моя новая работа не приносит никакого удовлетворения, приходится жертвовать семьей и свободным временем, но я рассматриваю этот опыт как стартовую площадку для чего-то большего.
4. Его работа бесперспективная. Надеюсь, она временная. Но работать где-то лучшее, чем вообще не работать.
5. У нее стоящая работа – зарплата неплохая, есть служебный автомобиль, ежегодные премии, и счет на представительские расходы.
6. Я уверена, что через несколько лет поднимусь по карьерной лестнице, хоть для меня никто не пускает в ход связи.
7. Он составил резюме, отправил в разные организации и получил много предложений о работе – работодателям понравилось, что он проявил инициативу.

1.18. Working is good for our health and wellbeing. It contributes to our happiness, helps us to build confidence and self-esteem, and rewards us financially. What other benefits of working can you add?

1.19. LISTENING: From time to time problems arise at any workplace. Listen to the conversation and fill in the gaps. What is going on? Role-play a similar situation.

- Hi, Cindy. Could we talk when a minute?
- Sure. I’m free now.
- On Monday you said my report was fine. Then today at , you said I must when I wrote it. You’ve said things like that before.
- When I looked today, I thought your report was , so I said so.
- Cindy, when you in front of our team, it’s humiliating. I’d prefer if with me privately. If you’d provide suggestions me, I could fix it.
- I don’t understand why you’re No one else has a problem with how I speak.
- Maybe it’s not your intention, but it’s , and it needs to stop.

1.20. People have to handle challenges at the workplace. These challenges can be divided into two groups – personal and regarding work. Complete the table with the challenging situations people face at work.

| Personal interaction | Work |
|----------------------|----------------------|
| <i>Bullying</i> | <i>Multi-tasking</i> |
| ... | ... |

1.21. LISTENING: “Challenges at work”.

1. Listen to four people speaking about challenges at work. Match the speaker to the skill which is necessary to handle each challenge.

- | | |
|-----------|--------------------------------------|
| Speaker A | Prioritizing tasks and managing time |
| Speaker B | Following business etiquette |
| Speaker C | Making swift decisions |
| Speaker D | Reaching agreement |

2. Listen again and find English equivalents for the following expressions:

1. выдвинуть предположение –
2. встретиться лично –
3. объяснить свое понимание чего-либо –
4. добиться взаимопонимания –
5. переживать черную полосу –

3. The acronym S-M-A-R-T stands for Specific, Measurable, Achievable, Relevant and Timely. Choose a word that could be an acronym for some skills valuable at work. Find a job that fits the skills:

Example: B-E-S-T – Balanced, Emotionally intelligent, Self-motivated, Trustworthy

PART 2. READING

2.1. Work in pairs. Discuss the questions.

1. Have you heard about “soft skills”? What are they?
2. Why are they sometimes referred to as “21-st century skills”?
3. According to the Harvard University “Pathways to Prosperity Project” study, U.S. employers complain that today’s college graduates are not equipped with the skills they need to succeed in the 21st century workforce as they are “deficient” in skills such as critical thinking, problem solving, creativity, and communication. Do you think Russian students have similar problems?

2.2. LinkedIn has produced a list of the most sought-after soft and hard skills. Put the skills into the correct column, say why they are called soft and hard, comment them on:

cloud computing, artificial intelligence, analytical reasoning, people management, collaboration, UX design, mobile applications development, video production, adaptability, sales leadership, translation, audio production, natural language processing, scientific computing, game development, persuasion, social media marketing, animation, business analysis, journalism, time management digital marketing, industrial design, competitive strategy, customer service systems, software testing, data science, computer graphics, and corporate communications, creativity.



| Soft skills | Hard skills |
|-------------|-------------|
| | |

2.3. LISTENING: Study the table. Listen to the information and complete the table.

| Hard skills | Soft skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hard skills = Technical skills These skills help us to perform well in the job. We can learn these from books or from hands-on experience. They are typically easy to learn. | Soft skills = People skills These are desirable qualities for certain forms of employment that do not depend on acquired knowledge, rather they include common sense, the ability to deal with people, and a positive flexible attitude. |
| <i>Examples</i> | <i>Examples</i> |
| <ul style="list-style-type: none"> • Basic computer skills • Data analysis • Mathematics and Numeracy skills • Knowing Foreign Languages • Planning Skills | <ul style="list-style-type: none"> • Communication skills • Leadership skills • Adaptability and flexibility • Problem-solving • Decision-making • Creativity • Team-working • Time management skills • Willingness to learn |

| Hard skills | Soft skills |
|-------------------------|-------------|
| How to identify: | |
| | |
| How to learn: | |
| | |
| How to measure: | |
| | |

2.4. Read the article about skills to succeed at work.

THE 12 MOST IMPORTANT SKILLS YOU NEED TO SUCCEED AT WORK

Sep 10, 2019

Natalia Peart

Whether you're a new graduate trying to figure out how to get a leg up in your career, or you're a mid-career professional looking to secure your next promotion, you might be wondering what are the most important skills you need to help you get where you want to go. While it's, of course, important to develop your industry-specific hard skills, what's just as critical to your success are your soft skills. Soft skills are how you function in the workplace and interact with others. And while they're not easily taught in a classroom or measured, they are key skills that we all need to have. Additionally, in our more globalized, fast-changing work environment, there is now a premium on the kinds of soft skills that allow you to keep pace with the future of work. So, if you're looking to accelerate your career, here are the 12 soft skills that you need to succeed.

1. Learnability

We'll begin with learnability because it is arguably the most important 21st-century skill you will need to succeed. Alvin Toffler said, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." That's because, in an environment where new skills emerge as fast as others fade, success is less about what you already know and more about adapting your skills by growing and expanding your knowledge base, so you can use new information and skills to respond to whatever is happening.

2. Resilience

Setbacks and failures are a part of life, but how you choose to deal with those roadblocks is what is critical to your success. Resilience is the ability to bounce back in the face of obstacles and failures. When you are resilient, you don't focus on the ups and downs. Instead, you stay focused on your long-term goals, and you never lose confidence in your ability to prevail. By helping you face challenges and difficulties, resilience also enables you to handle stress more positively.

3. Agility

As the work landscape shifts, learning to be agile is a critical skill, as yesterday's solutions do not solve tomorrow's problems. At the heart

of being agile is shifting gears when the context calls for it and responding accordingly to the needs of your workplace, clients or industry trends.

4. Collaboration

In our increasingly hyper-connected world, we're no longer expected to work just as individuals or only in silos. Our projects have become more complex, so the ability to work effectively as part of a team has also grown in importance. Given the increasingly global nature of work, your ability to collaborate, share knowledge and contribute to teams that can capitalize on a diversity of thinking and perspective in ways that everyone can benefit and drive to the shared outcomes is critical.

5. Verbal communication

Advancing in your career is not just based on what you do. There's a good chance that at some point in your career you'll have to use strong verbal communication skills so you can sell others on your ideas, products, or services. Whether you're needing to explain your value when you are being considered for a promotion, presenting as part of a team project, or speaking on stage, you need to be able to communicate well and convey strong, persuasive ideas.

6. Written communication

We live in an era of tweets and sound bites, but good written communication skills still matter when it comes to your career. Whether you are sending professional emails, communicating with a client, trying to deliver a coherent business plan, or anything in between, you should be able to communicate quickly, accurately and effectively.

7. Empathy

The ability to empathize with others, or see things from their perspective by understanding their emotions and reactions, is a fundamental part of how we interact with one another. Communicating genuinely and authentically with others is vital because even in instances when you disagree with your coworkers on elements of a work project, for example, empathy allows you to demonstrate to others that they are seen and heard.

8. Creativity

Creativity is a crucial skill we all need because, in our fast-changing times, employers value employees who can look beyond the present and imagine future possibilities for their company. Creative workers are the ones who ask why. They question, they are curious, and in so doing, they develop new ideas and solutions.

9. Problem-solving

How often do you go beyond your immediate job as assigned and instead, use more knowledge, facts, and data to see gaps and solve problems? Being a good problem solver is essential because employers value people who can work through challenges on their own or as an effective member of a team by defining the issues, brainstorming alternatives, sharing thoughts, and then making sound decisions.

10. Leadership

The importance of building the right culture at companies cannot be overstated, so having the skills to be able to coach and empower others, and to motivate those around you do their best work, is highly valued for success.

11. Negotiation

Whether you're in salary discussions, finalizing a deal with a client, or trying to find common ground with your teammates during a project, having strong and effective negotiation skills are extremely important. Being a good negotiator allows you to get to reach goals while you build relationships, which is a significant part of being successful in your career.

12. Technology

Technology is changing at an unprecedented pace, so even beyond the technical skills you need to master for your job, keeping up with technology is essential because of the tools that help you manage your career, differentiate yourself in the market, brand yourself, and build the critical relationships that you need to be successful.

Regardless of your chosen career path, building your soft skills is critical so you can set yourself apart from others in a competitive landscape.

2.5. Answer the questions on the text.

1. What skills are easier to teach and measure – soft skills or hard skills?
2. Why does the author describe learnability as the most important 21st-century skill you need to succeed?
3. Why is it important to be resilient?
4. What is agility?
5. Why has the ability to work as a part of a team grown in importance?
6. Where can you use strong verbal and written communication skills?
7. How does empathy help in the workplace?
8. Why do employers value creative employees?

9. Why is it important to be a good problem solver?
10. What leadership skills are important?
11. What can help you to reach your goals?

2.6. Continue the list of soft skills that employees tend to seek in job applicants. Discuss them with your groupmates.

2.7. Explain the meaning of the following words and phrases from the text. Use a dictionary. Give their Russian equivalents.

To get a leg up in one's career, promotion, workplace, to keep pace with, to accelerate one's career, setback, roadblock, to bounce back, to shift gears, in silos, to collaborate, to capitalize on, to empathize, coworker, to coach, to empower, to make sound decisions, to finalize a deal, to brainstorm alternatives, to find common ground, at an unprecedented pace, career path, a competitive landscape, to keep up with.

2.8. Analyze the following synonyms. Pay attention to the way they are used in the text.

- a. critical, vital, important, crucial, essential, significant
- b. setback, roadblock, obstacle, difficulty, problem

2.9. Fill in the blanks with the correct word or phrase.

1. A _____ for a carpenter, for example, might be the ability to operate a power saw or use framing squares. A _____ would be the ability of the carpenter to communicate effectively with coworkers and clients.

2. The team will need to shift _____ and play at a higher level than before.

3. The issue is still a major _____ in the negotiations.

4. There was little chance for _____ within the company

5. _____ skills are highly sought after by employers as they involve dealing with people in such a way as to motivate, enthuse and build respect.

6. Some very skillful _____ will be needed to settle this dispute.

7. Workers need to be _____ to cope and bounce back from challenging situations, most often taking these as opportunities for success.

8. It is _____ that keeps your business moving forward with fresh new ideas and innovation.

2.10. Fill in the missing prepositions.

1. You will also need to be able to speak clearly and politely with people __ person, __ phone, and __ writing.
2. The company has failed to fully capitalize __ online advertising and has missed out on lucrative new businesses.
3. Several participants are also being considered ____ promotion.
4. I've just reached a point in my life where I need to focus ____ my career.
5. We found that a lot of people work __ silos – they don't see the connections between what they do and how another part of the airline operates.
6. Today's CEOs struggle to keep pace ____ changes.
7. Mentoring is also frequently used to help women advance ____ their careers.
8. Continuous training ____ the workplace and lifelong learning opportunities in the community are necessary.

2.11. WATCHING: “How to Get a Job: Applying for a Job”.

1. What recommendations would you give to a person who is searching and applying for a job? Use the following structures in your answer.

When one is applying for a job, I think one of the most important things is ...

- When you begin to apply for a job, you ...
- My encouragement would be to ...
- I would certainly encourage you to ...
- Make sure that ...



2. Watch and listen to a short lecture “How to Get a Job: Applying for a Job” (<https://www.youtube.com/watch?v=erf6xliq-fw>). As you listen, find equivalents to the following words and expressions.

1. применять комплекс навыков / умений
2. достижения и признание
3. составлять резюме
4. заполнять заявление о приеме на работу
5. представлять ценность для компании
6. кратко записывать
7. разборчивый почерк
8. хорошо отзываться о ком-либо

3. Answer the following questions.

1. What are the basic recommendations that Pat Goodwin gives to someone who is applying for a job?
2. What personal qualities does the speaker mention that are worth stating in your job application? Which ones would you add?
3. Surf the Internet and find information on how to prepare for a job interview. Present your findings to the groupmates.

2.12. From parts 1 and 2 make a list of words and word combinations relevant to the topic (at least 20 items).

| Word / word combination | Definition | Translation |
|-------------------------|------------|-------------|
| | | |
| | | |

PART 3. CULTURE CORNER

3.1. WATCHING “Balancing personal life and career aspirations”.

1. Answer the questions.

1. What challenges do people face in work irrespective of their profession? Try to think of most common difficulties and inconveniences.
2. Think about working terms and conditions you would like to have in your profession. Do you think your wishes and desires will remain the same in 3, 5, 10 years?

2. Before you listen refer these words to the following groups. Try to guess their meaning.

| | |
|----------------------|----------------------------------------------------------------------------------------------|
| A job can be | wiped out the day-to-day trench life walk away demanding sacrifice external life |
| A person can be | cushy fried |
| A person can do this | done toast an indentured servant work a whole lot |

3. Watch and listen to a short lecture “Balancing personal life and career aspirations” by psychologist Nancy Daley, PhD (<https://www.youtube.com/watch?v=TyTL2ulmykw>). Make notes as you listen, be ready to provide a short summary of this speech.

4. Watch and listen for the second time and complete the following sentences below.

1. I think, you know, one of the is that part of being an adult is doing things you don't want to do and it was a big shock to me leaving school and even though I have workplace.

2. There are those careers, let's not be naïve about it that are going to be for a period of time.

3. On the other hand you need to the people who are in the careers that you are and look very hard at your own

4. In a few years you have a spouse and a few kids, things have changed, your work is very ..., travel has been added and yet, you have a who is doing with the kids and you are the one who is not only bringing home the money, you are the one who brings home the piece of paper that says you have for this broken arm. You can't just that.

<...> but I think these things need to be talked about periodically between partners in a life relationship, you and family in general before you know it your family has that means you are an to the mortgage and the cars and the pool and all of those things.

5. Answer the questions.

What are the main recommendations given by the professor Nancy Daley on how to balance one's life and career? Which of them do you find useful/less? Have you ever thought how to live a fulfilling life with the profession you have chosen? What are your priorities in this “work – external life” combination?

6. Read the following quotations. Which do you agree with? Can you find a true balance between work and life? Do you think women can balance work and life easier than men?

1. “I don't like the word ‘balance’. To me, that somehow conjures up conflict between work and family... as long as we think of these things as conflicting, we will never have happiness. True happiness comes from integration... of work, family, self, community.”

(Padmasree Warrior, CEO of Fable Group Inc., a reading platform focused on mental wellness, a member of several boards of directors including Microsoft).

2. “There is no such thing as work-life balance. Everything worth fighting for unbalances your life.” (Alain de Botton, British philosopher and author of several bestsellers).

7. Do you think women and men are in equal positions in terms of career possibilities, development and expectations from other family members? Working in two groups outline the regularities and difficulties of a career track for a man (group 1) and for a woman (group 2). Make a conclusion.

TEXT 1

3.2. Answer, paying special attention to the question if the situation is different in different countries.

1. Is it true that people with higher levels of education have better job prospects?

2. Do men generally have higher employment rates than women?

3. Is education generally good insurance against unemployment, even in difficult economic times?

4. Suppose you are going to design the best workplace on earth. What would it be like?

5. Do you agree that today there exists an endless demand for new skills?

6. What is the workplace? Give a definition.

3.3. Read the text.

5 MAJOR DIFFERENCES BETWEEN JAPANESE AND AMERICAN WORKPLACES

Yasmin Sara Merchant Apr 6, 2018

Many major companies, such as Amazon and Alphabet, now have tens of thousands of employees around the world, and there are some lucrative opportunities overseas. Japan, for instance, is accepting more foreign workers.

But before you hop on a plane, know that office culture still varies greatly among countries. How many hours you are expected to work,

how you dress, your relationship with your boss and coworkers, and more can vastly change depending on where you are.

I grew up in the U.S. and lived in Tokyo for half a year. These are the biggest differences I noticed between American and Japanese work culture:

Japanese workplaces are more formal

Americans are more casual in the office than in Japan, Noriyuki Matsuda, founder of consumer-facing software publisher SOURCENEXT, previously told Business Insider.

He said Japanese workers would be surprised that everyone calls each other by their first names at work. “This would be considered rude in Japan,” he said.

When I was living in Tokyo, I lived just off Kasai Station in Edogawa, an area with a large population of professionals. I noticed that, as far as dress codes go, the idea of “business casual” does not appear to exist in Japan, and seeing commuters in bright colors is rare.

Most businessmen, called “salarymen” in Japan, wear gray, navy, or black suits and are almost always wearing ties, even in the summer. I saw several career women wearing the exact same outfit: a white button-down shirt with a navy or black blazer and a matching skirt, pantyhose, and black kitten heels with their hair tied back in a ponytail.

In Japanese companies, employees must get their superiors’ approval whenever they make a decision

Many Japanese companies adhere to a mantra called ho-ren-so, according to a paper from Doshisha University in Kyoto, Japan. Ho-ren-so is a mnemonic device that combines the first syllables of three verbs: Houkoku (report), renraku (contact), soudan (consult).

This means that an employee in Japan must always keep their superiors informed about what they are doing. Every decision, no matter how small it may seem, should go through the chain of command and get the stamp of approval from the boss. Employees should immediately report any problems to their bosses before trying to take care of anything on their own.

American workplaces focus on the individual; Japanese workplaces focus on the group

In his book “When Cultures Collide,” British linguist Richard Lewis charted the differences among leadership styles around the

world. He found that American workplaces generally follow a system of “structured individualism.”

“American managers ... are capable of teamwork and corporate spirit, but they value individual freedom and their first interest is furthering their own career,” he said.

East Asian countries, on the other hand, are more focused on the group. “[They] tend to have a Confucian hierarchy, where the group is sacred and leaders are seen as benevolent,” Lewis said.

Japanese workers are often expected to party with coworkers after hours

Whenever my friends and I went out for karaoke or a nomikai – a drinking party – we often saw groups of salarymen drinking and socializing.

Japanese coworkers often hang out as a group after work. While it is not necessarily required, it is socially expected to a certain degree. Plus, it can be a helpful way to forge strong relationships and work your way up the ladder.

In both countries, employees work long hours and take few breaks

As different as the countries’ work cultures are, there is one key similarity – both Japanese and American employees work long hours and do not take many vacations compared to other developed countries.

Japan is notorious for its long work hours. There is even a phenomenon in the country where people have died from working too much. It is called karoshi, which literally means “death by overwork.”

But according to data from the Organization for Economic Cooperation and Development, American workers clocked in more average annual hours than Japanese workers in 2016.

Furthermore, the average American employee only takes about half of their allotted paid time off or vacation time, according to a 2017 report by Glassdoor. And over 60% of respondents reported working during vacations.

Similarly, a survey by Expedia found that Japanese workers only take around half of their vacation days, and many workers reported feeling guilty whenever they took time off.

(<https://www.businessinsider.com/differences-between-japanese-and-american-work-culture-2018-3>)

3.4. Summarize the text.

3.5. Answer the questions.

1. Japan is a unique country in many ways. Can you agree the way the Japanese work is also unique?
2. Does office culture depend on the country? Give examples.
3. Does a person's occupation contribute significantly to their sense of self? In what way?
4. What countries contribute to the "live to work" mentality?
5. What can keep employees productive and satisfied with their workplace?
6. In many European countries, it may be common to take a leisurely two-hour lunch with wine in the middle of the workday. In the United States, that luxury is unheard of. What about Asian countries?
7. Americans value individuality and a "do-it-yourself" mentality. What about Asian countries?
8. Americans tend to be very informal in the workplace, regardless of their position within the company. What about Asian countries?
9. In many European cultures, it is often unheard of to talk about personal details while at work. Whereas in Latin America, it is often the custom to share the intimate details of one's life with coworkers. In the American workplace culture, small talk will often take on a combination of both. What about Asian countries?
10. Showing up on time is very important in American workplace culture. Punctuality portrays that the person is well-prepared and takes their job seriously. What about Asian countries?
11. What will your reaction be when you're said before getting employed: "The company is your family"?



3.6. The world of work is changing pretty rapidly. Japan could make efficiency gains through relatively modest changes. The culture of work in Japan is needlessly hierarchical, decision-making is slow and consensual, flexible working is rare and suffocating rules penalize staff for the most trivial of infractions. Why do you think there are not so many changes in work culture in Japan? Speak about the most important / prominent changes in the world in general or in some particular countries.

3.7. Present some information on kaizen, which in Japanese business philosophy is the idea of continuous improvement. Speak of some ways of your “improvement” as a professional (different jobs can be discussed).

3.8. WATCHING “Death By Overwork in Japan”. Watch the video (https://www.youtube.com/watch?v=Qp_KiDqfjGo), answer the questions and complete the tasks.

1. What is Karoshi? How can this word be translated into English, Russian?

2. When was this word invented?

3. What period of Japan history can this concept be traced back?

4. Is Japan somehow trying to curb cases of karoshi?

5. Overtime and long hours at work are quite common in Japan, are workers struggling to overcome this culture? Can the change of workplace help?

6. Comment on:

7. On average, Japanese workers use just 50 per cent of their entitled annual leave, amounting to just 8.8 days a year, according to the health ministry, a percentage far less than that of Japan’s highly productive neighbors Hong Kong (100 per cent) and Singapore (78 per cent).

8. Reports estimate that a full-time employee in the United States will work between 47 and 50 hours a week. When it comes to vacation time, the average US employee only takes about 54% of their allotted vacation time per year.

9. Summarize the video. Express your opinion on the problems raised in it.

3.9. Read the text and render it. Say if *karoshi* and *эмоциональное выгорание* are the same things.

**НАЙТИ АЛЬТЕРНАТИВУ ПОДВИГАМ:
КАК ОСТАНОВИТЬ И ОБЕЗВРЕДИТЬ
ЭМОЦИОНАЛЬНОЕ ВЫГОРАНИЕ У ЖЕНЩИН**

Виктория Карякина 14.07.2020 [abridged]

Больше половины трудоустроенного населения России сталкивалось с эмоциональным выгоранием на работе. В особой группе риска женщины – из-за пресловутой «двойной нагрузки» и много-

задачности. Почему важно научиться отдыхать и что могут сделать компании, чтобы помочь в этом сотрудникам?

Современные женщины способны на многое: они руководят отделами и компаниями, находят пути решения в кризисные периоды, успешно ведут переговоры с клиентами и поставщиками, воспитывают детей, поддерживают родителей, получают дополнительное бизнес-образование и делают все это одновременно, несмотря на стресс и эмоциональную нагрузку. Но опасность в том, что такой формат работы – вечное движение на высоких оборотах в режиме «двойной нагрузки» – может привести к эмоциональному выгоранию. Это состояние крайне болезненно, и зачастую, чтобы выйти из него, одного отдыха уже недостаточно и требуется помощь специалиста.

Сегодня нельзя не признавать, что стресс, связанный с работой, – важная проблема для многих европейских стран, об этом говорили даже на Европейской конференции ВОЗ. Да и сами работодатели подтверждают, что именно по причине выгорания сотрудники часто уходят из компании, а для компании это означает дополнительные расходы на рекрутмент, адаптацию и дальнейшее обучение новых сотрудников.

В России, по данным исследования российского рынка труда и занятости Salary Guide 2019 компании Hays, 53 % работников сталкивались с проблемой выгорания лично, а еще 38 % наблюдали, как его переживали коллеги. При этом большинство опрошенных (47 %), которые замечали у себя симптомы выгорания, предпочитали сменить место работы, а к помощи психолога обращались лишь 6 %.

Почему выгорание на работе так распространено, и кто в группе риска

Выгорание – это состояние эмоционального истощения, вызванное длительным стрессом. Кто больше всего подвержен выгоранию? Во-первых, это руководители разных уровней, менеджеры по продажам, работники сферы обслуживания, т. е. речь о профессиях, которые подразумевают постоянное общение с другими людьми, заботу о них, решение их проблем.

Во-вторых, независимо от профессии, выгоранию подвержены люди, перегруженные ответственностью и повседневными обязанностями: это те, кто работает в течение продолжительного периода с большой интенсивностью и высокой эмоциональной нагрузкой.

И, в-третьих, существуют определенные личностные особенности, которые также могут сделать человека уязвимым к выгоранию. Это перфекционизм и пассионарность, желание успевать все и делать это на 100 %, жизнь в режиме «отличницы», когда установка «достаточно хорошо» кажется компромиссом.

Для женщин также пагубным фактором является «двойная нагрузка», т. е. ответственность за решение задач и на работе, и дома. У современных деловых женщин нет возможности переключиться в режим «отдых» после завершения рабочего дня, их дома часто ждет «вторая смена».

Наконец, истощению сопутствует многозадачность, за которую так превозносят женщин. Они вынуждены одновременно обеспечивать реализацию многих задач, что, во-первых, сдерживает их рост и развитие в конкретной области, а во-вторых, поглощает чудовищное количество энергии: чтобы постоянно переключаться с одной задачи на другую, требуется в несколько раз больше сил, чем при последовательном выполнении каждой из них в спокойном режиме. Такой режим работы похож на парадокс *hands free*, когда человек, выполняя несколько дел одновременно, теряет внимательность.

Как компании решают вопросы выгорания сотрудников

Современные компании переводят работу с эмоциональным выгоранием на корпоративный уровень. Столкнувшись с этой проблемой, одни организации предоставляют сотруднику длительный отпуск, другие – направляют его к карьерному консультанту или к психологу, третьи – пересматривают спектр его обязанностей.

И все же основные усилия организаций направлены на реализацию превентивных мер. Например, в некоторых компаниях, помимо ведения должности штатного психолога в офисе, создают анонимную «горячую линию», на которую сотрудник может обратиться за поддержкой и помощью в трудный эмоциональный период, необязательно связанный с работой. Предоставляется возможность для занятий спортом прямо в офисе. Отделы обучения компаний включают в модульные программы тренинги по таким темам, как эмоциональный интеллект и стресс-менеджмент. Актуальность таких программ подтверждает и статистика онлайн-портала по обучению Udey: при наличии доступа к большому числу обучающих курсов по *hard* и *soft skills* самым популярной

темой обучения является медитация и техники расслабления на рабочем месте.

Особую популярность приобрела система менторства, когда сотрудник может обратиться в HR-департамент с запросом на предоставление внутреннего или внешнего ментора, который сталкивался с похожими проблемами и может поделиться опытом и лучшими практиками. [...]

Как заметить у себя симптомы выгорания?

Очень важно самостоятельно отслеживать самочувствие и вовремя замечать тревожные симптомы, ведь выгорание очень долго может быть незаметно для окружающих: по аналогии с выгоревшим домом с деревянными перекрытиями, но сохранившимся фасадом, случайный прохожий может и не увидеть, что дом сгорел. Так и человек, находящийся на краю эмоциональной дыры, может создавать впечатление счастливого, и ни коллеги, ни близкие долгое время не будут обращать внимания на ухудшение его состояния.

Согласно исследованиям американского психолога, специалиста по психологии стресса на рабочем месте Кристины Маслач, симптомы выгорания могут носить следующий характер: эмоциональное истощение, которое выражается в проблемах со сном, ухудшении памяти и концентрации, невозможности получать удовольствие от вещей, которые радовали раньше.

Специфический симптом выгорания – появление циничного отношения к окружающему миру: сил переживать из-за негативных комментариев больше нет. За цинизмом следует безразличие к окружающим, их проблемам и просьбам: психика запускает защитные реакции, чтобы сберечь те небольшие остатки ресурсов, которые еще сохранились.

Интересно, что согласно исследованиям (Leiter, Maslach, 2009), женщины в большей степени склонны к симптоматике именно эмоционального истощения, а вот у мужчин выгорание чаще проявляется в цинизме и безразличии.

(<https://www.forbes.ru/forbes-woman/405005-nayti-alternativu-podvigam-kak-ostanovit-i-bezvredit-emocionalnoe-vygoranie>)

TEXT 2

3.10. Answer the questions.

1. What is hybrid work?
2. For what jobs do you think remote work is unavailable?

3.11. Read the text.

IS HYBRID WORKING THE SOLUTION FOR THE FUTURE OF WORK?

Camille Hogg • 26-06-2020 [abridged]

[...] Gone, likely, are the bustling meetings with employees crammed into every available chair, the watercooler conversations and the firm handshakes. Instead, desks will be spaced far apart to allow for social distancing and employees will come to the office on alternating days.



The changes to the physical space we work in are only half of the equation. After many employees have spent the months in lockdown working remotely, their expectations and priorities around their work-life balance have evolved. While some may be glad to return to the office, many will choose to spend more time working remotely – and some may not return to the office at all.

This new working context is hybrid working – and many organizations are starting to explore it as their new default way of working.

What is hybrid working?

At its most basic level, the hybrid working model involves a combination of remote, semi-remote and office-based employees.

While it may sound like flexible working in disguise, there's a clear distinction. The hybrid working model gives all employees the autonomy to decide how, when, and crucially, where they work best – allowing them to balance life and work according to their needs. [...]

Hybrid working may be an effective solution for organizations as we transition into the next phase of work. However, work should work for people – and that means every member of your organization, from your CEO to your managers and freelancers.

Finding a solution for the future of work will be unique to each organization, and will depend on striking the right balance between providing a place where your employees can thrive and driving business success.

Communication and trust are key to supporting a hybrid culture

With many organizations considering a move to hybrid working for the future, Rick notes that clear communication and mutual trust will be critical to organizations making this leap successfully.

“It’s about staying connected first,” he advises. “Employees need to feel that they’re part of something and connected to their organization. The most important part of this transition will be how organizations maintain this connection with their employees, no matter the format that we’re working in as teams and individuals.”

“For this kind of model to work, people also need to feel trusted to make work work for them free from judgement,” Rick adds. “People need to understand what they’re working towards, and there need to be very clear objectives and processes. Both of these come from fostering a culture built on transparent, two-way communication.”

Managers will be a key part of implementing this approach successfully. As the crucial link between the organization and the employee, they will be crucial to driving autonomy, motivation and trust within their own teams – and they will need the guidance and support to do this from their company.

Moreover, Rick notes that equity – or providing each employee with the conditions they need to thrive in this context – is an important part of the process. Employees that choose to work remotely may feel left out or have a different experience to their peers in the office, and this is something organizations will need to consider before adopting the hybrid working model.

“Flexibility isn’t felt by everybody in the same way,” Rick points out. “This is why it’s important for organizations considering the hybrid model to have a framework in place within which employees have the freedom to make the decisions that work for them. Depending on the role, this might mean going to the office for a quarterly meeting, or meeting expectations around deliverables.”

(<https://peakon.com/blog/future-work/hybrid-working/>)

3.12. Answer the questions.

1. Would you prefer to work in the office or remotely after graduation? Explain your point of view.

2. Should employers create new shared norms to support remote work and reduce the likelihood of burnout and stress? What norms are necessary up to you?

3. Do you agree that hybrid work tends to include more freedom around when to work as well as where?

4. What problems can workers face while working remotely? What problems can employers face in this new reality?
5. Microsoft has released its study, which has found that working remotely increases productivity and supports talent retention. Can you explain how?
6. What are hybrid skills?
7. Will hybrid skills vary, depending on the country, job and the company?
8. Do you think there exists any inequality between who is able to work from home and who is not?
9. Is the hybridization of jobs in the world a powerful trend?
10. Does hybridization transform the job market and change what employers look for in employees?

3.13. Remote working is in the spotlight because of the coronavirus pandemic. But it's something that's been transforming work for a while now. Complete the table with pros and cons of remote work.

| Pros of Working from Home | Cons of Working from Home |
|----------------------------------|----------------------------------|
| <i>No commute</i> | <i>No human interaction</i> |
| ... | ... |

3.14. WATCHING “How Working Remotely Will Change More Than Work”.

1. Watch the video (https://www.youtube.com/watch?v=nE2NT_Wt46A), which issues raised in the video support and exemplify the key ideas of the article by Camille Hogg “Is Hybrid Working the Solution for the Future of Work?” you have just read? Using the article-video information present the main issues in a more argumentative way (resort to statistics, survey and study data, expert commentaries, opinions of workers that were mentioned in the video).

2. Answer the following questions.

1. What are the downsides of commuting?
2. Why there has been a reluctance to encourage flexible working? What does real experience of flexible working show?

3. What is a polycentric city?

3. The video has several references to a number of studies concerning changes in the work mode. Fill in the following table, speak about the main findings that were made.

| Study | Findings |
|--------------------------------------------------------------------------------------|----------|
| Harvard and New York University | |
| Stanford | |
| Bain and Company | |
| Global Survey of Executives, Employee Experience Experts and Knowledge Workers | |

4. There is a saying in Russian “There would be no fortune but misfortune helped” or more common English variant “a blessing in disguise”. What kind of benefits and new opportunities came to the horizon in the result of working away from office? Using the information from the video fill the table below.

| Working from home: Benefits and new opportunities for the | | | |
|-----------------------------------------------------------|------------------|----------------------------|--------------------|
| <i>Employees</i> | <i>Employers</i> | <i>City infrastructure</i> | <i>Environment</i> |
| | | | |

5. Watch the video for the second time, complete the following sentences below. Explain the words used in blank spaces.

1. There are some benefits to working away from office. You have a more ... workforce, a more ... workforce and also a more ... and ... workforce as well.

2. My mind was always on work an when I talked to the ... , they actually felt the same in the beginning. But after a few weeks, I think everyone found their own way to work. And now I know how to ..., you know, versus and so on.

3. There has been a ... to encourage ... working, perhaps because managers see it as a , it can be quite difficult to manage people who you don't necessarily see on a day to day basis. There might be concerns around ... or

4. Another survey <...> found that productivity increased for some thanks to no commute and an ability to focus better at home, but also decreased for others due to a lack of and a... ..

5. The changing nature of our working lives has already led to many leaving the city or moving further out to find more space, some ... or to escape the urban ... and

6. Our street ... and can be ... in a time of when we're understanding that private cars may not be as essential as we thought they were.

7. When we have times when cities are more ... , where there's ... , when, you know, the real estate sector isn't so ... , that porousness allows for an opportunity for micro ... and also new innovations at kind of small scale.

8. <...> or now actually we have a set of sponsored across the city that are closer to where you live and can decrease your commute and may be you go to those spaces three days a week and you come to the office too.

9. Having an with the office could make us happier and more ... while also helping the environment and making our cities more ...

6. Find mistakes in the following statements and correct them.

1) Globally, two fifths of professionals consider the commute to be the worst part of their day;

2) Following Swiss couples over a 10-year period allowed to come to the conclusion that commuting long distances to work over one hour increases the risk of separation, it's a 50% increase of risk of separating;

3) Before the pandemic approximately 25 million US workers spent more than 60 minutes getting to and from their jobs every day. In South Korea one in five workers has a journey that long;

4) We'll see a whole range of new types of workers as people have gained experience in the efficiency of work from home during this time;

7. Translate the following expressions. Make one sentence in Russian with one or a few expressions below for your groupmate to translate into English. Take turns.

1) to force a sudden and mostly successful pivot

2) to implement actions to harness the power of flexible working

3) to treat people consistently and in a fair way

4) to collaborate with the team

5) to be distributed across settlements and urban agglomerations

6) to bring up a great point

- 7) service workers and essential workers
- 8) to be geographically bound
- 9) to have social life
- 10) to reduce transit times
- 11) equitable and sustainable access to services
- 12) efficiency and productivity of work
- 13) to embrace the change

3.15. WATCHING: Watch the video “Graduates’ Dream Job”.

1. Speculate what dream job the text can be about.

2. Study proper names from the text before watching.

APOPO (the nonprofit organization), Tanzania, Ellie Cutright, Charleston, South Carolina, Andrew Hsu.

3. Listen to the text, make a plan in 4-5 sentences.

4. Listen again. Mark the sentences as true / false.

1. Based in Tanzania, APOPO trains giant pouched rats to find drugs.
2. American Ellie Cutright is an APOPO psychologist from Charleston, South Carolina.
3. Everybody should know that these rats, they're stupid. They're terrible animals.
4. Humans have used metal-searching devices to do this work for years. But rats – it turns out – do it better. But they also cost more money.
5. APOPO estimates that worldwide there are 110 million hidden explosives left over from war.
6. APOPO says its rats have discovered more than 107,000 landmines and unexploded explosives, making life safer for almost a million people.
7. Cutright says that she has never loved rats. She never kept one as a pet when she was young.

5. Speak about pluses and minuses of Cutright’s job.

6. Answer the questions.

1. Is it necessary to get a degree in psychology to get a job of a rat trainer?
2. If a rat trainer job were the only one available after your graduation, would you accept? Why / why not?

3. Speak about the most weird jobs from your point of view, comment on if you are good enough for it.

3.16. Here's the list of the most-desired workplaces, comment it on.

Alphabet (Google)

Amazon

Salesforce

Uber

Tesla

Apple

Time Warner

Walt Disney

Comcast

3.17. Watch the video “The future of work: is your job safe?” (https://www.youtube.com/watch?v=gUc5oN_ffRo&t=128s) and complete the tasks.

1. What is gig economy? Explain how you understand it, then find the definition in some reliable source and present it to your groupmates.

2. Is there any difference between gig work and hybrid work? Explain, giving examples.



3. Does shift from full-time work to freelancers, contractors and consultants expand globally?

4. Do you think people take up gig work out of necessity, or prefer it as way to seek out more meaningful work that provides a new level of flexibility and freedom?

5. Does gig work provide job security or any social benefits?

6. Say if the sentences are true or false:

a) The gig economy is all about short-term contracts and freelance work.

b) It is a slowly (rapidly) growing area.

c) The rise in the gig economy has been driven largely by digitization.

d) Workers in the gig economy don't have paid holiday or sick pay, but they have flexibility to work as and when suits them.

e) Freelancing means people can't (can) work their hours around other responsibilities, including family, studies and even other jobs.

f) Development and learning are the major categories on which the businesses are focusing on defining future employees.

3.18. Read the text about blogging (it was written in 2009), comment on the general information on blogging, say if something has changed since 2009. Express your attitude towards this work. Can we consider blogging as a job?

BLOGGING FOR MIDDLE-AGED BEGINNERS



Blogging is basically journaling. The only difference is that instead of using pen and paper, you get to use technology. If you wish to reach a wider audience, then blogging is the more ideal medium for expressing your thoughts. If you are at a loss on what to do here is some basic information you need to know for setting up your own blog:

A blog can be anything and everything about the sun. Check out other blogs and you'll find out different sorts on different topics. However, it need not be complicated. You can create a blog about your pets, or your hobby, or a special interest. The easiest is to of course, create a blog all about yourself. Make entries on whatever topic you wish and you can post pictures to it too. A blog can be a perfect way to keep family and friends updated with what is going on in your life.

Set up your blog. Search for free blog providers in a search engine. Choose one that would suit your needs. Make sure that it is simple and user-friendly too. You can always transfer to another blog provider once you've known all the ropes. If you are still unsure, you can ask someone to set it up for you and don't forget to ask for instructions on the basics.

Now, you can start blogging! The key here is to post frequently and consistently. You don't have to do it every day. However, if you decide to post once a week, make sure that you do it every week. Choose a specific day to blog (such as every Wednesday). Make your blog known by sending the web address of your blog to family and friends.

Later on, you might even make money through ads. But that's for another topic.

(<http://www.lifespy.com/2009/blogging-for-middle-aged-beginners/>)

PART 4. CRITICAL THINKING

DOUBLE STANDARDS

4.1. Analyze gender double standards and comment them on.



4.2. Find examples of double standards in the workplace and share them.

4.3. Read the text, divide it into semantic parts and title them.

HANDLING DOUBLE STANDARDS IN THE WORKPLACE

Double standards in the workplace manifest themselves in various forms. Does favoritism still exist in the workplace? You bet, and if you've got supervisors (or maybe it's you) handing out kudos to the same folks over and over again, it's time to step in.

Whether it be race, gender, religion, or sexual orientation, there's a good chance at some point in your career you'll find someone who makes certain assumptions based on one of these characteristics that you don't share with them.

The bad news is we still need to continue this dialogue about prejudice in business and hiring practices.

Respect is earned, and a manager that works on a double standard rule is quick to lose the respect of those they are over. An example of this double standard came to my attention recently, and I would like to share this example.

Someone close to me works in the medical field as a technician. They work a typical eight-hour clinical shift, and then various people cover being on call for after hour emergency studies. Now, the supervisor requires that whenever a technician wants to take time off, they themselves are required to find someone to cover their allotted shift. This part is understandable, even though in many career fields, like my own, there are co-workers that pick up the slack for each other and so it becomes a scheduling issue that the manager must review and insure there is coverage before time off is approved.

In the case of my story, the manager decided to take two weeks off, which is fine. However, they failed to appoint or find anyone to cover for them while they were gone. This in itself is not a major deal in most cases, but in this case, the vacation started at the close of business Friday evening; while the paycheck cut-off for the week was on Sat. evening.

They asked everyone to turn in time sheets by Friday evening, yet did not make any kind of concession for the time being worked the following day, Saturday. Those people handling the on-call studies for Saturday, which in this case is usually a substantial number of extra funds, were actually unable to turn in that time until a full two weeks

later. This can (and did) have a big detrimental effect on the employees who live on a tight budget and expected that normal day of pay.

So, what happened to their rule of having proper coverage for taking time off? They expected their employees to deal with losing a day of pay that week, figuring they'd catch it back up two weeks later on the following check? Is that a proper way to manage and keep the employees respectful?

It is one thing if this was simply an isolated case of an unavoidable circumstance; but it is another thing when this type of action is the normal way things happen. The general consensus is that this manager is normally rude and has these types of double standards in other areas of work too. They are self-centered, and rarely think of the good of others. Now, I know managers that are self-consumed is not an uncommon situation (though honestly it should be rarer), but when that mentality bleeds over and hits employees in the pocketbook – especially when it was something that could have been avoidable – that becomes another matter altogether.

(<https://www.linkedin.com/>)

4.4. Express your opinion.

1. Who applies double standards?
2. Why do people use double standards?
3. How can you identify double standards?
4. How to respond to double standards?
5. How to avoid applying double standards yourself?
6. Is hypocrisy a double standard?
7. Is face discrimination a double standard?

PART 5. CONSOLIDATION: SPEAKING

5.1. Fill in the gaps with the words to complete the idioms and expressions. Explain their meanings.

Sack, ceiling, boot, upside, slip, end, butter, lights, hunch, candle, ropes, feet, day, weight, hang.

1. I'm going to get the ... if the boss finds out that printing error was my fault.

2. I tried so hard to do a good job in Mrs. Smith's garden, but I got the ... anyway.

3. He tried hiring more salesmen to push the products, but they took too much time to learn the

4. I felt that John wasn't pulling his ... around the house and asked him to do a bit more of the cleaning.

5. Oh, Denise is definitely burning the ...at both ends – she's been getting to the office early and staying very late to work on some big project.

6. Working for a big company taught me a lot, but my salary had a low ... and my time wasn't my own.

7. He was in total disbelief when he got a pink ... from his boss today, as he had worked at the company for over a decade.

8. It took a year or so in the job to really get my ... under the table.

9. After a year of working in that company I realized that I wanted more freedom and more of a financial

10. It takes time to get the ... of writing a good CV.

11. After the interview I had a ... that I would be offered that job.

12. The time out of work was tough. Fortunately, my husband worked, so he helped keep the ... on.

13. The boss was mad because Tom called it a ... at noon and went home.

14. If you want a pay rise, you should ... up the boss.

15. I was thrown in at the deep ... with my new job. No one helped me at all.

5.2. Make up situations that fit each idiom or expression. Ask your classmates to guess the idiom.

5.3. Match the phrasal verbs with their meanings.

| | | | |
|----------|--------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | to burn out | a | to let someone go due to position no longer being available |
| 2 | to get / be snowed under | b | to take the place of someone and do that person's job while he / she is away |
| 3 | to lay off | c | to leave a job to someone else |
| 4 | to take on | d | to work so hard over a period of time that you become unable to continue working because you are tired, ill, or unable to think of any new ideas |

| | | | |
|----|---------------------|---|------------------------------------------------------------------------------|
| 5 | to knuckle down | e | to be inundated with tasks to complete |
| 6 | to slack off | f | to show or tell something to someone so it can be considered, approved, etc. |
| 7 | to fill in for | g | to start to work very hard |
| 8 | to run something by | h | to hire / recruit more staff |
| 9 | to be booked up | i | to do something with less energy or effort than is usual or necessary |
| 10 | to step down | j | to have no spare time in a schedule |

5.4. Fill in the blanks with a suitable phrasal verb. Change its form if necessary.

1. It's a high-pressure job and you could young.
2. If we don't, we won't finish the project on time.
3. The supervisor is forbidden by the union contract to an employee who is on a break.
4. I like to my ideas the head of the department, as he always gives me good advice how to improve them.
5. The company 150 workers last September.
6. I by the huge pile of paperwork.
7. Mr. Brown as CEO.
8. Itoday. Can you please schedule Ms. Johnson for tomorrow morning instead?
9. Jimmy loves his job and never, but his company is having financial problems and may lay him off.
10. The company is growing, so we need to more staff.

5.5. Use the phrasal verbs in context.

Example: Looking at Jim, he didn't seem to do anything but sit back. So, when he got sick and I **filled in for** him I was over the moon. But ... The end of the fiscal year was rather tough. I had to come home later than usually as I **was booked up** with mountains of paperwork. The only thing I thought about then was **to be laid off**.

5.6. Paraphrase the sentences below explaining the meanings of the collocations.

1. It's **hard work** trying to get him to do a few things for himself.
2. I've **taken on more work** than I've got time to do.
3. Stop talking and **get down to work**.
4. We're supposed **to hand in this work** tomorrow.
5. **Work came to a complete standstill** when rumors of redundancies started to circulate.
6. It will take a month to clear **the backlog of work**.
7. The hotel manager thanked the staff for their efforts so far and told them **to keep up the good work**.
8. Helping homeless people became his **life's work**.
9. Dave made **short work of** fixing the engine.
10. She never does **a stroke of work**.
11. **Pressure of work** forced him to cancel his holiday.
12. What **line of work** are you in? – Engineering.
13. She's **been off work** with a bad back since October.
14. She's studying the theme of death in the **works** of Beckett.
15. Things **worked out** well for Janet in the end.

5.7. There are different types of workers in an office. Read the definitions and complete the table. Which one are you likely to be? Describe a typical ...

- | | |
|-------------------------|----------------------|
| 1. The Stable Performer | 8. The Talker |
| 2. The Micromanager | 9. The Clown |
| 3. The "Know-It-All" | 10. The Stressed-Out |
| 4. The Chillax | 11. The Connector |
| 5. The Over-committer | 12. The Lazy Ones |
| 6. The Genius | 13. The Real Leader |
| 7. The Office Gossip | 14. The Anti-Social |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| They're disliked by everyone. Yet, they are ubiquitous, transcending all industries and workplace environments. You'll know them by their compulsive 'hovering' behavior. Typically, they are managers, or bosses of some kind. They question employees' every move, demand constant updates, and struggle to delegate work or give up control. | |
| They cannot say 'no.' They stay at work late, chair fundraisers, volunteer to bring the donuts to every | |

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| meeting, host work parties. They can be nice to have around, clearly, because they'll take care of all the little jobs no one else wants to. This behavior creates a number of problems. They may be sincere do-gooders. But they may be manipulative and uber-controlling. | |
| This personality requires little explanation. They were likely the newsmongers on the playground when you were little, newsmongers in high school and college. Stay away. It's hard not to be swept away once you involve yourself, so just don't go there. | |
| The connector personality can turn your work life upside down – in a good way. They are the colleagues in the know. Connectors excel at hooking people up to build more productive teams. They connect work-seekers with employers. If you're a more withdrawn personality, you may find the connector intimidating. Just remember that the connector type tends to like everyone, or at least can appreciate aspects of every personality. | |
| It's hard to say if these types are lonely. Maybe they dislike the company of others, and therefore find solitude a more satisfying experience. You'll know them by their absence, if that makes sense. They won't be at the office parties or Friday happy hours. You won't find them hanging around the lunch room. They're just not to be found. | |
| They have an answer for everything. Everything. They interject their glowing insights at every chance. They speak up (and won't shut up) at meetings, at social events. They give unwarranted advice and, unfortunately, don't seem to take 'no thank you' for an answer. Another problem is that though they may seem knowledgeable, they often aren't. | |
| They depend on the overcommitted, even the micromanager. It's a mystery to everyone how these people are still employed, but there they are, doing | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| nothing every day. They may frequent your cubicle, stopping by to chat, find out what you're having for lunch, or maybe they just stand there, staring. It may be worth it to give them the benefit of the doubt, though. | |
| Similar to the know-it-all, this type is successful at distracting their peers with their annoying, attention-seeking behavior. He / she wants to talk, not work. It makes a person wonder what they would do with themselves if they were out of the job. Who would listen to them? | |
| You may know them as the office 'drama queen,'. Everything is a big deal for them. Every deadline, every change coming down the pipeline. Go easy on the stress freaks. They're doing the best they can! | |
| These workers are the type everyone in the office should probably hang around more often. They keep their personal lives at home so they can roll with the punches at work. They keep the stress in check. They may be seen as lazy by workaholics, but they don't care. | |
| It's a real toss-up. At their best, he / she can add value by breaking the ice in tense situations, livening up dull meetings and making their coworkers laugh on dreadful Monday mornings. At their worst, they aren't funny at all. They may not know how to end a joke, take their job seriously, and take anything seriously. | |
| He or she is the one people listen to, trust, admire and respect. They may not be at the top of the company, but they take their job seriously. They embody the core values of the company without pretension. They inspire others by showing enthusiasm for working together toward goals. They're socially astute but don't go overboard like the talkers or the office gossips. They keep their priorities in balance. | |
| Maybe less exciting, he or she is also known as the average worker. They're the bread and butter em- | |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| ployee, the one employers can depend on to show up and perform well on a regular basis. They may not be real leaders, but they're not lazy either. | |
| Think Steve Jobs, Bill Gates, Mark Zuckerberg, Warren Buffett, Oprah Winfrey – the visionaries among us. They are the gods and goddesses of the professional realm. Many are entrepreneurs, some work inconspicuously from within the company. He / she has the big ideas and they typically need some extremely capable business partners to make those ideas reality. | |

5.8. Many people are thinking about a career change. Sometimes, doing what you're 'supposed' to do leaves you in completely the wrong place. For Dan Lazar, a career change meant navigating uncertainty, mental gymnastics, and working out of a garage. But he did it, and created the freedom and salary he's always wanted. Read the interview with Dan Lazar and explain the underlined sentences. Fill in the gaps with the words below:

Strength, background, slog, career, security, quality, hunch, benefits, expertise, layoffs, earnings, experience.

FROM VIDEO GAMES TO MARKET RESEARCH

- What work were you doing previously?

I was an associate brand manager with Activision, the largest video game publisher in the world.

- What are you doing now?

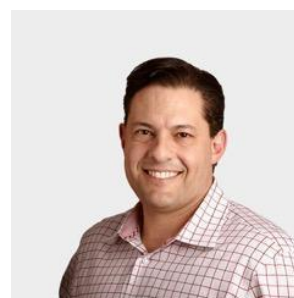
I'm a market researcher. I focus on qualitative market research – focus groups – and I'm a sole practitioner.

- Why did you change?

I made the change because I wanted control over my professional life. Working for a large company like Activision taught me a lot, but my salary had a low ceiling and my time was not my own. I wanted more freedom and more of a financial upside.

- When was the moment you decided to make the change?

About a year into my time at Activision, I observed a focus group run by a young, dynamic moderator. He worked for himself, and did



very well. I realized right away that his 1. ... suited me, too. I spent the next year observing as many groups as I could.

- Are you happy with the change?

Yes, very happy. I doubled my Activision salary in my first year as a moderator and my 2. ... continue to grow. I have more time with my family and for myself. And I have a degree of control over my life that comes with being your own boss.

- What do you miss and what don't you miss?

I miss the 3. ... that come with working with lots of smart people – social interaction, introduction to new ideas. So now I need to make that stuff happen through dinners, networking events, etc. I don't miss the corporate 4. ... of meetings and politics, though.

- How did you go about making the shift?

I spent as much time as I could in my role as a brand manager getting up to speed on focus group moderating. That meant observing groups and setting up informational meetings. I then approached the best moderator I knew and convinced him that my 5. ... on the client side gave me a perspective most moderators don't have – the understanding of what clients really care about and what kind of research insights they find useful. By turning my weakness – inexperience – into a 6. ..., I was able to convince him (and future clients) of my value. It also helped that my domain 7. ... was in video games – a niche not many moderators at the time knew how to tackle.

- What didn't go well? What 'wrong turns' did you take?

It took me a while to get the hang of research report writing. I have a 8. ... in journalism, so writing was always something that came easily to me. But this was a bit of a different animal. I had to craft an argument / story in PowerPoint format with as few words as possible. I loved the mental gymnastics, but it took some time to get good at it. I still think report writing is the hardest part of the job.

I also didn't assert myself strongly enough in my new role when I started. There was a period of time when the moderator who took me in and mentored me was working me to the bone. I should have told him I needed a break, but I didn't, and as a result some of my work 9. ... suffered.

- How did you handle your finances to make your change possible?

Fortunately, my wife worked, so she helped keep the lights on. We also cut back. But I was fortunate to start making good money almost from the start.

- What was the most difficult thing about changing?

I was starting a new career. I had a **10**. ... I'd be good at it, but I wasn't sure, so I went through a substantial period of self-doubt and uncertainty about the future.

Also, I went from having an association with 'Activision' – an esteemed public company – to working with one guy, literally out of his garage. Some people interpreted it as a step down, though I quickly made much more money and had a more favorable lifestyle than many of those doubters.

- What help did you get?

I got a lot of help from the moderator I joined up with. He was a very talented consultant and passionate about what he did. He was patient with me and really helped me grow. My wife and the rest of my family were very supportive when I doubted the move.

- What resources would you recommend to others?

The best thing to do is have informational meetings with others in the field you're interested in. Books and websites are fine for getting up to speed, but they can't move you forward like relationships can.

- What have you learnt in the process?

I learned two things. First, follow your talents. I joined Activision because I thought being a brand manager was what I was supposed to do after graduating from business school. But the job was very heavy in quantitative analysis, and that's not who I am. Once I found my place in research, I was off and running.

The second thing I learned is joining a big company isn't always a secure move, and joining a small company isn't always a risky move. Activision had several **11**. ... after I left, while my consulting practice was growing. In fact, I serviced Activision after I left. So I saw first-hand that my move gave me more **12**. ..., not less.

- What would you advise others to do in the same situation?

Don't delay. Make your move. It's a risk, but everything will eventually work out. Life's too short to stay in the wrong job.

5.9. Now use the questions and role-play a conversation with a person who has made a career move.

- What work were you doing previously?
- What are you doing now?
- Why did you change?
- When was the moment you decided to make the change?
- Are you happy with the change?
- What do you miss and what don't you miss?
- How did you go about making the shift?
- What didn't go well? What 'wrong turns' did you take?
- How did you handle your finances to make your change possible?
- What was the most difficult thing about changing?
- What help did you get?
- What resources would you recommend to others?
- What have you learnt in the process?
- What would you advise others to do in the same situation?

5.10. LISTENING: “Teenage Workers Are Benefiting From The High Demand For Employees” (<https://www.npr.org/2021/07/08/1014098299/teenage-workers-are-benefiting-from-the-high-demand-for-employees>).

1. Before listening, study proper names.

Lelia Fadel, Evans Prater, Mount Inspiration Apparel, Mary Grace Flattery, the Federal Reserve Bank of St. Louis, Asheville, Boulder

2. Define / translate words / word combinations underlined in the following sentences.

1. Young workers are in high demand this summer.
2. The worker shortage in the U.S. has been a boon to some.
3. According to the Federal Reserve Bank of St. Louis, it's down to the single digits.
4. It's been quite a roller coaster.
5. It more so fell into my lap.
6. With so many teenagers being available – not to dog on Mary Grace – but it's a, you know, a numbers game.
7. So fingers crossed.
8. It seems like we do have that typical amount of, quote-unquote, “young person turnover.”

3. Listen to the conversation, mark the sentences as true / false.

1. Evans Prater is a general manager of Mount Inspiration Apparel.
2. Teen unemployment is the lowest it's been since the early 1950s.
3. Some businesses are relying more heavily on teens and young workers to help them fill roles usually reserved for people who are a bit older with more work experience.
4. Mary Grace is managing multiple retail stores at just 18.
5. Mary has never worked in lots of leadership roles kind of throughout her past jobs
6. When Mary Grace actually started, she was not successful and Evans had to teach her a lot.
7. People (workers) who are older than Mary, don't want to listen to her.
8. Mary Grace doesn't see herself in this job long term or at this company long term.

4. Listen to the conversation for the second time, summarize it

- as Mary,
- Evans.

5.11. These are some quotes by famous people about working. Comment on them.

1. Find a job you enjoy doing, and you will never have to work a day in your life. – Mark Twain
2. Every day I get up and look through the Forbes list of the richest people in America. If I'm not there, I go to work. – Robert Orben
3. Many people quit looking for work when they find a job. – Unknown
4. A lot of fellows nowadays have a B.A., M.D., or Ph.D. Unfortunately, they don't have a J.O.B. – Fats Domino
5. If you have a job without any aggravations, you don't have a job. – Malcolm S. Forbes
6. The difference between a job and a career is the difference between forty and sixty hours a week. – Robert Frost
7. I'm a greater believer in luck, and I find the harder I work the more I have of it. – Thomas Jefferson
8. Don't judge each day by the harvest you reap but by the seeds that you plant. – Robert Louis Stevenson

9. Don't wish it were easier. Wish you were better. – Jim Rohn
10. Do the hard jobs first. The easy jobs will take care of themselves. – Dale Carnegie
11. Happiness is not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. – Franklin D. Roosevelt
12. The man who moves a mountain begins by carrying away small stones. – Confucius
13. Your job is not just to do what your parents say, what your teachers say, what society says, but to figure out what your heart calling is and be led by that. – Oprah Winfrey
14. I have never liked working. To me a job is an invasion of privacy. – Danny McGoorty
15. Have the courage to follow your heart and intuition – they somehow already know what you truly want to become. – Steve Jobs

5.12. From parts 3, 4 and 5 make a list of words and word combinations relevant to the topic (at least 20 items).

| Word / word combination | Definition | Translation |
|-------------------------|------------|-------------|
| | | |
| | | |

PART 6. WRITING

DESCRIPTIVE ESSAYS

A **descriptive essay** is an essay that describes an object or person, an event or place, an experience or emotion, or an idea. This type of essay is more creative than most academic writing. Descriptive essays test your ability to use language in an original and creative way, to convey to the reader a memorable image of whatever you are describing.

There are two classic approaches to the descriptive essay.

The first approach is the **personal essay**. This relates an experience in terms of the writer's own feelings and responses. Personal essays benefit from vivid, evocative language.

The second approach to descriptive essays is the **formal description**. This more closely resembles an argumentative essay; your goal is

to communicate a set of key points. Rather than conveying an argument, the purpose of the formal description is to describe something in detail, according to a clear structure.

A descriptive essay has four to six paragraphs. It is written in a coherent way with a good thesis statement at the end of the introduction, several body paragraphs, and a conclusion.

Writing steps

Step 1: Brainstorm

Pay full attention to the implications of the title and the possible ways of interpreting it and think of most significant features of the subject.

Step 2: Create a statement

The next step is to create a thesis statement. This is a single idea that will be prominent throughout your essay. It sets out the purpose of the essay and regulates the way that the information is conveyed in the writing of that essay. This is an introductory paragraph that sets out your topic framework.

Step 3: Make an outline

Arrange your thoughts into several clearly defined paragraphs. It is easy to fall into an incoherent rambling of emotions and senses when writing a descriptive essay. However, you must strive to present an organized and logical description.

Step 4: Write the conclusion

The conclusion paragraph makes a summary of the entirety of your essay. It also needs to reaffirm your thesis (if necessary).

Step 5: Review your essay

Finally, read your essay very carefully and check for any grammar, punctuation or spelling errors that are obvious within the essay. If you find any clichés, be sure to delete them. If there are any parts that are not completely descriptive or don't make as much sense as you would like them to, rewrite them and then follow the proof reading to ensure that the final product is exactly as expected.

6.1. Read the sample essay. Is it a personal essay or a formal description? Which linguistic means are used to describe things at work?

FIRST DAY AT WORK

There are important moments in a person's life and starting a new job is definitely one of them. I started my new job two years ago and I

cannot forget my first day at work. I had indelible first impressions and feelings regarding my new colleagues, the working environment and the office equipment.

The first thing I was curious about was my colleagues. Who were they and what were they like? There were 5 people in our unit. My first impression about my unit coordinator was good and I was not wrong about it. He was a tall and handsome man with a smiling face and a warm welcome. He looked like an outgoing person. The other employees shared some traits of him. Everyone was at least 1.80 metres tall and all of them were slim and fit. They were outgoing and fun. I had no problems with them and a perfect start.

The second important thing was the working environment. The building was modern and looked really nice. The offices were clean and neatly organized, big enough to hold at least 10 people but at most 6 people worked in an office. The most impressive things were the cafes in the building. They had an awesome style and the drinks offered at a reasonable price were fantastic. I had a big trouble to get myself out of the cafes on my first day.

The third thing that I paid my attention to was the office equipment. It was really important for me because in my previous workplace I had never-ending problems with it. The tables were big and they were at least two metres away from each other. The computers had high software and connection speed. This was really effective while working on things. The office chairs were ergonomical and comfortable.

All in all, I had positive impressions on my first day. The people at my office were kind and warm, the working environment was fantastic in many respects, and the office organization was effective and comfortable.

(<http://www.meenglish.com/2017/02/how-to-write-descriptive-essay.html>)

6.2. Complete the partial outline provided for the essay.

1.

2. Body paragraph 1:

main idea:

supporting details:.....,, and

3. Body paragraph 2:

main idea:

supporting details:.....,, and

4. Body paragraph 3:

main idea:

supporting details:.....,, and

5.

.....

6.3. Read the essay one more time and pay special attention to the following characteristic features and details that the author mentions in order to describe the first day at work. Fill the chart with the exact description taken from the essay.

| Things at work described | Colleagues (Paragraph 1) | Working environment (Paragraph 2) | Office equipment (Paragraph 3) |
|-----------------------------------------|--------------------------|-----------------------------------|--------------------------------|
| Appearance/look | | | |
| Personal characteristics; Atmosphere | | | |

6.4. In a descriptive essay the author may deal with a few things that he/she is willing to describe. These things, however, should be related, since the essay considers one main topic at hand. Read the following essay and say what issue is raised in it and what things are described.

ANNOYING CO-WORKERS

Personally, I have had an encounter with the know-it-all co-worker whose name was Anne. Perhaps, all the employees in our workplace were hired based on merit and competence in undertaking their tasks and duties. However, Anne acted as if she knew everything around.

Thus, when any of us tried to come with something new or tried to do something constructive, Anne was always on our shoulders trying to provide guidance and unrequired pieces of advice. It is not that she had the technical abilities that could match her words, but it was her nature. She was essentially annoying and it was even difficult for us to share our experiences with her. The worst of all is the fact that she thought she was perfectly better than us and that she could not bear to take workplace advice from us. Unfortunately, Anne was only 25 years old with only a two years job experience to her name. That is extremely weird because she could not even advise the most experienced workers

about what was required of them. Unfortunately, Anne was difficult to handle and more so amongst the new employees. Not unless an individual was able to identify her weakness and determine the best communication measure that could be employed to handle her, she could interfere with your confidence in performing your core tasks.

As far as my core goal was to offer my best for the best interests of my company, I handled Anne by displaying confidence and seriousness in my work. Whenever I came up with an innovation or intervention, I kept her off by demonstrating that I was confident in what I was dealing with. In fact, I used to challenge her with complicated questions that were difficult to answer when she seemed to intervene to keep her away. Besides that, I used to advise her about the relevance of listening to others when she came up with unnecessary pieces of advice. On the contrary, I never argued with her but instead I chose to listen to her until she finished what she intended to express before I spoke my mind out. I did that with a clear consent of showing her the relevance of listening to the opinions of others first before expressing our desires. In retrospect to that, I was always careful in ensuring that she never used her annoying behavior to misguide other workers. Thus, when I noted her misconceptions to others I intervened by reminding her to appreciate the efforts and expertise of others in performing their duties.

I will handle a similar situation in the future by letting the know-it-all co-workers to roll off my back. Perhaps, avoiding unnecessary contact with such workers will be the best way of preventing them from getting on me. Besides that, I will always be careful with the groups of workers with whom to seek technical advice. More importantly, I will always turn such unnecessary opinion down if I have a feeling that they are not constructive. I will also handle such workers by bearing in mind that they are not annoying to me alone but to other workers as well. Nonetheless, my main issue of concern will be to focus on my duties and tasks at the expense of listening to the know-it-all co-workers. Consequently, I will try to avoid them as much as possible to make them understand that I am perfectly comfortable in the absence of their ideas and opinions. In the future, trying not to get annoyed with such workers will be the major tool of maintaining my expertise and professional performance at par.

(<https://mycustomessay.com/samples/annoying-co-workers.html>)

6.5. Make a critical analysis of the essay above. Check for the following components of a classical essay and see whether any improvements are needed. If so, rewrite the essay.

| Criteria | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|-------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 1. The essays' title fully reflects the topic raised | | |
| 2. A clear cut thesis statement that sets out the essay framework | | |
| Clearly defined organized body paragraphs | | |
| Concise conclusion with the thesis statement re-statement | | |

6.6. Prepare an extended plan for each title. Write a descriptive essay of 350–400 words on ONE of these topics.

1. How do you picture your ideal workplace?
2. What is it like to be an interpreter?
3. My first job interview.
4. Describe how a hobby or obsession can turn into a job.
5. Describe a person that inspires you to keep trying pursuing your career goals.
6. Describe the process of finding a new job.

UNIT 3

HEALTH AND MEDICINE. SPORT

PART 1. LEAD-IN

1.1. Answer the questions.



1. Are you a healthy person? How often do you get sick?
2. What are the best ways to avoid getting sick?
3. Do you take vitamins? Do they really help people, or do they just have a placebo effect?
4. How often do you get a medical check-up? How often should people get a check-up?
5. Do you ever wear a face mask in public? Do you wear it to protect yourself or others?

6. What healthy habits do you have?

7. Have you ever broken a bone? What happened?

8. Do you trust doctors?

9. Who is the healthiest person you know? What do they do to stay healthy?

10. People sometimes say that 'laughter is the best medicine'. What do you think this means? Do you agree?

11. Which traditional remedies or herbal medicines are popular in your country?

12. Have you tried acupuncture? If so, did it help you? If not, would you like to try it?

13. Have you ever been faced with an emergency medical situation? What did you do?

14. Are you for or against vaccinations?

15. Lifespans are getting longer. How long do you expect your generation will live on average?

1.2. Name as many items that should be kept in a first aid kit as you can.

1.3. Name parts of the human body often affected by diseases or conditions.

1.4. Fill in the gaps with the words below.

*stitches cast respiratory ailment insurance expectancy
serious painkillers chronic ointment fractured injuries
diseases extensive*

There are a number of lifestyle changes you can make to improve your overall health and increase your life 1. – you can quit smoking, reduce stress, eat a balanced diet, get plenty of sleep, and exercise regularly. It's also important to get vaccinations to prevent 2. No matter how healthy you are, it's still a good idea to have health 3.

If you're in a car accident, you might sustain serious 4. If you've broken or 5. a bone – for example, your leg – the doctor will put your leg in a 6. If you have a cut, the doctor will give you 7. If you have a burn, the doctor will give you an 8. to prevent infection.

If you have a minor 9. like a headache, you can take some aspirin to relieve the pain or other 10. If you suffer from a 11. condition like allergies, asthma, back pain, or depression, there are both over-the counter and prescription medications that can help alleviate the symptoms.

When someone has a minor 12. infection, they have a cold. Don't get too close to that person, because you could catch a cold, too!

If someone is diagnosed with a more 13. illness such as cancer or AIDS, they'll need more 14. treatment. When a disease has progressed so far that it will be impossible to cure, then the patient is said to be terminally ill – in other words, the person will definitely die of the disease soon.

1.5. Read the text again and find the terms for the following definitions.

1. the length of time that a person or animal is expected to live.
2. an eating plan that provides the body with all the essential nutrients, vitamins and minerals required to maintain cells, tissues and organs as well as to function correctly.
3. the process or an act of giving someone a substance put into a person's body to prevent them getting a disease.

4. a program / plan to cover expenses in case of an accident or serious illness.

5. a condition that makes a person become sick or develop skin or breathing problems because they have eaten certain foods or been near certain substances.

6. a medical condition that makes breathing difficult by causing the air passages to become narrow or blocked.

7. the state of feeling very unhappy and without hope for the future.

8. medicine that you can buy without a doctor's prescription.

9. these diseases can be caught by touching someone who has the disease or a piece of infected clothing.

10. a serious disease that is caused when cells in the body grow in a way that is uncontrolled and not normal, killing normal cells and often causing death.

11. a serious disease caused by a virus that destroys the body's natural protection from infection.

12. in other words, the person will definitely die of the disease soon.

1.6. Complete the questions and answer them.

1. What is the in your country today?

2. What are the basic components of a?

3. Are you for or against COVID-19, and why?

4. How does health work?

5. Do you have to any food?

6. What is a common symptom of?

1.7. Study the information. Use the words expectancy or span in the following contexts.

Life span is the duration of time that one individual lives from its birth until death.

Life expectancy could be described as the remaining amount of time to live from a certain age, where the age could be any value.

1. Life is the time between birth and death, but 2. life is the time until the death from an age (or stage) of choice.

3. Life is a guessed or expected number based on the statistical analyses, whereas 4. life is an observed value.

5. Life is more versatile than 6. life
 Your own 7. life changes as you grow older, and
 as you face different risks.

8. Life is the number of years that one person lives.

9. Life is mostly used for humans while 10. life
 can be used on anything.

1.8. Complete the table with the following diseases.

*Measles, COVID-19, Diabetes, Chickenpox, Pneumonia, Indigestion,
 Laryngitis, Flu, A common cold, Constipation*

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | a spotty, blistering red rash that can cover the entire body; feeling sick; a high temperature (fever) of 38C (100.4F) or over; painful muscles; headache; loss of appetite. |
| | a sore throat; a blocked or runny nose; sneezing; a cough; a hoarse voice; generally feeling unwell. |
| | stomach ache and cramps; feeling bloated; feeling sick; loss of appetite. |
| | urinating more often than usual, particularly at night; feeling very thirsty; feeling very tired; unexplained weight loss; itchiness around the genital area, or regular bouts of thrush (a yeast infection); cuts or wounds that heal slowly; blurred vision. |
| | a sudden fever – a temperature of 38C (100.4F) or above; a dry, chesty cough; a headache; tiredness and weakness; chills; aching muscles; limb or joint pain; diarrhea or abdominal (tummy) pain; nausea and vomiting; a sore throat; a runny or blocked nose; sneezing; loss of appetite; difficulty sleeping. |
| | feeling uncomfortably full or heavy; belching; bringing food or fluid back up from your stomach (reflux); bloating; feeling sick (nausea); vomiting. |
| | hoarseness; difficulty speaking; sore throat; mild fever; irritating cough; a constant need to clear your throat. |

| | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | a runny or blocked nose; sneezing; watery eyes; swollen eyelids; sore, red eyes that may be sensitive to light; a high temperature (fever), which may reach around 40C (104F); small greyish-white spots in the mouth; aches and pains; a cough; loss of appetite; tiredness, irritability and a general lack of energy. |
| | a cough – which may be dry, or produce thick yellow, green, brown or blood-stained mucus (phlegm); difficulty breathing – your breathing may be rapid and shallow, and you may feel breathless, even when resting; rapid heartbeat; fever; feeling generally unwell; sweating and shivering; loss of appetite; chest pain – which gets worse when breathing or coughing. |
| | fever or chills; cough; shortness of breath or difficulty breathing; tiredness; muscle or body aches; headaches; loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea; additional symptoms are possible. |

1.9. Describe the symptoms of other diseases or conditions for the classmates to guess the disease.

The symptoms of this condition are right lower abdominal pain, nausea, vomiting, and decreased appetite. – Appendicitis.

1.10. Fill in the gaps with the verbs which mean to injure yourself or someone else. Use the best verb (in the correct form) in each sentence below.

to hurt – to damage part of your body, or someone else's body

to injure – to hurt yourself quite severely, or to be hurt in an accident or fighting

to wound – to deliberately hurt someone using a weapon such as a knife or gun

to maim – [usually passive] to hurt someone very severely, especially so that they lose an arm, leg etc., often as the result of an explosion

to break – to hurt a part of your body by breaking a bone in it

to fracture – to break; the term “fracture” is typically used by medical professionals, while “break” is used by people outside the medical field

to bruise – to hurt a part of your body when you fall on it or hit it, causing a dark mark to appear on your skin

1. Cathy fell off her bike and her legs badly.
2. I jumped down from the wall and landed awkwardly, my ankle.
3. She slipped on the ice and herself badly.
4. Four people have been seriously on the Arizona highway.
5. The gunmen shot and twelve people and three others.
6. In countries where there are landmines, people are and daily.
7. The X-ray showed that I had my wrist.
8. The boy had been in a train crash.
9. Gunmen two people and six others in an attack today.
10. Angus his leg playing rugby.

1.11. Study the definitions and fill in the gaps in the sentences below with the correct verb forms. Make up your own examples.

to treat – to use medicine or medical methods to cure a patient or an illness;

to cure – to stop someone from being affected by an illness;

to heal – to make a part of the body healthy again after an injury; to make someone healthy again after they have been ill.

1. Vitamin K is needed by the body for cuts and bruises.
2. It was difficult patients because of a shortage of medicine.
3. Many formerly fatal diseases can now
4. No doctor managed her of her headaches.
5. Many common infections can with antibiotics.
6. The only thing that can grief is time.
7. This cream is good for minor cuts and bruises.

8. Penicillin or other antibiotics will
most infections.

9. Police said 36 people were arrested, mainly for public order offenses, and four casualties in hospital.

10. Time all wounds.

1.12. Study the following verbs. Make sentences with them.

To faint, to bleed, to breathe, to bruise, to feel/get better, to put on weight, to lose weight, to burn, to be/feel sick, to choke.

1.13. Find the common verb collocations referring to illnesses and injuries. Use the correct verbs in the sentences below.

Be diagnosed, develop, catch, suffer / sustain, have, contract, suffer

1. a cold, the flu, a chill, pneumonia

2. [formal] a disease, malaria, typhoid

3. (lung/breast) cancer, diabetes, AIDS, arthritis

4. from asthma, hay fever, backache

5. an attack of bronchitis, asthma, hay fever, diarrhea

6. with (lung/breast) cancer, AIDS, leukemia, autism

7. [formal] (major/minor/serious/head) injuries

1. Many musicians who arthritis experience the tragedy of no longer being able to play their instrument.

2. More than 50 passengers on the flight moderate or severe attack of diarrhea. Medical officials suspect the in-flight catering was responsible.

3. To with cancer is the most frightening experience, and people often need intense counselling to cope with it.

4. Millions of people malaria each year in poorer countries, and drugs to treat it are in short supply.

5. Mr. Taylor escaped with bruises, but experts say he was lucky not to sustained serious injuries.

6. Patients often pneumonia while in hospital. In fact, experts now think hospitals may be the worst place to be if you are sick and weak.

1.14. Fill in the gaps with the adjectives.

Splitting, life-threatening, dull, incurable, ill, vigorous, trivial, painful, heavy, excruciating/unbearable

1. My poor friend Gina is terminally 1. She suffers 2. pain most of the time. Apparently, it's an 3. illness that runs in her family.

2. Paul annoys everyone at work. He takes days off even for the most 4. ailments. It's a serious illness, but probably not 5.

3. For a few days it was acutely 6., but now it's just a 7. ache. My doctor prescribed me some tablets and they relieved the pain.

4. I had a 8. cold and a 9. headache, so I wasn't in a good mood.

5. I believe in healthy eating and I try to do 10. exercise every other day.

1.15. Think of different collocations with the following adjectives. Make sentences with them and ask your groupmates to translate them into Russian.

Sore, painful, sick, sweaty, feverish, unconscious, faint, stiff, achy.

LISTENING: "Amazing facts of our body".

1. Listen to the text and write the right word according to the definition.

1. Very tiny creatures that live on plants or animals.
2. The smallest part of a chemical element.
3. The simplest and smallest forms of life. They live in air, water, soil, as well as in humans and animals (dead or alive). They are often the cause of disease.
4. The smallest part of an animal or plant that can work independently. All plants and animals are made of these.

2. Listen to the text and fill in the gaps with the right word or word combination.

1. Only about one tenth of the cells in your body are
2. Bacteria are mostly
3. Animals need bacteria to

4. You have ... cells in your body.
5. Most of the atoms are
6. You probably have mites in your
7. Mites are very small creatures that are about ...
8. Mites eat ...

1.17. Fill in the gaps with the idioms and phrasal verbs.

- | | |
|------------------------------------|------------------------------------|
| 1. to be alive and kicking | 11. to be out of shape |
| 2. to be as fit as a fiddle | 12. to be on borrowed time |
| 3. to be back on one's feet | 13. to pass out |
| 4. to go under the knife | 14. to be on one's last leg |
| 5. to have one's foot in the grave | 15. To Kick the Bucket |
| 6. to be as sick as a dog | 16. bag of bones |
| 7. to be sick and tired | 17. to take a turn for the worse |
| 8. to black out | 18. to take a turn for the better |
| 9. to be under the weather | 19. to have a frog in one's throat |
| 10. to be in (good) shape | 20. as pale as a ghost |

1. She She doesn't look healthy and she isn't eating very much.

2. James woke up looking, we need to take him to the doctor.

3. My grandpa is 92 years old, but he is

4. After being homesick for 2 weeks, Tim finally

5. Even though my grandma is 70 years old she

6. How's Julie? She is at home, she is feeling a bit tonight.

7. Jill is nervous because she will Thursday.

8. Do you have any more bug spray? I am of these bugs biting me.

9. Some of the students on the track team because of the extreme heat.

10. Julie said that she feels like she is after being the only survivor of that car accident.

11. Sorry, I haven't been around lately, it is just that I have been

12. He after seeing the doctor draw blood from his brother's arm.

13. His father's health quickly and he is now in the hospital.

14. James has been working out a lot lately. He is of his life right now.

15. I can't play football anymore, I am

16. My manager keeps coughing. I think he's got

17. I hope he doesn't anytime soon. He is as fit as a fiddle.

18. Today is a sad day. The vet told us our dog is

19. When Tom finally decided to go to the doctor's he was nothing but a

20. We were worried about Emily, but the doctor told us today that she has taken a

1.18. Look at the two pictures of the man. Make up a story using the vocabulary from the exercises above.



1.19. Answer the questions.

1. What comes to mind when you hear the word 'doctor'?
2. How often do you go to the doctor?
3. Do you always feel better after you've visited the doctor?
4. Do you always believe what your doctor says or do you sometimes doubt him / her?
5. What do you think are the best / worst aspects of being a doctor?
6. If you were a doctor, which area would you like to specialize in?

**1.20. Read the poem. What image of a doctor comes to your mind?
Is it a typical doctor described?**

The DOCTOR

A. P. Herbert

The doctor took my shirt away;
He did it for the best;
He said, "It's very cold today,"
And took away my vest;
Then, having nothing more to say,
He hit me in the chest.
Oh, he did clout my ribs about
Till I was bruised and red,
Then stood and listened to my spine
To see if I was dead,
And when I shouted "Ninety-nine!"
He simply shook his head.
He rather thought that rain would fall,
He made me hop about the hall,
And savagely he said,
"There's nothing wrong with you at all
You'd better go to bed!"

"Oh you must eat no scrap of meat,
No rabbit, bird, or fish;
Apart from that have what you please,
But no potato, bread, or cheese;
Not butter, alcohol, or peas;
Not sausage, egg, and ratafias
A very starchy dish;
Have any other foods but these
HAVE ANYTHING YOU WISH!
But at and after every meal,
And twice an hour between,
Take this – and this – and this – and THIS
In water and quinine,
And wash it down with liquorice
And nitro-glycerine.

“You must not smoke, or read a book,
 You must not eat or drink;
 You must not bicycle or run,
 You must not talk to anyone;
 It’s better not to think.
 A daily bath I don’t advise;
 It’s dangerous to snore;
 But let your life be otherwise
 As active as before.
 And don’t imagine you are ill,
 I beg you not to mope;
 There’s nothing wrong with you – but still,
 While there is life, there’s hope.”
 I woke and screamed a hideous scream
 As greedy children do
 Who eat too much vanilla cream
 For I was having flu;
 And it was just an awful dream
 But, all the same, it’s true

1.21. Speak about a kind of person that makes an excellent doctor.

1.22. LISTENING: “At the doctor’s”.

1. Listen and fill in the gaps.

Hello, Mr. Phillips, take a seat.

Thank you.

Now, what seems to be the problem?

Ivery well. I’ve got a terrible stomach
ache and I keep throwing up.

..... any diarrhea?

No, I haven’t.

How long like this?

Since ... um ... late last night.

..... if you are allergic to anything?

No, not that I know of.

What recently?

Well, my two children cooked dinner for my wife and me last night. It was our wedding anniversary, you see, and they wanted to surprise us.

It was a nice thought. What

Well, I'm not sure what it was actually, some sort of a seafood and pasta dish. They spent a long time cooking it, so, you know, I felt I eat it. It wasn't very nice, to be honest. My wife and I ate hers too.

OK, I think, you've got food poisoning. And the best thing to do is to rest and don't eat anything for the next 24 hours. After that you can eat things like bread or rice but

Right.

And drink lots of water or black tea with a little sugar in.

OK. Do I another appointment?

No, I'm sure, You'll be fine, but come back if you better in two days.

Thanks a lot.

And, maybe tell your children that you want to go to a restaurant next year.

Yes, I will. Good bye.

Hello, Mr. Green, sit down.

Thanks.

What seems to be the problem?

Well, I very well recently. My chest and I keep getting really bad headaches.

..... anything for them?

Yes, paracetamol, but it really didn't help much.

..... any other symptoms?

Yes, I can't stop sneezing.

Yes, I can see that. And how long like this?

Oh, let me see. It's three days now.

Right, let me have a look at you. Say A

A

Oh, that's fine, thanks. Iyour temperature. ... Yes, but a bit of a temperature, but nothing serious. I think you've got a virus. You need to stay in bed and rest for 2 or 3 days.

Do I need ...

ZZZZZZ

Bless you.

Thanks.

Do I need some antibiotics? I to penicillin, by the way.

No, antibiotics don't work with viruses, but I'm going to give something stronger for the

Oh, right.

Here's a prescription for some

Thanks a lot. How often should I take them?

Every 4 hours. If you're not better in 3 days than come back and we 'll do some

Thank you, doctor.

Not at all. Good bye.

Bye.

2. Role-play a conversation with a doctor using the examples.

1.23. Answer the following questions to guess the type of doctor. Give Russian equivalents.

1. What kind of doctor provides basic care for a variety of common ailments, is usually the first to recognize major health problems, and may order diagnostic tests or refer you to a specialist?

2. What kind of doctor provides primary health care to children, including immunizations, well-baby checks, school physicals, and treatment of coughs, colds, and stomach flu, among many other things?

3. What kind of doctor is specially trained to perform medical operations?

4. What kind of doctor specializes in the heart and blood vessels?

5. What kind of doctor specializes in vision and eye care?

6. What kind of doctor would you go to for medical imaging like X-rays?

7. What kind of doctor specializes in the nervous system?

8. What kind of specialist would you go to for respiratory problems?

9. What kind of doctor specializes in mental health and treats emotional and behavioral problems through a combination of personal counseling (psychotherapy), psychoanalysis, hospitalization, and medication.

1.24. Answer the questions.

1. Do you play any sports these days? If not, how do you get exercise?

2. Which sports do you enjoy watching on TV? How much time do you spend watching them?

3. Have you watched any sports live at a sports ground or stadium? How was the experience? Was it better than watching it on TV?

4. Are there any sports you can't stand to see on TV? What are they and why don't you like them?

5. Which is the most dangerous sport? What kind of injuries occur when people play it?

6. Which sport is your country good / best at?

7. What sports did you play as a child?

8. Is sport an important part of education? What does it teach people?

9. Who is your all-time favorite sportsperson?

10. What do you think about crazy sports fans? Do you dress up to support your team?

11. What is good and bad about competition?

12. Is there too much money in sport? Are athletes paid too much or too little?

13. Some new sports are called 'extreme sports'. What are some extreme sports? Have you tried any of these?

14. What is the difference between sports and esports?

15. Some suggest that people who are good at sports are not intelligent. What do you think about this stereotype?



1.25. Fill in the names of the sportsmen.

1. a sprinter / Jamaica –

2. a golfer / USA –

3. a racing driver / Germany –

4. a mixed martial artist and boxer / Ireland –

5. a swimmer / USA –

6. a boxer / USA –

7. a footballer / Brazil –

8. a basketball player / USA –

9. a footballer / Argentina –

10. a tennis player / USA –

11. a boxer / USA –

12. an ice hockey player / Canada –

13. a boxer / USA –

14. a footballer / Brazil –
15. a tennis player / Switzerland –

1.26. Complete the table with sports. Define other sports.

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | It's a sport involving rapidly traversing distance over bodies of water in a small boat resembling a canoe. It can be an individual sport but is considered a popular team sport. |
| | It's a winter sport in which teams of two or four make their way down pathways that twist and turn. They do so in a bobsled and are timed so as to determine which person accomplished it faster. |
| | It is usually done in one of two types of competitions; which are sprint or slalom. Both involve going downstream and competing against other individuals doing the same to see who traverses the waters first. This is an individual sport and doesn't involve teams. |
| | It's a surface water sport in which the wave rider has to anticipate the wave and make his or her way through it. Waves suitable for the sport are found in the ocean and can rise several meters high. |
| | It basically refers to swimming through a body of water with a diving mask. It is a popular activity near resorts and is usually accompanied by proper wetsuits and aquatic gear. |
| | It has been a popular individual sport for some time and is often considered a measure of one's skill and accuracy. It involves shooting an arrow into a target. |
| | It is considered a sport of skill and form rather than that displaying brute force or speed. It is based on keeping certain physical forms or twisting the body into different shapes rather than scoring a goal or a boundary. It is a popular individual sport and an Olympic Sport with a lot of popularity. |
| | It is one of the most popular sports in the world, and also an exclusively individual sport. It involves two athletes punching each other in the upper body until the match is |

| | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | over, someone either taps out, gets knocked out our lasts until the end of the rounds. |
| | It is a combat-related sport that is akin to sword fighting. It involves trying to find an opening in the defense of the opponent and penetrating it. The sword is named a saber and a foil helmet is worn during the sport. |
| | It involves a racket that is used to hit a shuttlecock around a netted court. Unlike a tennis court, the net is raised above the ground here, and the play is far less aggressive. |
| | It involves players sliding stones over a sheet of ice towards a target area that is divided into four concentric circles. |
| | The game traditionally involves playing on lavish courses and hitting balls into 18 different holes. It is considered a game of skill and focuses as well as intelligence since it involves hitting balls over large distances and anticipating the effect of wind speed, terrain, and ground elevation on the shot. |

1.27. Choose the correct collocations.

1. Barbara has made / put / set a new world record, with 5 consecutive Olympic gold medals in judo.
2. Do you want to do / go / play hiking with us this weekend?
3. How long have you been doing / going / playing football?
4. I did / played / went volleyball in college.
5. If a soccer game is failed / led / tied, they do penalty kicks to determine the winner.
6. Jeff and Diana did / played / went rock climbing in the mountains.
7. My son wants to do / go / play karate.
8. Our team won third lead / place / record in the basketball competition/ performance / tournament.
9. She's been doing / going / playing gymnastics since she was 5 years old.
10. The baseball team was unable to make a comeback / setback / takeback and lost the game 5-2.
11. The biker from Australia currently has the best / first / lead, but the bikers from Russia and Peru are close behind.

12. The ice skater broke / removed / withdrew from the competition due to a knee injury.

13. The runners were stretching before the match / race / test began.

14. Tim Randall has achieved / enhanced / won a personal best with his time of 23.04 seconds.

15. What was the final place / record / score of the baseball game?

1.28. LISTENING: “American idioms”. Listen to the stories of three American idioms. Write down their meanings and the example sentences. Make up your own examples.

Huddle up –

1.

2.

Hail Mary –

1.

Drop the ball –

-

-

-

1.29. Working out is an activity included in most people’s daily schedule. Look at the example below and speak about the exercises you do.

I don’t prefer a specific kind of sport, but I really like working out in the gym. That helps me keep my body in good shape. I go to the local gym twice a week. This sports center is not new, but all the fitness equipment in this gym is new and up-to-date.

It seems there is everything a person needs to keep fit: dumbbells, treadmills and exercisers for different muscle groups.

I developed my own strength-building strategy, so usually I start with a short warm-up when I jog on the treadmill for a few minutes to sweat. Then, I go to the weights sections and start doing lifting exercises. Finally, I end my workout with stretching.

1.30. You can see two opinions. Agree or disagree with them:

1. People should be encouraged more to take up a sport because playing sports can be regarded as a recreational activity. Indeed, while

in the modern world individuals have to suffer from a high level of stress at work or school, so this activity can allow people to reduce stress significantly and feel comfortable. Another reason is that anticipating the sport will allow people to socialize, which means they can meet and make new friends.

2. If you're not used to physical activity, you won't prefer strenuous exercise, so brisk walking can be a great choice because the sport does not require a high level of fitness. Also, going on a brisk walk regularly helps people keep fit and have a good effect on their health. People who aren't used to physical activity can also choose swimming, which is easy to take up and after going swimming, they can feel a sense of freshness.

PART 2. READING

2.1. Work in pairs. Discuss these questions.

1. What is health for you?
2. What are the components of health?
3. What do you need to have a healthy mind and body?

2.2. Read the text.

IT'S TIME TO CHANGE THE DEFINITION OF 'HEALTH'

By Cara Kiernan Fallon

Meet Betty, a typical aging American. At 82, she spends almost as much time with her doctors as she does with her grandchildren. She has to. She takes seven prescription medications to treat her high blood pressure, high cholesterol, diabetes, and arthritis. Ten years ago, she was treated for breast cancer.



Is Betty healthy? According to her, “Absolutely!” She enjoys her spacious apartment, two cats, close friends, and 50-gallon fish tank.

But according to the World Health Organization, Betty is mistaken. The WHO defines health as a state of “complete physical, mental and social well-being and not merely the absence of disease or infirmity.” The Centers for Disease Control and Prevention, along with a range of WHO partners, endorses this definition.

Being healthy, in their view, excludes having any disease.

Once upon a time, this definition made sense. Today, managing disease, not solely its absence, is a means to a healthy life, especially for older adults. Rather than pursuing the “absence” of disease, we need a more inclusive definition of health – one that works for more people – rather than categorically excluding an entire segment of the life course. A definition of health needs to work for a nation. And most nations in both the developed and developing world are aging.

Seventy years ago, the WHO definition of health was a powerful clarion call to international action. Global life expectancy then was approximately 48 for men and 53 for women. Polio and diphtheria were rampant. Reducing infant and childhood mortality – key drivers of these low life expectancies – was health policy priority number one.

Today, polio and diphtheria, along with measles, tuberculosis and pertussis, are largely preventable and treatable. Chronic diseases, like those Betty is living with, have also been transformed since the 1950s. Heart disease, cancer, and stroke were the top three causes of death for Americans at mid-century, and they remain so today. But their definition, diagnosis, and management are now distinctly different.

President Franklin Delano Roosevelt, for example, had blood pressure readings recorded at 230/140 mm Hg in the year he died, 1945. His blood pressure was so high he suffered from headaches, swelling, and eventually died from a hemorrhagic stroke. Today, guidelines encourage physicians and their patients to begin treatment when blood pressure edges above 130/80 mm Hg, which is considered to be stage 1 hypertension. There are typically no symptoms associated with this stage.

Cancer is also now detected at ever-earlier stages (Betty’s was detected by a mammogram), and the continuous development of therapies, as well as lifelong screening and management, has radically altered survival with cancer. The bedside practice of medicine with its focus on the patient’s history of illness and the relief of suffering has given way to a desktop practice dedicated to running the numbers, calculating risks, and relieving anxieties.

A definition of “complete” health as the absence of disease leaves little space for people with chronic diseases and for managing them in new ways. Together, the increasing numbers of Americans over age 65 (currently 51 million) and even over age 85 (currently 6.5 million), with more than 617 million over age 65 worldwide, along with trans-

formations in disease definitions and treatment, amplify the dissonance between the experience of living long and the definition of health.

Having disease and feeling healthy are no longer mutually exclusive, especially for older adults. Managing multiple diseases is the norm for older Americans – approximately two-thirds of adults over age 65 and more than three-quarters over age 85 are managing two or more diseases, while many report being in good or very good health. High blood pressure, diabetes, high cholesterol, arthritis, kidney disease, thyroid conditions, and osteoporosis are among the most common chronic conditions, but with regular access to continuous medical care, these and many more can be managed well, sometimes even without symptoms.

Managing multiple diseases, maximizing function, optimizing medication regimens, prioritizing different health risks and outcomes, and preparing for end-of-life considerations are some of the areas that deserve to be included in basic definitions of health. As we write in the August issue of the *American Journal of Public Health*, we believe that a definition of health should include adapting to evolving health needs over the life course and optimally managing disease as a means to physical, mental, and social well-being.

There are times when the absence of disease is a perfect goal – vaccination in older adults remains important, for example, and being free of influenza should be a public health goal for old and young alike. But we also need to incorporate early and excellent management of disease as part of health, with objectives for prioritizing risks and benefits according to an individual's evolving needs, priorities, and health profile over the life course.

This expansion of health to include aspects of disease management is not an excuse for a failing health care system – one that accepts the presence of disease without seeking to minimize and manage it, or one that fails to address suffering through evidence-based practices. The elderly face particular vulnerabilities, including neglect, abuse, poverty, stigma, and marginalization. These experiences deserve special consideration in both health and human rights frameworks. Betty, however, has easy access to care, transportation, a stable income, and a network of friends and family watching over her.

Developing a definition of health that works for everyone – or, perhaps, that works for more people across different segments of the

life course – will allow older adults the chance to be healthy. We should revise our definitions of health to account for the need for early and excellent disease management. Managing disease, and not solely its absence, is a means to a healthy life.

2.3. Answer the questions.

1. What is the definition of health according to WHO?
2. What was health policy priority number one seventy years ago? Has anything changed?
3. What amplifies the dissonance between the experience of living long and the definition of health?
4. What should be included in the definition of health according to the author of the article?
5. What vulnerabilities do the elderly face?
6. Do you agree that managing disease and not solely its absence is a means to a healthy life?

2.4. Make a list of diseases, conditions and symptoms mentioned in the text. How many more can you think of? Group them under the correct heading.

| acute diseases | chronic diseases | infectious diseases | symptoms |
|-----------------------|-------------------------|----------------------------|-----------------|
| | | | |

2.5. Explain the difference between.

- health and wellness
- illness and condition
- ache and pain
- treatment, cure and healing

2.6. Explain the meaning of the following words and phrases from the texts. Use a dictionary. Give their Russian equivalents.

Health policy, to manage a disease, to detect, aging, rampant, global life expectancy, infant and childhood mortality, patient's history of illness, life course, physical well-being, health profile, preventable, treatable.

2.7. Find words in the text that mean.

1. _____ a medical doctor, especially one who has general skill and is not a surgeon
2. _____ a person who is receiving medical care, or who is cared for by a particular doctor or dentist when necessary
3. _____ a treatment that helps someone feel better, grow stronger, etc., especially after an illness
4. _____ a test or examination to discover if there is anything wrong with someone
5. _____ the process or an act of giving someone a vaccine (= a substance put into a person's body to prevent them getting a disease)
6. _____ a medicine, or a set of medicines or drugs, used to improve a particular condition or illness
7. _____ illness, especially for long periods or because of old age
8. _____ a judgment about what a particular illness or problem is, made after examining it
9. _____ any set of rules about food and exercise that someone follows, especially in order to improve their health

2.8. Fill in the missing preposition.

1. He is being treated ____ a rare skin disease.
2. He died ____ a heart attack.
3. He's ____ excellent health.
4. Congenital diseases are detected ____ an early stage.
5. Palliative care is an approach that seeks to improve the quality of life of patients diagnosed ____ life-threatening illnesses through prevention and relief ____ suffering.
6. According to the report, rural women lack access ____ medical care.

2.9. Listening: “Conventional medicine and alternative medicine”

1. Match the terms with their definitions.

| | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| conventional medicine | any of various systems of healing or treating disease (such as chiropractic, homeopathy, or faith healing) not included in the traditional |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | medical curricula (also called complementary, traditional, and Eastern medicine) |
| alternative medicine | the combination of conventional medicine and alternative practices. In addition to providing conventional care, integrative medicine focuses on the preventive maintenance of health by attention to diet, exercise, stress management and emotional well-being. |
| integrative medicine | the usual methods of healing or treating disease that are taught in Western medical schools (also called biomedicine, mainstream medicine, orthodox medicine, and Western medicine) |

2. Put these types of therapies into two groups – conventional and alternative.

Ayurveda, radiation therapy, acupuncture, meditation, surgery, drug therapy, homeopathy, body movement therapies, hypnosis, laser therapy, vaccination, animal-assisted therapy, music therapy.

3. Speak about advantages and disadvantages of these types of medicines. Talk about the efficiency and limitations of conventional medicine; efficiency and drawbacks of alternative medicine.

4. Match the word combinations.

| | |
|------------------------------|--------------------------------|
| 1. be much | a. pain |
| 2. be subjected to the rigor | b. effects |
| 3. chronic | c. of scientific investigation |
| 4. placebo | d. medicine |
| 5. over-the-counter | e. of Vitamin C |
| 6. sedating | f. better off |
| 7. complementary | g. the symptoms of |
| 8. be blind to their | h. disclosure |
| 9. to relieve | i. drugs |
| 10. therapy for | j. side effects |
| 11. full | k. insomnia |
| 12. intake | l. own prejudices |

5. Listen to the episode of Healthcare Triage by Aaron E. Carroll. What does the episode say about the dichotomy between alternative and traditional medicine?

6. Listen to the episode again and match the therapies with the diseases they can treat, or symptoms they can relieve.

| | | | | | | | | | | | |
|-----------------------------------------|----|----|----|----|----|---------------------------------------------------------------------|----|----|-----|-----|-----|
| 1. folic acid | | | | | | a) prevents scurvy | | | | | |
| 2. intake of vitamin C | | | | | | b) helps to get rid of insomnia | | | | | |
| 3. vitamin D | | | | | | c) prevents rickets | | | | | |
| 4. acupuncture | | | | | | d) significantly increases fetal activity | | | | | |
| 5. cognitive behavioral therapy | | | | | | e) improves symptoms in some patients with irritable bowel syndrome | | | | | |
| 6. meditation | | | | | | f) reduces the risk of major birth defects in newborns | | | | | |
| 7. butterbur, a plant extract | | | | | | g) is effective in treatment of chronic venous insufficiency | | | | | |
| 8. horse chestnut seed extract | | | | | | h) improve carpal tunnel syndrome | | | | | |
| 9. peppermint oil | | | | | | i) treats people with chronic pain | | | | | |
| 10. yoga-based interventions | | | | | | j) treats allergic rhinitis | | | | | |
| 11. the Chinese practice of moxibustion | | | | | | k) is used to relieve the symptoms of irritable bowel syndrome | | | | | |
| 12. Chinese herbal medicine | | | | | | l) is effective in treating anxiety and mood problems | | | | | |
| 11 | 22 | 33 | 44 | 55 | 56 | 77 | 88 | 99 | 110 | 111 | 112 |
| | | | | | | | ; | | | | |

7. Tick the true sentences, correct the false ones.

1. People started to freak out because The University of Toronto did not offer a class on “Alternative Medicine”.

2. People often think that conventional medicine is built around technology and laboratory products.

3. The author talks to his patients about diet and exercise all the time because there is a company making money off it.

4. Doctors recommend folic acid, vitamin C, and vitamin D because they were developed in the Western Hemisphere.

5. Researchers found out that acupuncture and sham acupuncture work identically for patients with chronic pain.

6. The speaker has big prejudices against meditation, so he has never tried it.

7. The medical community refuses to change its practices and beliefs when confronted with evidence that advanced technology might not be providing any benefits.

8. Butterbur, a plant extract, has been found to be as effective as antihistamines in treating allergic rhinitis, but it has the sedating side effects.

8. Answer the following questions.

1. Can you agree with P. Fontanarosa and G. Lundberg, who state that “There is no alternative medicine. There is only scientifically proven, evidence-based medicine supported by solid data or unproven medicine, for which scientific evidence is lacking”?

2. About half of Americans report having tried some form of alternative medicine, such as herbal remedies, acupuncture, chiropractic treatment or energy therapies. About a fifth of Americans say they have tried alternative medicine instead of conventional medicine; and, three-in-ten adults have tried alternative medicine in conjunction with conventional medical treatment. Do you think the proportions are different in your country? Have you ever tried alternative medicine either instead of or in conjunction with conventional medical treatments? Was it effective for you?

Anyway, if you're curious about using alternative medicine, DO NOT do anything without doing some research to help you make an informed decision.

3. Alternative medical systems may be based on ethnical medicine practices, such as traditional Chinese medicine, Ayurveda in India, or practices of other cultures around the world. Find some information about these practices and give a brief presentation.

2.10. Complete the text with the suitable words.

WILMA RUDOLPH WAS AN AMERICAN SPRINTER

Wilma was born the 20th of the 22 children. 1) ... her early childhood she suffered 2) ... measles, mumps, chicken pox, pneumonia, scarlet fever, and polio. It was polio that left her with a paralyzed leg, and doctors predicted she 3) ... never walk. When Wilma was six years old, she was in a steel brace



that could help her walk on her own. After a few years Wilma discovered she 4) ... remove the brace and walk for short periods. By the time Wilma was 12, she was walking, running, and even playing basketball. However, her greatest talent was 5)

Wilma won three gold medals at the 1960 Olympics in Rome. It was the first 6) ... an American woman had won three gold medals at a single Olympic Games. Although Wilma was very 7) ... and had a sprained ankle, she won the gold in the 100-meter and the 200-meter races. In the 4x100 meter team relay she was the most important runner, but she dropped the 8) ... and that put her in third place. Nevertheless, her dream to win a gold medal made her run faster than ever before and she easily won the heat. She was the fastest woman the world 9) ... ever seen.

After the Olympics Wilma became an elementary school teacher and a coach, gave 10) ... across the United States. She also helped young athletes. She died at the age of 54 from a brain tumor.

2.11. Give a presentation of an illustrious sportsman.

PART 3. CULTURE CORNER

3.1. Answer the questions.

1. Can you agree with the statement “Health is better than wealth”?

2. Can you agree that healthy people live longer and their career is more successful?

3. What is the easiest way to keep fit and healthy?

4. Are there any practical rules for healthy living?

5. Are you careful about what you eat?

6. Can the food we eat affect our health? In what ways?



3.2. Read the text.

WHAT THE HECK DO I EAT TO STAY HEALTHY? ADVICE STRAIGHT FROM THE DOCTOR

March 10, 2018

by Zack Peter

It feels like every other week there’s a new diet trend or a buzzy new superfood that needs to make it into our morning power smoothie.

Should we eat more fat or is a low-fat diet still optimal? Should we go keto or Paleo, and what the heck is the difference? These questions plague us daily, which is why we decided to reach out to the director of the Cleveland Clinic Center For Functional Medicine and New York Times bestselling author of several books on nutrition Mark Hyman, MD.

As a believer in using food as medicine, we asked Dr. Hyman to breakdown each of the major food categories and give us the “dish” on the latest nutrition research to help us make sense of it all. And you won't believe what he had to say about carbs!

Protein: What's the deal?

POPSUGAR: Let's start with protein. Is the quality of protein more important than the type?

Dr. Mark Hyman: Protein is required to maintain and build muscle, and with loss of muscle (sarcopenia) comes age-related hormonal changes including pre-diabetes (which causes heart disease, cancer, and dementia), higher levels of stress hormones like cortisol, and lower levels of antiaging hormones like growth hormone and testosterone. That's why studies show that as you age, you need more protein to prevent disease and stave off death. The quality of the protein you eat matters most. Of course, grass-fed and organic meat is a better option than conventionally raised meat. Non-GMO tofu is better than GMO “Frankenfood” soy products.

PS: What's the next big protein debate: eating meat vs. following a vegan diet?

MH: You'd have to eat a lot of vegetables, beans, and grains to meet your daily protein requirements. You would have to eat three cups of lentils to get the amount of the right amino acids and protein you get from one four- to six-ounce serving of meat, chicken, or shrimp. And as you age, you need more and higher-quality protein to maintain muscle mass and health. Plant proteins contain low levels of leucine, the rate-limiting amino acid for maintaining and building muscle, whereas animal protein contains high levels of leucine. It is possible to get a good amount of protein if you're on a vegan diet, but it is definitely a bit harder.

Carbs: Yea or nay?

PS: What about those blasphemous carbs? Is there really such a thing as “good” carbs and “bad” carbs? Or are all carbs off the table?

MH: I have something surprising to say that might go against everything you've heard: carbs are the single most important thing you can

eat for health and weight loss. In fact, I often say my plan is a high-carb diet. You see, “carbohydrates” encompasses a huge category. A hot fudge sundae and cauliflower both fall into the “carbs” category, yet they are entirely different foods. In fact, almost all plant foods fall into the carbs category. These are what I refer to as slow carbs, which are low-glycemic and don’t spike your blood sugar or insulin. These slow carbs come loaded with nutrients, fiber, and amazing molecules called phytochemicals.

PS: What about grains – are they healthy for us or not? Because the Food Pyramid seems to think we should be consuming lots of them, while others in the health community debate their value.

MH: For millions of Americans, gluten creates inflammation, autoimmunity, digestive disorders, and even obesity. But do all grains cause a problem? Even though we started consuming grains recently in our evolutionary history, they can be part of a healthy diet, but not in unlimited amounts. Any grains can increase your blood sugar. And if you eat any flours made from grains, you might as well be drinking a soda. Stick with small portions (1/2 cup at a meal) of low-glycemic grains like black rice or quinoa. That said, for type 2 diabetics wanting to get off insulin and reverse their diabetes and those with autoimmune disease, a grain- and bean-free diet could be a good experiment for a month or two to see how it impacts health.

Fat: Friend or foe?

PS: OK, let’s talk about the next hot topic: fat. Would you say fat is more friend or foe for optimal health?

MH: Fat is our friend! But the type of fat you eat matters! Almost everyone I know – doctors and patients and eaters alike – are all confused about fat and still hold on to myths and misinformation that prevents them from taking advantage of the latest science to lose weight and get healthy. You’re likely familiar with many of them: fat makes us fat, contributes to heart disease, leads to diabetes; saturated fat is bad; vegetable oils are good ... I could go on, but I think you know what I’m talking about. None of these beliefs about fat are true. The right fats can help you become lean, healthy, and vibrant. These are foods like wild fatty fish, nuts and seeds, olive oil, avocados, olives, and grass-fed meat.

PS: But what about that coconut oil study stating that high saturated fat is unhealthy for us?

MH: First, there is not a single study showing that coconut oil causes heart disease. Not one. Second, the whole case against coconut oil is founded on a hypothesis that has been proven wrong. It's the diet-heart hypothesis. Saturated fat raises LDL cholesterol. LDL cholesterol causes heart disease. Anything that raises LDL cholesterol is bad. Only problem is that the data does not support this hypothesis. But just like it took 150 years after Copernicus recognized that the earth revolves around the sun before it was finally accepted, it will take a while for the world to catch up with the false idea that low-fat and low-cholesterol diets won't save us from heart disease. In fact, low-fat diets cause heart disease.

The study in question was based on a review by the American Heart Association (AHA). They published a review of fat and heart disease. The AHA has been at the vanguard of bad advice for decades since they first hooked onto the “fat is bad and will kill you” meme. They told us to eat very low-fat, low-cholesterol diets and to eat tons of starchy carbs. By the way, the AHA gets huge funding from cereal makers that put the AHA seal of approval on sugary (including cereal makers) cereals because they are “fat free” despite containing 75 percent sugar. Except now the overwhelming amount of research has proved that idea to be dead wrong. In fact, their recommendations have killed millions of people (no joke) from heart disease and diabetes. That's why the very conservative 2015 USDA Dietary Guidelines removed any upper limits on dietary fat and eliminated any restrictions on dietary cholesterol. In fact, after decades of telling us to avoid eggs and shrimp they said, “Cholesterol is not a nutrient of concern for overconsumption.”

If you are interested in the corruption of the AHA (its funding is supported by the Pharma industry, industrial food giants including sugary cereal makers, and industrial vegetable oil manufacturers), then read this recent blog on Medium entitled, *Is the American Heart Association a terrorist organization?* I'm not calling the AHA a terrorist organization, I just want you to read the article and question who's really pulling the strings. There's a lot to say here, but for more about this topic, read this blog.

PS: What about keto and Paleo diets that recommend high fat – yea or nay?

MH: Ketogenic diets and Paleo diets can work well for some people. Other people need to eat more carbohydrates. Diet should be personalized.

Sugar: The Ultimate Enemy?

PS: Sugar has been a big area of focus for a lot of your books. Would you say that all sugar is bad? What about natural-occurring sugar (in fruit, for example)?

MH: We Americans have so many ways of saying “added sugar.” For the most part, you won’t find these in your cupboard – they’re nearly all ingredients used in processed foods. The New York Times compiled a list of 90 such terms you might find on labels, all of which are just different kinds of added sugar. Fruits are great, but I don’t think we should go overboard on them every day. The best ones are low-glycemic fruits such as berries. Small amounts of maple syrup, stevia, coconut sugar, and monk fruit are also fine. Again, these should not be staples in the diet.

PS: So, alternatives like stevia are OK?

MH: We still don’t know everything there is to know about stevia and its effects on the body, but I think small amounts of organic stevia in pure form are OK. I would avoid the ones that have added sugar alcohols and other weird ingredients.

So, What the Heck Should We Eat?

It looks like protein, carbs, fat, and sugar are all OK to consume in moderation, just nix the overly processed and added artificial ingredients. In other words: eat real, whole foods. Load up on greens and healthy veggies. Take in moderate, high-quality protein. Fat is OK, just make sure it’s the healthy type of fat. Sugar isn’t the total devil, just opt for small amounts of naturally occurring sugar in nutrient-rich foods, such as berries, and be mindful to avoid blood-sugar spikes.

According to Dr. Hyman, there’s really no one-size-fits-all approach to living well. To reiterate his point, “diets should be personalized.” And “diet” simply meaning the way we eat, since an important part of changing the diet dialogue is redefining that word to mean what it truly is: a lifestyle. Dr. Hyman digs further into the science behind the food we eat in his book, *Food: What the Heck Should I Eat?*, helping us take our health back into our own hands by getting the latest research with advice straight from the doctor!

(<https://www.popsugar.com/fitness/How-Eat-Healthy-44593010>)

3.3. Give definitions of the underlined words from the text.

3.4. Make a plan of the text, summarize it according to your plan. Express your opinion on the author’s ideas.

3.5. Answer the questions.

1. What's a diet? What purposes of a diet can there be?
2. What types of diet do you know, which of them are more popular today?
3. What food is unhealthiest?
4. Can you agree that food is the most powerful drug on the planet?
5. What do the color of your vegetables say about them?

| | |
|------------------|-------------------------------------------------------------------------|
| Pale green-white | Allicins are anti-cancer, antitumor, immune-boosting, and antimicrobial |
| Blue-purple | |
| Green | |
| Red | |
| Orange | |
| Yellow-green | |

6. What is longevity?
7. Do you think there is any connection between friendship and longevity?
8. What is health span? How to achieve it?
9. What do you want your life to look like as you age?
10. What is hormesis? Give some examples.
11. Today aging is looked at as a disease, what the causes of aging are?

3.6. There are 13 essential vitamins that nutritionists divide into two groups: fat soluble and water soluble.

Fat soluble vitamins are: vitamin A, vitamin D, vitamin E, vitamin K; water soluble vitamins are: vitamin B-1 (thiamine), vitamin B-12 (cyanocobalamin), vitamin B-6, vitamin B-2 (riboflavin), vitamin B-5 (pantothenic acid), vitamin B-3 (niacin), vitamin B-9 (folate, folic acid), vitamin B-7 (biotin), vitamin C.

Shortly present information on each of them, paying special attention how to avoid a deficiency and which food is rich in these vitamins.

3.7. The body needs a balance of minerals as well. There are two groups of minerals: major and trace minerals. Major minerals are:



magnesium, calcium, phosphorus, sulfur, sodium, potassium, chloride. Trace minerals are: iron, selenium, zinc, manganese, chromium, copper, iodine, fluoride, molybdenum.

Shortly present information on each of them, paying special attention how to avoid a deficiency and which food is rich in these minerals.

3.8. Make a list of pluses and minuses of different diets, say which one seems suitable for you.

| Diet and its philosophy | Pluses | Minuses |
|-------------------------|--------|---------|
| Keto | | |
| Mediterranean | | |
| Vegan | | |
| Paleo | | |
| Low Carb | | |
| Intermittent fasting | | |
| Raw Food | | |
| Flexitarian | | |
| Fruitarian | | |

3.9. Make a list of at least 10 superfoods, say what is so special about each of them.

3.10. Make a list of terms (about 10) you might find on labels, all of which are just different kinds of added sugar.

3.11. Speak about some myths about healthy eating, comment them on.

3.12. Speak about different food additives and their influence on people's health.

3.13. Watching: "We are what we eat"

1. Watch the documentary "We are what we eat" (<https://www.youtube.com/watch?v=TLpbfOJ4bJU>).

2. Develop the information from the video.

1. Our brain and mental abilities suffer from...
2. Our brain is affected by...

3. Emotional health of children whose mothers had junk food, processed food...
4. The mother's diet impacts...
5. Junk food is low on ..., so ...
6. In the laboratory of Bordeaux scientists...
7. The researchers can explain the results of the experiment simply:
- ...
8. Omega 3 is... . Its sources are...
9. Omega 3 is crucial for...
10. The first rule for brain to run at full speed is ...
11. The experiment, feeding hamsters exclusively corn, resulted in...
12. Vitamin B3 deficiency results in...
13. Ap Zaalberg is convinced that...
14. What we eat may have the power to...
15. Professor Soyoung Park proved that...
16. The blood was sent to the lab to measure...
17. Tyrosine, the amino acid, is ...
18. Modeling the Western world among rats showed ...
19. Hippocampus is responsible for...
20. Inflammation is...
21. Certain immune cells in the brain are important because...
22. The glucose has the ability to ...
23. Sugar addiction is...
24. We can find sugar in ...
25. Eric Stice's experiment reveals that...
26. Carlos Ribeiro has developed a machine that ...
27. The human intestinal flora, also called microbiome, ...
28. Our well-being depends on...
29. The famous Mediterranean diet is high in ...
30. The ideal menu is..., but ...

3. Answer the questions.

1. Does food have immense power on your life?
2. Do you believe there exists direct connection between what you eat and your behavior?
3. Did you notice any connection between what you eat and your spirits?
4. Do you see any connection between your food and your memory?

5. Is your diet balanced? Why / why not?
6. What is microbiome? Can it influence your life? How?
7. What facts / ideas from the film seemed new / interesting / absurd to you? Why?
8. Did the film provide you with understanding importance of you food in your life?
9. Will you change anything in your everyday diet?
10. Will you share with the information from the film with your friends / relatives?

4. Create an optimal menu for your day, analyze it from the point of view of its balanced nutrition and deficiency. Compare it with your yesterday's menu.

3.14. Each country has its own health problems. Some of them are unique, some are common. Read a passage about China, add some more information. Present a similar report on other countries.

A recent government document revealed that 36,000 hectares of farmland in China contain “excessive” levels of heavy metals, and 12 million tons of grain are contaminated each year.

China also has many contaminated areas in or near cities, “brown-field sites” that were once used for industry, as well as large swathes of contaminated farmland. This can be attributed to widespread coal burning, which releases lead, mercury and arsenic, contaminating soil and penetrating the food chain via animal feed and meat.

But the country's distinctive agricultural practices are also to blame. In the absence of enough fresh water, farmers have made use of untreated waste water and industrial effluent. Sewage irrigation remains a major contributor to the accumulation of heavy metals in agricultural soils. ...

Today, China still uses about 2.7 times more fertiliser and twice as much pesticide per hectare as the world average. More than 200 million Chinese farmers used about half a million tonnes of pesticides and 60 million tonnes of fertiliser annually.

The transfer of all those heavy metals from soil to plants poses one of the greatest risks to food safety in China, because arsenic and cadmium tend to be more mobile and can mimic the functions of nutritive minerals, and are thus readily absorbed by crops. In eastern Anhui

province, heavy metals in cultivated topsoil and grain were found to correlate with human liver, lung and gastric cancer.

(<https://www.scmp.com/magazines/post-magazine/long-reads/article/3116884/china-food-safety-threatened-increasingly-opaque>)

3.15. Speak about traditional medicine in different countries.

3.16. Speak about health insurance in different countries. Compare, identify advantages and disadvantages, discuss them.

3.17. Blue zones are areas in the world where the population has the longest longevity and live the healthiest. Present some of them, discuss the reasons why the area turned to be in the blue zone.

3.18. Comment on some sayings by Dr. Mark Hyman.

1. In our busy age of “do more and be more”, it’s easy to feel like we just aren’t enough, or that time for ourselves is selfish, but self-love is a critical piece of our wellbeing that can throw everything else off when it’s not supported.

2. Stress is almost synonymous with our modern lifestyle. We experience external stressors from our jobs, family responsibilities, financial worries, and many other places, then compound them with unhealthy lifestyle choices. The result is an epidemic of stress and increased risk of chronic diseases.

3. I truly believe that if your spirit is broken, and if your connection to yourself and your values has been shaken, you can become ill even if you’re eating the right foods, taking the right supplements, and moving.

4. Even with all the knowledge and tools to become healthier, happier individuals, it is often our mindset and daily practices that will be the strongest guiding force to carry us through our health journey.

5. When it comes to longevity, the goal isn’t just to live as long as possible. The true objective is to live as vibrantly and energetically as possible, for as long as possible.

3.19. Answer the questions.

1. Do you feel trapped by your phone / laptop?
2. How bad is your digital addiction?
3. Is a digital life actually toxic?

4. Why is it that when something amazing happens to us, the first thing we think of is reaching for our phones to document it?
5. What is digital detox?
6. Have you ever experienced digital detox intently? Describe your experience.

3.20. Read the text.

HOW TO EASE INTO A HEALTHFUL AND SUSTAINABLE DIGITAL DETOX

**Try these four techniques to make a dedicated effort
toward less screen time this year.**

01-12-21

By Keith Cerny [abridged]

Daily online content consumption has more than doubled globally recently. It's become more difficult than ever to separate ourselves from constant digital stimulation – from our laptops to our smartphones and TVs, we are always jumping from one screen to the next.

It takes effort to carve out time away from devices when our home and work environment has molded into one and there is little freedom for other activities outside of our screens. But as we start a new year, it's important to set and maintain digital boundaries to avoid burnout, as well as give our eyes a needed blue-light break.

GIVE THE PHONE A REST

One of the easiest bad habits to fall into is checking your phone immediately when you wake up. It comes as a natural instinct, since most people use their phones as their alarms. However, this leads into checking work emails, Slack messages, and social media channels from the moment we open our eyes. This immediate overload of information can start our day off with a sense of urgency, obligation, and worry.

Try investing in an alarm clock, and leave your phone outside of your bedroom so you don't reach for it as soon as you wake up. Leaving your phone by your work computer can be a good reminder that the phone doesn't need to open until your laptop does and your workday officially begins. Instead, spend this time in the morning in a quiet and calm environment that sets you up for the day ahead.

SET BOUNDARIES TO OFFLINE HOURS

If you're feeling as though your offline hours aren't being respected by your colleagues, it's important to address this head-on. While

breaching sensitive topics like boundaries can be uncomfortable, communicating authentically and transparently will make the conversation go a lot smoother. In any discussion where there's room for misunderstanding, it's always best to have it in person rather than over email to avoid your words being misconstrued. As many of us are working remotely, opt for a call with video over just audio, to maximize personal connection.

Finally, don't beat around the bush. Misunderstandings can live and thrive under the surface if not worked through. At the software company where I'm an executive, we regularly practice "putting the moose on the table." A spin on the "elephant in the room," it means we encourage each other to put those uncomfortable, scary, and sometimes awkward topics on the table and talk them out.

If you preface a conversation by saying you want to speak transparently and openly about a concern, this will help to avoid any confusion or lack of clarity. Further, being open and honest will also help to establish a relationship of trust and respect.

NIX THE SCREEN-JUMPING

Even though we shut down our work computers for the day, we may still have a tendency of jumping right to our phones or our TVs (sometimes, even both at the same time).

Closing one screen should not mean immediately opening up another. Try taking breaks from screens altogether for large portions of time throughout the day. Maybe go for a walk on your lunch break instead of scrolling through your phone, or try reading a book after work rather than watching TV. These little breaks from screens can add up throughout the day and result in a significant amount of time that would otherwise have been spent in front of a device.

AVOID TEMPTING TRIGGERS

Putting away digital distractions at the end of the day allows you to get the rest needed to approach life with energy and creativity. Unfortunately, the pandemic has created somewhat of a world with nonexistent work-life boundaries. It's easy to feel like we need to stay updated on what's happening with work, our friends, or out in the world on a 24/7 basis. But these constant digital distractions prevent us from recharging and resetting.

Beyond just shutting down your computer at the end of the day, create a physical boundary by keeping it in a desk drawer or in a sepa-

rate room that isn't your main living space. Consider making your bedroom or living room "no-tech zones," and use those spaces to focus on self-care or to interact with your loved ones instead. Turn off push notifications on your social media, Slack, and email, so you avoid getting drawn back into the digital world during your "off" time. More than likely, that one seemingly urgent email can wait until tomorrow.

It's common to set intentions early in the year, but as we head into another period of living through a global pandemic, maintaining healthy habits when using digital devices is easier said than done – especially when the only way to see friends and loved ones is online. There are some useful, cost-free apps, like Flipd or Moment, which can help you stick to your digital detox. When screen time can't be avoided, try to prioritize quality interactions; for example, hanging with friends over Zoom versus scrolling mindlessly through TikTok. It may be tough to give up the cat videos, but your mental health and well-being will thank you for it.

(<https://www.fastcompany.com/90592874/how-to-ease-into-a-healthy-and-sustainable-digital-detox>)

3.21. Answer the questions.

What is Slack, Zoom? Which of them do you use, why?

Do you think digital detox is necessary? When?

What can become the driving force to start a digital detox for you?

What is the hardest thing about doing a digital detox?

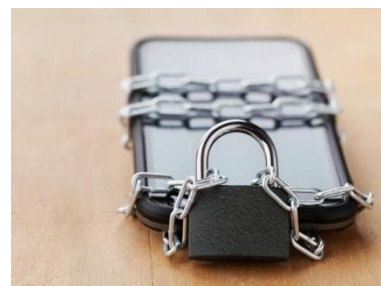
What are the real benefits of doing a digital detox?

3.22. Identify the idea of the text, summarize it.

3.23. Make 5 extended questions on the text and ask your group-mates to answer them.

3.24. Agree or disagree.

1. Younger generations have to deeply understand that technology could be a fundamental support in their education and in other aspects of their life, but they even must be careful not to develop an addiction relationship with technological devices, pledging a right share of



time to technology during the day.

2. Teachers and educators can play a crucial role in assisting students and pupils to increase their mindfulness through a digital detox interval.

3. The perpetual influx of new technologies in our lives and the information that we consume on a daily basis (also known as ‘the data deluge’) is making it increasingly difficult for us to “switch off” from the devices in our hands.

3.25. Comment on the facts.

1. UK adults spend an average of 8 hours 41 minutes a day on screens (more time than they are asleep).

2. 46% of Americans say they could not live without their mobile phones.

3. Staying off all social media for a week has been shown in a study to increase happiness.

4. “The behavioral addiction of smartphone use begins forming neurological connections in the brain in ways similar to how opioid addiction is experienced by people taking Oxycontin for pain relief – gradually” stated Peper the author of a San Francisco State University research paper on the topic.

5. On January 13, 2020, Turin’s Court of Appeals confirmed a 2017 decision determining that a former Telecom Italia worker’s acoustic neuroma (a benign tumor in the ear) was caused by his mobile phone use. This is the sixth time that an Italian court has affirmed a causal link between cell phone use and brain tumors, including decisions by the High Court of Italy.

3.26. Read the piece of news and comment it on.

FOUNDER OF CHINA’S ‘DIGITAL DETOX CAMP’ IS JAILED FOR LOCKING CHILDREN UP IN GUARDED CELLS FOR UP TO 10 DAYS TO ‘CURE’ THEIR INTERNET ADDICTION

By BILLIE THOMSON, 8 July 2020

The camp imprisoned minors in illegal cells for three to 10 days, a court found students were also said to be handcuffed, hit by iron rulers and thick steel rods the school’s founder Wu was jailed for two years and 10 months in Nanchang parents use such institutes as a last resort to curb children’s web obsession

The founder of a Chinese school has been jailed for nearly three years after illegally imprisoning youngsters to curb their internet addiction.

Wu and four partners-in-crime, who ran a so-called ‘digital detox camp’, locked up underage students in tiny windowless cells on campus with round-the-clock guards.

Those children were kept in isolation for three to 10 days to ‘cure’ their web obsession, according to a court.

Former students also accused their teachers of handcuffing them, beating them with iron rulers and whipping them with finger-thick steel cables in the rehabilitation institute. However, the court did not confirm those accounts.

Internet addiction is considered a clinical disorder in China, with an increasing number of young people choosing to ignore their studies, social lives and family to surf the web or play online games.

There were 854 million internet users in China as of June last year, with the internet availability rate reaching 61.2 per cent, reported Xinhua.

Many parents use the so-called ‘digital detox’ rehab camps as a last resort to stem their children’s dependence on the virtual world.

Wu and the other criminals operated the Yuzhang Shuyuan Institute in south-east China’s Nanchang city.

The facility charged 31,250 yuan (£3,546) for a six-month term and targeted at parents who were desperate to put a stop to their child’s fixation on the web, reported state broadcaster CCTV.

On the promotional material, the school, a historic brand in China, billed itself as a vocational education center that used Confucius philosophy to give ‘teenagers in crisis’ a chance of a better life.

Pictures posted by the school on its social media account showed students dressed in traditional Chinese uniform. They are seen reading classic literature and practising calligraphy.

But in reality, the students were subject to unlawful secret imprisonment.

In an open trial on Tuesday, the Qingshan Lake District People’s Court in Nanchang found the gang guilty of conducting unlawful detention, according to a court release.

The judge said the defendants stripped students of their freedom between May 2013 and November 2017 by forcing the youngsters to stay at the school’s ‘meditation room’ days on end.

Twelve students, including 11 minors, were detained in this illegal manner after they had been sent to the school by their parents, the court said.

(<https://www.dailymail.co.uk/news/article-8503025/Chinas-digital-detox-camp-locked-children-guarded-cells-10-days.html>)

PART 4. CRITICAL THINKING

PREJUDGMENT

4.1. Read, think and comment on the statement of J.P. Kuiper.

The term “prejudgment” sounds rather negative. Usually, it is associated with several kinds of “isms,” such as racism, fascism, nationalism. Since so many societal problems and even wars can be explained as results of prejudgments, most of us are inclined to deny that we are prejudiced.

Instead, it is used in recognition of the fact that no one is able to judge a given situation without being influenced by his or her preexisting values and conceptions. In that sense prejudgments are a natural part of human existence and it is useless to deny this aspect of human behavior. On the contrary, it is better to be aware of our own prevailing values since they play such an important role in our judgment. “Prejudgment” should be understood as similar to such terms as “standpoint” or “starting point.”

(<https://www.healio.com/psychiatry/journals/psycann/1983-6-13-6/%7Bd56e656c-c992-41b4-84f1-382e6361d888%7D/prejudgment-and-healthcare-ethics-of-the-helping-relationship#divReadThis>)

4.2. Read, think and comment on the statement of Patricia Steiner.

When we see something or hear something that requires a quick response, can we prevent ourselves from immediately making a judgment? Often this process in our mind happens unconsciously. Who thinks they know how old I am? Why was that your guess? How did you come to that conclusion? What information brought you to that number? What about my background? What about my level of education? You probably just answered all of these questions without knowing me. This is known as primary or reflexive thinking. We need to start here. This is what humans do. We prejudge. We are experts at it. This is one of the strongest, most well-developed functions of the human brain. It is all taking place every minute of every day in everyone.

(<https://nebhe.org/journal/about-face-helping-leaders-avoid-prejudgment/>)

4.3. Develop the idea.

1. Prejudgment is critical thinking.
2. Judgment often happens unconsciously.
3. A prejudice is not based on experience; instead, it is a prejudgment, originating outside actual experience.
4. By monitoring and controlling our own personal bias and primary thinking, we might be able to put an end to prejudgment and discrimination of all kinds.

4.4. Read the text.

HOW CLINICIANS MAKE OR AVOID MORAL JUDGMENTS OF PATIENTS: IMPLICATIONS OF THE EVIDENCE FOR RELATIONSHIPS AND RESEARCH

By Terry E Hill

In 1926 Francis Peabody ended his most celebrated lecture with the oft-repeated conclusion, “the secret of caring for the patient is caring for the patient”. It’s a compelling line, resonant with wisdom and common sense, but it begs an obvious question. What if I don’t care for the patient? In particular, what if my reaction to the patient is negative, perhaps intensely so, driven by social and/or moral disapproval? This last question arises occasionally in bioethics and “difficult patient” discussions, but beyond assertions as to what should happen, there is little systematic data on what actually happens.

Most healthcare professionals have found themselves treating someone who is flagrantly offensive, whose attitudes and actions have caused others to suffer harm. Physicians and nurses readily admit that empathy is more difficult to achieve in these situations and that their professional ideals feel strained. Two published reports will illustrate:

Renate Justin's new patient with emphysema revealed during her intake history that she was an unrepentant Nazi anti-Semite who had supervised slave laborers during the war. Justin, a Jewish family physician, struggled through the turmoil of her feelings and duties before the second visit.

“I had decided that if she stayed with my practice, I could probably be a skilled and trustworthy physician to her. Intellectually, I had concluded that my job as a doctor was to take care of her, regardless of her history. I felt that I could achieve this: I could treat her emphysema and

suppress or control my moral outrage. What I did not know was whether I could be compassionate.”

In a 2004 account of a Midwestern surgical intensive care unit, anthropologist Joan Cassell found that physicians, male and female, tried to avoid thinking about their patients' personal stories. Not so the nurses.

“The nurses always know the patients’ stories: the accidents, tragedies, and sorrows that brought them to the hospital, their family constellations, and their clashes with others and, on occasion, with the criminal justice system. As a result, however, some nurses make harsh moral judgments.”

They, nurses, freely disparaged criminals, as well as the woman who was thought to be loaded on heroin and alcohol when she failed to fasten a seatbelt on her three-year-old son, with devastating results.

In the first example, Dr. Justin girded herself so as to prevent negative consequences to her patient, a cognitive and emotional maneuver that comes with a cost to clinician wellbeing. In the surgical ICU, as Cassell documents, it was the patients who reaped the most obvious negative consequences of clinicians’ judgments.

The prominence of moral judgment in such egregious situations is self-evident, but this review will stake out the broader claim that moral emotions and judgments are active in everyday clinical encounters. The role of moral judgment is largely unrecognized in the literatures on healthcare communication, caring, empathy, trust, disparities, and education. Yet since the mid-twentieth century, sociologists have noted the prevalence of moral judgment in healthcare. And increasingly over the last decade, social psychologists and neuroscientists have produced a rich body of work on moral emotions and cognitions that promises to reframe our understandings of morally charged clinical relationships. This review will survey these literatures and the scant empirical data from physician and nurse researchers that are relevant to moral judgment, highlighting the variation that emerges from diverse combinations of patients, clinicians, tasks, and settings, as well as the most promising research strategies.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2914676/>

4.5. Analyze the purpose of the article.

4.6. Compare two published reports given in the article, find common in them.

4.7. Make a conclusion about moral judgments.

4.8. Agree or disagree.

1. The prejudgment interest rate differs depending on the nature of the claim and the damages sought.

2. The prejudgment is automatically prejudiced.

3. The prejudiced person is the one who makes a prior negative judgment about people or events without knowing the facts.

4. Clinicians cannot avoid moral judgments of patients.

PART 5. CONSOLIDATION: SPEAKING

5.1. Comment on the quotes.

1. When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost. – Billy Graham

2. A healthy outside starts from the inside. – Robert Urich

3. You know, all that really matters is that the people you love are happy and healthy. Everything else is just sprinkles on the sundae. – Paul Walker

4. I know a man who gave up smoking, drinking, sex, and rich food. He was healthy right up to the day he killed himself. – Johnny Carson

5. Early to bed and early to rise makes a man healthy, wealthy and wise. – Benjamin Franklin

6. Be careful about reading health books. You may die of a misprint. – Mark Twain

7. Hearty laughter is a good way to jog internally without having to go outdoors. – Norman Cousins

8. Poor eating habits developed at an early age lead to a lifetime of real health consequences. – Richard J. Codey

9. Good health and good sense are two of life's greatest blessings. – Publilius Syrus

10. Vaccines are the most cost-effective health care interventions there are. A dollar spent on a childhood vaccination not only helps save a life, but greatly reduces spending on future healthcare. – Ezekiel Emanuel

5.2. Lack of medical education does not deprive you of the right to have your opinion on the following medical topics. Debate the statements and questions.

1. Plants shall be used in medication as nature gave us the solution to every health problem. What are some pros of herbal medicine? What is the reason some traditional herbal treatments work?

2. Patients should not be allowed to refuse treatment because of their religious beliefs. What is more important: human life or personal opinions? Provide your evidence. How can a healthcare institution insist on treatment without a patient's permission?

3. Physician-assisted suicide should be prohibited. Think about how it would affect hopeless patients, for example, those who are in a persistent vegetative state of suffering from the terminal stage of cancer. Is there always hope for a miracle?

4. Prescription drug ads should be banned. Self-medication can be harmful. To save some money and avoid paying a doctor, people try to diagnose themselves. It happens to be helpful, but not always.

5. High-fat products should be labeled with official health warnings. How dangerous can high-fat products be? Will it help to combat obesity in society if people become more aware of what they consume?

6. Mono diet can undermine your health. Is losing weight worth further stomach diseases? Or do you believe that short-term dieting will not harm? Are there safe products for a single-food diet?

7. Obsession with slenderness provokes eating disorders. First, you need to make your eating habits healthy, and then extra weight will go away by itself.

8. You are what you eat. This phrase is often used to motivate you to keep a diet. But food falls into molecules that form our bodies, so the statement is far-fetched. To which extent does our nutrition define our wellness?

9. Marijuana can be used for medical purposes. Should it be legalized? Which diseases are treated or alleviated by this drug? Does it cause addiction, and is it worth the healing effect?

10. Genetically engineered humans is an issue of time. It is interesting to read about people with a corrected genome in science fiction, but do we want it to become our reality? At the same time, it could be the only answer to currently incurable diseases.

5.3. Reflect on some of the controversial questions of modern medicine. Suggest some other ‘hot’ topics which are worth debating.

1. Is it ethical to test medications on animals and, later, on humans?
2. What is the effect of social distancing during the pandemic?
3. Does being healthy require much money?
4. Can a lack of social interaction have a detrimental impact on an individual’s health?
5. Vaping is just a lesser evil than smoking.
6. Body positivity allows obese people to keep on leading an unhealthy lifestyle.
7. Vaccination should be compulsory for children.
8. Organ donation after death should become a common practice.
9. Is reading and using gadgets bad for eyesight?
10. Should a medical worker be entitled to provide medical treatment to a child if parents decide not to?
11. If homeopathy is doubtful, why do people trust it?
12. Does suicide prevention mean that a suffering person will have to suffer more?
13. Any product can be healthy if consumed in small portions.
14. A healthy lifestyle does not guarantee longevity.
15. We would be healthier if we lived in a closer connection with nature.

5.4. Read the article. Fill in the gaps with the words defined below. Speak about any emergency situations you (your friends or relatives) have ever faced.

**TOKYO: ‘PLEASE DO NOT BE SHOCKED
BY MY APPEARANCE’**

By Brigid Delaney

Before I got on the plane from Barcelona to Tokyo I emailed the friend I was staying with. “Please do not be shocked by my appearance. I look a little different. Also, I won’t have any money when I arrive, so if you can help me sort it out – appreciate.”

My appearance was shocking. I gasped with horror whenever I accidentally glimpsed at myself in the mirror – and that was before I even registered that it was me looking back. My face got worse on the plane ride to Tokyo – whether it was just the cabin pressure or the time that 1.

..... take to bloom. But my friend, meeting me at a Hilton in Tokyo, blanched when he saw me. My eyes were black and 2. shut, one side of my face was also swollen and bruised and a long line of black, badly stitched thread ran down my right 3. to my 4. The stitching looked like someone had killed a very black spider on my face but left the corpse there.

I had been assaulted and robbed in Barcelona a few days before, which resulted in two black eyes, a swollen 5. and 6. skull, now dented and 7. together by an exhausted intern who would never win a prize for the neatness of his craftwork.

My friend in Tokyo was a lawyer who dealt with the complexities of transnational airline leases and wore immaculately tailored suits. We made an odd-looking couple as we went from bank to bank with my passport, trying to get money out or get money wired or just access it somehow. In his flawless Japanese he negotiated on my behalf as I stood there – my face a grotesque mask. But each time we were rebuffed.

In a chilled Starbucks my friend brought me an iced coffee, which I drank through a straw (my jaw still 8.) and said, “The people in the bank probably think I beat you up and am trying to drain your bank accounts. That’s what it looks like.”

We tried one more bank, and when they said no, tears burst with some difficulty from my swollen eyes, and the sight might have been so weird and sad that they finally said yes.

The rest of the time in Tokyo I didn’t leave my friend’s flat. I was anxious and exhausted, and had started to dream of the assault in shattered and jumbled fragments. In the day, when I should have been exploring Tokyo, I lay on the couch in the cool, dark flat and watched reruns of Dawson’s Creek.

(www.theguardian.com)

1. marks that you get on your body if you are hit or if you knock against something;
2. bigger than usual, especially because you are ill or injured;
3. the flat area on either side of your forehead next to your eyes;
4. the part of your face above your eyes;

5. the lower part of your face that includes your chin and your bottom teeth;
6. cracked;
7. joined together by sewing parts or pieces;
8. felt pain.

5.5. Fill in the blanks with the correct word/word-combination.

1. A _____ is a drug which reduces or stops physical pain.
2. If you _____ your ankle, you accidentally damage it by twisting it violently.
3. When you've got _____, you make repeated sharp sounds in your throat, often because you've been eating or drinking too quickly.
4. A _____ is someone who is always worrying about their health, even though there isn't anything wrong with them.
5. When you _____, you force air out of your throat with a sudden, loud noise.
6. When you _____, you suddenly and automatically breathe in and then blow the air down through your nose.

5.6. WATCHING: "Losing Sleep".

1. See what some famous people say about sleep. What do all these quotations have in common? Formulate the idea in one sentence.

Early to bed and early to rise, makes a man healthy, wealthy, and wise (Benjamin Franklin);

The worst thing in the world is to try to sleep and not to (F. Scott Fitzgerald);

Many things – such as loving, going to sleep, or behaving unaffectedly – are done worst when we try hardest to do them (C.S. Lewis);

Sleep is the golden chain that ties health and our bodies together (Thomas Dekker).

2. Do the following mini-quiz and then check whether you were right after watching the video and discussing the topic in the class.

1. How many adults suffer from sleep disorder worldwide?

| | |
|-------------------------|--------------------------|
| a) 1% of the population | c) 10% of the population |
| b) 5% of the population | d) 15% of the population |

2. How many minutes of sleep have we lost per night in a space of 50 years?

- a) 60 minutes
- b) 90 minutes
- c) 100 minutes
- d) 120 minutes

3. How many more times are people exposed to light than it was 50 years ago?

- a) 3 times more
- b) 5 times more
- c) 10 times more
- d) 15 times more

4. What are the basic causes of sleeplessness?

- a) the omnipresence of blue light
- b) sedentary nature of people's lives
- c) late food intakes
- d) genetic heredity
- e) stress and anxiety
- f) all things mentioned above

5. Which country is the biggest consumer of sleeping pills?

- a) France
- b) Spain
- c) Russia
- d) United States

6. How many people suffer from poor sleep worldwide?

- a) 50 million
- b) 500 million
- c) 600 million
- d) 900 million

3. Watch the video “Losing Sleep” by Thierry Robert to see what scientists have learned about sleep. Summarize the main ideas filling the table below (<https://www.youtube.com/watch?v=xxwTWYDnALI>).

| Research center or Scientist's Name | Study area | Findings/conclusions |
|----------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------|
| Ex: Professor Charles A. Czeisler, Harvard University | Chronobiology, circadian rhythms, light impact on sleep. | The use of LEDs and mass use of electricity have disruptive effect on sleep. |
| | | |
| | | |
| | | ... |

4. Answer the questions.

1. What risks related to lack of sleep and normal daytime/nighttime cycle do the shift workers have?

2. How nutrition can stabilize your sleep-wake cycle?
3. What is the duration and phases of a sleep cycle?
4. What type of physical activity can improve sleep? Which one affects the night sleep negatively?
5. Why is it said that without sufficient sleep the brain cannot do the housekeeping? What is the cause of Alzheimer disease?

5. Find equivalents to the following words and expressions.

1. подвергаться воздействию света
2. энергосберегающая светодиодная лампа
3. лампа накаливания
4. склонять ко сну, вызывать сон
5. выработка мелатонина
6. работать по сменам
7. длительное ночное голодание
8. пожиратель глюкозы
9. значительно замедлять обменные процессы
10. сидячий образ жизни
11. напрягать силы
12. отмена лекарственного средства
13. покрываться страховкой
14. спинномозговая жидкость

6. Match the words and expressions similar in meaning.

| | |
|------------------------|------------------------------------------|
| 1. omnipresence | a. amazing |
| 2. to be aligned | b. an experiment participant, a testee |
| 3. sleep deprivation | c. ubiquitous |
| 4. to be exposed to | d. to be subjected to, to be affected by |
| 5. mind-boggling | e. average value |
| 6. to emit | f. to be free from smth |
| 7. disruptive (effect) | g. to be <u>susceptible to</u> |
| 8. test subject | h. to eradiate |
| 9. the mean of smth | i. adverse |
| 10. to get off smth | j. sleep debt, restriction |
| 11. to be sensitive to | k. to make oneself comfortable |
| 12. to upset | l. to deregulate |
| 13. to settle in | m. to be coordinated |

7. Fill in the following blanks.

1. We share in common with many other species – plants, animals, insects – that the _____ is in the most important _____ of our _____.

2. We are the only _____ that sleep-deprive itself, so it's a behavior, that is completely _____ and _____.

3. We know from previous studies that _____ is associated with an increased _____ of high _____ and high-fat foods, so one of the questions I have is: what is involved in this increased _____ highly _____ foods?

4. Physical activity _____ the secretion of _____, which need to be _____ in order to sleep well.

5. The most common sleeping aids are benzodiazepines, from the family of drugs used as _____. They have sedative, hypnotic and amnestic properties. They _____ the entire brain, _____ memory and are extremely _____.

6. Glial cells _____ our neurons supplying them with oxygen and _____.

8. Choose one notion and define it without naming it. Your group mates will guess what word (combination) you are describing.

Chronobiology, circadian rhythms, insomnia, internal biological clock, LED, incandescent light bulb, time zone, lux, melatonin, metabolism, leptin, ghrelin, glucose, night fast, light pollution, phototherapy, wake-sleep rhythm, cardiac coherence, nap.

9. Make dialogues on one of the following situations.

1. a patient is at the doctor's office. He/she has problems with sleep and is seeking help in order to live a better and healthier life;

2. a journalist is taking an interview from two scientists who work on a serious sleep study, they comment on their experiments data and share their findings;

3. a relative of yours has troubles falling asleep. You give him/her some advice;

4. a parent argues with his/her teenage child who neglects eight-hour night sleep;

5. a shift worker admits some sleep problems in a friendly talk;

6. a newspaper columnist who writes about "do" and "don'ts" of good sleep.

Use the words/word combinations from the video and present the dialogue in the class.

Phrases:

- sleep restriction
- to have trouble falling asleep at night
- to stay awake at night
- to have an adverse effect on sleep
- sleep disorder
- to go wrong, to be deregulated
- to be quite typical of insomniacs
- deteriorate sleep quality
- to shift circadian rhythms
- reset internal clock
- to stabilize one's sleep-wake cycle
- to improve the quality of sleep markedly
- overnight fast
- obesity
- hormones regulate one's appetite
- increase/decrease appetite
- increased intake of high carbohydrates and high-fat foods
- to carry an experiment on subjects
- to prescribe sleeping pills
- mindfulness meditation
- light therapy/phototherapy

5.7. Comment on some inspirational quotes by legendary sportsmen.

1. "It is not the size of a man but the size of his heart that matters." – Evander Holyfield
2. "Never say never because limits, like fears, are often just an illusion." – Michael Jordan
3. "You miss 100% of the shots you don't take." – Wayne Gretzky
4. "I'm a very positive thinker, and I think that is what helps me the most in difficult moments". – Roger Federer
5. "The more difficult the victory, the greater the happiness in winning." – Pele
6. "It isn't the mountains ahead to climb that wear you out; it's the pebble in your shoe." – Muhammad Ali

7. “You can’t put a limit on anything. The more you dream, the farther you get.” – Michael Phelps

8. “Don’t think about the start of the race, think about the ending.” – Usain Bolt

9. “Losing can be a great motivator but not if it drains your confidence. One of the reasons I got into this game was because I wanted to learn how to get myself comfortable in uncomfortable situations”. – Conor McGregor

10. “Sometimes you have to accept you can’t win all the time”. – Lionel Messi

11. “Everyone that you fight is not your enemy and everyone who helps you is not your friend”. – Mike Tyson

12. “Everyone’s dream can come true if you just stick to it and work hard”. – Serena Williams

13. “This moment, which we are living right now will pass too. We have to enjoy, enjoy all that we can”. – Neymar

14. “No matter how good you get you can always get better, and that’s the exciting part”. – Tiger Woods

15. “Never think that success is down to your own performance alone. If you start listening only to yourself you take the first step back towards the bottom. The flowers of victory belong in many vases”. – Michael Schumacher

PART 6. WRITING

CAUSE-AND-EFFECT ESSAYS

A cause-and-effect essay is a form of argumentative essay that details the effect relationships between two subjects. In standard cause-and-effect essay writing and academic papers, the author shows how one person, thing, idea, or event directly influences another person, thing, idea, or event. The cause-and-effect writing process requires critical thinking and an orderly cause-and-effect essay outline.

There are two main ways to structure a cause-and-effect essay – a block or a chain structure.

For the block structure, all of the causes are listed first, and all of the effects are listed afterwards.

For the chain structure, each cause is followed immediately by the effect.

Introduction
Causes (1, 2, 3...)
Effects (1, 2, 3...)
Conclusion

Introduction
Cause 1 and Effect 1
Cause 2 and Effect 2 ...
Conclusion

Steps in writing a cause-and-effect essay:

1. Distinguish between causes and effects. To determine causes, ask, “Why did this happen?” To identify effects, ask, “What happened because of this?” Sometimes, many causes contribute to a single effect or many effects may result from a single cause. Making a flowchart before writing the essay may help to brainstorm the issue in order to see all the effects of a particular cause or all causes of a particular effect.

2. Develop your thesis statement. The thesis states what you see as the main cause, main effect, or various causes and effects of a condition or event.

3. Write the body of the essay with supporting details.

You may choose one of the following patterns of the overall organization of your cause-effect-essay:

- short-term vs. long term, when you consider immediate causes or effects versus the long-term causes or effects of a phenomenon or situation;
- chronological order, order of importance or familiarity order, when you organize details in their chronological order, from least important to most important (or vice versa), in order of old information to new information;
- casual chain, when each effect is presented as the cause for another effect.

Strong evidence is particularly important in the cause-and-effect essay due to the complexity of determining connections between phenomena.

4. Use appropriate transitions. To blend details smoothly in cause-and-effect essays, use the transitional words and phrases listed below.

causes
leads to

results in
produces
are caused by
are produced by
result from/in
a direct result of
as a consequence of

Conjunctions which demonstrate cause and effect:

because (of)
since
as
owing to
due to
so
therefore
consequently
which/that is why
thus

5. Write a conclusion that clearly ties up the essay and explains why this topic is significant enough to discuss.

6.1. Read the essay on causes of insomnia.

Find:

- the thesis statement;
- topic sentences in each body paragraph;
- restatement of the thesis statement in conclusion;
- transition words that make the narration coherent and smooth.
- examples of making a transition from more general cause to more specific ones within the group and vice versa, examples of interrelations of cause and effect.

Identify the structure type of the essay (block, chain or a mixed type).

CAUSES OF INSOMNIA

Insomnia is more common than you think. Millions of people experience insomnia every year. Tossing, turning, not being able to shut off your brain to slip into the state of sleep – it is extremely frustrating, and

unhealthy. In order to avoid getting insomnia, this essay will explore the causes of this phenomenon so you can be better prepared to prevent and to avoid this pain. The causes of insomnia involve medical conditions, depression, anxiety, lifestyle, and food.

There are many medical conditions that engender insomnia. Such conditions as sinus allergies, gastrointestinal issues such as reflux, endocrine problems like hyperthyroidism, arthritis, asthma, neurological issues such as Parkinson's disease, chronic pain, and low-back pain cause insomnia. In addition, according to the National Sleep Foundation, "...insomnia may be a symptom of underlying sleep disorders. For example, restless legs syndrome – a neurological condition in which a person has an uncomfortable sensation of needing to move his or her legs – can lead to insomnia. Patients with restless legs syndrome typically experience worse symptoms in the later part of the day, during periods of inactivity, and in the transition from wake to sleep, which means that falling asleep and staying asleep can be difficult" ("What Causes Insomnia?"). As one can see, there are a multitude of medical conditions that cause insomnia.

A cause more on the mental side, depression, is also linked to insomnia. As stated by WebMD, "Most experts agree that adults need seven to nine hours of sleep a night. But even without depression, according to the National Sleep Foundation, the average American only gets about 6.9 hours. When you add depression to the mix, the problems with sleep are compounded" ("Sleep Deprivation and Depression: What's the Link?"). In other words, depression is not a direct cause of insomnia, but it worsens your sleep disorder.

On the note of mental conditions, anxiety is a common link with insomnia as well. According to the Anxiety and Depression Association of America, "Anxiety causes sleeping problems, and new research suggests sleep deprivation can cause an anxiety disorder. Research also shows that some form of sleep disruption is present in nearly all psychiatric disorders. Studies also show that people with chronic insomnia are at high risk of developing an anxiety disorder" ("Sleep Disorders"). So, anxiety and insomnia are interrelated, and they are both causes of each other.

Getting into more practical causes, our lifestyle can be a cause of insomnia. Working at home in the evenings, taking naps in the after-

noon, sleeping in, and being a late shift worker, all have repercussions, and often to lead a degree of insomnia. The worst thing to happen is to make a habit of these behaviors. As soon as they become more regular, the deeper you get into the routine of insomnia (“What Causes Insomnia?”).

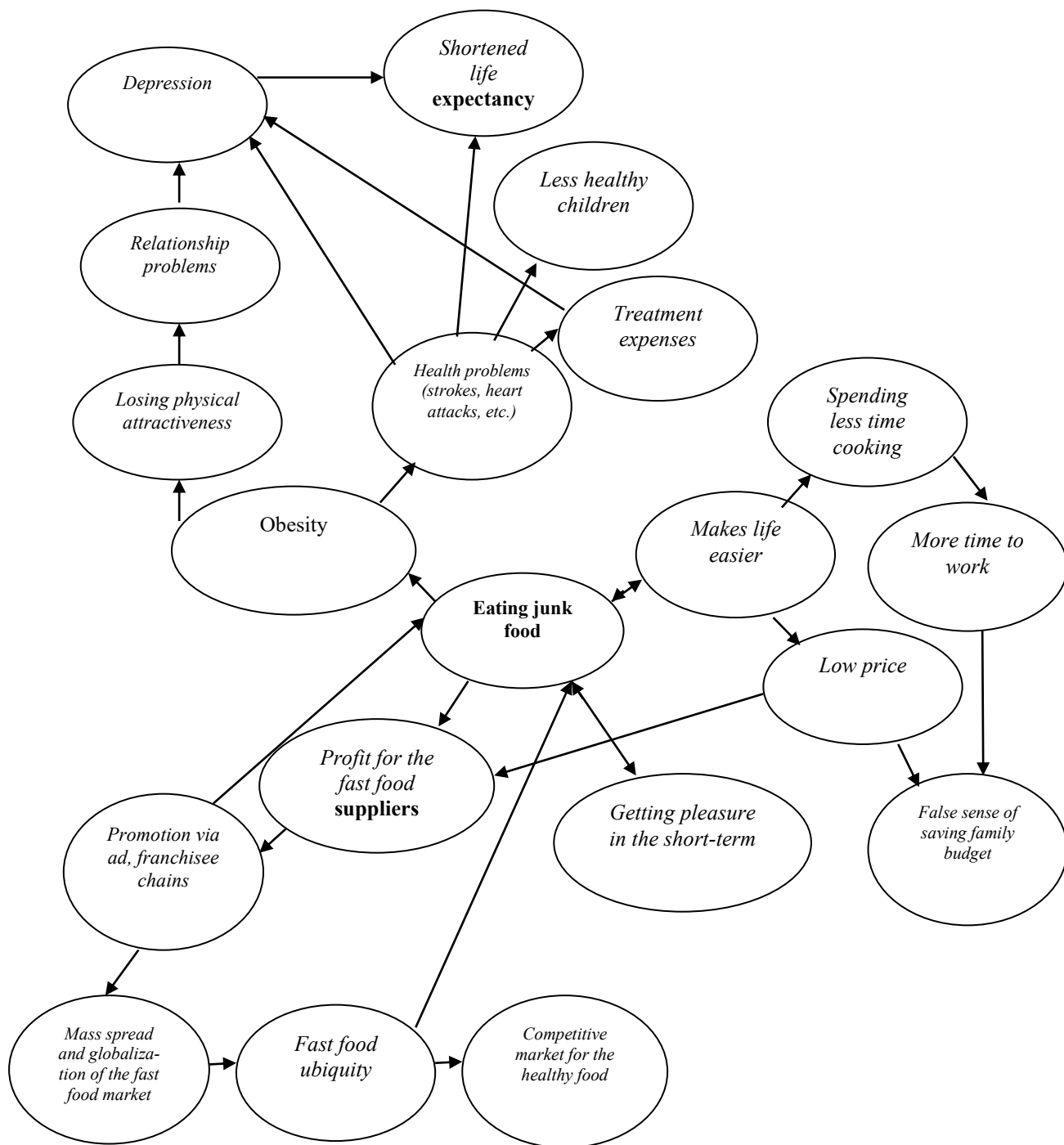
Another practical cause of insomnia is the food we eat. You know the saying, “we are what we eat.” Well, this applies to sleep as well. Fried foods, coffee, alcohol, red meat, spicy foods, and too many liquids can cause us to be insomniacs. Fried foods take a lot for us to break down, and can make our body more active during the digestion process. Coffee is a more obvious cause, as the caffeine it contains can easily make us more uppity. Alcohol is commonly used as a soother, but it disrupts our sleep cycle. We get to sleep faster with alcohol, but we will wake up often. With red meat, the digestion of such products is also difficult, so it heats up the body and puts it in overdrive. In addition, bad news for spice lovers, as spicy food can cause indigestion and stomach pain, which will keep us up. Probably the most obvious factor is the drinking of many liquids before sleep, which disrupts our sleep cycle by us having to go to the bathroom often during the night (Rountree, Alicia).

Overall, insomnia is caused by multiple factors. Myriad medical conditions, clinical depression, anxiety/stress, lifestyle choices, and particular foods cause insomnia in millions of people worldwide. Knowing the causes will help you rest easier, as you know what to avoid in order to rest well.

(<https://academichelp.net/samples/academics/essays/cause-effect/causes-of-insomnia.html>)

6.2. a) Study the flowchart with your partner. See the different paths in it, notice that there are some overlaps and interrelations in the ideas.

After the analysis of the flowchart write C (cause) and/or E (effect) next to each idea. Are there any sections of the flowchart that are secondary and are not relevant to the issue?



Picture 1. Causes and effects of eating junk food

b) 1. Make a flowchart for the essay above (ex. 6.1).

6.3. Make a flowchart with your groupmate for some other topics. Brainstorm your issue and put your ideas down in the way shown above. After you complete it, present the flowchart to other students for further discussion.

Sample: Junk food is so popular despite the fact that it's not the best choice for health and well-being. What are the reasons and effects of its popularity? (See the flowchart above).

1. Social media and the modern beauty standards influence teens' eating habits. Why is this happening? What are the possible effects of this influence?

2. Pessimism and negative attitudes can have a huge impact on one's immunity. What are the reasons and effects of this impact?

3. Practicing sport has become very common nowadays. What effects and consequences can you expect if you go in for sport? Why exercising has become so popular?

4. What may happen once eating "right food" becomes an obsession? What negative consequences it may have? Why many diets are on the rise now?

6.4. Can you think of two additional topics that would be excellent for a cause-effect essay?

6.5. Read the sentences below and find the transition words that are used to introduce a cause or effect. Decide whether the marker introduces a cause (C) or effect (E) and write the corresponding letter on the line.

___ 1. Changes in sleep can be caused by a myriad of things and the list grows as we get older.

___ 2. A direct result of laughter is stress reduction, T-cell killers' stimulation, so people can prevent cancer effectively.

___ 3. Late-night-party-goers should not rejoice because sleeping less than 4 hours boosts the risk of death.

___ 4. Although HIV infection is preventable through effective public health measures, transmission due to injecting drug use continues in Europe, especially in eastern counties.

___ 5. The introduction of user fees for health care and education has resulted in greater social exclusion, with reduced social assistance and scaled down public health programs.

___ 6. You can't get COVID from the vaccine," Dr. William Schaffner, professor of preventive medicine and infectious diseases at Vanderbilt University Medical Center, told ABC News.

___ 7. It should come as no surprise that obesity is a major consequence of not eating healthy.

6.6. Write an argumentative essay of 350–450 words on ONE of these topics.

1. Vaping among teenagers: health experts are becoming increasingly concerned about the vaping trend among teenagers. How did this trend appear? Are the supposed health risks as bad as they sound?

2. Childhood obesity: Obesity rates are high as never before. Why is that? What has changed in the last few decades? What are some of the most severe health issues for obese children?

UNIT 4

SCIENCE AND TECHNOLOGY

PART 1. LEAD-IN

1.1. Indicate to what extent you agree with the following statements. Provide your viewpoint with at least 3 arguments for / against.



1. Technology makes me feel connected to other students.
2. Technology makes me feel connected to teachers.
3. Technology interferes with my ability to concentrate and think deeply about subjects I care about.
4. I am concerned that technology advances may increasingly invade my privacy.
5. I am concerned about cyber security (password protection and hacking).
6. In-class use of mobile devices is distracting to me.
7. In-class use of mobile devices is distracting to my teacher.
8. Use of tablets / laptops in class improves my engagement with the content and class.
9. Multitasking with my technology devices sometimes prevents me from concentrating on or doing the work that is most important.
10. I wish my teachers in the university would use and integrate more technology in their teaching.

1.2. Answer the questions in at least two sentences.

1. What is technology?
2. Do you use any gadgets on a daily basis?
3. How often do you use Internet?
4. How often do you use a computer and for what purposes?
5. Do you think we need to know much about computers?
6. What is the most impactful piece of technology in our lives?
7. How do computers affect our everyday life?
8. What are some of the greatest technological achievements?

9. What are the advantages and disadvantages of technology?
10. What is the greatest technological invention?
11. How much of a technophobe or technophile are you?
12. Is the word *science* associated with past or future?

1.3. Read the text and summarize it. Say what information is new for you.

WHAT IS THE HISTORY OF SCIENCE?

by Professor James Secord FBA
14 Jan 2021

When we think about the past, we think about history. When we think about the future, we think about science. Science builds upon its past, but also, simultaneously, denies it. As the Romantic essayist Thomas de Quincey claimed, for working scientists Isaac Newton's *Principia* of 1687 has no more value than an outdated cookbook. What then does a history of science look like?



Science has been made over thousands of years by people from a diversity of cultural traditions. Activities such as experiment originated in Renaissance pharmacies, kitchens and artisan workshops; evolutionary theory drew on sources ranging from sheep breeding to the economics of human populations; astronomy emerged from attempts to read the heavenly language of the stars.

The history of science itself developed as a discipline in Europe and North America during the late 19th century, as a way of charting the rise of a distinctively modern world under European domination. Science seemed uniquely a product of the white men in the west. In recent years, however, historians of science have turned this view on its head, so that science is understood as the outcome of global interaction, conflict and exchange. The rise of the universities as a key site for learning in medieval Europe, the reorganisation of scientific disciplines in the decades around 1800 and the rise of genomics and computing in the late 20th century: these and other pivotal episodes are part of changes in cross-cultural commerce and trade.

Science, which has often aimed to establish universal standards, has close connections with the history of empires, from Assyria, Egypt and the Americas to China and India. It has been at the service of princely courts, the military and other centres of power. At the same time, however, the ‘scientist’ (a modern word, dating from the 19th century) is often recognised as having a special kind of moral authority, associated with ideals of detached expertise and neutral objectivity.

Nothing in our culture seems more objective than ‘nature’: but how did that come to be the case? The history of science helps us to understand how things we now take for granted, from the circulation of the blood to the existence of black holes, have been accepted. This requires looking at knowledge in the making, with false starts and wrong directions taken just as seriously as what now appear as brilliant insights. It also means looking at how consensus is established, the diverse range of activities that go into the making of science, and how science becomes part of everyday life.

Historians of science do not simply chronicle progress towards the present, nor do they search for the origins of a one-size-fits-all scientific method. Instead, they ask how discovery became identified as a key feature of science, and how different methods have arisen in different subjects. They look to the material traces of the past, preserved as instruments, maps, clay tablets, palm leaf manuscripts, archaeological remains, and books. The range of skills and methods needed to interrogate these materials means that historians of science are found in a remarkable variety of places, from dedicated academic departments and science studies units to libraries and museums.

Perhaps more than just about any other subject, the history of science challenges profound divisions in our disciplinary map of knowledge. If you walk down Carlton House Terrace, home of Britain’s learned academies, it’s easy to be confused. Where is the history of science? At Nos 6-9 the Royal Society has a fine library and journal in the field, part of its mission for ‘improving natural knowledge’. But just next door at Nos 10-11 is the British Academy, where the history of science interacts with the full range of other humanities and social science subjects.

(<https://www.thebritishacademy.ac.uk/blog/what-is-the-history-of-science/>)

1.4. LISTENING: “Top Ten”.

1. Match the verbs with their definitions before listening.

| | |
|--------------------|----------------------------------------------------------------|
| 1. to reverberate | a) to refuse to accept that something is right, fair, or legal |
| 2. to outrage | b) to describe something in a way that is too simple |
| 3. to challenge | c) to have a long or continuing effect |
| 4. to hail | d) to offend against, violate |
| 5. to oversimplify | e) to confront someone or something |
| 6. to stand up to | f) to describe someone or something as being very good |

2. Complete the sentences with the words.

Conceived, dissemination, stand, laid, assumptions, borne out, celebrated, altered, disprove, renowned.

1. Concerns about the of personal medical information are likely to diminish once research leads to treatments.

2. Martin Luther King Jr. gave his speech before the Lincoln Memorial in 1963.

3. In order to confirm or the phenomena, certain criteria have to be decided in order for the theory to have any value.

4. Jesse Jackson, the civil rights leader, was in the city again last night.

5. Great literature can the test of time.

6. While the authors do their best to base their on real-world data here, all of the values that describe the coronavirus' behavior are uncertain.

7. His principles are accepted as fact and by scientific research.

8. The theory was first by John Adams in 1963.

9. At the hypothalamic level, emotions of rage and pleasure are little by any environmental stimuli.

10. His speech the groundwork for independence.

3. Listen to the recording about *Top Ten Scientists* and complete the missing information in the chart.

| | The scientist | His / Her inventions and contributions |
|----|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Darwin | His theory of chal- lenged the beliefs about the world. |
| 9 | The brothers | The invention of a flying ma- chine facilitated the development of industry as well as world, tourism and industry. |
| 8 | | She developed the theory of and techniques of isotopes. She discovered and, helped de- velop the |
| 7 | Nikola | He developed alternating system. He contributed to the field of, nuclear physics,, electromechanical,, theoretical and |
| 6 | da | His Vitruvian Man drawing shows He made the designs of, tanks, and plant studies. He laid the foundation of modern theory. |
| 5 | Archimedes | He created the principle to determine the vol- ume of an |
| 4 | Johannes | His contribution refers to the of information realized in the concept of mechani- cal |
| 3 | | He created the law of His book <i>Principia</i> was thought to be the most book which outlaid the three laws of |

| | | |
|---|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Aristotle | His passion for geology, biology,, medicine, and laid the important ground-work that influenced scientific assumptions from the XIV to the XIX centuries. |
| 1 | Einstein | He created the theory of and the now known as theory. His formula $E = mc^2$ altered the life we live now. |

4. Google the names from the audio to find out.

1. who was born in present Croatia.
2. who was the fifth and youngest child of well-known teachers.
3. whose wife's name was Emma.
4. who was the out-of-wedlock son of a wealthy notary, and a peasant.
5. who was born in Germany.
6. who a fellow of Trinity College.
7. whose works were written in Doric, an ancient Greek dialect.
8. whose name means "the best purpose" in Ancient Greek.
9. who immigrated to the USA in 1933.
10. who never married.

1.5. Defend or reject the following statement.

1. We're living in the computer age. It's impossible to ignore cutting-edge technology.
2. Technology brings advantage and disadvantage.
3. Internet is the great technological invention.
4. Robots will replace humans in many fields.
5. Cell phones have made social changes.
6. Nowadays the way many people interact with each other has changed because of technology.
7. Many stress-related diseases are attributed to the increasingly fierce technological development.
8. When a country develops its technology, the traditional skills and ways of life die out.

1.6. LISTENING: “Smart Technology”.

1. Define the words.

- | | |
|---------------|--------------|
| 1. Fixture | 6. Screen |
| 2. Headband | 7. Probe |
| 3. Showerhead | 8. Booth |
| 4. Debut | 9. To sync |
| 5. Hardware | 10. To flip. |

2. Give the opposite meanings for the words.

- | | |
|-----------------|--------------------|
| 1. Waterproof | 5. Nope |
| 2. Step-by-step | 6. Tempting |
| 3. Tech-ified | 7. Gadgets beckon. |
| 4. Voice-guided | |

3. Listen to the text and fill in blanks with the words from the text.

1. Jonathan Bradley is a product manager at Kohler, which makes bathroom _____.

2. There's _____ – a big black grill with a small display on one side.

3. Chris Scherzinger is _____ of Weber.

4. For the company's CES _____, he's come prepared to talk the technology talk – platform, smart grill.

5. The smart grill _____ up to Weber's new smartphone app, Weber Connect.

6. The app tells you the right seasoning, when _____ it, when it's done.

7. Moxie has a removable, waterproof _____ right in the middle where the water comes out.

8. The integration of the Internet into ordinary life – everything from backyard barbecues to bathroom sinks – is a big _____ at this year's Consumer Electronics Show in Las Vegas.

9. Things are getting smarter – phones, speakers, bathroom _____.

10. It sounds _____, but the line is long and other gadgets beckon.



4. Listen to the text again, find and correct 10 factual mistakes.

A lot of the companies that showed up at CES this year make products that are hardly known for technology – grills, toilets, speakers,

bathroom sinks. Some people here at CES tell me it's about using technology to get smarter from technology.

Eighty percent of consumers bring a phone into the CES. We're trying to reverse that a little. Jonathan Bradley is a product manager at Kohler, which makes bathroom fixtures. We want the bathroom to stay a place of rest, relaxation, calm and reflection and only have technology when you actually need it.

At CES the company is showing off its new bathroom, Moxie. It has a removable, waterproof speaker right in the middle where the water comes out. You operate it through Google's Alexa voice assistant or your phone's Bluetooth connection. Moxie joins other tech-ified (ph) fixtures in Kohler's Konnect line. There's a shower you can ask to brighten or lower the light or play your favorite radio station. It can even tell the tap to turn on and off, at least when the Wi-Fi at CES co-operates. Kohler is not the only company I run into that thinks technology can save us from our bad tech habits. At another booth, there's a line to try out Muse. It's a walkman that gives voice-guided meditations. The sounds you hear change depending on your brain activity, blood pressure and breathing. Co-founder Ariel Garten says using her product to meditate has given her some distance from her smartphone.

5. Share your opinion.

1. What does it mean when your stuff seems to know what you want before you do?
2. Why does every product today need to be smart or connected?
3. What is a big theme today?
4. What bad tech habits mean?
5. Is it ironic to use technology to disconnect from technology?

PART 2. READING

2.1. Think over and share your ideas with the group.

- scientific discoveries that changed the world radically;
- technical innovations that have improved our lives over the last 10 years;
- scientific or technological discoveries that have made the world worse.

2.2. Read the text.

5 FUTURIST PREDICTIONS IN THE WORLD OF SCIENCE

By Patrick J. Kiger

If there's one thing we can predict about the future, it's that at least some of the amazing scientific and technological advances envisioned by today's futurists won't actually become a reality, at least not in the expected time frame. After all, in 1932, renowned 20th century British political leader Winston Churchill, who had access to his country's top researchers, predicted that within 50 years, an engine would generate 600 horsepower for hours from a fuel tank the size of a fountain pen, Iceland would be relocated to the tropics, robots would have human-like consciousness, and people would feast on synthetic chicken flesh grown in laboratories. In fairness, Churchill did get a few things right; he predicted both cellphones and technology the equivalent of Skype through which anyone could "connect up to any room similarly equipped and hear and take part in the conversation as well as if he put his head in through the window".



Today's seers may have learned something from Churchill's folly, because they're a bit more careful in substantiating and qualifying their predictions of future wonders. For example, theoretical physicist Michio Kaku, author of the 2011 book "Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year 2100," bases his forecast on scientific discoveries – such as quantum physics and the nature of DNA – that already have been made, and on prototypes of inventions that already exist in laboratories. And when the World Future Society, a group of scientific and economic forecasters from 80 countries, compiled a recent report envisioning life in 2100, it was careful to characterize its work as a "first light" view of the horizon that might play out very differently, depending upon a host of variables – including whether humans make wise use of technological advances or foolishly use them in ways that are destructive.

Even so, futurists still manage to conjure up visions of mind-boggling scientific and technological advances down the road – ranging

from computers that eclipse human intelligence to factories that use molecular-level assembly to duplicate or create outright any sort of object you might want. Here are five such visions to contemplate.

5. Computers Will be Smarter Than Us and Part of Us

Inventor Ray Kurzweil already has changed our world by figuring out how to enable computers to read printed words, recognize human speech and synthesize music that's indistinguishable from that created by musicians playing real violins and cellos. But that's nothing compared to the future he envisions, in which machines will be able to think and feel as humans do ... except better.

In a 2005 essay, "The Singularity is Near," Kurzweil predicted that by 2045, "non-biological intelligence will match the range and subtlety of human intelligence." From that point on, which futurists call "The Singularity," machines will eclipse the human brain. Not only will machines' escalating computational power and speed eventually enable them to handle information with an ease that humans can only dream of, but scientific advances in understanding how the human brain functions will also enable us to create mathematical models that can simulate human consciousness.

But don't worry about intelligent computers plotting to murder us puny humans, the way cyber-villains HAL 9000 and Skynet did in science fiction movies. A more likely scenario, Kurzweil predicts, is that tiny intelligent "nanobots" will be subtly integrated into our bodies, enhancing our own abilities. Thus, the human of the future will no longer have to depend solely upon a hunk of wrinkly meat inside his or her skull. Instead, we'll all be part biological creature and part machine.

4. We'll Be Able to Print Transplantable Copies of Human Organs

What if a liver could be created with a printer?

One of the most exciting future advances in science is 3-D bioprinting – that is, the use of modified 3-D printers, which stack successive layers of material to create objects, or cells to construct living tissue. Researchers already have printed skin and vertebral disks and transplanted them into animal bodies successfully, but they're still years and possibly decades away from fashioning a complex organ such as a liver, kidney or heart for transplant, using a patient's own cells as raw material.

Nevertheless, Tony Atala, director of the Wake Forest Institute for Regenerative Medicine, told the Washington Post in 2011 that he envi-

sions transplantation someday following what he calls “the Dell computer model,” in which a transplant surgeon will be able to order a complete organ with certain specs, just as he would pick out a hard drive or sound card for the PC on his desk. The biggest challenge, researchers say, is not in making the organ itself, but duplicating the complicated internal network of blood vessels that keeps a body part nourished and oxygenated. Some think a concerted government research effort – the biological equivalent of the Manhattan Project¹ – could make it possible in as few as 10 years to print a transplantable human kidney.

But once that’s accomplished, what’s next may be even more astonishing. As bioprinting software pioneer Vladimir Mironov told the Post: “If one can bioprint functional human organ constructs, then bioprinting a whole human – or whatever will be the name for such a creature – is just a logical extension”.

3. Products Will be Put Together, Molecule By Molecule

Objects and even buildings will be built molecule by molecule.

If you think 3-D bioprinting is a weird idea, you’ll probably be totally dumbfounded by another, even more innovative concept: the notion of reproducing an object, or creating a new one outright, by putting it together molecule by molecule. Molecular manufacturing, as it’s known, could revolutionize our entire civilization by enabling us to build machines or even buildings quickly and cheaply, according to precise specifications, and with virtually no defects.

The physics principles behind molecular manufacturing are mad-deningly complex, but in greatly oversimplified words, it basically would involve creating a workforce of scores of tiny robots, called assemblers, who would guide chemical reactions and put together a few atoms at a time to create molecules, which in turn would become the building blocks of the object. We’ll actually be able to “control the structure of matter,” says Neil Jacobstein, chairman of the Institute for Molecular Manufacturing, which promotes research into the technology.

If and when molecular manufacturing becomes practical, it could radically alter the global balance of economic power, erasing the advantage that developing nations with low labor costs have in commodity manufacturing, and shifting the advantage to technological innovators.

¹ The **Manhattan Project** was a research and development undertaking during World War II that produced the first nuclear weapons.

2. We'll Ride an Elevator into Space

We've grown accustomed to thinking of space travel as something that requires big, powerful rockets and complex spacecraft capable of re-entry and landing, an approach that costs an awful lot of money for each launch and requires a daunting amount of technical precision to pull off. Wouldn't it be easier if we could just get on an elevator and ride it slowly but steadily into orbital space, as if we're going for lunch to some restaurant on the top floor of a skyscraper?

Such a magical apparatus also would enable us to return to Earth just as easily, without having to experience the rigors and risks of rapid reentry through the Earth's atmosphere. Sounds a bit kooky, doesn't it? In fact, however, scientists have been envisioning a space elevator since Russian physicist Konstantin Tsiolkovsky, who was inspired by the Eiffel Tower, first proposed it back in 1895. Over the decades, a number of visionaries – from the Russian astronaut Yuri Artsutanov to science fiction author Arthur C. Clarke – have seconded the notion.

For a long time, the concept seemed hopelessly impractical because, according to Newtonian laws of motion, the tension on such a lengthy cable would be greater than the tensile strength of steel, causing it to snap. But with the advent of super-strong carbon nanotubes, 180 times tougher than steel, visionaries again are talking about the idea of building such an elevator, for which a cable would be threaded through the core of a geosynchronous satellite and attached to a counterweight approximately 62,000 miles above the Earth. One limitation, at least at this point, is that scientists have only been able to create a few centimeters of pure carbon nanotube, and they probably would need a vastly longer strand to make the elevator work. Even so, futurist Michio Kaku envisions that such an elevator might be built between 2070 and 2100.

1. We'll Live in Floating Cities

According to a 2007 report by the Paris-based Organization for Economic Cooperation and Development, by 2070, rising sea levels due to climate change could have a devastating effect on coastal cities around the globe. As many as 150 million people would be at risk of having to flee flooded homes, and as much as \$35 trillion in property would be at risk of ending up underwater. We still might be able to stave off such a catastrophic scenario by dramatically reducing greenhouse gas emissions, but time is running out. That means low-lying communities may have no choice but to build higher and higher seawalls, or else relocate their populations.

But a Belgian architecture and design visionary, Vincent Callebaut, has suggested another alternative. What if, instead of fleeing the rising seas, we simply build new cities that float on them? In 2008, Callebaut unveiled on the Web his design for Lilypad, a 50,000-inhabitant floating city modeled in shape after the giant water lily native to the Amazonian basin. As a haven for climate change refugees, Lilypad would be a totally self-sustaining community, with aquatic gardens for growing food, a desalination plant to produce drinking water, and energy generation through solar, wind and wave power. Better yet, Lilypad would be outfitted with a titanium dioxide skin, capable of absorbing carbon dioxide from the atmosphere and making at least a small dent in global warming.

(<https://electronics.howstuffworks.com/future-tech/5-futurist-predictions-in-science.htm>)

2.3. Answer the questions in small groups after reading.

1. What is a futurist?
2. What is meant by the statement “We’ll all be part biological creature and part machine”?
3. In what way could molecular manufacturing revolutionize our civilization?
4. What is the biggest challenge in bioprinting human organs?
5. What made scientists return to the idea of building an elevator into space?
6. What is the reason of building floating cities?
7. Do you think any of the described scientific and technological advances will become a reality?
8. Which of the described predictions seem(s) the most unrealistic to you? Why?

2.4. Look at the underlined words and phrases and guess the meanings from the context. Then match them with the definitions.

1. (noun) _____ (abbreviation for deoxyribonucleic acid); a chemical in the cells of living things that contains genetic information.
2. (noun) _____ a number, amount, or situation that can change.
3. (noun) _____ the material that animals and plants are made of.
4. (noun) _____ material substance that occupies space, has mass, and is composed predominantly of atoms consisting of protons,

neutrons, and electrons, that constitutes the observable universe, and that is interconvertible with energy

5. (verb) _____ to mix several things in order to make something else.

6. (verb) _____ to do or make something that behaves or looks like something real but which is not real.

7. (adjective) _____ difficult to accept, imagine, or understand.

8. (adjective) _____ extremely surprised.

9. (verb) _____ to leave a place quickly because you are in danger or are afraid.

10. (noun) _____ a microscopic tube whose diameter is measured in nanometers.

2.5. Find synonyms for the following words.

Renowned, adj _____

Alter, v _____

Weird, adj _____

Accomplish, v _____

Propose, v _____

Reduce, v _____

Complicated, adj _____

Effort, n _____

Subtlety, n _____

2.6. Complete the chart.

| noun | person | adjective | verb |
|-------------|-----------|------------|------------|
| future | futurist | futuristic | - |
| research | | | |
| | physicist | | |
| | | | forecast |
| | | innovative | |
| bioprinting | | | |
| | | | transplant |
| | | limiting | |
| vision | | | |
| | predictor | | |
| | | inventive | |

2.7. Match the phrasal verbs from the text with their meanings. Then fill in the sentences below with the correct tense form of each verb.

| | |
|--------------------|--------------------------------------------------------------------------|
| 1. feast on | a. to make a picture or idea appear in someone's mind |
| 2. play out | b. to choose someone or something from a group of people or things |
| 3. figure out | c. to finally be in a particular place or situation |
| 4. conjure sth up | d. . to develop or end in a particular way |
| 5. pick sth/sb out | e. to stop something bad from happening now although it may happen later |
| 6. end up | f. to eat a lot of food and enjoy it very much |
| 7. stave sth off | g. to understand or solve something |

1. I never thought he _____ in prison.
2. She _____ a red shirt for me to try on.
3. Last night we _____ fried chicken, ice cream, and chocolate cake.
4. The debate _____ in the media over the next week or two.
5. I _____ out how to use it.
6. This name _____ the romantic nature of the 1920s.
7. We're still trying _____ a trade war with the US.

2.8. From parts 1 and 2 make a list of words and word combinations relevant to the topic (at least 20 items).

| Word / word combination | definition | translation |
|-------------------------|------------|-------------|
| | | |
| | | |

PART 3. CULTURE CORNER

3.1. Read the text.

THE KEY TO AMERICA'S FUTURE? SCIENCE

Growing up in a reasonably affluent family in Brazil, I have no doubt that my life changed forever when, as a 10-year-old, I watched the moon landing on live TV.

How amazing was that? To see a human walking on the moon from the comfort of my uncle's bedroom in Rio? I was born two years after the Soviets launched Sputnik, an event that surely changed history as we know it, adding a new dimension to the Cold War. How many people looked up to the skies in awe, seeing that small, fast-moving dot of light, a man-made machine not much bigger than a beach ball inscribing its path away from Earth for the first time in history?



National pride was hurt, and from a mix of fear of the Soviets controlling space and an intensely focused effort, the American space program took off to define the parameters of the space race. Now, a mere half a century later, we have launched machines to all planets of our solar system, exploring worlds that defy even the most creative of imaginations.

Most Americans hardly understand the impact American science has worldwide. I don't mean just the technologies that everyone else on the globe (that can afford them) consumes or copies, or the might of its military. I mean the inspiration, in the minds of children, especially. People around the world watch the awesome movies, the TV shows, the NASA launches; they read the sci-fi books, the Marvel comics, the biographies of great scientists and inventors.

How many Americans realize that one of the greatest, if not the greatest, legacies of this country are its amazing universities, incubators of some of the most creative ideas in the past 100 years? Ideas that have changed the world, that have shaped the way we live, that have saved (and taken) countless lives, that pave the way for what the future will be like. Manned missions to Mars, the privatization of the space race, self-driving cars, the explosion of social media platforms, renewable energy sources, the endless pursuit for new cures and vaccines, smart robots, ultrafast computers – these are the technologies that will define the 21st century, and they all depend crucially on science and scientific research.

According to a report from the U.S. Patent and Trademark Office, from Jan. 1997 to Dec. 2015 the office granted 3,030,080 patents to U.S. entities, while the rest of the world combined was granted 2,709,771. Of these, 1,069,394 were given to Japanese entities. This trend is shifting now worldwide, with China taking a lead in the number

of patent filings. There are many metrics to measure the impact of science in a country, and patents are only one. However, the trend is worrisome, as it shows a potential slowing down of American science. Patents relate to the creation and potential implementation of new ideas, some of which may be transformative.

America's might is crucially dependent on its scientific base. This has been the history of this country, a country that developed the electric light, the airplane, the assembly line, the computer, the Apollo program, Microsoft, Apple, Google, Tesla. A huge amount of technologies we use every day – amounting to about 30 percent of the national GDP – depend on quantum physics in one way or another. Basic research that changed the world in unexpected ways...

For America to remain a dominant player in the world for the remainder of this century, it should not revert to a past where its strength was based on the extraction and refinement of oil and gas, and on industries sustained by coal-burning plants. This is an old model of progress, one that will not lead to the long-term growth of the American economy. Once the cup is empty, and it will become empty, you either get thirsty or find something else to drink. Despite loud climate change deniers, people are increasingly aware of the need for alternative renewable energy sources. Even for those who for some reason or another challenge that global warming is caused by humans, cleaner air to breathe is never a bad thing. I imagine coal miners would agree with that. If change is needed, it is in the redirecting of the old model and on the retraining of workers that now depend so crucially on it. What will happen to the 3.5 million truck drivers in the U.S. when self-driving trucks take over the interstates?

We need a national Marshall plan to reeducate workers on the technologies of the present and the future. We need to unify America around the need for science and STEM education as the only guarantee for prosperity.

Only education can keep America great.

There is a new race out there, the race for digital technology dominance. Whoever leads it will define the parameters of the global economy for the next decades. More oil and coal burning will only choke our children and kill our forests. A new reality is calling, and we need to respond to its call together.

(<https://www.npr.org/sections/13.7/2016/11/16/502270280/the-key-to-americas-future-science>)

3.2. Explain the words / phrases underlined.

3.3. Answer the questions.

1. How did the Cold War influence the development of science and technology in the USA, The Soviet Union and the world in general?

2. Do you agree with the author's opinion about the worldwide impact of American science?

3. Can you agree that American Universities are the incubators of the world's most creative ideas in the past 100 years? Give reasons.

4. Do you agree that America's might is crucially dependent on its scientific base? Give reasons and examples.

5. Does it seem possible that machines will substitute people at their working places? 6) Is the job loss issue a significant concern? Why? Answer the question from the text: What will happen to the 3.5 million truck drivers in the U.S. when self-driving trucks take over the interstates?

7. Can you agree that science and STEM education are the only guarantee for prosperity? Give arguments.

8. Do you agree with the statement that *Only education can keep ANY country great*?

3.4. Speak about The United States and USSR Space Race. Present information about a great historical event how the Soviets launched Sputnik.

3.5. Gather and present information about space programs in the USA, Russia, and some other countries.

3.6. Read the text and render it (by parts).

**ПОЛЕТ К МЕЧТЕ,
ИЛИ КОГДА ЖДАТЬ ГОРОДОВ НА МАРСЕ
Почему земные космические державы
устроили гонку исследований соседней планеты**

23/06/2021

Марсианские хроники

Марс – самая изученная планета после Земли. Прямо сейчас его исследуют восемь искусственных спутников (и среди них недавно запущенные первые китайский и арабский аппараты), один

неподвижный зонд на поверхности и три ровера. Это первый китайский марсоход «Чжужун» и два американских, в том числе «Персеверанс» – самый тяжелый марсоход в истории и первый специально предназначенный для поиска следов жизни. Недавно в местное желтоватое небо даже поднялся вертолет. Если же вспомнить марсианские зонды, уже отслужившие свой срок, цифры станут еще более впечатляющими.



Однако человечеству мало межпланетных роботов. Оно всерьез собирается оставить свои следы на пыльных тропинках не столь уж далекой Красной планеты. О такой цели прямо и неоднократно заявляло, например, руководство NASA (правда, не оговаривая конкретных сроков).

Можно предположить, что за первыми пилотируемыми экспедициями последуют базы со сменными экипажами, затем колонии с постоянным населением, а потом – кто знает? – и преобразование Красной планеты в зеленую. Но что же здесь реалистичные планы, а что необоснованные мечтания?

Билет в оба конца

Начнем с вопроса, возможна ли вообще пилотируемая экспедиция на Марс. Он не так прост, как хотелось бы.

Главная опасность такого путешествия – радиация. Космическое пространство пронизано потоками заряженных частиц, истекающими из Солнца и приходящими с просторов Галактики. Обитатели Международной космической станции получают в сутки дозу облучения 0,6 миллизиверта. Это в 200 раз больше естественного фона и примерно соответствуют пяти-шести сеансам флюорографии. Поэтому предельным суммарным сроком пребывания на орбите, безопасным для здоровья, считается двухгодовой.

А ведь экипаж МКС довольно хорошо защищен от облучения магнитным полем Земли (кроме моментов, когда станция проходит над Южно-Атлантической магнитной аномалией). У тех, кто направится к Луне или Марсу, такой защиты не будет. И если лунные экспедиции длились неделю-две, то полет к Красной планете в одну сторону должен занять полгода.

Укрыться от облучения за толстыми стенами не получится: у космических аппаратов на счету каждый килограмм. Создать на корабле миниатюрную копию геомагнитного щита тоже нельзя: там, где магнитные линии войдут в обшивку, возникнут очаги убийственного вторичного излучения. Другими словами, за пределами низкой околоземной орбиты человек попросту останется с радиацией один на один.

Насколько серьезна эта опасность для покорителей Марса? Результаты исследований на этот счет разноречивы. Так, группа Дональда Хесслера из Юго-Западного исследовательского института в США пришла к более или менее оптимистичным выводам. По их расчетам, человек, проведший на поверхности Марса 500 суток и потративший на дорогу 360 дней, получит дозу облучения примерно в один зиверт (эта цифра учитывает воздействие различных излучений на разные органы и ткани нашего тела). По действующим в России нормативам это предельная доза, которую человеку разрешено получить за всю жизнь.

Но все-таки такой круиз не будет самоубийством. Однако выводы команды Анатолия Григорьева из Института медико-биологических проблем РАН отличаются кардинально: трехлетнее путешествие за пределы магнитного щита Земли будет стоить человеку половины нейронов мозга, предупреждают ученые.

Кто из экспертов прав, покажут лишь новые, более тщательные исследования. Пока же под вопросом даже сама возможность долететь до Марса и остаться при этом в живых.

На дне колодца

Межпланетное пространство с пронизывающей его радиацией – не единственное препятствие для желающих провести уикенд на Марсе. Едва ли меньшей проблемой станет сам взлет с Красной планеты.

Гравитация Марса в 2,3 раза сильнее лунной и всего в 2,6 раза слабее земной. Между тем на Красной планете у путешественников не будет космодромов, заправленных под завязку ракетами-носителями. Запас топлива и окислителя придется везти с собой. И тут в игру вступает ограниченная грузоподъемность ракет, способных стартовать с Земли. Рекорд среди летавших носителей сегодня принадлежит Falcon Heavy с грузоподъемностью в 64 тонны, более тяжелые системы только разрабатываются.

Запуск (с Земли) первого в истории аппарата, способного улететь с Марса, планируется только на 2026 год. И повезет он с Красной планеты не экипаж, а всего лишь образцы грунта, да и доставит их не на Землю, а только на околомарсианскую орбиту. Там драгоценный груз подхватит другой, отдельно запущенный с Земли зонд с собственным запасом топлива. Вот как трудно сегодняшней технике выбраться из гравитационного колодца маленькой, но настоящей планеты.

Солнце, воздух и вода

Допустим все же, что человечеству удастся наладить рейсы до станции «Марс-пассажирская» и обратно. Сможем ли мы основать там базу, обеспечивающую себя энергией, кислородом, водой и пищей?

При должном усердии – да. Энергию дадут солнечные батареи. Кислород можно получить из углекислого газа, из которого атмосфера Марса состоит на 96 %. Прибор MOXIE, установленный на борту «Персеверанс», совсем недавно разложил местный углекислый газ (CO_2) на угарный газ (CO) и кислород (O_2). Кислорода, который этот агрегат размером с тостер выработал за час, хватило бы одному человеку на 20 минут дыхания. Обитаемой базе, конечно, потребуются совсем иные мощности. И все же это был первый эксперимент по использованию инопланетного сырья для создания практически полезного продукта.

С водой тоже не должно возникнуть проблем. На холодном Марсе много водяного льда даже на широтах, которые на Земле соответствуют средиземноморским курортам. Причем в некоторых местах лед залегает в считанных сантиметрах от поверхности, так что его можно добывать чуть ли не лопатой. Между прочим, жидкая вода на Марсе тоже есть, правда, под полуторакилометровым слоем льда вблизи Южного полюса. Вряд ли кому-то придет в голову тянуть к этому подледному озеру водопровод.

Что до пищи, то колонистам придется устраивать для растений искусственную среду обитания, обеспечив их не только воздухом, светом и водой, но и почвой. Кстати, просто смешать марсианский грунт с собственными фекалиями, как сделал герой фильма «Марсианин», не получится. Грунт на поверхности Красной планеты обильно покрыт ядовитыми перхлоратами, от которых придется избавляться химическим путем. Впрочем, можно брать «чистую»

основу для почвы с большей глубины. Тем более что самую обитаемую базу тоже лучше всего построить в виде подземного бункера, чтобы защититься от космической радиации. Ведь Марс, в отличие от Земли, не имеет щита в виде магнитного поля, да и атмосфера там тонкая.

Итак, все самое необходимое для жизни на Марсе можно получить из местных ресурсов. Другой вопрос, во что обойдутся человечеству подобные развлечения и будут ли налогоплательщики готовы их оплачивать.

Будут яблони цвести

А что насчет самых дерзких проектов, требующих приспособления не человека к Марсу, а Марса к человеку? В научной фантастике этот процесс (превращение планеты в подобие Земли) называется звучным словом «терраформирование».

Нынешний Марс – не слишком гостеприимное место. Атмосферное давление там составляет всего 0,6 % земного, а средняя температура равна минус 63 °С. Не говоря уж о том, что в атмосфере практически нет кислорода.

В связи с этим высказывалась идея растопить водяной и углекислый лед Марса (например, термоядерной бомбардировкой). Дополнительный углекислый газ и водяной пар должны сделать атмосферу Красной планеты более плотной и вызвать парниковый эффект, который подогреет ее поверхность. Так можно возродить древний марсианский океан, полагают энтузиасты. Следующий шаг – запустить в воду цианобактерии, поглощающие углекислый газ и вырабатывающие кислород в процессе фотосинтеза (именно так, к слову, миллиарды лет назад появился кислород в атмосфере Земли).

Однако восторженные фантазии разбиваются о детальные расчеты Брюса Якоски из Колорадского университета в Боулдере и Кристофера Эдвардса из Университета Северной Аризоны. Ученые подсчитали, что известных запасов углекислого и водяного льда на Красной планете в несколько раз меньше, чем требуется для подобного мероприятия. Дело в том, что древняя атмосфера Марса не столько замерзла, сколько улетучилась в космос. В этом виноват солнечный ветер, который миллиарды лет понемногу сдувал газовую оболочку с незащищенным магнитным полем планеты. Марс уже потерял слишком много, чтобы плотную атмосфе-

ру и жидкую воду можно было возродить, не «импортируя» их в планетарных масштабах.

Если и существует способ превратить Красную планету в зеленую, он требует технологий послезавтрашнего дня. Пока же человечество не «терраформировало» даже земные пустыни с их нормальным воздухом, близкими морями и вообще любыми ресурсами под рукой. И, наверное, это к лучшему: мы пока не очень хорошо умеем просчитывать последствия подобных экспериментов.

Зачем вам, земляне, чужая земля

Подведем итоги. Перспективы пилотируемой экспедиции к Марсу сомнительны. Она потребует знаний и технологий, которых у нас еще нет, и трудно сказать, когда они появятся. Но если уж такие полеты станут возможными, то и перспектива создания обитаемой базы будет достаточно реальной (если не экономически, то технологически). А вот превращение Марса во вторую Землю, скорее всего, так и останется научной фантастикой еще как минимум столетие.

Теперь зададим крамольный вопрос: а зачем человеку (а не беспилотным зондам) вообще лететь на Красную планету?

Это не нужно науке. В суровой космической среде хрупкий и уязвимый человек – обуза. Трудно даже предположить, во что может обойтись доставка одного космонавта на Марс и обратно живым и здоровым. Но несомненно, что за те же деньги можно будет отправить туда множество исследовательских роботов.

Это не нужно экономике. Смешно ожидать, что в 56 миллионах километров от Земли можно добыть или произвести что-то, что окупит бы транспортные расходы. Конечно, освоение Марса предполагает масштабное вложение в технологии, которое наверняка поможет изобрести уйму всего полезного во вполне земной жизни. Так когда-то произошло с лунной программой. Космическое происхождение тефлона и застежки-липучки – миф, но есть и реальные «лунные» изобретения. Но разве не большую практическую пользу дали бы инвестиции в медицинские науки или, скажем, в методы переработки мусора?

Это не нужно для безопасности нашего вида. Иногда приходится слышать, что Марс – это наш запасной дом на случай, если с Землей «что-то случится». Но что же должно произойти с нашей

планетой, чтобы она стала еще менее уютной, чем Марс, где нет воздуха и жидкой воды, а есть ядовитый грунт и радиация? И если уж человечеству придется забиться в глубокие норы с замкнутой экологией, это гораздо легче будет сделать у себя дома.

По сути, единственная цель путешествия на Марс – осуществление красивой мечты. Что ж, это немало. Погоня за мечтой (и, конечно, политическим престижем) уже привела земных млекопитающих Homo sapiens сначала на околоземную орбиту, а потом и на Луну. Возможно, она продолжит вести нас сквозь Вселенную вопреки всем препятствиям и аргументам.

Анатолий Глянцев, кандидат физико-математических наук
(<https://www.kommersant.ru/doc/4867221>)

3.7. Identify the arguments that the author gives to support his position about America being the leading world country from the point of view of science and technology. Discuss them in class.

3.8. Analyze why the USA became the leading country in science and technology. Give definite historical examples. Discuss your opinions.

3.9. Gather information about ideas that have changed the world, that have shaped the way we live, that have saved (and taken) countless lives, that pave the way for what the future will be like. Present this information in class.

3.10. The author gives some examples of ideas that will define the 21st century:

manned missions to Mars, the privatization of the space race, self-driving cars, the explosion of social media platforms, renewable energy sources, the endless pursuit for new cures and vaccines, smart robots, ultrafast computers.

Speak shortly on each of them. Continue the list.

3.11. Give information on U.S. Patent and Trademark Office – a short historical outline, its founder and missions, functions, structure...

3.12. The author mentions some internationally famous companies such as Microsoft, Apple, Google, Tesla. Speak shortly on each of them.

Continue the list of world-famous companies (either American or any other country's) with a short outline.

3.13. WATCHING: “Renewable Energy Sources”.

- 1. Watch the video.**
- 2. Speak about alternative renewable energy sources. What are they? How do they work?**
- 3. Find and present information: What countries have made progress in developing them?**

3.14. Comment on the following information.

Prediction of the effect of intelligent machines on the labor market appears to be conflicting. For example, a Swiss think-tank predicts that robots will displace 75 million jobs globally by 2022 but create 133 million new ones!

3.15. WATCHING: “Artificial Intelligence”.

- 1. Fill in the table, say shortly what the sciences / people study/ work with.**

| | | |
|--------------|-------------|---------------|
| математика | Mathematics | mathematician |
| физика | | |
| химия | | |
| биология | | |
| астрономия | | |
| геология | | |
| география | | |
| социология | | |
| история | | |
| лингвистика | | |
| психология | | |
| информатика | | |
| антропология | | |

2. Give your definition for “artificial intelligence”. Then compare it with the following definition, say how close your answer was.

Artificial intelligence (AI) is wide-ranging branch of computer science concerned with building smart machines capable of performing tasks that typically require human intelligence. AI is an interdisciplinary science with multiple approaches, but advancements in machine learning and deep learning are creating a paradigm shift in virtually every sector of the tech industry.



3. Speak about the History of AI.

4. What / who is Kanzi? Find information and present it in class.

5. Find information about some people mentioned in the video and speak shortly about them in class.

Ed Witten, Albert Einstein, King Midas

6. Give your own definitions of the underlined words / phrases from the sentences, then look them up, write down those which are new for you.

1. Another way to look at this is to think of world GDP over the last 10,000 years.

2. Kanzi's mastered 200 lexical tokens.

3. We know that complicated mechanisms take a long time to evolve.

4. The corollary, of course, is that any further changes that could significantly change the substrate of thinking could have potentially enormous consequences.

5. You build up these expert systems, and they were kind of useful for some purposes, but they were very brittle, you couldn't scale them.

6. The cortex still has some algorithmic tricks that we don't yet know how to match in machines.

7. Neurons propagate slowly in axons, 100 meters per second, tops.

8. Think of all the crazy technologies that you could have imagined maybe humans could have developed in the fullness of time: cures for aging, space colonization, self-replicating nanobots or uploading of minds into computers.

9. To make any headway with this, we must first of all avoid anthropomorphizing.

10. More creative scenarios are also possible, like if you're the A.I., you can imagine wiggling electrodes around in your internal circuitry to create radio waves that you can use to communicate.

11. And there are also some esoteric issues that would need to be solved, sorted out: the exact details of its decision theory, how to deal with logical uncertainty and so forth.

7. Listen to / watch the video twice, take notes. https://www.ted.com/talks/nick_bostrom_what_happens_when_our_computers_get_smarter_than_we_are/transcript?referrer=playlist-new_tech_new_morals#t-409547.

8. Present the idea of the text in one sentence.

9. Make a plan of the text in 3–5 sentences.

10. Summarize the text basing on your plan.

11. Can you agree with the statement from the text: “*We are actually recently arrived guests on this planet, the human species.*” Explain why you agree / disagree.

3.16. Study artificial intelligence examples, say which of them you use in everyday life, why, how often...

- Smart assistants (like Siri and Alexa)
- Disease mapping and prediction tools
- Manufacturing and drone robots
- Optimized, personalized healthcare treatment recommendations
- Conversational bots for marketing and customer service
- Robo-advisors for stock trading
- Spam filters on email
- Social media monitoring tools for dangerous content or false news
- Song or TV show recommendations from Spotify and Netflix

3.17. WATCHING: “How China is Using Artificial Intelligence in Class”.

1. Watch the video twice, take notes. Make a list of benefits & risks of artificial intelligence.

2. Speak about advantages and disadvantages of using AI in China basing on the video. Discuss them with your groupmates.

3.18. Comment on the following myths and facts (<https://futureoflife.org/background/benefits-risks-of-artificial-intelligence/>). Discuss them in class.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|--|--|----------------------------------------------------------------------------------------------------------------------|--|
| Myth: Superintelligence by 2100 is inevitable | <table><tr><td>Mon</td><td>Tue</td><td>Wed</td><td>Thr</td><td>Fri</td><td>Sat</td><td>Sun</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>✓</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr></table> | Mon | Tue | Wed | Thr | Fri | Sat | Sun | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | ✓ | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | Fact: It may happen in decades, centuries or never: AI experts disagree & we simply don't know | |
| Mon | Tue | Wed | Thr | Fri | Sat | Sun | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | ✓ | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Myth: Only Luddites worry about AI | | Fact: Many top AI researchers are concerned | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mythical worry: AI turning evil | | Actual worry: AI turning competent, with goals misaligned with ours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mythical worry: AI turning conscious | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Myth: Robots are the main concern | | Fact: Misaligned intelligence is the main concern: it needs no body, only an internet connection | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Myth: AI can't control humans | | Fact: Intelligence enables control: we control tigers by being smarter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Myth: Machines can't have goals | | Fact: A heat-seeking missile has a goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mythical worry: Superintelligence is just years away | | Actual worry: It's at least decades away, but it may take that long to make it safe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

3.19. AI and the future of humans: Experts express concerns and suggest solutions. Discuss them in class, give your arguments (information from <https://www.pewresearch.org/internet/2018/12/10/artificial-intelligence-and-the-future-of-humans/>).

Concerns

Human agency:

Individuals are experiencing a loss of control over their lives : Decision-making on key aspects of digital life is automatically ceded to code-driven, "black box" tools. People lack input and do not learn the context about how the tools work. They sacrifice independence, privacy and power over choice; they have no control over these processes. This effect will deepen as automated systems become more prevalent and complex.

Data abuse:

Data use and surveillance in complex systems is designed for profit or for exercising power: Most AI tools are and will be in the hands of companies striving for profits or governments striving for power. Values and ethics are often not baked into the digital systems making people's decisions for them. These systems are globally networked and not easy to regulate or rein in.

Job loss:

The AI takeover of jobs will widen economic divides, leading to social upheaval: The efficiencies and other economic advantages of code-based machine intelligence will continue to disrupt all aspects of human work. While some expect new jobs will emerge, others worry about massive job losses, widening economic divides and social upheavals, including populist uprisings.

Dependence lock-in:

Reduction of individuals' cognitive, social and survival skills: Many see AI as augmenting human capacities but some predict the opposite – that people's deepening dependence on machine-driven networks will erode their abilities to think for themselves, take action independent of automated systems and interact effectively with others.

Mayhem:

Autonomous weapons, cybercrime and weaponized information: Some predict further erosion of traditional sociopolitical structures and the possibility of great loss of lives due to accelerated growth of autonomous military applications and the use of weaponized information, lies and propaganda to dangerously destabilize human groups. Some also fear cybercriminals' reach into economic systems.

Suggested solutions

Global good is No. 1:

Improve human collaboration across borders and

stakeholder groups : Digital cooperation to serve humanity's best interests is the top priority. Ways must be found for people around the world to come to common understandings and agreements – to join forces to facilitate the innovation of widely accepted approaches aimed at tackling wicked problems and maintaining control over complex human-digital networks.

Values-based system:

Develop policies to assure AI will be directed at 'humanness' and common good: Adopt a 'moonshot mentality' to build inclusive, decentralized intelligent digital networks 'imbued with empathy' that help humans aggressively ensure that technology meets social and ethical responsibilities. Some new level of regulatory and certification process will be necessary.

Prioritize people:

Alter economic and political systems to better help humans 'race with the robots': Reorganize economic and political systems toward the goal of expanding humans' capacities and capabilities in order to heighten human/AI collaboration and staunch trends that would compromise human relevance in the face of programmed intelligence.

3.20. Express your opinion on the following statements, agree or disagree, give reasons.

1. In an essay posted on Medium, AI guru Kai-Fu Lee – CEO of Sinovation Ventures and author of the 2018 book “AI Superpowers: China, Silicon Valley, and the New World Order” – posits that 50% of all jobs will be automated by AI inside of 15 years.

“Accountants, factory workers, truckers, paralegals, and radiologists – just to name a few – will be confronted by a disruption akin to that faced by farmers during the Industrial Revolution,” he wrote. “As research suggests, the pace in which AI will replace jobs will only accelerate, impacting the highly trained and poorly educated alike.”

2. “Everything we love about civilization is a product of intelligence, so amplifying our human intelligence with artificial intelligence has the potential of helping civilization flourish like never before – as

long as we manage to keep the technology beneficial. “(Max Tegmark, President of the Future of Life Institute)

3. We need to work aggressively to make sure technology matches our values. (Erik Brynjolfsson, director of the MIT Initiative on the Digital Economy and author of “Machine, Platform, Crowd: Harnessing Our Digital Future.”)

3.21. Human intelligence in future: your predictions.

3.22. The future of AI: speculate on some ways AI can change the world for better or worse.

3.23. Read the text.

WAKE-UP CALL: US-CHINA TECH RACE COULD ONLY BE THE BEGINNING

Jun 4, 2019 by Rebecca Fannin

The United States and China are competing for global dominance of world-changing technologies. It's a pivotal moment. In the ebb and flow of history, economic powers shift from one country to the next. We are now at this juncture.



The future of tomorrow is being driven by new economy breakthroughs, largely in high tech. Game-changing technologies are being invented at a rapid clip, and changing the way we live.

China is seeking to grab tech leadership from the United States. China technology benefits from massive government support pushing key technological sectors to be first in the world. Chinese startups get the advantage of Silicon Valley venture capital funding their new ideas and scaling them to world-class, publicly traded tech leaders. Chinese tech companies flex their muscle by buying into America's frontier technology startups. Meanwhile, many American internet companies remain blocked in China or can't win against dominant Chinese competitors. It's no wonder that tensions are building over a trade and tech war between these two superpower nations.

China's online market is the largest in the world, its population is young and tech-savvy, and there's no legacy of outdated personal computers or dial-up internet. China's all-in-one mobile super apps are far more advanced than apps in the United States. China, the U.S. and the world are bracing for 5G telecommunications connections that will accelerate changes for smart homes and smart cities.

Charged up Chinese tech entrepreneurs work 9-9-6 or 12 hours, six days a week, have fire in their belly, boundless ambition and passion. They can make Silicon Valley look sleepy. The ingenuity and entrepreneurial instincts of the Chinese people is a given, and now, China's tech sector is challenging the world by working harder, innovating faster and going global.

As China continues to rise with game-changing technologies and business models that the West is starting to copy, frictions over leadership and proprietary technologies could break apart the cross-border investment and information flow and the synergies that have spurred global advances in artificial intelligence, autonomous driving, electric cars, robotics, e-commerce and communications.

China still lacks some fundamental technologies but its Made in China 2025 policy shows a core determination to progress in deep tech. The country could very well become self-sufficient. Yes, there are many gaps and social ills – income inequality, pollution, corruption – and China is focused on improving.

I never could have imagined just 10 years ago, that China's tech titans Baidu, Alibaba, and Tencent would super-size and grow across broad sweeps of the economy and impact technology worldwide. Or that a new group of technologically advanced Chinese upstarts such as Pinduoduo in social commerce, SenseTime in artificial intelligence and ByteDance in digital entertainment would come up so quickly as unicorn-valued, next generation companies with their own breakthroughs.

Or that a Silicon Dragon venture capital market could parallel Silicon Valley. Or that China could nearly match the U.S. for patent filings and surpass the U.S. for STEM graduates, number of supercomputers and scientific research papers. Imagine what the next decade could bring.

Power and money are becoming ingrained in China's culture, with a new-found confidence. Washington, D.C. policy makers and Silicon Valley tech leaders are well aware that the currents are changing.

(<https://www.forbes.com/sites/rebeccafannin/2019/06/04/wake-up-call-us-china-tech-race-could-only-be-the-beginning/#53901f6931ff>)

3.24. Explain the words / phrases underlined.

3.25. Underline the sentences signaling the author's opinion about China's might. Consider whether they are facts or opinions.

3.26. Speak about China's rapid development: technologies that the country uses for its economic system's growth.

3.27. WATCHING: "Why China dominates the US in Electric Cars".

1. Watch the video "Why China dominates the US in Electric Cars" (<https://www.youtube.com/watch?v=q5GGCVIEYts>). Take notes.

2. Say if sentences are true or false.

1. The global electric vehicle market is heating up and China wants to dominate.

2. China is pushing an ambitious plan to transition to all electric or hybrid cars by 2050.

3. Tesla entered the Chinese market in 2019 and has seen rapid growth.

4. President Joe Biden announced a goal to reach net-zero emissions by 2035 and investments in green infrastructure.

3. Summarize the video.

3.28. Gather information about Silicon Valley and present it in class.

3.29. Gather information about the China online market. Present it in class.

3.30. Speak about China's tech titans: Baidu, Alibaba, Tencent. Give information about Pinduoduo, SenseTime and ByteDance. Continue this list and give some facts and opinions about them.

3.31. Answer the questions.

1. What is *Made in China 2025 policy*? Give as much information as you can.

2. Why do you think many American internet companies remain blocked in China or can't win against dominant Chinese competitors?

3. What is a so-called fourth industrial revolution? Characterize it.

4. What is a fifth-generation telecommunications networking (5G), characterize it.

5. China policy is sometimes called “digital Leninism.” What does it mean?

6. What is China’s June 2017 cybersecurity law? What is it based on?

7. Can you agree with the following statement: *China has transformed itself from being seen as “the world’s factory” to becoming a hive of technology innovation, with ideas that leapfrog the West?*

8. What impact new technologies have on people’s beliefs and philosophies?

3.32. Speak about world technological inventions that have destructive power.

3.33. Here is a list of examples of tech innovation in China. Speak shortly on each of them, continue the list.

1. China lands Chang'e-4 probe on the dark side of the moon.
2. ChengDu artificial moon.
3. Hongyun Project satellite launches to provide rural broadband.
4. 9,500 new electric buses every five weeks.
5. Super solar expressway that charges electric vehicles as they drive.
6. Floating solar power plant.
7. Shenzhen East Waste-to-Energy Plant.
8. Transit Elevated Bus.
9. Quantum Science Satellite.
10. Five hundred meter Aperture Spherical Telescope (FAST).
11. 3D-printed houses.
12. Tianhe-2.
13. Customised server chips with Qualcomm.

3.34. Read, summarize and comment on the following piece of news.

FLYING CAR COMPLETES TEST FLIGHT BETWEEN AIRPORTS

By Zoe Kleinman, 30/06/2021

A prototype flying car has completed a 35-minute flight between international airports in Nitra and Bratislava, Slovakia.

The hybrid car-aircraft, AirCar, is equipped with a BMW engine and runs on regular petrol-pump fuel.

Its creator, Prof Stefan Klein, said it could fly about 1,000km (600 miles), at a height of 8,200ft (2,500m), and had clocked up 40 hours in the air so far.

It takes two minutes and 15 seconds to transform from car into aircraft.



‘Very pleasant’

The narrow wings fold down along the sides of the car.

Prof Klein drove it straight off the runway and into town upon arrival, watched by invited reporters.

He described the experience, early on Monday morning, as “normal” and “very pleasant”.

In the air, the vehicle reached a cruising speed of 170km/h.

It can carry two people, with a combined weight limit of 200kg (31 stone).

But unlike drone-taxi prototypes, it cannot take off and land vertically and requires a runway.

In 2019, consultant company Morgan Stanley predicted the sector could be worth \$1.5trillion (£1tn) by 2040.

And at an industry event on Tuesday, Hyundai Motors Europe chief executive Michael Cole called the concept “part of our future”.

It is considered a potential solution to the strain on existing transport infrastructures.

‘Huge market’

The company behind AirCar, Klein Vision, says the prototype has taken about two years to develop and cost “less than 2m euros” (£1.7m) in investment.

Anton Zajac, an adviser and investor in Klein Vision, said if the company could attract even a small percentage of global airline or taxi sales, it would be hugely successful.

“There are about 40,000 orders of aircraft in the United States alone,” he said.

“And if we convert 5% of those, to change the aircraft for the flying car – we have a huge market.”

‘Really cool’

Dr Stephen Wright, senior research fellow in avionics and aircraft, at the University of the West of England, described the AirCar as “the lovechild of a Bugatti Veyron and a Cessna 172”.

And he did not think the vehicle would be particularly loud or uneconomical in terms of fuel costs, compared with other aircraft.

“I have to admit that this looks really cool – but I’ve got a hundred questions about certification,” Dr Wright said.

“Anyone can make an aeroplane but the trick is making one that flies and flies and flies for the thick end of a million hours, with a person on board, without having an incident. "I can't wait to see the piece of paper that says this is safe to fly and safe to sell.”

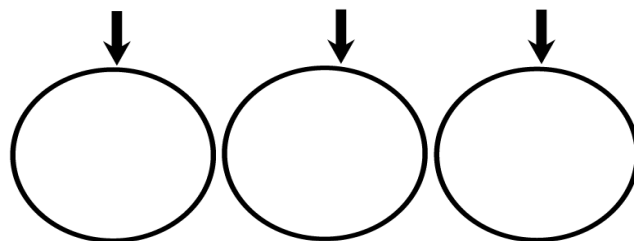
(<https://www.bbc.com/news/technology-57651843>)

3.35. Choose any country, speak about its breakthroughs and global achievements. Make a presentation.

PART 4. CRITICAL THINKING

4.1. Sorting and Classifying. Sort these places into three groups based on a single characteristic.

| | | | |
|-------------|---------------|-----------------|-------------------|
| A. intrigue | B. digital | C. application | D. development |
| E. mutate | F. invention | G. space crafts | H. cornerstone |
| I. hallmark | J. hypothesis | K. satellite | L. nuclear energy |



4.2. Prove it!

Identifying Fact and Opinion. A fact is something that is true or can be proven. An opinion is knowledge based on feelings about a given topic. Read each sentence. Decide whether each example is a fact or opinion. Write the word fact or opinion beside the appropriate sentence.

1. _____ Deserts are not as beautiful as forests.
2. _____ St. Patrick’s Day is associated with the country of Ireland.
3. _____ Earth’s largest ocean is the Pacific Ocean.
4. _____ Abraham Lincoln was the greatest president.
5. _____ Nelson Adams is an American physician and president of the National Medical Association.

6. _____ My wireless keyboard is comfortable.
7. _____ Honeybees are insects.
8. _____ Chemistry is much more interesting than Physics.
9. _____ David Britz is a wonderful American scientist and engineer.
10. _____ Brazil is on the continent of South America.
11. _____ My parents like natural vegetables more than genetically modified ones.
12. _____ Lemons and limes look similar except for their color.
13. _____ Sunflowers are the prettiest flowers.
14. _____ RAM is Random Access Memory.
15. _____ My aunt is the funniest blogger I follow.
16. _____ I'm expecting to participate in this conference in ten days.
17. _____ All dinosaurs are extinct.
18. _____ Horses are the most beautiful animals in the world.
19. _____ Alaska is one of the fifty United States.
20. _____ I lost my fellow student's thesis.

4.3. Comparing and Contrasting. Compare and contrast two periods of our society: a modern life and technology conditions and a half century ago. Find advantages and disadvantages. What was in common?

4.4. For each number, circle each word/object that does not belong and then explain why.

- | | |
|-------------------------------------------|-------|
| 1. Thesis, Note, Article | _____ |
| 2. Bill Gates, Alexander Bell, Steve Jobs | _____ |
| 3. Floppy Drive, Hard Drive, Driveway | _____ |
| 4. Saturn, Venus, Frogs | _____ |
| 5. Lead, Nickel, Oxygen | _____ |
| 6. Mechanics, Phsycology, Algebra | _____ |
| 7. Trees, Grass, Cats | _____ |
| 8. Ball, Sphere, Cube | _____ |
| 9. Atom, Cell, Human | _____ |
| 10. Milky Way, Solar System, Earth | _____ |
| 11. FAQ, HTML, CPU | _____ |
| 12. Modem, Internet, Website | _____ |
| 13. Energy, Lawn Mower, Scissors | _____ |
| 14. DNA, Virus, Disease | _____ |

- 15. Mouse, Laptop, Computer
 - 16. Text processor, Spreadsheet,
Database
-
-

4.5. Making predictions. Use the information you have already known and what the author is telling you to make a prediction.

a. Ed Roberts was an American engineer, entrepreneur and medical doctor. He founded Micro Instrumentation and Telemetry Systems (MITS) to sell electronics kits to model rocketry hobbyists. In 1975 he invented the first commercially successful personal computer. Ed Roberts is most often known as "the father of the personal computer." So, the computer era began.

b. Jane and her fellow student drove to the computer store. Jane had her money she had received on the grant and the money she had saved from her scholarships. She waited for a long time for this day. Finally, she would be able to look up all the things she needed for university on a laptop and email her friends.

4.6. Analyze Read the story and title it.

Over the years, technology has revolutionized our world and daily lives. Technology has created amazing tools and resources, putting useful information at our fingertips.

Modern technology has paved the way for multi-functional devices like the smartwatch and the smartphone. Computers are increasingly faster, more portable, and higher-powered than ever before. With all of these revolutions, technology has also made our lives easier, faster, better, and more fun.

In this article, we'll cover how technology has impacted senior's lives in and out of the home. Technology's advancements have provided quicker ways to communicate through instant messaging apps and social media platforms. Seniors are able to keep in touch with loved ones, while caregivers have new avenues to check in on aging parents or patients.

Technology has also given us brand new devices in recent decades, like smartwatches, tablets, and voice assistant devices. With these devices, we can do things like transfer money instantly and make purchases for everything from clothes, food delivery, groceries, furniture, and more. Technology has changed how we entertain ourselves, meet

each other, and consume all types of media. It's made fun advancements, but it's also made important advancements in safety when it comes to home security and medical devices.

Especially for seniors, these devices are providing the freedom to age in place, to live independently, and to continue moving through everyday life with peace of mind. It opens up new opportunities by helping with safety, mobility and connectivity. Medical advancements have made it so you can stay proactive with conditions like diabetes and arthritis. With new medical alert devices, seniors can also get help at the push of a button and keep in touch with loved ones no matter where they are in the world.

Since there are so many new technologies to keep track of, it can seem overwhelming to adapt. However, all of these new technologies are designed to make your life easier. Even though it may not feel intuitive, learning how to use smart phones, smartwatches and voice assistants just takes a little bit of instruction and practice.

When it comes to the way we communicate overall, modern technology has had a powerful influence.

Digital technology has changed what people term as "media." The influence of new technology on media is apparent since a media company isn't necessarily a news platform anymore. A media company is now any company that helps pass information across the globe.

That is almost half of the world's population. Every day, two million smartphones are sold around the world, and the amount of information we share shared on social media networks is phenomenal.

Social media isn't the only big statement digital technology has made. Neither is social media the only way technology has had an impact in everyone's life.

Before mobile technology, you had to search through a dictionary to understand the meaning of a word. Now you can look words up in a dictionary app or quickly search the Internet. Beyond words, you can search for practically anything on the Internet using search engines like Google and Bing.

There is no denying that the future of technology will continue to revolutionize our lives. In a few years, driverless cars may be the norm for everyone, and robots will be commonplace in factories. Future technology is sure to transform our lives in unbelievable ways, but here we highlight the many common ways technology is changing our lives today.

1. Give reasons for the technology revolution in our world and daily lives. Use clear examples to explain.
2. Give the main features of the modern world.
3. Decide how valuable technology is in our lives.

4.7. LISTENING “How to Spot Pseudoscience”.

1. The word *pseudoscience* is derived from the Greek root *pseudo* meaning “false” and the English word *science*, from the Latin word *scientia*, meaning “knowledge”. It refers to a system of theories and methods that has some resemblance to a genuine science but that cannot be considered such. You’re going to hear Brian Dunning talking about a 15-point checklist that will help you to tell science from pseudoscience. Before you listen, study the words in the box below.

| | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| anecdotal evidence | evidence in the form of stories that people tell about what has happened to them |
| reasoning | the process by which you reach a conclusion after thinking about all the facts |
| logical fallacy | an error in reasoning that renders an argument invalid |
| laypeople | people without professional or specialized knowledge in a particular subject |
| unbiased | without bias or prejudice; objective; impartial |
| peer review | evaluation of scientific, academic, or professional work by others working in the same field |
| claimant | one that claims |
| conspiracy | an agreement between a group of people which other people think is wrong or is likely to be harmful. cause and effect relationship |
| causal relationship | an attitude that shows you doubt whether something is true or useful |
| skepticism | obviously contrived, especially to win popular appeal or support; phony |
| hokey | a trick or device used to attract business or attention |
| gimmick | barely believable based on logical or normal thinking |
| far fetched bogus | not genuine or true (used in a disapproving manner when deception has been attempted) |
| Occam’s razor | the problem-solving principle that states that “Entities should not be multiplied without necessity” |

2. Fill in the blanks with the words from the box.

1. The _____ stories of his impoverished childhood always surface at election time.
2. Others expressed _____ about the usefulness of this procedure.
3. One _____ states that its business was interrupted following material damage to its premises.
4. Many different types of _____ are used in sales promotion and product design.
5. _____ says that the simplest is the most likely.
6. I did not know if there was a _____ between the two variables and if they even had any relation at all.
7. His conclusions are not supported by data; they are based only on _____.
8. His highly successful lectures were meant for an audience of _____ interested in the natural sciences.
9. We submit our findings to rigorous _____.
10. There is no clear and _____ information available for consumers.
11. The stories of miracles, of prophecy, etc, are all pretty _____.
12. She was not really convinced by this line of _____.
13. Some people were skeptical about the political scandal, so they considered it to be a _____.
14. It's the _____ of extending someone's argument to ridiculous proportions and then criticizing the result.
15. With a nose for _____ facts, Johnson sets out to break the Internet by breaking news.

3. Can you differentiate between scientific and pseudoscientific ideas and claims? Sort the following ones into two categories: "science" and "pseudoscience". Share your ideas with the group.

Astronomy
Astrology
Kidnapping by aliens
The Bermuda Triangle
Evolutionary Biology
The Loch Ness monster
Color Therapy
Play Therapy
Telepathy

4. Listen and complete the chart, using your note-taking skills (the first point is done for you as an example). If some features of science / pseudoscience are not given directly, but are implied, you have to deduce them on your own.

| QUESTIONS TO BE ASKED | HALLMARKS OF | |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | SCIENCE | PSEUDOSCIENCE |
| 1. Does the claim meet qualifications of a theory? | <ul style="list-style-type: none"> • a theory supported by experimental evidence • supported by many strands of evidence • can be tested and repeated by others • must allow for changes based on new discoveries | <ul style="list-style-type: none"> • a reliance on anecdotal evidence • supported by a single foundation • can't be tested and repeated by others • doesn't allow for changes based on new discoveries |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |

5. Find an example of pseudoscience. Provide a short description of it and explain why it should be considered pseudoscientific (e.g. Q-Ray, electronic voice phenomenon, wave genetics, QuantumMan).

6. Read the article “8 Ways Companies Use Pseudoscience to Sell You Stuff”. Present the summary of the text to the class. Express your opinion on the problem.

8 WAYS COMPANIES USE PSEUDOSCIENCE TO SELL YOU STUFF

“This product doesn’t actually do anything, but you don’t know that”

By Stevie Shephard

April 29th, 2016

Once you start noticing the sheer levels of pseudoscientific woo leaping from our TV screens and magazine pages, you can’t unsee it. It’s everywhere, it’s inescapable.

The thing is, science is boring, but it can also make you sound *clever*, so companies need to find ways to make you think they're being clever without sending you to sleep.

Enter, pseudoscience – science’s younger, kookier cousin who spent a summer in Laos and still thinks anklets are pretty edgy.

The other good thing about pseudoscience is that you can make all kinds of fantastic, impressive-sounding claims without actually having to go to the trouble of backing them up. You can throw around words like “clinically proven”, “Gut-friendly bacteria” and “78% more radiant” with a careless abandon and just start raking in the benjamins.

This is lucky, considering most of the products you see advertised in this way are as effective as an ashtray on a motorbike. If companies had to be truthful, most of their ads would consist of, “Here, smear this polymer on your face and drink this sugar water to make yourself feel better about your march towards the grave.”

It’s not exactly news that advertisement is an exercise in manipulation, but when they get our beloved science involved, things get ugly.

(<https://whatculture.com/offbeat/8-ways-companies-use-pseudoscience-to-sell-you-stuff>)

7. Study the information given in <https://www.american-scientist.org/blog/from-the-staff/stop-using-the-word-pseudoscience> and say to what extent you agree with the idea that we should stop using the word “pseudoscience”.

8. The speaker says that the ability to tell fact from fiction is essential to our progress as a species as we search for the next great discoveries in medicine, space exploration, computing, power generation, and every other scientific field. Do you agree with him? Why?

PART 5. CONSOLIDATION: SPEAKING

5.1. Choose one of the quotations you like and comment on it.

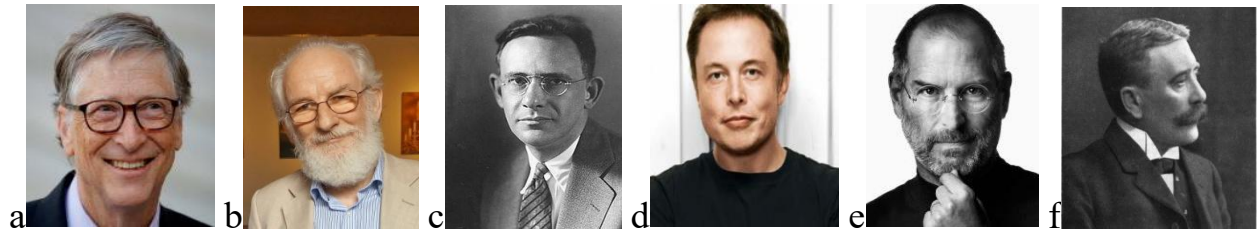


5.2. LISTENING: “How is the Internet changing language today?”

1. Do you know who David Crystal is? (more than one answer is possible):

- a) a neurological surgeon
- b) a linguist
- c) a psychologist
- d) a political scientist
- e) a writer
- f) a blogger-popularizer of science

2. All these people made a significant contribution to either technology or linguistic science. One of these people is David Crystal, find his photo among the pictures of other outstanding people of the XX–XXI century. Do you know all of these men?



3. Find out more information about David Crystal and present it to the class.

4. Have you ever thought about how technology can influence a language?

5. Listen to a short video lecture “How is the Internet changing language today?” by professor David Crystal (https://www.youtube.com/watch?time_continue=148&v=P2XVdDSJHqY&feature=emb_logo). Answer the following comprehension questions.

A. What inventions have changed the language, according to David Crystal (more than one answer is possible)?

- a) Printing press
- b) Telegraphing
- c) Telephone
- d) Machine translation
- e) Broadcasting
- f) Social networks

B. Which types of electronic communications were NOT mentioned?

- a) Telegram
- b) Chat rooms
- c) Video conferencing
- d) Video games
- e) Messengers
- f) VKontakte
- g) Mobile phone texting

C. What aspects of language have been mostly changed by Internet?

- a) grammar
- b) vocabulary
- c) syntax
- d) punctuation
- e) pronunciation
- f) stylistics (depending on the new communication medium)

6. Fill the blanks in the following sentences and explain the meaning of these words and expressions.

1) Think about all styles in (1) that we did not have before like (2) and (3), (4) and (5) and all of that.

2) Simply because nobody was able to predict exactly how many different technological variations were going to be of (6)

3) The language we use when we (7) is not as the same as the language we use when we're instant (8) and so we can go on through all these different (9) and point to new styles of English that (10) as a consequence.

4) You do certainly get new features of punctuation arriving on the Internet, (11), for example, being used in clever ways.

5) <...> except now there are these new styles to (12) the language has become (13) as a result of the Internet.

7. Summarize David Crystal's video lecture. Do you agree with the professor's opinion?

5.3. LISTENING "How Technology Improves or Worsens our Life". You will hear two people chatting about how technology improves or worsens our life. Make a list of examples mentioned by the speakers. Add more examples you have:

| | |
|-------------------------------------------------------|-------------------------------------------------------|
| Technology affects everyday life positively by | Technology affects everyday life negatively by |
| | |

5.4. Work with a partner. Have a talk about pros and cons of technology.

| | |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Student A | Student B |
| You're enthusiastic about new technology and quite positive about the beneficial effects it has on your life. | You're not at all keen on new technology. You're convinced that it simply makes life more complicated. |

5.5. LISTENING: "Technology Addiction".

1. Answer the following questions.

1. What can cause and promote dependence on technology?

2. Do you think technology addiction may lead to negative consequences?

3. In a highly connected world where many people spend a great deal of time on their devices, how do you recognize when use has crossed into the realm of addictive behavior?

4. Through smartphones, tablets, laptops and their apps, technology now influences almost every aspect of our lives, and many fear that this digital way of life can be dangerously addictive. Are you a tangled mess of electronic communication, laptops, cell phones and other devices? Do you know how to untangle your life and find a healthy balance?



2. Explain the meaning of the following words and expressions and complete the sentences.

dopamine

age restrictions

acculturate

hardwired

unfettered access to

superficial

temporary relief

subconscious

1. Some websites and games use and checks to ensure that children are not exposed to harmful content.

2. Formal education also tends to different groups in society, encourage attitudes of cooperation and participation, and equalize opportunities within a society.

3. A person who is described as does not want to think seriously about anything, even important matters.

4. The political temptation is always there to resort to inappropriate monetary expansions that bring at the expense of harming longer-term growth.

5. Since humans are for flexibility, morality varies from culture to culture.

6. The activation and application of such knowledge is and does not require attentional resources.

7. Transparency ensures timely and reliable information on decisions and performance.

8. These drugs stimulate the system in the brain, which, among other things, helps make the world appear more meaningful.

3. Listen to this interview. Simon Sinek, an author and motivational speaker, talks on Inside Quest about causes, losses and prevention of technology addiction.

4. Say whether the following statements are true or false according to Simon.

1. Young children can experience a severe emotional shock and pain if they get “unfriended”.

2. Dopamine is a highly addictive chemical.

3. When people go through adolescence they need the approval of their parents.

4. Many kids claim that they do not know how to form deep meaningful relationships.

5. Time spent on social nets can influence people’s rates of depression.

6. Social media and cell phones are dangerous when used excessively.

5. Answer the questions.

1. Why do people count the likes and endlessly loop through VKontakte?

2. Adolescence is a highly stressful and anxious period of people’s lives. Why?

3. What makes teenagers turn to their devices and social media when they experience a significant stress? Do these things help teenagers to cope with the stresses and anxieties?

4. How can people understand that they are addicted to their devices and the Internet?

5. What are the effects of technology addiction?

6. Answer the questions.

1. Do you think there should be age restrictions on social media and cell phones?

2. If you sit at dinner with your friends, do you ever text anybody who is not there?

3. Do you always put your phone on the table if you sit in a meeting?

4. Is checking your phone the first thing you do when you wake up in the morning?

5. Do you think you are a techno-junkie now?

7. Comment on the quotation by Christian Lous Lange “Technology is a useful servant, a dangerous ruler.”

8. Find some tips about how to lead a healthy, meaningful, and productive life via a balanced diet of media and technology. Share the tips with your groupmates.

5.6. Complete the table below with the features of the most successful social-media brands. Get ready to describe each of them and then compare their features.

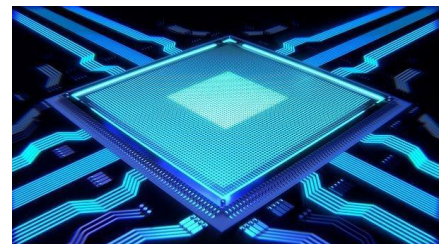
| | | |
|---------------------------|--|--|
| <i>Social media brand</i> | | |
| Location | | |
| Launch date | | |
| Type of site | | |
| Number of users | | |
| Features | | |
| Founded by | | |
| Advertising | | |
| Private messages | | |
| Upload photographs | | |
| Instant messaging | | |
| Languages | | |

| | | |
|-----------------------------------------|--|--|
| Users express approval of content by | | |
| Users express opinions about content by | | |
| Follow people | | |
| Follow trending topics | | |
| Privacy settings | | |
| Play games | | |
| Add friends | | |
| Post length | | |
| Edit posts | | |

5.7. WATCHING: “Look Up”. Watch the video twice, say what you agree with, what you disagree with. Discuss with your groupmates.

5.8. Do the questionnaire. Speak about Internet Access using your answers.

1. Start with **an introductory sentence**, for example, *These days the Internet has become the global means of communication in our daily lives.*



2. Provide **coherence** of your ideas, so the gap between ideas is bridged **smoothly**, for example, *With regard to the devices I use to access the Internet I prefer ... / As for the time spent on the Internet ...*

3. Finish with **a concluding sentence**, for example, *It is quite evident that the Internet has become an integral part of our life.*

4. In the end you should present **a logical, coherent text**.

Internet Access

1. Where do you access the Internet?

Home

Office

University

Cybercafe

Do not access

2. Which device do you use most frequently to access the Internet?

Smartphone

Tablet or iPad

Laptop

Desktop computer

3. Where do you get access to broadband Internet in your university/institution?

| | |
|---------------|--------------|
| Classrooms | Library |
| Faculty rooms | Laboratories |
| Seminar halls | Open areas |

4. Do you get Wi-Fi/wireless Internet connectivity on your campus?

Yes
No

5. I use the Internet:

| | |
|-------------|----------------|
| Daily | Alternate days |
| Once a week | Irregularly |
| Rarely | Never |

6. On average, how much time do you spend on Internet-related activities (email, browsing, social media) daily?

<1 hour
1–2 hours
3–5 hours
>5 hours
Do not use daily

7. Do you have a profile/account on a social media platform or platforms?

Yes
No

8. How frequently do you update your social media status?

| | |
|---------------------|------------------|
| Several times a day | Once a day |
| Once a week | Once a fortnight |
| Not very frequently | Not at all |

9. On average, how much time do you spend on social media daily?

| | | |
|----------|------------------|-----------|
| <1 hour | 1–2 hours | 3–5 hours |
| >5 hours | Do not use daily | |

Rate the following statements about technology use in your studies. Present the information following.

Use of Technology-Enabled Learning

| Statements | Strongly Agree + Why | Agree + Why | Neither agree nor disagree + Why | Disagree + Why | Strongly disagree + Why |
|--------------------------------------------------------------------------------------------|-------------------------|----------------------------------|----------------------------------|-------------------|-------------------------|
| I want to use technology in my studies because: | | | | | |
| It will help me get better results in my subjects. | | | | | |
| It will help me understand the subject material more deeply. | | | | | |
| It motivates me to explore many topics I may not have seen before. | | | | | |
| It allows me to collaborate with others easily, both on and outside of the campus. | | | | | |
| It will improve my IT / information management skills in general. | | | | | |
| It will improve my career or employment prospects in the long term. | | | | | |
| In your studies, how useful do you think it would be to ... | | | | | |
| Statements | Not at all useful + Why | Useful to a limited extent + Why | Useful + Why | Very useful + Why | Do not know + Why |
| Create and present multimedia shows as part of your course requirements (e.g. PowerPoint)? | | | | | |
| Create and present audio/video as part of your course requirements? | | | | | |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Download or access online audio/video recordings of supplementary content material? | | | | | |
| Use instant messaging/chat (e.g. Skype, Messenger, Hangout, etc.) on the Web to communicate/collaborate with other students in the course? | | | | | |
| Use microblogging (such as Vkontakte) to share information about class-related activities? | | | | | |

5.10. WATCHING: “Is Social Media Hurting Your Mental Health”?

1. Watch and listen to the lecture “*Is Social Media Hurting Your Mental Health?*” by Bailey Parnell, the Founder & CEO of SkillsCamp and one of Canada’s Top 100 Most Powerful Women. (https://www.youtube.com/watch?v=Czg_9C7gw0o&list=RDCMUCsT0YIqwnpJCM-mx7-gSA4Q&start_radio=1&t=24). As you listen, find equivalents to the following words and expressions.

1. просмотр социальных медиа
2. нежелательные последствия
3. включить режим «в самолете»
4. синдром ощущения вибрации телефона
5. вызывающий тревогу
6. синдром отмены, «ломка»
7. список можно продолжать
8. иметь долгосрочный эффект
9. исчерпывающий список
10. что-то необычное, исключительное
11. погрязнуть в учебе
12. чувство собственного достоинства
13. самоуважение
14. быть одержимым

15. отстать от жизни
16. выложить (в сеть)
17. отправить сообщение
18. неприятный комментарий
19. оповещения выходят из-под контроля
20. патология
21. зависимость от препаратов
22. воздержание
23. переживать не лучшие времена
24. сила убеждения
25. отписаться, отменить подписку
26. иметь в друзьях на фейсбуке из вежливости
27. радоваться чьим-либо неудачам
28. приободрить
29. искренне посмеяться над чем-либо

2. Answer the questions.

1. What are the top 3 diagnoses of social-media users in university campuses?
2. What are the 4 most common stressors on social media?
3. What are 4 steps of Social Media wellness?

3. Below you can find some data, provided by lecturer Bailey Parnell. Comment on this information, do you find it impressive? Were you aware of this statistics?

1. 90% of 18–29-year olds are on social media. They spend on average 2 hours a day there, more than people normally eat;
2. 70% of the Canadian population are on social media. Voter turn-over is much lower than 70%;
3. 7/10 would get rid of their social networking accounts were it not for fear of being left “out of the loop”;
4. 40% of adults have experienced on-line harassment. 73% have witnessed on-line harassment;
5. grades 7/12 students who spend over 2 hours a day on social media reported higher depression, anxiety and suicidal thoughts.

4. Discuss the questions.

1. Do you happen to have internal monologues of a typical social media scroll, like the one exemplified in the video? Do you have the

feeling that your telephone goes off when it does not? How often do you check your telephone for e-mail, messages and missed calls during the day? How often do you post photos on social media? How much time do you spend on social media a day? Now, can you say you are addicted to your phone? social networks?

2. Do you think it is possible to “craft a better experience” on-line? Do you find Bailey Parnell’s recommendations useful? Have you ever tried to cut yourself off from social media or limit your time in it? Was it successful? Do you have any personal advice on how to make the use of social media pleasant and harmless?

5.11. You’re going to watch the video ‘Visualizing the World in 2090’ https://www.youtube.com/watch?v=_F4-692nxhU.

1. Before watching, match the verbs to their definitions. Use them in the sentences of your own.

| | |
|-----------------|-----------------------------------------------------------------------------------------|
| 1. to deplete | a. to go somewhere that could be dangerous |
| 2. to sustain | b. to cover an area of land with water completely and suddenly |
| 3. to persevere | c. to break down completely |
| 4. to ravage | d. to receive (a communication or signal directed elsewhere) usually secretly |
| 5. to scotch | e. to originate or take part in the development of |
| 6. to pioneer | f. to stop something happening by firmly doing something to prevent it |
| 7. to intercept | g. to damage something very badly |
| 8. to crumble | h. to give support, to nourish |
| 9. to overwhelm | i. to continue trying to do something in a very determined way in spite of difficulties |
| 10. to venture | j. to lessen markedly in quantity, content, power, or value |

2. Find Russian equivalents for these expressions. Use them in the sentences of your own.

1. to follow (in) one’s footsteps
2. to make matters worse
3. to pay the price
4. to scratch the surface

5. to be on the rise
6. to be at one's fingertips
7. to be at the helm of
8. to be on the verge of

3. Match the following hyphenated adjectives to the nouns. Define the words and phrases and find their Russian equivalents.

| | |
|-----------------------------|----------------|
| 1. fresh-water | a. jobs |
| 2. record-breaking | b. shortage |
| 3. up-and-coming (cultural) | c. melting pot |
| 4. the lowest-lying | d. machines |
| 5. state-of-the-art | e. heat waves |
| 6. energy-efficient | f. method |
| 7. entry-level | g. economy |
| 8. tech-focused | h. islands |

4. Watch the video. Complete the table with all the phrases and expressions which refer to:

| ↑ (growth, progress) | ↓ (decline, destruction) |
|----------------------|--------------------------|
| | |

5. What do the numbers refer to?

1. 7.8
2. 11
3. 50%
4. 383
5. 75%
6. 4,000
7. 20

6. Complete the table with the information from the video related to different spheres of life in 2090.

| | |
|---------------------|--|
| Population | |
| Ecosystem | |
| Animal food | |
| Seafood consumption | |

| | |
|-----------------------|--|
| Rivers, oceans | |
| Water consumption | |
| Temperatures | |
| Resources | |
| Antarctica | |
| Migration | |
| Oceanic flooding | |
| The Maldives | |
| Business | |
| Industry | |
| Purchasing | |
| Transportation | |
| Urban centers, cities | |
| Languages | |
| Houses | |
| Lifestyle | |
| Work | |
| Vacancies | |
| Education | |
| Nanotechnology | |
| Tourism | |

5.12. Giving a PowerPoint Presentation. How do you picture daily life in 2050?

- from a positive side
- from a negative side
- from a perspective of a student
- from a perspective of an employed / unemployed person
- from any perspective



5.13. Giving a TED-Style Talk. Here are some tips to prepare for a talk. Use them to create Your TED Talk.

Step 1

- Choose a topic related to Science / Technology;
- Play with different ways to narrate your journey of discovery around that topic;

- Stay focused on your most important point;
- Understand what makes all of this important to your audience.

Step 2

- Develop **an outline** to present your idea in a way that your audience will care about and understand the facts behind them and how it will affect them if they choose to embrace it.
- Provide **a strong introduction** to grab your audience by presenting your idea as quickly as possible without drawing excessive attention to yourself as the speaker.
- Organize the information **into a series of points**, where each point presents information that will help your audience grasp the next point.
- Look for places to visually support the body of your talk with **slides**. Use only images you own or have permission to use. Use a sans serif font (Arial, Helvetica, Verdana) of point size 42 or larger.
- Conclude on **a high point** and leave your audience with **a positive feeling** about your idea and how it will affect them if they choose to implement it.

5.14. From parts 3, 4 and 5 make a list of words and word combinations relevant to the topic (at least 20 items).

| Word / word combination | Definition | Translation |
|-------------------------|------------|-------------|
| | | |
| | | |

PART 6. WRITING

WRITING AN ARGUMENTATIVE ESSAY

The ability to advance sound, compelling arguments is an important skill. You should argue a position and defend it with a series of solid reasons, or in other words, make a point and then support it. Understanding argumentation based on clear, logical reasoning can help us think critically and see through the faulty arguments advanced by advertisers, editors, politicians, and others who try to bring us over to their side.

Many essay titles require the writer to examine both sides of a case, and to conclude by coming down in favour of one side. These may be called ‘discussion’, ‘for and against’ or ‘argumentative’ essays.

6.1. Read the following example of an argumentative essay and do the tasks.

Recent advances in human embryology and genetic engineering have raised the issue of how this knowledge ought to be used, and it is now a matter of considerable public concern and debate.

There are two main areas in which such research is widely regarded as being beneficial, and the first of these is in the field of conception. Doctors can help otherwise infertile couples to have children using the so-called ‘test-tube baby’ technique. Although there was considerable controversy when the first such experiments were introduced, there is now a general acceptance that the process is both safe and useful.

The second area is that of research into genetically transmitted diseases. Some of these only affect children of a particular sex, as is the case with hemophilia, which only affects males. In such circumstances, by determining the sex of the child in advance, doctors can ensure that the disease will not be passed on. In addition to this, research into human genetics offers the potential of finding the causes for other diseases and their eventual cures.

On the other hand, there is deep-rooted hostility towards scientists who interfere with nature and human life. This suspicion has a long history, and is reflected in literary works such as *Frankenstein* and *Brave New World*. In addition to this, however, there is wide-spread revulsion at the real-life ‘experiments’ that have been carried out in the past. As a result, there is a common fear that scientific developments in genetics will inevitably be abused and that they will lead inexorably towards ‘designer children’ and other worse excesses.

In conclusion, it can be said that research in these areas needs to be regulated rather than banned. There are many potential benefits as well as dangers, and therefore, if this research is to be continued, it must be carried out under strict supervision and controlled by well-balanced legislation.

a. Choose the best title of the essay.

1. How should research into human embryology be controlled?
2. Should research into human embryology and genetic engineering be banned?
3. Scientists who interfere with nature and human life should be banned from research. Discuss.

b. Study the organization of the sample essay and match the paragraphs with the following parts of the outline. Pay special attention to the use of link words.

1. Points in favor – helping childless couples
2. Conclusion – an answer to the question
3. Introduction – brief comments on scientific advances
4. Points in favor – curing genetically transmitted diseases
5. Points against – possible abuses

Always read the question very carefully and examine every part of it. This will help you to come up with a basic paragraph outline. If you believe that the advantages outweigh the disadvantages, write them just before the final paragraph so that it will be easier for you to lead the reader to the conclusion.

6.2. Discussion vocabulary.

For

benefit
advantage
a positive aspect
pro (informal)
plus (informal)

Against

drawback
disadvantage
a negative feature
con (informal)
minus (informal)

6.3. Separate these ideas into advantages (A) and disadvantages (D).

1. People's lives have been revolutionized by the Internet.
2. The Internet has improved the quality of life.
3. People can become addicted to it, and spend all day going from one website to another.
4. It gives the unparalleled access to information.
5. There is no quality control, so anyone can post information about anything.
6. It is much easier to keep up-to-date with current affairs thanks to the Web.

6.4. Jot down as many ideas as possible for and against the following subjects. Then prepare an extended plan for each title using the outline below.

1. Personal devices such as tablets and mobile phones are making people ruder.

2. Modern technology increases stress. Discuss.
3. Technological developments are causing environmental problems.

Paragraph 1 – Introduction

Paragraph 2–3 – Points against (or Points in favor)

Paragraphs 4–5 – Points in favor (or Points against)

Paragraph 6 – Conclusion

6.5. Presenting your case.

It is better to use impersonal phrases rather than ‘I think’, which is informal:

Most people consider that. . .

This evidence suggests that...

It is a common belief that...

It is widely believed that. . .

It is generally agreed that ...

It is probable / possible that. . .

It is clear that...

Obviously

However, if you want to present a minority point of view, you can use the following:

There is also an idea implicit in the statement that...

This argument has a certain superficial logic, but ...

It could be argued that...

It has been suggested that...

Some people believe that ...

This is partly true, but ...

6.6. Write an argumentative essay of 350–450 words on ONE of these topics.

1. The problems associated with the use of mobile phones outweigh the benefits.
2. The use of modern technology has made people less creative.
3. Computer games produce a lot of negative effects on children’s mental and physical development.

Think about the content of your essay and make notes about the pros and cons. Decide what you personally think about the issue. Remember to include an introduction, a few paragraphs on the pros and cons, and a conclusion outlining your own opinion.

RECOMMENDED LITERATURE

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APPENDIX

UNIT 1. Teaching and Learning. Education: Vocabulary Bank

| Education | | |
|----------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Types of education | | adult, continuing, special, optional/non-obligatory, compulsory/obligatory, public, private, free of charge, fundamental, academic, higher, online/distance (education) |
| E d u c a t i o n | Levels of education | preschool education, elementary/primary education, secondary education, tertiary education |
| | Educational establishments | home day care, daycare center, kindergarten, nursery school/preschool, elementary/primary school, middle school, high school, public school, magnet school, church-affiliated school, elite school, local community school, Montessori school, Waldorf school, kung fu school, junior/community college, private vocational institution, university |
| | Administration and organization of educational process | Secretary of Education, principal, dean, board of education, PTO; school district, college tour, academic year, period, recess/break, semester, gap year |
| | Subjects | health and safety, music, information technology, physical education, chemistry, crafts, physics, mathematics (algebra, geometry, trigonometry and calculus), history, literature, foreign language, biology, art, geography, social studies, science, humanities, psychology, philosophy, criminal justice |
| | Facilities | playground, principal's office, campus, vending machine, study room, study hall, assembly hall, car park, cycle racks, gym, lockers, laboratory, cafeteria |
| | Learners and their types | alumnus, freshman, sophomore, junior, senior, drop-out, A-student, D- student, valedictorian, full(part)-time student, grad student/school leaver; bookworm, teacher's pet, class clown, flunk, copycat |
| | Assignments and tasks | essay, book report, synopsis, advanced coursework, thesis |
| | Extracurricular activities | academic club, sports club, music classes, art studies |
| | Learning techniques | to learn by heart, to learn by rote, Reggio Emilia approach, the Bank Street method, automatic reproduction, verbatim learning, communicative language teaching |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study programs | | toddler/tot programs, High Reach Learning program, The Creative Curriculum program, gifted education program, vocational program, distant learning |
| Studies | | college application, curriculum, syllabus, schedule, crash course, credit (hours), grade, major, minor, summer school |
| Academic performance and tests | | report card, grade point average (GPA), SAT, ACT, comprehensive exam, school graduation exam, standardized test |
| Academic credentials | | high school diploma, vocational diploma, trade certificate |
| Science | Researchers | scholar, physicist, mathematician, virologist, biologist |
| | Academic degrees | associate degree, bachelor degree, master degree, doctorate degree; M. F. A. (Master of Fine Arts), M. C. (Master of Communication), M. M. (Master of Music), M.Phil. (Master of Philosophy), M. B.A. (Master of Business Administration) |
| | Academic titles | full professor, associate professor, assistant professor, instructor, adjunct professor, visiting professor |
| | Activities | to pursue/earn/complete a degree, to carry out research, to write a final thesis, to present and defend a thesis, to give classes, to advise students |
| Adjectives | | |
| enjoyable, competitive, selective, bilingual, confusing, creative, rigorous, knowledgeable, bright, authoritarian, accessible, mindful, intrinsic, mastery, edgy, shaky, scattered, rigorous, rigid, knowledgeable, salient, threefold, sacrosanct, onerous, self-paced, unethical, paramount, highly-rated | | |
| Nouns | | |
| diligence, professionalism, mastery, challenge, mindset, feedback, elective, credibility, department, scholarship, loan, academia, tenure, plagiarism, misconception, groupmate, warm-up, ranking, motivator, burnout, co-author, au pair, high school, report card, gap year, campus, school physician, cafeteria, counselor, faculty member, grade, kindergarten, curriculum, custodian, valedictorian, vending machine, principal, nanny, home day care, credit (hours), superintendent, study room, board of education, performance, lecturer, elementary/primary school, crash course, minor, instructor, school district, drop-out, summer school, gym, maintenance worker, academic degree, middle school, junior, playground, A-student, college, semester, electives, babysitter, standardized test, university, senior, cycle racks, thesis, professor, recess, nursery school/preschool, tutor, college application, dean, laboratory, alumnus, period, study hall, nursery teacher, major, minor, institute, principal's office, academic year, sophomore, tertiary education, assignment, lockers, college tour, daycare center, car park, freshman, assembly hall, mindset | | |

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| equation, contractor, on-demand assessments, credentials, participation certificate, laboratory science, credibility, entry-level job, grad students, apex, disparity, hopefuls, mainstay, cram schools, leviathan, education fervor, misconception, learning style, memorization, hostility, merit, plagiarism, conduct to success, conviction, hierarchy, multitasking, commencement, valedictorian, grant, admission rate, creativity, scholar, science, trainee, schedule, academician, attendance, prompt, obligation, assessment, advancement, equipment, hypothesis, syllabus, synopsis |
| Prepositional phrases |
| at the university/school level, at the same pace as others, for granted, applicable for publication, for the sake of study, to have trouble with, on campus |
| Verbs, participles |
| to ace, to master, to pass, to resit, to fail, to drop out, to daydream, to excel academically, to interact, to accumulate gaps, to enroll, to stigmatize, to be auditioned for, to be knighted (for services to the arts), to encourage, to memorize, to berate, to multitask, to disengage, self-paced, to shepherd somebody, to master, to span, to enroll, to propel, to lag, to earmark, to surface, to dwindle, to berate, to halt, to cease, to decry, to commute, to fidget, to stigmatize, to endeavor, to audition, to perpetuate |
| Collocations |
| to take an exam, to sit / resit an exam, to enter a college, to pursue a degree, to complete a course, to win a scholarship, to pay a tuition, to write a thesis, to take an exam, to defend a thesis, to come under strain, school uniform, home schooling, extra classes, on-site training, cheat sheet, test scores, education system, organic chemistry, information revolution, tuition fee, educational level, time commitment, school supply, classroom size, learning delay, graduation ceremony, after school activities, community involvement, grading system, affordable option to a high-cost university, university admittance, eligibility requirements, course load, community service, participation certificate, entry level job, fast-track professional, original research, academic achievement, career counseling, advanced degree, admission rate, artistic abilities, learning style, school involvement, school-related supplies, corporal punishment, current unit |
| Expressions with verbs |
| to do sums, to solve problems in math, to skip classes, to play truant, to graduate from a university, to study hard, to take the roll, to be bound by academic standards, to take and complete certain core courses, to take classes, to give a head start, to learn a marketable skill or trade, to move on to college, to apply for entrance/admittance to a university, to transfer the credits to the college, to earn the credentials, to pursue a career position in chosen field, to offer job placement assistance, to set one's own policy for admission, to span 4 years in duration, to attend school/college, to win a scholarship, to take an exam, to receive a diploma, to graduate with first-class honors, to do well on exams, to give advantage at the workplace, to acquire knowledge, to go back to school, to take agency over learn- |

ing, to have grit and perseverance, to daydream in class, to be a bookworm, to be a class clown, to be copycat, to take the roll, to learn by heart, to learn by rote, to reinforce the right mindset muscles, to disengage, to be on exponents, to apply for admittance, to tackle challenges, to nag about one's performance, to be summoned to the teacher's office, to yield benefits, to pass for education, to get access to the materials, to treat somebody with respect, to give advances in the workplace, to maximize the learning potential of someone, to create great academic atmosphere, to turn to someone for advice and guidance, to impact one's overall development inside and outside the classroom, to establish a positive and supportive classroom environment, to reduce anxiety levels amongst some ones, to ignite someone's lifetime love of learning, to increase one's academic achievements, to lead to increased self-esteem, to raise one's intrinsic motivation to learn, to act as a powerful and effective means of support and encouragement, to teach with enthusiasm and passion, to become supportive spaces where someone can engage in academically and socially productive ways, to strengthen one's school atmosphere, to build up a healthy relationship, to form a positive relationship, to be willing to take on academic challenges and work on their social-emotional development;

Phrasal verbs

to be good/great/bad at (subject), to be bored with, to make smth out, to be into, to dig into one's studies, to be keen on, to call smb on, to catch on, to catch up, to fall behind, to get through, to go over smth, to hand in/out, to look up, to look at, to take up, to have a lot of interest in, to have high grades in, to pick up (subject) easily, to do well in (subject), to blow up, to turn assignments in, to be strict on smb, to fit into society, to reach out to others, to specialized in, to be shaky on (subject), get kicked out of, to focus on, to come into play

Idioms

with flying colors, to buckle down, to bomb, to sail through, to scrap through, to butter smb up, to trip smb up, to pass out candy, to get the brownie points, to hit a wall, to have the gene

Useful expressions

Talking about studies

- What is your major?/ What is your major field of study?
- I graduated with a degree in English and Drama from Northwestern University.
- I was awarded my PhD for a thesis on industrial robots.
- I applied for admission to law school.
- He was expelled from school for bad behavior.

UNIT 2. Job and Career: Vocabulary Bank

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nouns: Jobs |
| accountant, actuary, beautician, broker, biochemist, bank clerk, computer systems analyst, construction manager, data base administrator, data scientist, delivery truck driver, dentist, dietitian and nutritionist, electrician, engineer, financial advisor, firefighter, information security analyst, IT systems administrator, IT manager, HR manager / specialist, landscaper and groundskeeper, lawyer, loan officer, logist- cian, marketing manager, market research analyst, medical and health services manager, mental health counselor, nail technician, nurse practitioner, orthodontist, paralegal, pilot, pharmacist, physician, physician assistant, public relation special- ist, recreation and fitness worker, restaurant cook, sales manager, self-employed, software developer, speech-language pathologist, statistician, technical writer, vet- erinarian, web developer |
| Nouns: general |
| agency/career center, ‘always-on’ work culture / overworking, application form, apprentice, back-to-back meetings, benefits, bonus, brainwork, brain fog, burnout, candidate, compassionate leave, colleague, compensation, contract, counselor, a dead-end job, difficulty to find work/life balance, digital nomad, career, promotion, employer, employment, fireball, flexibility, freelancer, furlough moonlighter, job applicant, job interview, headhunter, a high-powered job, income, layoffs, loneli- ness and lack of human interaction, maternity / paternity leave, minimum wage, no- tice, part-timer, payroll department, personnel officer, rate of pay, recruiter, re- cruitment, salary, sick leave, schedule breaks, staff, technology hiccups, trade un- ion, trainee, unemployment, vacancy, vacation, voluntary work, wages, working conditions, working week, resume/cv, vocation, creativity, persuasion, collabora- tion, adaptability, premium, resilience, agility, |
| Adjectives |
| boring, badly-paid, dead-end, decent, demanding, depressing, dream, freelance, full-time, glamorous, gratifying, hectic, highly-paid, high-risk, ideal, indefatigable, in- door, inspiring, low-paid, manual, menial, monotonous, non-manual, non-residential, official, outdoor, outstanding, overtime, part-time, peripatetic, permanent, prestige, skilled, temporary, 9-to-5, unskilled, varied, worthwhile, decent, cushy, challenging, grueling, intensive, tough, wiped out, trench, notorious, bustling, |
| Collocations |
| career move, career ladder, career path, portfolio career, golden hello, brain drain, stepping stone, sound decisions, low / high ceiling, pink slip, financial upside, hard work, short work, line of work, pressure of work, backlog of work, worker shortage, |
| Verbs / participles / useful expressions / idioms |
| to apply for a job, to be called for an interview, to go on a job interview, to fill an application form, to be part of a virtual team, to be bogged down with, to dismiss, to earn, to employ, to feel cut off/ closed off from the world, to feel/to be burned out, to fire, to hire, to interview, to be laid off / to be made redundant, to maintain |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| regular hours, to pay, to promote, to recruit, to resign, to retire, to set Ground Rules (with people in your space / your team), to stay on track, to strike, to take advantage of your perks, to take a step back, to telecommute, to temp, to thrive at work, to top out, to work around, to work with hands, to work virtually, to be taken on a trial basis, to accept a position, to discuss a proposition over a drink, to use one's initiative, to make personal sacrifices, to get on the next rank of the ladder, to be stretched, to bring up a question, to make an assumption, to meet in person, to pull strings for, to get on the same page, to go through a rough patch, to get a leg up in one's career, to keep pace with, to be in silos, to convey ideas, to go beyond one's job, to find common ground, to empower people, to keep up with technology, to set apart, to utilize a skill set, to build a resume, to bring the value to the organization, to jot down, to speak well of somebody, to adhere to a mantra, to get the stamp of approval, to forge relationships, to work in disguise, to get the sack, to learn the ropes, to burn candle at both ends, to get one's feet under the table, to get the hang of something, to have a hunch, to butter up the boss, to call it a day, to keep the lights on, to be off work, to fall into one's lap |
| Phrasal verbs |
| to burn out, to get / be snowed under, to lay off, to take on, to knuckle down, to slack off, to fill in for, to run something by, to be booked up, to step down, to work out |

UNIT 3. Health and Medicine. Sport: Vocabulary Bank

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nouns: General |
| acupuncture, disease, health, illness, infirmity, intake, insurance (policy), life span, life expectancy, mediation, medication, regimen, placebo, vitamin |
| Nouns: People |
| anesthesiologist, cardiologist, chiropractor, dentist, dermatologist, doctor, ENT specialist, GP (general practitioner), gynecologist, inpatient, midwife, neurologist, nurse, obstetrician, oncologist, ophthalmologist, outpatient, patient, pediatrician, pharmacist, psychiatrist, physician, podiatrist, pulmonologist, radiologist, specialist, surgeon, traumatologist |
| Nouns: Medical Settings |
| ER (emergency room), hospital, health resort, intensive care unit (ICU), medical school (med. school), mountain resort, OR (operating room), polyclinic, sanatorium, spa resort, (hotel) voucher, ward |
| Nouns: Tools |
| anesthetic, bandage, biopsy (of abnormal cells), blood sample brace, cast, first aid kit, ointment, needle and syringe, stretcher, stethoscope, thermometer, urine sample, wheelchair, x-ray, ointment, stitch |
| Nouns: parts of the body / organs |
| abdomen, ankle, appendix, bladder, brain, chest, elbow, finger, head, heel, hip, kidney, knee, liver, lung, muscle, neck, pancreas, plasma, rib, shoulder, skeleton, skin, skull, spleen, stomach, toe, vein, wrist |

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nouns: health problems |
| amnesia, anemia, artery, arthritis, asthma, backache, blood clot, bruise, bronchitis, burn, bug, cancer, chickenpox, cold, cold sore, concussion, cough, deficiency, dementia, diarrhea, difficulty/trouble breathing, discomfort, disorder, dizzy spell, earache, epilepsy, flu, gastritis, glaucoma, heart attack, hiccups, high blood pressure, HIV, hypertension, indigestion, infection, inflammation, influenza, injury, incision, insomnia, malfunction, mumps, nausea, OCD, pneumonia, quinsy, rash, running nose, scurvy, sleepiness, sore throat, spasm, sprain, stiff neck, stroke, swelling, tight chest, tumor, upset stomach, vomiting, wound |
| Adjectives / participles |
| abnormal, achy, acute, allergic (to), anaemic, benign, cardiovascular, conclusive, contagious, coronary, clogged, congenital, (in)curable, deaf, dislocated, disruptive, dull, excessive, excruciating, external, faint, fatal, febrile, feverish, gastrointestinal, genetic, harmful, homeopathic, hypochondriac, inconclusive, incurable, infectious, inflamed, injured, intense, intravenous, life-threatening, malignant, mental, nervous, numb, over-the-counter, painful, paralyzed, poisonous, prenatal, progressive, rampant, respiratory, sick, sore, stiff, splitting, stuffy, sweaty, swollen, systemic, trivial, terminally ill, unconscious, vulnerable |
| Verbs |
| to amputate, to bite, to bill oneself, to bleed, to burn, to catch, to contract, to cough, to curb, to cure (of), to cut, to dehydrate, to faint, to feel better, to feel sick, to gargle, to get better, to hiccup, to injure, to immunize, to nix, to operate (on), to plague, to prescribe, to rest, to revive, to sneeze, to supervise, to suffer, to treat somebody (for), to transplant, to twist, to vomit, to wound |
| Phrasal verbs |
| to black out, to get off, to give away, to huddle up, to load up on, to mold into, to pass out, to pass away, to settle in, to stave off |
| Collocations / idioms |
| to be alive and kicking, to be as fit as a fiddle, to be as sick as a dog, to be a bag of bones, to be back on one's feet, to be/feel/look under the weather, to be coming down with something, to be out of sorts, to be in / out of shape, to be on borrowed time, to be exposed to, to be on one's last leg, to be sick as a dog, to be (un)well, to be as pale as ghost, to beat around the bush, to bring the temperature down, to feel one's pulse, to feel strained, to fill a tooth, to go under the knife, to have a frog in one's throat, to have one's foot in the grave, to have one's chest X-rayed, to keep one's bed, to kick the bucket, to put sb on sick leave, to take a turn for the better / the worse, to take one's temperature/blood pressure, to be sick and tired |
| Useful expressions |
| What seems to be the problem? Are you on medication? Get well / feel better soon. I wish you a quick/speedy/fast recovery. |

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| Sports: nouns |
| arena, amateur, athlete, athletics, award, an away game, captain, champion, changing room, coach, competition, competitor, contest, court, course, cup, equipment, event, fan, field, final score, fitness, goal, gym / gymnasium, judge, league, locker room, manager, medal, opponent, penalty, performance, record, referee, score, a season ticket, skill, spectator, sportsmanship, stadium (plural: stadiums or stadia), strategy, tactics, teammate, teamwork, tournament, trainer, trophy, victory, whistle |
| Sports and games |
| archery, badminton, baseball, basketball, billiards/pool (U.S.), bowling, boxing, car racing, climbing, cricket, curling, cycling, fencing, figure skating, fishing, fitness, tennis, football (U.K)/soccer (U.S., Australia), gliding, golf, gymnastics, hang regatta, high jumping, hockey, horse racing, horseback riding, judo, karate, rugby, running, shooting, skateboarding, surfing, table tennis, volleyball, weightlifting, wrestling, yoga, |
| Sports: Expressions |
| to be out of condition, to blow away the competition, neck and neck, front-runner, to get into shape, to get second wind, to train hard, underdog |
| Score |
| in a draw– вничью 5:0 – five nil (in football scores): Spain won five nil. 2:0 в пользу Ювентуса – two:nil to Juventus. 15:0 – fifteen love (in tennis): The score is fifteen love. |

UNIT 4. Science and Technology: Vocabulary Bank

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| Nouns: Branches/fields/areas of science // technology |
| artificial intelligence, astronomy, astrophysics, biochemistry, bioclimatology, biological sciences, biology, biotechnology, botany, chemistry, cybernetics, 3-D printing, digital technology, entity, e-commerce, entomology, environmental science, genetics, genetic engineering, geology, geophysics, herpetology, humanities, ichthyology, immunology, information technology, might, meteorology, microbiology, mineralogy, molecular geopolitics, nano technology, nuclear engineering, ornithology, paleontology, patent, physical science, physics, quantum mechanics, quantum physics, satellite communications, seismology, social sciences, video conferencing, virtual reality, virology, volcanology, zoology |
| Nouns: people |
| climatologist, electrochemist, expert, forecaster, futurist, innovator, meteorologist, microbiologist, physicist, researcher, scientist, seer, soothsayer, techie, virologist, visionary |
| Verbs |
| To adhere, to analyze, to anticipate, to assert, to audit, to bio print, to brace for, to classify, to contradict, to control, to correlate, to correspond, to decelerate, to determine, to diminish, to distinguish, to enable, to evolve, to experiment with, to ex- |

trapolate, to forecast, to use, to gauge, to innovate, to invent, to limit, to measure, to mutate, to observe, to oversimplify, to outrage, to reverberate, to revolutionize, to patent, to predict, to publish, to replicate, to research, to revert to, to spur, to synthesize, to upgrade, to weigh

Adjectives

abundant, advanced, annual, average, concerted, core, cutting-edge, driverless, dumbfounded, daunting, digital, efficient, high-tech, indispensable, ingrained, innovative, kooky, mind-boggling, modern, opaque, outdated, pivotal, portable, puny, redundant, relevant, self-sufficient, specific, state-of-the-art, substantial, tech-savvy, tensile, transparent, unbiased

Nouns: different

accuracy, analogue, atom, attachment, approach, assumption, beneficence, bias, breakthrough, case study, cell, claimant, concept, conclusion, conspiracy, contradiction, controlled experiment, chart, clinical trial, control, cybersecurity, data, database, desalination, discovery, discussion, ebb and flow, electricity, element, encryption, energy, evolution, experiment, explanation, extrapolation, fact, fallacy, findings, frictions, generalizing, gravity, hypothesis, ingenuity, issue, intellectual property, laboratory, laypeople, method, microscope, molecule, negligence, objectivity, observation, particle, placebo, precision, probability, problem, project, reasoning, represent, research, rigors and risks, satellite, scale, skepticism, study, survey, theory, thermometer, tissue, variety

Expressions

to be invented at a rapid clip, to change sth for sth, to choke children, to compete for, to compile a report, to conjure up visions, to contemplate visions, to eclipse human intelligence, to envision future, to escalate power, to fashion an organ, to feast on sth, to flex one's muscles, to keep track of, to pave the way for, to plot to murder smb, to pull off a space travel, to run on fuel, to second the notion, to stack things, to stand up to, to stave off, to stimulate human consciousness, to substantiate predictions, to surpass sth for.

QUIZ: HOW MUCH DO YOU KNOW ABOUT SCIENCE TOPICS?

I. Test your knowledge of science facts and applications of scientific principles by taking the 11-question quiz.

1. Oil, natural gas and coal are examples of ...

- Geothermal resources
- Renewable resources
- Biofuels
- Fossil fuels

2. A scientist is conducting a study to determine how well a new medication treats ear infections. The scientist tells the participants to put 10 drops in their infected ear each day. After two weeks, all participants' ear infections had

healed. Which of the following changes to the design of this study would most improve the ability to test if the new medication effectively treats ear infections?

- Create a second group of participants with ear infections who use 15 drops a day
- Have participants put ear drops in both their infected ear and healthy ear
- Have participants use ear drops for only one week
- Create a second group of participants with ear infections who do not use any ear drops

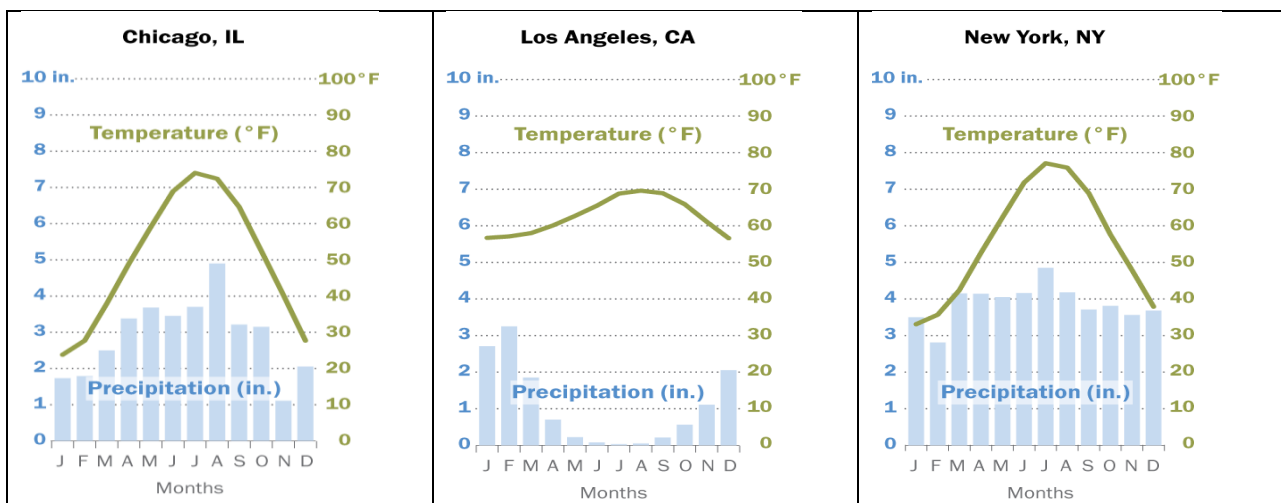
3. Which of the following is an example of genetic engineering?

- Attaching the root of one type of plant to the stem of another type of plant
- Finding the sequences of bases in plant DNA
- Inserting a gene into plants that makes them resistant to insects
- Growing a whole plant from a single cell

4. What is the main cause of seasons on the Earth?

- Changes in the amount of energy coming from the sun
- The speed that the Earth rotates around the sun
- The tilt of the Earth's axis in relation to the sun
- The distance between the Earth and the sun

5. These graphs show the monthly precipitation and average temperature for three cities in the United States over the course of one year. Based on the graphs, which city has the greatest annual range of temperatures?



- Chicago, Illinois
- Los Angeles, California
- New York, New York
- They all have the same annual temperature range

6. The time a computer takes to start has increased dramatically. One possible explanation for this is that the computer is running out of memory. This explanation is a scientific ...

- Hypothesis
- Experiment
- Observation

- Conclusion

7. Many diseases have an incubation period. Which of the following best describes what an incubation period is?

- The period during which someone builds up immunity to a disease
- The effect of a disease on babies
- The period during which someone has an infection, but is not showing symptoms
- The recovery period after being sick

8. When large areas of forest are removed so land can be converted for other uses, such as farming, which of the following occurs?

- Decreased carbon dioxide
- Greater oxygen production
- Colder temperature
- Increased erosion

9. An antacid relieves an overly acidic stomach because the main components of antacids are ...

- Acids
- Neutral
- Bases
- Isotopes

10. Which of these is a major concern about the overuse of antibiotics?

- It can lead to antibiotic-resistant bacteria
- There will be an antibiotic shortage
- Antibiotics can cause secondary infections
- Antibiotics will get into the water system

11. A car travels at a constant speed of 40 miles per hour. How far does the car travel in 45 minutes?

- 25 miles
- 30 miles
- 35 miles
- 40 miles

(<https://www.pewresearch.org/science/quiz/science-knowledge-quiz/>)

II. When you finish, you will be able to compare your scores with the average American and compare responses across demographic groups. Follow the link <https://www.pewresearch.org/science/quiz/science-knowledge-quiz/>.

The analysis of the findings from the poll can be found in the full report, “What Americans Know About Science” (<https://www.pewresearch.org/science/2019/03/28/what-americans-know-about-science/>).