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Сумський державний педагогічний університет  
ім. А.С. Макаренка

**Особливець О.Ю.**

**FINDING YOUR WAY TO KNOWLEDGE**  
**НА ШЛЯХУ ДО ЗНАНЬ**

*Навчальний посібник для студентів 4-го курсу заочного відділення  
факультетів іноземних мов педагогічних ВНЗ*

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СумДПУ ім. А. С. Макаренка  
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О 75

Друкується згідно з рішенням вченої ради

Сумського державного педагогічного університету ім. А.С. Макаренка

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**Особливець О.Ю.**

**О 75 Finding your way to knowledge (На шляху до знань):** Навчальний посібник для студентів 4 курсу заочного відділення факультетів іноземних мов педагогічних ВНЗ (англійською мовою). – Суми: СумДПУ ім. А.С. Макаренка, 2009. – 172с.

Посібник охоплює такі розмовні теми як «Засоби масової інформації», «Політика», «Злочин та кара», «Система вищої освіти США», «Музика», «Професія вчителя». Головна мета – взаємопов'язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом.

Посібник розраховано на студентів 4-го курсу заочного відділення факультетів іноземних мов педагогічних ВНЗ.

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## ПЕРЕДМОВА

Цей посібник призначений для формування іншомовної комунікативної компетенції студентів 4-го курсу заочного відділення факультетів іноземних мов педагогічних інститутів та університетів. Завдання, що входять до посібника, можна виконувати самостійно або використовувати в аудиторній роботі. Тексти завдань посібника розроблені згідно з вимогами програми вивчення іноземної мови у вищих навчальних закладах, відповідають передбаченій нею тематиці та вміщують навчальний матеріал, не відображений в чинних підручниках та посібниках з англійської мови, але який є необхідним для професійного становлення майбутнього вчителя англійської мови.

Основна мета посібника – закріпити, узагальнити і систематизувати знання, вміння та навички, отримані студентами в межах базового курсу. Поряд із цим, посібник спрямований на оволодіння певною кількістю нового лексичного матеріалу згідно з вимогами державного стандарту до рівня володіння іноземною мовою на 4-му курсі факультетів іноземних мов педагогічних ВУЗів, а також розвиток інтелектуальних здібностей студентів та підвищення лінгвокраїнознавчої компетенції.

Запропонований посібник містить матеріали з шести розмовних тем, що вивчаються на 4-му курсі: *Mass Media, Politics, Crime and Punishment, Higher Education in the USA, Music, Teaching*. Кожний розділ має чітку структуру та складається з певної кількості тематичних текстів і завдань до них, передмови до теми, вправ на формування лексичних навичок, тематичного словника та секції з розвитку писемного мовлення.

Завдання підрозділу **Lead-in** спрямовані на введення студентів в тематичну ситуацію, мають комунікативний характер, сприяють творчому мисленню студентів та надають можливість визначити попередні знання студентів з даної теми.

**Reading.** Завдання кожного тексту для читання орієнтовані на роботу з текстом, спрямовані на перевірку розуміння прочитаного, містять різноманітні типи лексико-граматичних вправ, дають можливість висловити свою думку щодо прочитаного.

Вправи підрозділу **Practice** націлені на формування лексичних навичок з теми, вдосконалення граматичних навичок студентів, що сприяє розширенню і збагаченню лексичного словника студентів.

Матеріали секції **Writing** спрямовані на розвиток писемного мовлення студентів, містять зразки та рекомендації написання листів, статей, есе.

Посібник має практичну актуальність та відповідає вимогам до навчальних посібників.

## TOPIC 1: MASS MEDIA

### LEAD-IN

#### 1. Discuss the following quotations.

“Newspapers should have no friends.” (Joseph Pulitzer, Hungarian-American publisher)

“Journalism can never be silent; that is its greatest virtue and its greatest fault.” (Henry Anatole Grunwald, US writer and diplomat)

#### 2. What factors decide how you get the news? Complete the following questionnaire.

*Tick the appropriate box*

- How often do you ...

	Daily	1-4 times a week	Less than once a week
read newspapers?			
Watch the news on TV?			
Search the news on the Internet?			

*Rank the choices in order of importance*

- When I get the news, I want the source to be ...

Reliable                      direct                      entertaining

- I am mostly interested in coverage concerning ...

politics                      weather                      sports                      art and entertainment

*Grade your response to each of the statements, from 0(completely disagree) to 5(completely agree).*

- How far do you agree with the following statements?

Journalists should tell the public the truth, no matter what the consequences \_\_\_\_\_

News should be delivered in a way that makes us think. \_\_\_\_\_

Nobody's privacy is more important than the truth reaching the public \_\_\_\_\_

**3. Define the qualities of a good newspaper article by matching the adjectives on the left to the phrases on the right. Which three do you think are the most important? Explain your opinion to a partner.**

Unbiased	satisfy the public's right to know
hard-hitting	offer accurate information
incisive	not bow to pressure
revealing	comment fairly on current events
uncompromising	sensitise the public and the authorities
well-researched	examine news in depth

*A good newspaper article should be unbiased so that it can comment fairly on current events.*

## **READING**

### **TEXT 1: Growing up with the Media**

**1. What words do you associate with Mass Media?**

**2. Read the text.**

What do you remember most about your childhood? Running through the long dewy grass of a meadow or the Saturday morning TV cartoons? Sitting in the kitchen watching your mother cook supper or sitting in the living-room watching *Captain Kangaroo*? Which came first on Sunday morning – breakfast or the comics?

Now bring your memories up to date. What did you and your friends talk about, at least part of the time, before class? An item from a newspaper? An ad that you noticed in a magazine or a television commercial? An episode from a popular TV series? A movie? Or a new recording you heard on the radio? If your answers parallel those of most young people, you add to the proof that mass media play a large and influential part in your life. Your answers also prove just how casually you accept the media, just as you accept the house you live in, cars, electricity, telephones, your school, and your family as part of your environment. Parents and teachers agree that all young people growing up with the media learn from them sometimes more than adults wish you to. (And this is the cause for alarm.)

If the use of *them* referring to *media* in the last sentence seems strange, remember that the word *media* linguistically is plural. When people make a fuss about *the media* being a bad influence, they usually are talking about television, the most powerful *medium* of all. Maybe calling television *the media* can be justified technically because, as a medium, it embraces functions of several *media* such as newspapers, magazines, movies, and recordings.

The major media can be divided into two kinds, print and electronic. The print media – newspapers, magazines, books, pamphlets, catalogues, circulars, brochures, anything you read – are the oldest, dating back to the invention of the printing press in the fifteenth century. The electronic media – radio, television, films of all kinds, records, tapes, anything that is transmitted by the use of electricity – are less than a hundred years old.

One of the problems facing us today is being reached by the media when we really don't choose to be. Do you sometimes find it difficult to locate a moment of complete silence in your environment or a time when your eyes are not presented with signs, billboard, or pictures demanding attention?

Another meaning the word *mass* suggests is "the people", a phrase too often associated with adjectives like dull-witted, credulous, ill-informed, uncritical, and passive. Or are the *mass* of people well-informed, sophisticated, thoughtful, and active? Which are you? How much of what you know about yourself has been taught you by the media? You may not realize how greatly the media influence you because in your lifetime they have always been there. In fact, short of deliberate isolation on a mountain top or being lost in a forest and reared by wolves, no one will ever again grow up without the presence and influence of the mass media. Is this good or bad?

An experiment recently conducted in Europe by the Society for Rational Psychology showed that watching television is psychologically addictive. The idea of becoming addicted to television brings up questions involving subtle conditioning and brainwashing that could be friendly or vicious, altruistic or self-serving.

In a commercial society the media's ability to stimulate – motivation to buy – almost as though people were puppets on strings – builds other people's power. It can be power for good or power for bad, but it is always power for control.

All these negative aspects of growing up with the media need consideration, at the same time you are enjoying the positive aspects of immediately knowing what's going on in the world, sharing great entertainment and historical events with everyone else in our "global village", and having the fun of trying out a new product that you wouldn't have known about without advertising.

According to a recent research report, more than a third of all children by the age of three are viewing TV with some regularity and more than half are listening to books read to them. Before they are old enough for school – a third of the children are looking through magazines, 40 percent are listening to radio, and 80 percent are viewing television. At age seven, newspapers enter a child's life, usually through the

comic strips. You are one of these children. As you grew, you absorbed uncritically, as children do.

And what did you absorb? Hundreds of items of information, most of them accurate *as far as they went*. Increasing sophistication of taste and appreciation of technical skills. High standards of performance by talented musicians and actors that sometimes make your teachers despair of competing effectively for your attention.

With all this, you also absorbed ideas about behaviour, about right and wrong, good and bad, the permissible and the forbidden. These ideas were presented to you – and still are – directly and indirectly with the entertainment, advertising, and information. The most powerful ideas are the ones you absorb indirectly. They are digested emotionally at psychological depths that we still know little about, although we can tell that the effect of reaching those depths is particularly strong and long lasting from behaviour patterns that emerge.

Another indicating of media influence is in the language we use. Whole new vocabularies come into existence with new inventions. Look back at the first two paragraphs of this chapter. How many expressions can you identify that came into popular usage with the development of a medium? How about TV *cartoons*? Or the abbreviated version of the word television? In this country, we say *TV* and spell it several different ways: tv, T.V., TV, teevee. In Britain, it's the *telly*, as everyone who watches the British "stand-up" comedian will know. That term, *stand-up comic*, seems to be another media invention. Actually, a comedian does sit sometimes, whenever the action of a skit demands, but there is always that string of jokes, or would-be jokes, delivered standing up, first at a stationary microphone during early radio days, now just standing or wandering about a stage, mike in hand. In advertising, the stand-up commercial was the first kind used. In this, the announcer or star of the program would grasp the product firmly in hand, making sure the name faced the camera, and as persuasively as possible, recite or read the copy written about it at an advertising agency.

Words introduced in the media frequently enlarge into meanings far beyond the scope originally intended for them. How many meanings do the words *Mickey Mouse* have today? Which show approval? Which disapproval?

The impact of the mass media is very strong. It changes our language, stimulates our emotions, informs our intellect, influences our ideas, values, and attitudes. When you were young and absorbing uncritically, you could not possibly know that the majority of the material you saw and heard was designed to produce specific responses from you. Some adults, for that matter, either do not know or refuse to admit the following basic fact of media production: the *MAJORITY of material is chosen or*

*designed to produce a predetermined response.* Even that part of media output called "entertainment" is chosen to keep you quiet, unquestioning, available, and receptive to commercial messages inserted throughout. This is evident whether the entertainment is a TV drama with commercials every few minutes or a newspaper or magazine article with columns of type wrapped around the advertisements.

The journalism, urgent issues, news, or information-giving portion of media output is selected, edited, produced, placed in time slots or positioned in the newspaper or magazine to reflect and support the owner's policies. These policies are sometimes intricate and interwoven strands, difficult to isolate individually, because ownership is a giant conglomerate made up of intertwining sections of the current commercial-military-governmental complex. However, no reporter, photographer, film or copy editor, script or continuity writer in either print or electronic media has ever needed to be told specifically what the boss's policies are. You pick them up through your pores within a week or two of accepting a job, and you work accordingly.

The owner's policies, therefore, determine the response that the media wish from you even if it's only to keep quiet and accept. Then the material is written, staged, photographed with or without audio, printed and/or broadcast – counted in the millions, the mass audience of mass media – are then programmed to buy, vote, contribute, believe, and support other people's interests, interests which may be commercial, political, charitable, philosophical, or educational. Sometimes these interests will coincide with your own; sometimes they won't. Most of the time, the response comes in as programmed; occasionally it doesn't, or there is an additional, unexpected response. Some of the media's output has long lasting value and worth; some is not only cheap, tawdry, and superficial stuff, but physically, emotionally, and intellectually harmful.

### **3. Study the essential vocabulary of the text:**

- to come first (second, ...)
- up to date
- to date back to
- ill-informed
- to become addicted to
- to come into existence
- for that matter



**4. Translate the following sentences into English using essential vocabulary of the text.**

1. Коли мені необхідно прийняти будь-яке рішення, я завжди спочатку думаю про сім'ю, а вже потім про кар'єру.
2. Вони використовують найсучасніше обладнання в своїй роботі.
3. Цей манускрипт датується 18 сторіччям.
4. Вчителі в Англії скаржаться на те, що вони погано проінформовані про стан сучасної освіти.
5. Спочатку він був впевнений, що зможе з легкістю кинути палити, але потім зрозумів, що став залежним від паління.
6. Цей закон з'явився на початку минулої осені.
7. Я не вмію шити, до того ж я і не в'яжу.

**5. Look through the text, find the information about the positive and negative influence of Mass Media and fill in the table below.**

Positive influence	Negative influence
1.	1.
2.	2.
3.	3.
4.	4.

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

**TEXT 2: Make TV Help Your Kids.**

- 1. Predict what the text is going to be about judging from its title.**
- 2. Read the text.**

We have all heard the dire warnings about Television's effect on children. It turns them into couch potatoes and delinquents; it affects their schooling and makes them sexually precocious. But haven't we all, at some time, been pleasantly surprised at what a youngster has gleaned from the screen?

Psychologist Dr Anne Sheppard was astonished - even though she has studied the effects of television on children – at the way her daughter took to the bassoon. "From the age of three Elizabeth loved watching the BBC's Music Time," she explains. Then, at eight, Elizabeth announced that she wanted to learn the bassoon. She explained that

she'd first heard it on television. Today, at the age of 13, Elizabeth Sheppard plays the instrument in a concert band.

Steve Crooke, chairman of the National Association for Learning Resources in Educational Technology, remembers the day when his five-year-old daughter Laura created a paper animal from the stationery in his briefcase. She'd learnt the basics of origami from the Children's Channel programme "Jack in the Box", broadcast on satellite and cable. Now aged nine, she is a dab hand at making all kinds of paper creatures from frogs to tigers.

Television can either numb young minds or expand them. Some US studies suggest that children who watch more than 40 hours a week may achieve lower academic standards. Moderate viewing – up to about 20 hours a week— does not adversely affect schoolwork.

With today's cornucopia of programmes, it's increasingly difficult to control what your children are watching. But it can be done. Here are some ways you can make sure your children benefit from television.

A typical child begins watching television at an early age. It is during the early years that families pass on values like honesty, generosity, kindness and aspiration. Television may introduce different values. If programmes conflict with your own code, you may want to steer your children away from. But as Barrie Gunter, head of search at the Independent Television Commission (ITC), warns, "Limiting viewing too much or banning TV altogether can make it doubly appealing as forbidden fruit,"

Try to familiarize yourself with what your child watches regularly, and don't assume everything labelled children's television is rewarding or harmless. Remember, too, that programmes screened after the broadcasters' 9pm watershed may not be suitable for children.

Be careful about where you put your television set. According to audience-research estimates, around one-third of UK households with children keep televisions in the youngsters' bedroom. This makes for a lot of unsupervised viewing. The best location may be where you can keep an eye on it from time to time – the sitting-room or a play area near the kitchen. Set reasonable time limits. Two and a half hours a day is a sensible maximum for schoolchildren. Homework and family activities should take priority. If studying for tomorrow's maths test conflicts with an unmissable programme, video-tape it, or ask a friend to do so. Make sure babysitters and relatives who look after your children know your rules. As a parent or guardian, you are the final authority on what they can or cannot see.

Some children switch on because they are bored or tired, and watch indiscriminately, "zapping" from channel to channel or chain-viewing. Dr David Morrison says; Youngsters need stimulation of being played with and talked to, something they won't necessarily get from the television set." So, if there's nothing on, why not switch off and play football? That will also guard against your children becoming overweight and sedentary.

Draw up a schedule of programmes that the family can enjoy together. Don't let children pick up a diet made up of cartoons, game shows and sitcoms. Insist on variety.

Books and television are sometimes thought of as enemies. But an Exeter University study of 13,000 11- to 16-year-olds found a link between heavy viewing, of five hours or more a night, and increased reading for pleasure of up to two hours a day. And when ITV showed the series Thomas the Tank Engine, sales of the book doubled to 40,000.

Children usually learn more when watching with adults, whether at home or at school. A parent can channel ideas sparked off by TV. Pam Small's 12-year-old son Stephen was very disturbed about the ecological threat to the Shetland Islands when the oil tanker Braer ran aground there. "He desperately wanted to do something," she says. Each term his school in Bath, Avon, raises funds for a different charity, so his mother gave him the idea of nominating an environmental group for the following term.

A programme can often be a starting point for an informal discussion. "Neighbours", for example, might focus attention, on teenage friend-ships, while "Only Fools and Horses" (BBC) could lead to a talk on guile and audacity. When a TV show ask your youngster what seemed real and what unlikely. What point was the programme mating? Let your child tell you what was terrific, disappointing, clever or silly.

Children's attitudes and social cues – such as when to laugh – are formed by observing their parents' reactions. Your skepticisms about commercials, for instance, could help your off-spring grow into shrewd consumers.

As chairman of the National Viewers and Listeners Association, Graham Stevens, from Colchester, Essex, monitors TV for violence and bad language and passes on complaints to the Broadcasting Standards Council. But even in his house, television is no ogre. "If there's nothing on what we like, we watch videos instead," he says. His daughter Rebecca, 12, and son David, 10, have their own video library. Sometimes they will arrange family "cinema nights". They buy a special treat such as takeaway meal or a bumper bag of popcorn, pick a video and sit down together for the evening.

There are wonderful programmes, whether on network, satellite or cable TV, that can open windows on distant worlds. Without leaving home, children in Peckham or

Polperro can meet their peers in Peru or Papua New Guinea. They can step back in time, go to the bottom of the sea, visit elephants in Africa and tigers in India. A youngster with a television set can sit in on a House of Commons debate or attend the Remembrance Sunday service at the Cenotaph in Whitehall.

Children can profit greatly from television. They just need your help – which will be all the more effective if you lead by example. 'Says psychologist and media researcher Dr Maire Messenger Davies, "With television we can guide our children make sensible choices. But we need to let them develop their tastes and trust them a bit, too. It is better to light a candle than to curse the darkness.

### **3. Study the Essential Vocabulary of the text.**

- to affect schooling adversely
- to learn the basics of
- to be a dab hand at
- to numb and expand young minds
- cornucopia of programmes
- to be doubly appealing as forbidden fruit
- to familiarize oneself with
- to benefit from television/profit from
- an unmissable programme
- to watch indiscriminately “zapping” from channel to channel
- to become overweight and sedentary
- to link TV to other activities
- to lead smb by example
- to make sensible choices
- to broadcast on satellite and cable
- to pass on values
- to limit viewing
- to ban TV
- to keep an eye on
- to take priority
- to be the final authority
- to urge smb to do smth
- side-by-side viewing
- to develop wide-ranging tastes

- programmes geared for adults
- to open windows on distant worlds

#### **4. Explain what is meant by the following expressions:**

to prohibit, forbid or bar;

to transmit (programs) from a radio or television station;

to restrict by or as if by establishing limits;

in an unfavourable manner;

accustomed to sit or rest a great deal or to take little exercise;

to watch or look after something or someone;

something given special attention;

to be very good at an activity;

an overflowing supply;

in a thoughtless manner;

to insist on, to persuade;

To become adjusted so as to fit adults;

extensive or diversified in scope;

to make oneself acquainted;

to make deficient;

to increase, to develop;

to do good

#### **5. Translate into English.**

Сьогодні телебачення транслює багато програм. Одні допомагають нам розвивати наш інтелект, а інші просто роблять з нас дурнів. Всім відомо, що телебачення – це чудове джерело інформації, яке розкриває нам вікна до далеких світів, спонукає нас зайнятися новим видом діяльності або вивчити основи різних ремесел, допомагає нам ознайомитися з останніми новинами, розвиває широкий спектр смаків, а також передає загальнолюдські цінності. Але в той же час, не можна забувати, що телебачення має і негативний вплив на наше життя. Неконтрольований перегляд спонукає нас вести сидячий спосіб життя та відволікає від інших видів діяльності. Найбільш це стосується дітей, саме тому батьки повинні пильно стежити за тим, що дивляться їхні діти. Програми, призначені для дорослих, повинні бути обмежені для перегляду або, навіть, заборонені. Тільки такий підхід дозволить дітям отримати найкраще з тієї інформації, яка до них надходить за допомогою телебачення.

6. Imagine you are to make a speech on the conference devoted to the problem of the influence of TV on children. Write a report in which you will state positive and negative aspects of the mentioned above influence.

### TEXT 3 : Newspapers

1. What do you know about newspapers, their types and characteristics?

Exchange your ideas with your partner.

2. Read the text.

A **newspaper** is a written publication containing news, information and advertising, usually printed on low-cost paper called newsprint. General-interest newspapers often feature articles on political events, crime, business, art/entertainment, society and sports. Most traditional papers also feature an editorial page containing columns which express the personal opinions of writers. Supplementary sections may contain advertising, comics, coupons, and other printed media. Newspapers are most often published on a daily or weekly basis, and they usually focus on one particular geographic area where most of their readers live. Most modern newspapers are in one of three sizes:

- Broadsheets: 600 mm by 380 mm (23½ by 15 inches), generally associated with more intellectual newspapers, although a trend towards “compact” newspapers is changing this.

- Tabloids: half the size of broadsheets at 380 mm by 300 mm (15 by 11¾ inches), and often perceived as sensationalist in contrast to broadsheets. Examples: *The Sun*, *The National Enquirer*, *The National Ledger*, *The Star Magazine*, *New York Post*, *The Globe*.

- Berliner or Midi: 470 mm by 315 mm (18½ by 12¼ inches) used by European papers such as *Le Monde* in France, *La Stampa* in Italy, *El Pais* in Spain and, since 12 September 2005, *The Guardian* in the United Kingdom.

A **daily newspaper** is issued every day, sometimes with the exception of Sundays and some national holidays. Saturday and, where they exist, Sunday editions of daily newspapers tend to be larger, include more specialized sections and advertising inserts, and cost more. Typically, the majority of these newspapers’ staff work Monday to Friday, so the Sunday and Monday editions largely depend on content done in advance or content that is syndicated. Most daily newspapers are published in the morning. Afternoon or evening papers are aimed more at commuters and office workers.

**Weekly newspapers** are common and tend to be smaller than daily papers. In some cases, there also are newspapers that are published twice or three times a week. In the United States, such newspapers are generally still classified as weeklies.

Most nations have at least one newspaper that circulates throughout the whole country: a **national newspaper**, as contrasted with a **local newspaper** serving a city or region. In the United Kingdom, there are numerous national newspapers, including *The Independent*, *The Times*, *The Daily Telegraph*, *The Guardian*, *The Observer*, *The Daily Mail*, *The Sun*, *The Daily Express* and *The Daily Mirror*. In the United States and Canada, there are no national newspapers, and in almost every market one newspaper has an effective monopoly. Certain newspapers, notably *The New York Times*, *The Wall Street Journal* and *USA Today* in the US and *The Globe and Mail* and *The National Post* in Canada are available at limited locations throughout the country. Large metropolitan newspapers with also have expanded distribution networks and, with effort, can be found outwith their normal area.

There is also a small group of newspapers which may be characterised as **international newspapers**. Some, such as *Christian Science Monitor* and *The International Herald Tribune*, have always had that focus, while others are repackaged national newspapers or “international editions” of national-scale or large metropolitan newspapers. Often these international editions are scaled down to remove articles that might not interest the wider range of readers.

Job titles within the newspaper industry vary greatly. In the United States, the overall manager of the newspaper – sometimes also the owner – may be termed the publisher. This usage is less common outside the U.S., but throughout the English-speaking world the person responsible for content is usually referred to as the editor. Variations on this title such as editor-in-chief, executive editor, and so on, are common.

While most newspapers are aimed at a broad spectrum of readers, usually geographically defined, some focus on groups of readers defined more by their interests than their location: for example, there are daily and weekly business newspapers and sports newspapers.

Features a newspaper may include are:

- Editorial opinions
- Comic strips and other entertainment, such as crosswords, sudoku and horoscopes
- Weather news and forecasts
- An advice column
- Critical reviews of plays, films, restaurants, etc

- A gossip column
- A humour column
- A food column
- Classified ads

### **3. Answer the following questions.**

1. How do the papers differ in terms of size, headlines, photographs, and use of colour? What sort of reader is each paper appealing to?
2. Which of the following would you be more likely to find in “The Guardian”, “The Sun”, or “Daily Mirror”: horoscope, a gossip column, sport pages, stock market prices, page 3 girls, an analysis of foreign news, arts reviews, law reports, a problem page crosswords?
3. In your country, are there similar differences between serious broadsheets, midi newspapers and popular tabloids?

## **TEXT 4 : Advertising**

**1. You are going to read an article about advertising. Before you read, in pairs discuss the following.**

- What sorts of advertisements interest you? Do you have any favourite ads?
- How do advertisers try to persuade us? Can you think of any ads which make use of the following techniques: celebrities, catchy slogans, music, science, humour, mystery, wit?

### **2. Read the text.**

Advertising is a form of communication that typically attempts to persuade potential customers to buy or to consume more of a particular brand of product or service.

Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, stickers on apples in supermarkets, shopping cart handles, the opening section of streaming audio and video, posters, and the backs of



event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

Covert advertising is when a product or brand is embedded in entertainment and media. For example, in a film, the main character can use an item or other of a definite brand, as in the movie *Minority Report*, where Tom Cruise's character John Anderton owns a phone with the *Nokia* logo clearly written in the top corner, or his watch engraved with the *Bulgari* logo. Another example of advertising in film is in *I, Robot*, where main character played by Will Smith mentions his *Converse* shoes several times, calling them "classics," because the film is set far in the future. *I, Robot* and *Spaceballs* also showcase futuristic cars with the *Audi* and *Mercedes-Benz* logos clearly displayed on the front of the vehicles. Cadillac chose to advertise in the movie *The Matrix Reloaded*, which as a result contained many scenes in which Cadillac cars were used. Similarly, product placement for Omega Watches, Ford, VAIO, BMW and Aston Martin cars are featured in recent James Bond films, most notably *Casino Royale*.

The TV commercial is generally considered the most effective mass-market advertising format, as is reflected by the high prices TV networks charge for commercial airtime during popular TV events. The majority of television commercials feature a song or jingle that listeners soon relate to the product.

Celebrity advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products. Advertisers often advertise their products, for example, when celebrities share their favourite products or wear clothes by specific brands or designers. Celebrities are often involved in advertising campaigns such as television or print adverts to advertise specific or general products.

**3. Describe your favourite advertisement and explain why you like it.**

**4. In pairs, decide on a product to advertise. Prepare two ads for it; one for TV and another for the press.**

**5. How do you think advertising will develop in the future?**

## TOPICAL VOCABULARY

### I. TELEVISION

**1. Television:** TV; telly (*colloq.*), the box (*BE*); the tube (*AE*), portable television (set); colour television (set); video, video tape-recorder (VT/VTR); cable television; DVD recorder; satellite television; network; viewer; viewing; peak

viewing hours; prime time (8-11 p.m.); theme tunes; TV addict; compulsive viewing; commercial break; satellite dish; TV listings; pundit.

**2. Operating TV set:** to switch on/off; to turn on/off; to tin the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed.

**3. Personnel / People in television:** to be in television; announcer; newsreader/newscaster; anchorman/woman presenter; TV reporter/correspondent; commentator; interviewer; speaker; quizmaster; camera man/operator; editor; producer; technician; soundman; a film crew; a programme crew; director.

**4. Programmes:** programme; show; daily; weekly; monthly, the news; current affairs programme; special report; factual reportage; live footage (AE), talk (chat) show; discussion, panel discussion; interview; documentary; magazine programme; children's programme; cartoon; educational programme; wild/nature life programme; sports programme; the weather report/ forecast; variety show; musical variety; game show; quiz programme; feature film, movie (AE); television play/film; television version of a play (adapted for television); thriller; Western; serial (a play broadcast in parts, e. g. a three-part serial); installment (a part of a serial); sitcom (situation comedy); soap opera; commercial; video clip; a regular character of the programme; a regular feature of the programme.

**5. Television techniques:** to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage, television coverage; to record/tape/videotape; recorded/ taped/videotaped programme; to do a television show; sound track; sound effects; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time.

## **II. ADVERTISING**

Advertisement - ad , advertiser, advertising – publicity, advertising agency, advertising agent, advertising budget, advertising campaign, advertising columns, advertising consultant, advertising dealer, advertising effectiveness, advertising expenses, advertising in the yellow pages, advertising man – adman, advertising manager, advertising media, advertising planner, advertising poster (GB) - advertising board (US), advertising rate, advertising support, announcement - press release, art director, billboards (GB) - hoardings (US), billsticking – billposting, broadcasting, market coverage, mass advertising, media buyer, media buying agency,

media department, neon sign, news agency, outdoor sign poster (GB) - board (US), classified advertisements, copywriter, direct advertising, door-to-door advertising, press release, to promote, promoter, promotion, promotional action, promotional campaign, promotional costs, promotional support, publisher, publishing, radio commercial, ratings, shop sign, sky-writing, slide slogan, socio-economic groups, informative advertising, local advertising, mail advertising, subliminal advertising, transport advertising, TV spot - commercial.

### **III. THE PRESS**

Column, brochures, leaflets, out of the shelf, out of print, journal, magazine, circulation, output, edition, publication, banning, censorship, readership, outline, layout, rumour, sensational stories, summary, version, a royalty, a circular, an editorial, obituary, supplement, to publicize, broadsheet, tabloid, to give coverage to... (sport, news), publication, issue, serial, journalist, correspondent, editorial, bulletin, feature

#### **HEADLINES**

##### **1. GRAMMAR**

- Headlines are not always complete sentences. Many headlines consist of noun phrases with no verb.

MORE WAGE CUTS

HOLIDAY HOTEL DEATH

EXETER MAN'S DOUBLE MARRIAGE BID

- Headlines often contain strings of three, four or more nouns; nouns earlier in the string modify those that follow.

FURNITURE FACTORY PAY CUT ROW

Headlines like these can be difficult to understand. It sometimes helps to read them backwards. FURNITURE FACTORY PAY CUT ROW refers to a row (disagreement) about a CUT (reduction) in PAY at a FACTORY that makes FURNITURE.

- Headlines often leave out articles and the verb be.

SHAKESPEARE PLAY IMMORAL, SAYS HEADMASTER

WOMAN WALKS ON MOON

- In headlines, simple tenses are often used instead of progressive or perfect forms. The simple present is used for both present and past events.

BLIND GIRL CLIMBS EVEREST (= ... has climbed ...)

STUDENTS FIGHT FOR COURSE CHANGES (= . . . are fighting...)

The present progressive can be used, especially to talk about changes. Be is usually dropped.

## BRITAIN GETTING WARMER, SAY SCIENTISTS, SHADE FIGURES IMPROVING

- Many headline words are used as both nouns and verbs, and nouns are often used to modify other nouns. So it is not always easy to work out the structure of a sentence. Compare:

US CUTS AID TO THIRD WORLD (= The us reduces its help... cuts is a verb, AID is a noun.)

AID CUTS ROW (= There has been a disagreement about the reduction in aid. AID and CUTS are both nouns.)

CUTS AID REBELS (= The reduction is helping the revolutionaries, cuts is a noun, AID is a verb.)

- Headlines often use infinitives to refer to the future.

PM TO VISIT AUSTRALIA

HOSPITALS TO TAKE FEWER PATIENTS

For is also used to refer to future movements or plans.

TROOPS FOR GLASGOW? (= Are soldiers going to be sent to Glasgow?)

- Auxiliary verbs are usually dropped from passive structures, leaving past participles.

MURDER HUNT: MAN HELD (=... a man is being held by police.)

SIX KILLED IN EXPLOSION (= Six people have been killed...)

Note that forms like held, attacked are usually past participles with passive meanings, not past tenses (which are rare in newspaper headlines).

Compare:

AID row: PRESIDENT ATTACKED (=... the President has been attacked.)

AID row: PRESIDENT ATTACKS CRITICS (= the President has attacked her critics)

BOY FOUND SAFE (= the missing boy has been found safe.)

BOY FINDS SAFE (= A boy has found a safe.)

- A colon (:) is often used to separate the subject of a headline from what is said about it.

STRIKES: PM TO ACT

MOTORWAY CRASH: DEATH TOLL RISES

Quotation marks ('...') are used to show that words were said by somebody else, and that the newspaper does not necessarily claim that they are true.

CRASH DRIVER 'HAD BEEN DRINKING'

A question mark (?) is often used when something is not certain.

CRISIS over BY SBPTBMBER?

## 2. VOCABULARY

Short words save space, and so they are very common in newspaper headlines. Some of the short words in headlines are unusual in ordinary language (e.g. curb, meaning 'restrict' or 'restriction'), and some are used in special senses which they do not often have in ordinary language (e.g. bid, meaning 'attempt'). Other words are chosen not because they are short, but because they sound dramatic (e.g. blaze, which means 'big fire', and is used in headlines to refer to any fire). The following is a list of common headline vocabulary:

**act** take action; do something

FOOD CRISIS: GOVERNMENT TO ACT

**aid** military or financial help; to help

MORE AID FOR POOR COUNTRIES

UNIONS AID HOSPITAL STRIKERS

**alert** alarm, warning

FLOOD ALERT ON EAST COAST

**allege** make an accusation

WOMAN ALLEGES UNFAIR TREATMENT

**appear** appear in court accused of a crime

MP TO APPEAR ON DRUGS CHARGES

**axe** abolish, close down; abolition, closure

COUNTRY BUS SERVICES AXED

SMALL SCHOOLS FACE AXE

**BA** British Airways

BA MAKES RECORD LOSS

**back** support

AMERICA BACKS BRITISH PEACH MOVE

**ban** forbid, refuse to allow something; prohibition

CHINA BANS US IMPORTS

NEW BAN ON DEMONSTRATIONS

**bar** refuse/refusal to allow entry

HOTEL BARS FOOTBALL FANS

NEW BAR ON IMMIGRANTS

**bid** attempt

JAPANESE WOMEN IN NEW EVEREST BID

**blast** explosion; criticise violently

BLAST AT PALACE PM BLASTS OPPOSITION

**blaze** fire

SIX DIE IN HOTEL BLAZE

**block** stop, delay

TORIES BLOCK TEACHERS ' PAY DEAL

**blow** bad news; discouragement; unfortunate happening

SMITH ILL: BLOW TO WORLD CUP HOPES

**bolster** give support/encouragement to

EXPORT FIGURES BOLSTER CITY CONFIDENCE

**bond** political/business association

INDIA CUTS TRADE BONDS WITH PAKISTAN

**boom** big increase; prosperous period

SPENDING BOOM OVER, SAYS MINISTER

**boost** encourage(ment); to increase; an increase

GOVERNMENT PLAN TO BOOST EXPORTS

**brink** edge (of disaster)

WORLD ON BRINK OF WAR

**call (for)** demand/appeal (for)

CALL FOR STRIKE TALKS

HOSPITAL ROW: MP CALLS FOR ENQUIRY

**campaign** organised effort to achieve social or political result

MP LAUNCHES CAMPAIGN FOR PRISON REFORM

**cash** money

MORE CASH NEEDED FOR SCHOOLS

**charge** accusation (by police)

THREE MEN HELD ON BOMB CHARGE

**chop** abolition, closure

300 BANK BRANCHES FACE CHOP

**City** London's financial institutions

NEW TRADE FIGURES PLEASE CITY

**claim** (make) a statement that something is true (especially when there may be disagreement); **pay claim** demand for higher wages

SCIENTIST CLAIMS CANCER BREAKTHROUGH

RACISM CLAIM IN NAVY

TEACHERS ' PA Y CLAIM REJECTED

**clamp down on** deal firmly with (usually something illegal)

POLICE TO CLAMP DOWN ON SPEEDING

**clash** quarrel, fight (noun or verb)

STUDENTS CLASH WITH POLICE

**clear** find innocent

DOCTOR CLEARED OF DRUGS CHARGE

**Commons** the House of Commons (in Parliament)

MINISTERS IN COMMONS CLASH OVER HOUSING

**con** swindle

TEENAGERS CON WIDOW OUT OF LIFE SAVINGS

**crackdown** firm application of the law

GOVERNMENT PROMISES CRACKDOWN ON DRUGS DEALERS

**crash** financial failure

BANK CRASH THREATENS TO BRING DOWN GOVERNMENT

**curb** restrict; restriction

NEW PRICE CURBS

**cut** reduce; reduction

BRITAIN CUTS OVERSEAS AID NEW HEALTH SERVICE CUTS

**cutback** reduction (usually financial)

TEACHERS SLAM SCHOOL CUTBACKS

**dash** (make) quick journey

PM IN DASH TO BLAST HOSPITAL

**deadlock** disagreement that cannot be solved

DEADLOCK IN PEACE TALKS

**deal** agreement, bargain

TEACHERS REJECT NEW PAY DEAL

**demo** demonstration

31 ARRESTED IN ANTI-TAX DEMO

**dole** unemployment pay

DOLE QUEUES LENGTHEN

**drama** dramatic event; tense situation

PRINCE IN AIRPORT DRAMA

**drive** united effort

DRIVE TO SAVE WATER

**drop** give up, get rid of; fall (noun)

GOVERNMENT TO DROP CHILD LABOUR PLAN

BIG DROP IN INDUSTRIAL INVESTMENT

**due** expected to arrive  
 QUEEN DUE IN BERLIN TODAY  
**edge** move gradually  
 WORLD EDGES TOWARDS WAR  
**envoy** ambassador  
 FRENCH ENVOY DISAPPEARS face be threatened by  
 HOSPITALS FACE MORE CUTS STRIKERS FACE SACK  
**feud** long-lasting quarrel or dispute  
 FAMILY FEUD EXPLODES INTO VIOLENCE: SIX HELD  
**find** something that is found  
 BEACH FIND MAYBE BOXES OF UNKNOWN DINOSAUR  
**firm** determined not to change  
 PM FIRM ON TAX LEVELS  
**flak** heavy criticism  
 GOVERNMENT FACES FLAK OVER VAT  
**flare** begin violently  
 RIOTS FLARE IN ULSTER  
**foil** prevent somebody from succeeding  
 TWELVE-YEAR-OLD FOILS BANK RAIDERS  
**fraud** swindle, deceit  
 JAIL FOR TICKET FRAUD MEN  
**freeze** keep(ing) prices etc at their present level; block(ing) a bank account  
 MINISTER WANTS TWO-YEAR PAY FREEZE  
 DRUG PROFITS FROZEN  
**gag** censor(ship), prevent(ion) from speaking  
 AFRICAN PRESIDENT ACTS TO GAG PRESS  
**gaol** older British spelling for jail gems jewels  
 J2M GEMS STOLEN  
**go** resign; be lost, disappear PM TO GO ?  
 4.000 JOBS TO GO IN SOUTH  
**go for** be sold for  
 PICASSO DRAWING GOES FOR J5M  
**go-ahead** approval  
 SCOTTISH ROAD PLAN GUTS GO-AHEAD  
**grab** take violently  
 GERMANS GRAB SHARES IN BRITISH COMPANIES



**grip** control; hold tightly

REBELS TIGHTEN GRIP ON SOUTH COLD WAVE GRIPS COUNTRY

**gun down** shoot

TERRORISTS GUN DOWN PRIEST

**hail** welcome, praise

PM HAILS PEACE PLAN

**halt** stop

CAR PLANT TO HALT PRODUCTION

**haul** amount stolen in robbery, or seized by police or customs

TRAIN ROBBERY: BIG GOLD HAUL RECORD DRUGS HAUL AT  
AIRPORT

**head** lead; leader

PM TO HEAD TRADE MISSION COMMONWEALTH HEADS 7 0 MEET  
IN OTTAWA

**head for** move towards

ECONOMY HEADING FOR DISASTER, EXPERTS WARS

**hike** (US) rise in costs, prices etc

INTEREST HIKE WILL HIT BUSINESS

**hit** affect badly

SNOWSTORMS HIT TRANSPORT

**hit out at** attack (with words)

PM HITS OUT AT CRITICS

**hitch** problem that causes delay

LAST-MINUTE HITCH DELAYS SATELLITE LAUNCH

**hold** arrest; keep under arrest

POLICE HOLD TERROR SUSPECT MAS HELD AFTER STATION BLAST

**in (the) red** in debt; making a financial loss

BRITISH STEEL IN RED

**IRA** Irish Republican Army

IRA LEADER MAKES STATEMENT

**jail** prison

JAIL FOR PEACE MARCHERS

**jobless** unemployed (people)

THREE MILLION JOBLESS BY APRIL?

**key** important, vital

KEY WITNESS VANISHES

**landslide** victory by large majority in election

LANDSLIDE FOR SCOTTISH NATIONALISTS

**lash** criticise violently

BISHOP LASHES TV SEX AND VIOLENCE

**launch** send (satellite etc) into space; begin (campaign etc); put (new product) on market

SPACE TELESCOPE LAUNCH DELAYED

ENVIRONMENT MINISTER LAUNCHES CAMPAIGN FOR CLEANER BEACHES

BRITISH FIRM LAUNCHES THROW-AWAY CHAIRS

**lead** clue (in police enquiry)

NEW LEAD IN PHONEBOX MURDER CASE

**leak** unofficial publication of secret information

PM FURIOUS OVER TAX PLAN LEAKS

**leap** big increase

LEAP IN IMPORTS

**life** imprisonment 'for life'

LIFE FOR AXE MURDERER

**link** connection, contact

NEW TRADE LINKS WITH PERU

**loom** threaten to happen

VAT ON FOOD: NEW ROW LOOMS

**Lords** the House of Lords (in Parliament)

LORDS VOTE ON DOG REGISTRATION

**mar** spoil

CROWD VIOLENCE MARS CUP FINAL

**mercy** intended to save lives

DOCTOR IN MERCY DASH TO EVEREST

**mission** delegation (official group sent to conference etc)

SHOTS FIRED AT UN MISSION

**mob** angry crowd; organised crime / Mafia (US)

MOBS RAMPAGE THROUGH CITY STREETS MOB LEADERS HELD

**move** step towards a particular result (often political)

MOVE TO BOOST TRADE LINKS WITH JAPAN

**MP** Member of Parliament

MP DENIES DRUGS CHARGE

**nail** force somebody to admit the truth  
 MP NAILS MINISTER ON PIT CLOSURE PLANS  
**net** win, capture  
 TWO SISTERS NET \$3M IN POOLS WIN  
**odds** chances, probability  
 JONES RE-ELECTED AGAINST THE ODDS  
**on** about, on the subject of, concerning  
 NEW MOVE ON PENSIONS  
**opt (for)** choose  
 WALES OPTS FOR INDEPENDENCE  
**oust** drive out, replace  
 MODERATES OUSTED IN UNION ELECTIONS  
**out to** intending to  
 SCOTS NATIONALISTS OUT TO CAPTURE MASS VOTE  
**over** about, on the subject of, because of  
 ROW OVER AID CUTS  
**pact** agreement  
 DEFENCE PACT RUNS INTO TROUBLE  
**pay** wages  
 TRANSPORT PAY TALKS BREAK DOWN  
**PC** police constable  
 PC SHOT IN BANK RAID  
**peak** high point  
 BANK LENDING HITS SEW PEAK  
**peer** lord; Member of the House of Lords  
 PEERS REJECT GOVERNMENT WAGE-FREEZE PLAN  
**peg** hold (prices etc) at present level  
 BANKS PEG INTEREST RA TBS  
**peril** danger  
 FLOOD PERIL IN THAMES VALLEY  
**pit** coalmine  
 THREAT OF MORE PIT CLOSURES  
**plant** factory  
 STEEL PLANT BLAZE  
**plea** call for help  
 BIG RESPONSE TO PLEA FOR FLOOD AID

**pledge** promise

GOVERNMENT GIVES PLEDGE ON JOBLESS

**PM** Prime Minister

EGG THROWN AT PM

**poll** election; public opinion survey

TORIES AHEAD IN POLLS

**pools** football pools: a form of gambling in which people guess the results of football matches

SISTERS SHARE BIG POOLS WIN

**premier** head of government

GREEK PREMIER TO VISIT UK

**press** the newspapers

BID TO GAG PRESS OVER DEFENCE SPENDING

**press (for)** urge, encourage, ask for urgently

MINISTER PRESSED TO ACT ON HOUSING OPPOSITION PRESS FOR ENQUIRY ON AIR CRASHES

**probe** investigation; investigate

CALL FOR STUDENT DRUGS PROBE POLICE PROBE RACING SCANDAL

**pull out** withdraw, pull-out withdrawal

US PULLS OUT OF ARMS TALKS

CHURCH CALLS FOR BRITISH PULL-OUT FROM ULSTER

**push (for)** ask for, encourage

SCHOOLS PUSH FOR MORE CASH

**quake** earthquake

HOUSES DAMAGED IN WELSH QUAKE

**quit** resign, leave

CHURCH LEADER QUITTS MINISTER TO QUIT GOVERNMENT

**quiz** question (verb)

POLICE QUIZ MILLIONAIRE SUPERMARKET BOSS

**raid** enter and search; attack (noun and verb), rob, robbery

POLICE RAID DUCHESS'S FLAT BIG GEMS RAID

**rampage** riot

FOOTBALL FANS RAMPAGE THROUGH SEASIDE TOWNS

**rap** criticise

DOCTORS RAP NEW MINISTRY PLANS

**record** bigger than ever before  
RECORD LOSS BY INSURANCE FIRM  
**riddle** mystery  
MISSING ENVOY RIDDLE: WOMAN HELD  
**rift** division, disagreement  
LABOUR RIFT OVER DEFENCE POLICY  
**rock** shock, shake  
BANK SEX SCANDAL ROCKS CITY IRELAND ROCKED BY QUAKE  
**row** noisy disagreement, quarrel  
NEW ROW OVER PENSION CUTS  
**rule out** reject the possibility of  
I'M RULES OUT AUTUMN ELECTION  
**sack** dismiss(al) from job  
STRIKING POSTMEN FACE SACK  
**saga** long-running news story  
NEW REVELATIONS IN BANK SEX SAGA  
**scare** public alarm, alarming rumour  
TYPHOID SCARE IN SOUTHWEST  
**scrap** throw out (as useless)  
GOVERNMENT SCRAPS NEW ROAD PLANS  
**seek** look for  
POLICE SEEK WITNESS TO KILLING  
**seize** take (especially in police and customs searches)  
POLICE SEIZE ARMS AFTER CAR CHASE  
\$3M DRUGS SEIZED AT AIRPORT  
**set** to ready to; about to  
INTEREST HATES SET TO RISE  
**shed** get rid of  
BRITISH RAH TO SUED 5,000 JOBS  
**slam** criticise violently  
BISHOP SLAMS DEFENCE POLICY  
**slash** cut, reduce drastically  
GOVERNMENT TO SLASH HEALTH EXPENDITURE  
**slate** criticise  
PM SLATES BISHOP  
**slay** (US) murder

FREEWAY KILLER SLAYS SIX

**slump** fall (economic)

EXPORTS SLUMP CITY FEARS NEW SLUMP **snatch** rob, robbery

BIG WAGES SNATCH IN WUS1 END

**soar** rise dramatically

IMPORTS SOAR FOR THIRD MONTH

**spark** cause to start

REFEREE'S DECISION SPARKS RIOT

**split** disagree(ment)

CABINET SPLIT ON PRICES POLICY

**spree** wild spending expedition

BUS DRIVER SPENDS \$30,000 IN THREE - DAY CREDIT CARD SPREE

**stake** financial interest

JAPANESE BUY STAKE IN BRITISH AIRWAYS

**storm** angry public disagreement

STORM OVER NEW STRIKE LAW

**storm out of** leave angrily

TEACHERS ' LEADERS STORM OUT OF MEETING

**stun** surprise, shock

JOBLESS FIGURES STUN CITY

**surge** sudden increase; rise suddenly

SURGE IN JOBLESS FIGURES

**swap** exchange

HEART SWAP BOYS BETTER

**sway** persuade

HOSPITAL PROTEST SWAYS MINISTERS

**switch** to change; a change

DEFENCE POLICY SWITCH

**swoop** to raid; a police raid

POLICE IS DAWN SWOOP ON DRUGS GANG

**threat** danger

TEACHERS ' STRIKE THREAT

**toll** number killed

QUAKE TOLL MAY BE 5,000

**top** (adj) senior, most important

TOP BANKER KIDNAPPED

**top** (verb)exceed

IMPORTS TOP LAST YEAR 'S FIGURES

**Tory** Conservative

VICTORY FOR TORY MODERATES

**trio** three people

JAILBREAK TRIO RECAPTURED

**troops** soldiers

MORE TROOPS FOR BORDER AREA

**UK** The United Kingdom (of Great Britain and Northern Ireland)

EC CRITICISES UK JAIL CONDITIONS

**Ulster** Northern Ireland

I'M IN SECRET TRIP TO ULSTER

**UN** The United Nations

UN IN RED: CANNOT BALANCE BUDGET

**urge** encourage

GOVERNMENT URGED TO ACT ON POLLUTION

**US** The United States of America

US URGED TO PULL OUT OF ARMS DEAL

**VAT** value added tax

NEXT, VAT ON BABYFOOD?

**vow** promise

EXILED PRESIDENT VOWS TO RETURN

**walk out** leave in protest

CAR WORKERS WALK OUT OVER WAGE FREEZE

**wed** marry

BISHOP TO WED ACTRESS

## PRACTICE

**1. Match items from A and B to make collocations, then use them to fill in the gaps in the sentences.**

A	B
Couch	listings
Prime	dish
TV and radio	potato
Quality	columnist

Regular	time
Commercial	break
Satellite	press

1. To receive foreign channels on your TV, you need a \_\_\_\_\_.
2. If you want to know what time the film is on, look it up in the \_\_\_\_\_.
3. We will continue our discussion with the Minister after a short \_\_\_\_\_.
4. My brother is a \_\_\_\_\_ for *The Independent*, so he has to produce an article every week.
5. He never does anything except watch TV. He is becoming a real \_\_\_\_\_.
6. Tabloids have greater circulation figures than the \_\_\_\_\_.
7. Advertising on TV during \_\_\_\_\_ is expensive, but the advertiser's message reaches a wider audience.

## 2. Choose the most suitable word for each place.

After more than fifty years of television, it might seem only obvious to conclude that it is here to (1) \_\_\_\_\_. There have been many objections to it during this time, of course, and (2) \_\_\_\_\_ a variety of grounds. Did it cause eye-strain? Was the (3) \_\_\_\_\_ bombarding us with radioactivity? Did the advertisements (4) \_\_\_\_\_ subliminal messages, persuading us to buy more or vote Republican? Did children turn to violence through watching it, either because so (5) \_\_\_\_\_ programmes taught them how to shoot, rob, and kill, or because they had to do something to counteract the hours they had (6) \_\_\_\_\_ glued to the tiny screen? Or did it simply create a vast passive (7) \_\_\_\_\_ drugged by glamorous serials and inane situation (8) \_\_\_\_\_? On the other hand did it increase anxiety by sensationalising the news (or the news which was (9) \_\_\_\_\_ by suitable pictures) and filling our living rooms with war, famine and political unrest? (10) \_\_\_\_\_ in all, television proved to be the all-purpose scapegoat for the second half of the century, (11) \_\_\_\_\_ for everything, but above all, eagerly watched. For no (12) \_\_\_\_\_ how much we despised it, feared it, were bored by it, or felt that it took us away from the old paradise of family conversation and hobbies (13) \_\_\_\_\_ as collecting stamps, we never turned it off. We (14) \_\_\_\_\_ staring at the screen, aware that our own tiny (15) \_\_\_\_\_ was in it if we looked carefully.

- |              |           |            |           |
|--------------|-----------|------------|-----------|
| 1) A) long   | B) stay   | C) exist   | D) be     |
| 2) A) with   | B) over   | C) by      | D) on     |
| 3) A) screen | B) danger | C) machine | D) reason |



- |                     |                |               |                  |
|---------------------|----------------|---------------|------------------|
| 4) A) contain       | B) of          | C) take       | D) having        |
| 5) A) that          | B) far         | C) many       | D) what          |
| 6) A) almost        | B) spent       | C) quite      | D) madly         |
| 7) A) programme     | B) personality | C) audience   | D) tense         |
| 8) A) comedies      | B) programmes  | C) perhaps    | D) consequently  |
| 9) A) taken         | B) presented   | C) capable    | D) accompanied   |
| 10) A) Taken        | B) All         | C) Somewhat   | D) Thus          |
| 11) A) broadcasting | B) looking     | C) blamed     | D) ready         |
| 12) A) one          | B) matter      | C) difference | D) reason        |
| 13) A) known        | B) even        | C) described  | D) such          |
| 14) A) refused      | B) received    | C) turned     | D) kept          |
| 15) A) fault        | B) reflection  | C) situation  | D) consciousness |

**3. Check your understanding of these words, then complete the sentences that follow.**

*Editorial, circulation, correspondent, coverage, column, readership, obituaries, supplement, broadsheet, feature, tabloid, censorship*

1. In certain countries, \_\_\_\_\_ of the press means that not all political opinions can be printed.
2. The \_\_\_\_\_ newspapers are printed on small pages and usually contain light or popular new stories, while a newspaper that is printed on large pages is called a \_\_\_\_\_.
3. Although we publish a university newspaper, our \_\_\_\_\_ extends far beyond the students attending the college.
4. Although we sold more copies than we did in January, \_\_\_\_\_ figures are still not satisfactory.
5. David works as a foreign \_\_\_\_\_ for the *Daily telegraph*.
6. My daughter loves reading the gossip \_\_\_\_\_ in the paper, to find out what her favourite film stars have been up to.
7. The editor's opinion on important current events can be found in the \_\_\_\_\_.
8. There was extensive media \_\_\_\_\_ of the Kyoto climate treaty talks.
9. When Picasso died, all the major newspapers carried \_\_\_\_\_ on him.
10. There will be a special \_\_\_\_\_ on health education in next week's *Sunday Times*.
11. On Sundays I often read the glossy colour \_\_\_\_\_ before I turn to the main newspaper.

**4. Which of the following sections do you think each of these newspaper cuttings comes from?**

*Financial, situations vacant, classified ads, politics, sports*

1. PEUGEOT 306, 25000 miles, electric windows, central locking, price negotiable. Terry Carter, 0131 948375.

2. Mike's Mechanics is seeking an experienced Accounts Manager to work in our Wolverhampton Branch.

3. Yesterday's announcement from Downing Street of a complete cabinet reshuffle, the fifth since election victory, was viewed with cynicism by Tory opposition and Labour backbenchers alike.

4. Following Wall Street, the FTSE 100 fell 60.8 points to 5,205.2, as Tuesday's much weaker-than-expected US consumer confidence figures continued to weigh on equities.

5. The capture of Robbie Fowler was to be the only triumph Leeds enjoyed against Chelsea and their departure from the Worthington Cup exposed a lack of imagination in attack.

**5. Look at the following headlines and work out what they mean, then say what each story may be about.**

1. Yard to Probe Fire Alarm Riddle
2. Sally Safe Home After Cliff Plunge Ordeal
3. DoctorS on Strike After Pay TAlk Row
4. PM Pledges to Boost Schools Budgets
5. Latest UK Inflation Figures Shake Investor Confidence
6. Capacity Crowd as Rovers March on

**6. Choose the most suitable word underlined.**

a) Before the attack, planes dropped brochures/leaflets warning people to take cover.

b) We do not have the book in stock. It is off the shelf/out of print.

c) *Words* is the official journal/magazine of the Linguistics Association.

d) The *Sunday News* has the highest circulation/output of any newspaper in Britain.

e) They are bringing out Sue's book in a new edition/publication soon.

f) Are books subject to banning/censorship in your country?

g) Ted is in charge of the stationary/stationery cupboard in the office.

h) This page looks very crowded and I don't like the outline/layout.

- i) Mass circulation newspapers usually specialise in rumour/sensational stories.
- j) Don't include all the details. Just write a summary/version of what happened.

**7. Match each word given with one of the descriptions.**

*an abbreviation, a draft, a manual, a royalty, a sponsor, a circular, an editorial, a preface, a rumour, a viewer*

- a) An article stating the policy of a newspaper.
- b) Unofficial news which may have no basis in fact.
- c) The introduction to a book written by the author.
- d) A company which pays for a broadcast in return for advertising.
- e) The payment made to an author for the number of books sold.
- f) A book containing instructions for doing or using something.
- g) The first version of a piece of writing.
- h) A shorter way of writing a common phrase.
- i) A leaflet delivered free to a large number of people.
- j) A person who watches television.

**8. Complete each sentence with one of the words given. Use each word only once.**

*Ban                  claim                  forecast                  market                  publish                  broadcast*  
*cover                  launch                  publicise                  tune in*

- a) Over a hundred journalists will \_\_\_\_\_ the royal wedding next week.
- b) The government has decided to \_\_\_\_\_ the sale of this book.
- c) Our company finds it difficult to \_\_\_\_\_ products in that part of the world.
- d) Don't forget to \_\_\_\_\_ at this time next week for part two of the programme.
- e) Both articles \_\_\_\_\_ that the economy will recover by the end of the year.
- f) Make sure you \_\_\_\_\_ the rock concert well in advance.
- g) The BBC intends to \_\_\_\_\_ more programmes in Russian soon.
- h) Both newspapers \_\_\_\_\_ to be the first to have learned the news.
- i) The company has decided to \_\_\_\_\_ only paperbacks from now on.
- j) We are going to \_\_\_\_\_ the new product at a press conference next week.

**9. Choose the most suitable word or phrase.**

- a) The journalist refused to disclose his \_\_\_\_\_ to the judge.  
 A) information                  B) source                  C) sponsor                  D) article
- b) Most people \_\_\_\_\_ ice-cream with the summer.

- A) link                      B) image                      C) associate                      D) remind
- c) Mary hurriedly \_\_\_\_\_ the message on a scrap of paper.
- A) jotted down                      B) wrote up                      C) scribbled away                      D) dashed off
- d) The captain recorded all the details of the voyage in the \_\_\_\_\_ .
- A) tape recorder                      B) notebook                      C) handbook                      D) log
- e) If you can't pick up the BBC in the summer, try a differen\_\_\_\_\_.
- A) Wavelength                      B) broadcast                      C) transmission                      D) satellite
- f) Some people feel that television should give less \_\_\_\_\_ to sport.
- A) programmes                      B) coverage                      C) concern                      D) involvement
- g) If you can't find what you want in this chapter, look it up in the \_\_\_\_\_.
- A) reference                      B) index                      C) catalogue                      D) directory
- h) This article will be continued in our next \_\_\_\_\_ .
- A) publication                      B) page                      C) issue                      D) serial
- i) Sally paid no attention, as she was completely \_\_\_\_\_ in her book.
- A) engrossed                      B) distracted                      C) concentrated                      D) dominated
- j) Here is a report from our political \_\_\_\_\_.
- A) journalist                      B) editorial                      C) correspondent                      D) bulletin

**10. Complete each sentence, using one of the words given.**

*Fiction                      illiterate                      literature                      outline*  
*shorthand                      gist                      illegible                      manuscriptprose                      unprintable*

- a) The first chapter is based on fact, but the rest of the book is complete \_\_\_\_\_
- b) David was unable to read the postcard because the writing was \_\_\_\_\_.
- c) I understood the \_\_\_\_\_ of the article, but I didn't read it in detail.
- d) Brenda's comments were so insulting they were \_\_\_\_\_ .
- e) Bill had decided to study French \_\_\_\_\_ at university.
- f) I managed to make notes of the speech in \_\_\_\_\_ .
- g) Old Mrs Brown never went to school and is \_\_\_\_\_ .
- h) Some people feel that Davis' \_\_\_\_\_ is better than his poetry.
- i) Sheila left the \_\_\_\_\_ of her novel on a train by mistake.
- j) Just tell me the \_\_\_\_\_ of the story, don't go into too much detail.

**11. Match the parts in a) to j) with the wholes in 1) to 10).**

- a) keyboard                      1) serial
- b) spine                      2) library
- c) episode                      3) set

- |                   |                   |
|-------------------|-------------------|
| d) entry          | 4) book           |
| e) editorial      | 5) notepad        |
| f) character      | 6) newspaper      |
| g) reference book | 7) novel          |
| h) sheet          | 8) word-processor |
| i) semi-colon     | 9) punctuation    |
| j) screen         | 10) index         |

**12. Complete each sentence with one of the words.**

*Broadcast    bulletin    coverage    forecast    media    brochure*  
*campaign    edition    manual    novel*

- Read the instruction \_\_\_\_\_ before using your new word-processor.
- David Copperfield* is an autobiographical \_\_\_\_\_.
- What did it say on the weather \_\_\_\_\_?
- This is a party political \_\_\_\_\_ on behalf of the Always Right Party.
- What time is the next news \_\_\_\_\_?
- This channel doesn't have very good sports \_\_\_\_\_.
- A first \_\_\_\_\_ of this book is worth a fortune.
- The mass \_\_\_\_\_ in most countries are dominated by advertising.
- When does our new advertising \_\_\_\_\_ begin?
- I spent all of yesterday evening looking at this holiday \_\_\_\_\_.

## WRITING

### A NEWSPAPER REVIEW

#### I. GRAMMAR

1. In the newspaper articles information is given distancing the facts: the writer is putting distance between himself and the facts. There are several ways of giving information without stating categorically that you know it to be true:

- using passive constructions
- using *seem* and *appear*

We can report words and actions using the passive in various ways.

It + passive verb + that clause

Verbs that follow this pattern are:

Agree, allege, announce, assume, believe, calculate, claim, consider, decide, declare, discover estimate, expect, fear, feel, hope, know, presume, propose, recommend, report, say, show, suggest, suppose, think, understand.

## **II. RUBRICS (SECTIONS) OF THE NEWSPAPER**

News reports, the editorial, feature articles, news items, horoscope, cartoons, crosswords, small ads, business news, sports reports, scandal, letters page, item, the front page, the back page, headlines.

## **III. HANDY EXPRESSIONS & PHRASES**

a strong independent newspaper

an excellent staff of well-qualified journalists

established reputation

editor-in-chief

the educational policy of the newspaper lies in ...

a wide spectrum of readers

to be recognized for its thoughtful & interpretive articles

to be highly opinionated

progressive, energetic & intelligent

uncomprehensible, unintelligible (esp. of speech & writing)

serious & thorough coverage of national, economic & international (or home) affairs

the subject matter of the interview (article)

to conjure up the atmosphere of events

to give a lot of space to ...

front page news

to provide eye-witness descriptions

to cover the news

to appeal to a wide readership

to appeal to the man in the street

to excite the reader's imagination

a full-page news summary

to provide readers with concise & comprehensive roundup of major news developments

to manipulate people's opinions

to be relevant to the viewers

to be tightly encapsulated (to contain many facts)

to place the emphasis on smth

to have a wide acquaintance with smth

the pattern of presenting ads

an attractive makeup

occasional color printing

to be of national importance  
topicality  
topicality, novelty & general interest  
to be of topical interest  
the problem of top (high) priority  
priority number one  
to give priority to smth  
newsworthy  
not to lose the common touch with readers  
to arouse (stir) readers' interest  
to inspire confidence  
to receive publicity  
a new angle of approach  
to obtain information  
to be of little concern  
to be of little avail  
to have a drive  
a journalist has a highly developed sense of new values  
a journalist has a sound educational background  
a journalist has a considerable stock of general knowledge  
he keeps constantly up to date  
a news-gatherer  
to verify given statements  
to confirm smth

#### **IV. SCHEME FOR PRESENTING A PAPER**

1. The newspaper under discussion is ... (daily, weekly).
2. It is a serious broadsheet (a tabloid).
3. It is published in ... .
4. This issue was published on ... .
5. There are ... pages ... .
6. The front (back) page covers, contains, presents, features ...
7. The major rubrics are as follows ... .
8. The problem of ... is featured on page ... .
9. Special mention must be given to the rubric ... .

## TOPIC 2: HIGHER EDUCATION IN THE USA

### LEAD-IN

**1. Discuss how strongly you agree or disagree with the following quotations.**

**Give your reasons.**

1. "Genius without education is like silver in the mine." (Benjamin Franklin)
2. "No one wants a good education. Everyone wants a good degree." (Lee Rudolph)
3. "It is only the ignorant who despise education." (Publius Syrus)
4. "Education is a progressive discovery of our own ignorance." (Will Durant)
5. "Education makes people easy to lead, but difficult to drive; easy to govern but impossible to enslave." (Henry Peter)

**2. Match the stages of education with their definitions.**

1) primary education	a) education beyond the secondary level, especially at the college or university level
2) secondary education	b) studies done after a university degree
3) higher education	c) the first four to eight years of a child's formal education
4) post-graduate study	d) studies for students intermediate between elementary school and college

**3. Which of the following aims of education are most important? Rank them in order of importance, then compare with your partner.**

- to develop understanding of other people/cultures;
- to learn social skills;
- to prepare for life in the workplace;
- to become aware of how the past has affected the present;
- to develop critical thinking

### READING

#### TEXT 1. What is University for Now

by Frank Furedi

**1. Discuss in a class.**

1. What are the components of decent education?
2. Are Ukrainian students well motivated to get higher education?



## **2. Read the text.**

These days parents are not meant to think seriously about whether or not they should encourage their children to go to university. There is an automatic assumption that a good parent will do what it takes to get their offspring into higher education.

At first sight, the case for investing in your child's education is overwhelming. By all accounts a university degree provides a passport to a decent job.

Reports indicate that graduates in the UK can command salaries that are 40% higher than those without higher education. Graduates are also half as likely to be unemployed as those without a university degree.

Certainly graduates face a buoyant job market. Even if there was an economic downturn, followed by a reduction in graduate job opportunities, a degree would still enhance your child's job prospects. A-levels are rarely taken seriously and many employers now demand a university degree for relatively routine jobs.

If your main concern is to get your child into a reasonable job then the case for a university education is overwhelming. If, however, you expect the average British university to stretch and challenge your child then you need to rethink some of your assumptions. You could do worse than talk to many university students who will tell you that intellectual stimulation is a rare commodity in their life. Four out of 10 students believe that their courses don't challenge them intellectually.

Youngsters who take themselves seriously and are looking for inspiration are often the first to get turned off by campus life. Lucy Brompton found her first term in a British university a "painfully tedious" experience. She recounts how one of her tutors told her seminar group that he was there not to teach but to learn from the students. Tired of being patronised, Lucy packed in her course in November 1999 and moved to London to "learn about life". After a year of "bumming around" she has gone to study at a university in California. Although she feels culturally alienated, Lucy feels that "at least they make my brain work".

Lucy's experience is far from unusual. When Beverly Roman discovered that her first-year courses were no more demanding than her A-level preparation- she decided to make way into the world of work. Beverly reckons that university is most suited for those who lack imagination.

Parents who went to university during the 1970s or early 1980s are often not aware just how much campus life has changed. The expansion of higher education has significantly diminished the quality of experience. Students have less contact time with their teachers. The amount of work expected of students is significantly lower than 15 or 20 years ago.

University-educated parents are often shocked when they discover that students can spend an entire year without reading a whole book. Many universities have abandoned or are in the process of abandoning final exams in favour of degrees awarded on continuous assessment. Some university managers openly concede that this will help students achieve better degrees.

Of course, in a small number of top universities students can still get decent education. Oxbridge still provides excellent networking opportunities. But in many universities administrators regard academic education as "traditional" or as "elitist". Students are contemptuous of the value of learning for its own sake. They swiftly assimilate the ethos of their qualification factor. The majority go to university to "gain qualifications". Only 21% indicate that they went to university to learn more about the subjects.

Parents who expect their children to get academic education need to look carefully at what is on offer. It is still possible to find a university or at least a department that offers quality education. It is worth asking questions. What are the contact hours available for students? How much written work is expected of undergraduates and how is their work examined and assessed?

Looking at course outlines and reading lists provides an important clue about what teachers expect of students. Parents interested in quality education would do well to avoid departments that boast about their flexibility, vast system of student support and non-traditional practices.

The other alternative is to consider sending your child to a good American university, as increasing numbers of Britons are beginning to do. Entry is still highly competitive and students are expected to take their academic work seriously. Besides there are lots of scholarships available and a surprising number of undergraduates to combine part-time employment with their academic work.

The current drop-out rate in British universities is almost 20% and two-thirds of the students do so during their first year. Dropouts have told that they have found university irrelevant to their lives.

If your son or daughter shows little inclination for university life, it might just be possible that, rather than a lack of ambition, they are showing signs of independence and creativity rather than a lack of ambition.

### **3. Study the Essential Vocabulary of the text.**

- an assumption
- to provide a passport to a decent job

- to face a buoyant job market
- to enhance job prospects
- to stretch and challenge a child
- a rare commodity
- to get turned off
- culturally alienated
- to diminish the quality
- continuous assessment
- to be contemptuous of
- to be on offer
- to be irrelevant to
- to show little inclination

**4. Fill in the table.**

Word	Synonym	Antonym
	lively	
		to improve
contemptuous		
	to raise	
		common
alienated		
	proper	
		applicable
to stretch		

**5. Match the words in 1-11 with those in a-k to make collocations which all appear in the text.**

- |                          |                    |
|--------------------------|--------------------|
| 1. continuous            | a) alienated       |
| 2. to diminish           | b) job market      |
| 3. to get                | c) to a decent job |
| 4. to be                 | d) job prospects   |
| 5. to face a buoyant     | e) assessment      |
| 6. to show               | f) the quality     |
| 7. to provide a passport | g) and challenge   |
| 8. rare                  | h) turned off      |

- |                |                       |
|----------------|-----------------------|
| 9. culturally  | i) on offer           |
| 10. to enhance | j) little inclination |
| 11. to stretch | k) commodity          |

### **6. Are the following statements true or false?**

- a) Parents do not hesitate whether to encourage their children to go to a university or not.
- b) A university degree is not needed for routine jobs now in Britain.
- c) University education stretches and challenges a person.
- d) Lighthearted youngsters are the first to get turned off by campus life.
- e) Students read less than their parents in 70s.
- f) According to some managers students are better stimulated with continuous assessment than final exams.
- g) Quality education is a rare commodity in Britain today.
- h) Decent education can be obtained in some American universities.
- i) Parents should be careful choosing a university for their offsprings.

### **7. Translate into English.**

1. Припущення про те, що якість освіти в наші дні погіршилась і диплом більше не є перепусткою до гідної роботи, вже далеко не рідкість.
2. Лінда розчарувалася у своїх однокласниках та почувалася відчуженою в новому університеті.
3. Невже ти дійсно вважаєш, що всі університети повинні відмовитися від іспитів на користь поточного оцінювання?
4. Вища освіта підвищить його шанси знайти роботу, але це ще не означає, що він повинен зневажливо відноситись до того, чим він займався до цього.

### **8. Answer the following questions.**

1. Do you think you will be competitive facing a buoyant job market?
2. Does the university you study at stretch and challenge you (knowledge for its own sake) or give qualifications (just necessary working skills)?
3. Does a university degree enhance a young person's job prospects in Ukraine? Give your reasons.

## **TEXT 2. The Wow factor and How to Get It.**

by Stuart Crainer

**1. Is it hard to enter a higher educational institution nowadays? What qualities should an applicant possess to impress the admissions office? Rank them from the most important to the most insignificant.**

### **2. Read the text.**

Getting into a top business school is tough. Intake in any year is limited by the size of the programme, so whatever the quality of applicants, it comes down to a straight fight for places. Harvard, for example, has an intake of about 900 MBA (Master of Business Administration) students a year. The school aims to ensure that places go to the best applicants. Stanford, which has consistently had an acceptance rate around 7 per cent, may be the toughest of all to get into.

The top schools don't make it easy, so prospective students have to wow them. Schools want a solid academic record: a good first degree; work experience and leadership potential as demonstrated in sport, club or work experience; interpersonal/social skills and high motivation.

Schools want renaissance men and women Julia Tyler, MBA programme director says: "The MBA programme tries to improve the intellectual capital of the participants – what they know: to improve their social capital – who they know; and to improve their emotional capital - their knowledge of themselves. So we are looking for people with a sense of themselves who have demonstrated ability outside the business frame: people who are confident in leadership situations and who have an international outlook".

The chances to wow the school are limited. First comes the Gmat, a test administrated by the Educational Testing Service. Scored out of 800, the Gmat is a general intelligence test, which evaluates comprehension and reasoning ability. It has a verbal and quantitative element.

The next chance to wow the admission office comes with the application form. Many schools now offer electronic application forms. Whatever the format, all are time-consuming but critical, as the application form includes essays, an important opportunity for self-promotion. The aim from the school's perspective is to garner insights into the personality, motivation and altitude of the applicant.

Another opportunity to wow comes in the references. References are another integral part of the application merry-go-round. Some candidates see these as an exercise in name-dropping, submitting the details of people they hardly know.

Finally, there is the interview. Not all schools interview applicants. Those that do, take it seriously.

They will try to sell the benefits of the school to you. But don't let your guard down. They will also report back to the admissions office on whether you are made of the right stuff.

All prospective MBAs undergo a personal interview by a member of faculty, preferably face-to-face, or by telephone if necessary for international prospects. This process gives a good indication of the people who have the potential for great success. As one student observes: "I would advise potential candidates: know yourself, know the school and be prepared to be grilled about both with your application and interview". And then, if you feel that your ability to wow the admissions office is distinctly limited, the best strategy is to apply early. Very early.

### **3. Study the essential vocabulary of the text.**

- intake
- an applicant
- a top school
- a prospective student
- a solid academic record
- leadership potential
- interpersonal skills
- international outlook
- to wow the admissions office
- not to let one's guard down
- to undergo a personal interview

### **4. In the list of the essential vocabulary find the words that mean:**

- a person who requests or seeks something such as assistance or employment or admission
- the ability to lead
- a quantity taken in
- to be on the alert
- the best
- to gain an enthusiastic response from; thrill

- potential, likely, or expected
- entrance examination board
- not superficial
- existing or occurring between people
- to experience; pass through

## **5. Translate into English.**

1. Які вимоги ставлять перед вступниками до коледжів та університетів у Сполучених Штатах Америки?

2. Набір студентів до факультету іноземних мов у цьому році є необмеженим.

3. „Учні цієї школи – наші майбутні студенти”, сказав ректор державного університету директору школи.

4. Усі вступники до факультету іноземних мов повинні виконати тест з англійської мови та пройти співбесіду.

5. Щоб вступити до цього факультету, вам необхідно вразити своїми неабиякими знаннями приймальну комісію.

6. Якщо у вас є властивості керівника і ви вмієте спілкуватися з іншими, то вас візьмуть на цю посаду.

## **6. Answer the following questions.**

1. Why is it tough to get into a top business school?
2. What are the requirements for admission?
3. What is the aim of the MBA programme?
4. The chances to wow the school are limited. Why? What are they?
5. Why are personal interviews so important for all prospective MBA's?

**7. Write down 8-10 questions of the interview a prospective student applying for the MBA programme may be put. Provided that it were you, what would you answer?**

**8. What pieces of advice would you give to applicants, who will undergo the personal interview by the dean of the department or a member of the faculty?**

### **TEXT 3. At the University.**

#### **Higher Education in the USA**

##### **1. What do you know about the structure of higher education in the USA?**

**Share your ideas with your partner.**

##### **2. Read the text, underlining the most important information.**

The structure of education in the US differs notably from that in most countries. While educational systems in many areas of the world are national in character and centralized in control, education in the United States is decentralized and diversified. Under the principle of federal government, education is a responsibility of each of the 50 states, the District of Columbia, and the territories. Each state has developed a system of public schools and a system of chartering and regulating private schools.

Higher education is the term used in the U.S. for formal education beyond the twelve years of elementary and secondary school and includes the instruction offered at two-year community and junior colleges, four-year colleges, universities that award graduate degrees, and various technical and professional schools.

The financial support U.S. higher education derives from a number of different sources. "Public" colleges and universities are financed primarily by state, country, or city governments or by a combination of several levels, and they are subject to governmental authority. Public institutions, such as the University of Maryland, the various branches of the University of California, and the College of William and Mary, make up 45% of the total number of higher education institutions in the U.S. "Private" institutions which include 46% of the total, are governed by their own boards of trustees and are supported largely by private individuals or groups or religious organizations. Examples of these institutions are Harvard University, Oberlin College, and Georgetown University. Private colleges and universities are generally nonprofit institutions, but profit-making or proprietary educational institutions also exist at the postsecondary level. Included in this category are the Electronics Technical Institute of Denver and the Art Institute of Atlanta. These types of schools comprise 9 % of all higher education institutions.

In everyday speech, the terms "college" and "university" are used interchangeably. However, there is a distinction. The U.S. college has no exact counterpart in the educational system of any other country. It is the nucleus from which all institutions of higher learning have developed in the United States. There are many colleges that stand alone as undergraduate institutions. Most colleges award the bachelor's (4-year) degree, although some may award the associate's (2-year) degree.



The university is the outgrowth and expansion of the college. A university is made up of a group of schools that include a four-year undergraduate liberal arts college, graduate schools, and professional schools. Some technological and professional programmes, such as those in agriculture, business administration, engineering, nursing, and teaching, are offered at both the undergraduate and graduate levels. Other professions, such as medicine, dentistry, and law, are studied only at the graduate level.

U.S. institutions of higher education are controlled by governing boards of trustees or regents and headed by a president or chancellor, who is assisted by deans. The dean of academic affairs in a small institution, or the dean of the college or school in a multi-unit university, in cooperation with the teachers of the institution (known as members of the faculty), has general authority over matters of policy, such as curriculum and degree requirements. The dean of students is responsible for the personal and social aspects of student life. Colleges and schools are organized into different departments for each field of study. An English department, a history department, and each such unit is headed by a chairperson who is a senior member of the teaching staff.

#### **Admission to the University.**

Admission to a college or university in the U.S. is considered a privilege and not a right. Each institution establishes admission policies consistent with its level and mission. Some are highly competitive; others less so, but admission in all cases is based on an appraisal of the applicant's past grades, completion of prerequisite courses, scores on entrance exams that measure both aptitude and achievement, and other personal factors.. Letters of reference from past teachers play an important role. Undergraduate admission is usually centralized, while graduate students are admitted only with the consent of the discipline department in which they will study.

Higher education in the United States is not free of charge. The student must pay tuition fees, room and board (if living away from home), books and materials, and research and thesis expenses.

Tuition is the basis charge for instruction. Depending upon the institution for the academic year can be as low as \$ 1500 or as high as \$ 15000. As a rule, tuition rates are higher in private colleges and universities than in public institutions. In the latter, the rate for residents of the state, country, or city is less than the rate for nonresidents. Tuition covers only 14% of the economic costs of instruction at public institutions, and only 38% at private colleges and universities, despite the much larger contribution of the individual student.

Students can also expect to pay \$ 400 to \$ 600 annually for books and other course materials, and from \$ 100 to \$ 1000 in fees for such items as laboratory materials, library privileges, campus athletic and cultural events, and graduation. Graduate students incur further costs related to research and preparation of their thesis or dissertation. Research costs vary depending on the field and nature of study; thesis costs can range up to \$ 1000 or more. Students who live on the campus of a college or university pay an additional charge for room and board.

The traditional age of U.S. undergraduate students, 18 to 22, is also changing rapidly as a result of many factors: the number of persons in that age group has leveled off; many-students do not enter college directly from secondary schools but wait a year or two; and other students "stopout" or pause in the middle of their college experience to join the work force a few years before returning to complete their degree requirements.

### **Faculty.**

Although elementary and secondary school teachers in the United States must be certified to teach by the state in which they practice, there is no certification requirement for those teaching in higher education. However, a Ph. D. degree is a normal prerequisite for a faculty position in major colleges and universities.

Faculty are ranks based on academic credentials, performance in teaching and research, and years of service to the institution, and requirements for advancement are relatively standard in higher education institutions throughout the United States.

The usual ranks are instructor, assistant professor, associate professor, and (full) professor, but faculty sometimes bear the title of lecturer, adjunct professor, and professor emeritus. Faculty members are usually referred to and addressed as professor, regardless of formal title.

Instructor is an introductory rank for a member of the full-time faculty; it is usually assigned to persons with limited or no college teaching experience. The time spent in the rank of instructor is often considered a probationary period. Instructors receive one-year contracts that are renewable annually for a period of three or four years, after which they may be eligible to apply for promotion to the rank of assistant professor.

Assistant professor is the more common introductory rank. Most assistant professors have a doctorate, although there are some fields in which a terminal degree other than the doctorate is appropriate. Generally five to seven years must be spent at this rank before a faculty member may apply for promotion or tenure.

Attaining the rank of associate professor implies that the faculty member has had broad and successful experience in a college or university, has made scholarly

contributions to his or her discipline, and has been actively involved in the overall life of the institution. After a specified number of years in this rank, the faculty member may apply for promotion to the rank of professor.

By tradition, professor is an academic leader who has made an outstanding contribution to scholarship as well as to the development of the institution in which he or she is employed. The professorship is the highest academic rank awarded to an individual by a college or university.

Lecturer is usually a faculty member who is appointed for a limited term to teach a specific set of courses. Visiting professors are also appointed for a limited term. The title is sometimes given to a ranked academic who is teaching only part time. It is also given to visiting professors, especially from universities abroad, who are serving on the faculty for a limited time.

Professor-emeritus is an honorary title conferred upon an individual for long and distinguished service to the institution. It is usually given at the end of a faculty member's full-time service or at the time of retirement.

Ordinarily, all members of the faculty are evaluated annually by the students and the administration. These evaluations play a part in contract renewal, promotion in rank, the awarding of tenure or institutional honors, or appointment to one or another of the institution's standing committees. In several large universities, student evaluations of individual courses are published and available through the campus bookstore.

Tenure is an arrangement under which faculty appointments in an institution of higher education, after a specified period of probation, are guaranteed continuation until retirement for age or physical disability. Systems of tenure are designed to provide the economic security that will encourage men and women of ability to choose academic careers, and to ensure academic freedom. Once assigned a course, a faculty member is presumed to be an expert in the field and is free to teach it as he or she wishes, to express opinions without fear of reprisal, and to assign grades for the students that cannot be challenged.

American faculty have extensive duties. While about half their time is spent in teaching and preparation for their classes, they are also expected to engage in research leading to publication in scholarly journals. They must "publish or perish," which is to say that their advancement in rank, or even continuation in employment, will depend heavily on their scholarly attainments. They must also spend time raising funds to support the research, including any staff assistance required, advising undergraduate students, directing graduate student thesis and dissertation research,

and serving on institutional committees. Many provide consulting services to government or private business as well, on both a profit-making and volunteer basis.

### **Undergraduate study.**

Undergraduate students are classified according to their year of study. First year students are called freshmen, second year students- sophomores, third-year students – juniors and fourth-year students – seniors.

The first two years of a four-year college program are devoted to general learning or the "liberal arts," that is to a variety of courses in the social sciences, humanities, and natural sciences designed to develop intellectual ability and provide a solid cultural background. The scope of each course is usually broad. Courses that treat a vast area of subject matter, such as the history of art from prehistoric cave painting to modern, are known as survey courses. Since they survey an entire field of study, they are usually taken as introductory courses or as prerequisites for more specialized courses.

During the third and fourth years (occasionally fifth as well) of college, students concentrate most on their courses in one discipline. The field of concentration is called a major. A number of courses are required to obtain a baccalaureate or bachelor's degree in the chosen field; other courses may be taken as electives. Each student is assigned an academic advisor who is a member of the faculty in his major field and who offers guidance on the choice of electives and helps solve any academic problems that arise. B.A. (Bachelor of Arts) and B.S. (Bachelor of Science) are the most common degrees at this level, but the baccalaureate is also awarded in a few professional fields (e.g., Bachelor of Nursing, Bachelor of Fine Arts).

The two-year (community, junior, and technical) colleges and institutes have seen widespread expansion in the last two decades. By offering an alternative in higher education, these schools provide students not only with a liberal arts background, but also with the semi-professional and technical training needed to prepare for employment in a highly technological world. Their programs of instruction lead to an A.A. (Associate of Arts), A.S. (Associate of Science), or A.A.S. (Associate of Applied Science) degree.

### **Graduate study.**

Graduate work leading to a master's degree requires at least one year's study beyond the bachelor's degree, although in fields such as engineering and business administration, a two-year program is common. The typical requirements are successful completion of a specified number of graduate courses, maintenance of a minimum average of grade B, and preparation of a thesis. In general, advanced studies leading to a

master's degree emphasize either research or preparation for professional practice. Again, the M.A. (Master of Arts) and M.S. (Master of Science) are the traditional degrees, but professional degrees at this level include the M.B.A. (Master of Business Administration) and M.S.W. (Master of Social Work) among a number of others.

The Ph.D. (Doctor of Philosophy) degree requires a minimum of two years' full-time study beyond the master's degree, but in most fields considerably more is necessary. For example, completion of the requirements for a doctorate in one of the natural sciences usually takes four to five years of study beyond the master's. In some institutions, highly qualified students may bypass the master's and enter a doctoral program with only a bachelor's degree, but this does not necessarily shorten the period of time required. Doctoral students attend advanced lecture courses and seminars, undergo extensive written and oral examinations, and carry out research under professional guidance. Graduate study leading to a doctorate in most fields emphasizes original research presented in the form of a dissertation. Doctorates are also awarded in medicine (M.D.), education (Ed.D.), law (J.D.), and other specialized fields.

#### **Academic year.**

The academic year ranges from 32 to 36 weeks in length. It usually begins in August or September and ends in early or late May. Some colleges and universities divide the academic year into two terms of about 15 to 18 weeks each, called semesters. Other schools divide the year into periods of 12 weeks each, called quarters. Students must be present during the three quarters that fall between August/September and May/June; the fourth quarter is the summer vacation. Still other institutions divide the academic year into three equal trimesters. At all colleges and universities, there is a two- to four-week holiday beginning in mid-December, and many schools separate their terms with this holiday. Other institutions hold special short courses in the month of January and begin a new academic term in February. Most schools also have a one-week spring holiday in March or April, and some have a one-week break in the fall as well.

#### **Credit system.**

The American system involves a process of continuous assessment based on a series of individual courses. Each course carries a certain number of credits that are awarded after the successful completion of that course. For the undergraduate student, the normal full-time program – called an academic load – is 12 to 16 credits a semester or quarter. For the graduate student it is 9 to 12 credits. The two-year associate degree generally requires 60 to 64 credit hours. The four-year baccalaureate degree requires between 120 and 136 credits; a normal master's degree, 30 to 36

beyond the bachelor's; and the doctorate, 90 beyond the bachelor's. Approximately 16 of the doctor a-credits are usually awarded for the dissertation.

### **Registration.**

Admission to an institution authorizes a person to become a student at the institution, but it does not constitute official enrollment or registration. The process of enrolling or registering for a group of specific subjects or courses generally begins with a personal consultation with the student's academic advisor. A student selects a study program from a variety of courses and includes in it those that the major department requires. The student will not be permitted to enroll for credit in any course for which adequate preparation is lacking. The student fills out the required registration forms in order to be listed on the roll of each class or course that the advisor has approved. The registration process is repeated each semester or quarter as students enroll in a new group of courses.

### **Assessment.**

At most colleges and universities in the USA, Student's academic work is assessed with a letter grade. The A is considered superior; B – above average; C – average; D – below average and F – failure. Many institutions also employ the use of pluses and minuses to distinguish between a higher letter grade (B+) and a lower letter grade (B-). The undergraduate student is expected to maintain a C or better to remain in good academic standing. A student whose average drops below C will be placed on probation, usually for one term. A student whose grades do not improve in that time could receive either a temporary academic suspension or a permanent academic dismissal. Graduate students are expected to maintain a B average or better to remain in good academic standing. Some institutions use the letter "I" to denote incomplete work and allow the student an additional period of time (usually a semester or a year) to complete the course requirements before a final grade is entered. A few institutions use percentages rather than letter grades; under this system 90 to 100 is usually equal to A; 80 to 89 – B; 70 to 79 – C; 60 to 69 – D; below 60 – F. Many schools also make use of a pass-fail system, either for all courses or for elective courses only. The student who completes a course satisfactorily receives a grade of "pass", the student who does not, receives a grade of "fail."

Assignment of a grade for a student's work in a course is entirely the prerogative of the instructor, and it cannot be changed by anyone of higher authority in the institution. Some instructors prefer to grade students against an absolute standard that they alone have determined. Others choose to measure students against one another in a system known as "grading on the curve." This assumes that most

students in a class would work at an average, level of C, that there would be several Bs and Ds and a very few As and Fs to reflect the normal achievement curve. The system is thought to reduce the element of subjectivity in measurement. If a test or assignment is so difficult that most students do poorly or, alternatively, so easy that almost everyone completes it without error-the best will receive an A and the poorest – an F regardless of the absolute scores.

### **Methods of instruction.**

The way a course is taught is often the result of the preference of the instructor. However, the course content, the academic level of the students, and the number of students enrolled in the class are also determinants of the method by which the material is presented.

The lecture-only method, in which an instructor relates the material to a silent but note-taking group of students for the entire class session, is now relatively rare. Students often attend lectures for part of the assigned time and are then divided into small groups for discussion led by a graduate student assistant. In science courses, laboratory sessions supplement lectures.

The seminar method is used extensively at the graduate level and frequently employed in advanced undergraduate courses. The method itself precludes a large number of students in a class, and its success is questionable in classes of more than twelve to fifteen students. In seminar courses, the material is studied in greater depth, students are usually required to do research and prepare papers, and the discussion time is given to an analysis of student and scholarly theory and opinion.

Independent study contains elements of the European tutorial style. It is a one-on-one method in which a single student in consultation with a professor, takes on the independent investigation of an academic subject for a specified number of credit hours. Independent study usually involves more reading and research than would be required in a scheduled class course.

Practical training refers to all instruction or supervision given to a student who is engaged in an apprentice – like period of learning outside the college or university

It includes clinical practice for those in the health or allied health fields, practice teaching for those in the field of education, and many other on-the-job experiences. Whatever the method, students are expected to appear regularly for class and to take an active role in discussion, to spend up to two hours in preparatory reading for each class hour, and to complete research papers or other written assignments by given deadline dates. Small examinations, "quizzes," may be given on

a regular basis throughout the semester or quarter. More comprehensive examinations are given at the middle and end of the term.

### **Classroom mores.**

Visitors from abroad are impressed by the often friendly and informal relationship between professors and students at U.S. colleges and universities. Many discussions begun in the classroom will continue after class at a meeting in the professor's office or over coffee. Professors usually address their students by their first names. The reverse is sometimes true if the two are not far apart in age. It is best, however, to use the formal address in new situations. Students usually dress informally for classes. In general, foreign visitors may be surprised by the degree of informality exhibited by both faculty and students in the American classroom.

Most notable, however, is the questioning spirit that permeates the classroom. From their earliest school years, American children are taught to speak up when they do not understand what the teacher is saying, or even when they hold a different opinion. By the time they reach university age, the habit is firmly entrenched and many American professors encourage active debate in the classroom. While students show respect for their teachers, they take it for granted that respect will be returned. Because of the high cost of postsecondary education today, in fact, college and university students view themselves as consumers with the right to demand that a professor be competent in subject matter, well prepared and on time for each class, clear in explaining the grading policies, and fair in applying them.

### **Extracurricular life.**

With the exception of those urban institutions that cater largely to part-time older students, American campuses, whether in the city or in rural areas, resemble small, independent communities. The formal course work is only one part of the college experience: extracurricular life is equally significant. In addition to the university authority structure, there is usually a student government that monitors student concerns and oversees a full range of activities. Sports, both intercollegiate and intramural, have major importance, and there are student associations focusing on everything from poetry to politics, a campus newspaper published by students, and concerts and theatrical events featuring students and outside artists. Many campuses have "Greek" organizations, known as fraternities and sororities, which are usually segregated by gender. Most of these organizations serve social functions; some have a service or an academic orientation. Membership in these organizations is usually selective, based on criteria that vary by organization. Students also involve themselves in concerns of the broader community through service to the needy, the



hospitalized, preschoolers, youth groups, and the elderly. Finally, much of the students' social life revolves around the campus, with formal dances, parties organized by the various clubs, and spontaneous gatherings in the dormitories.

### **Campus services to international visitors.**

Most American campuses have an official who serves as foreign student advisor. At larger institutions, he or she may be part of an international office headed by a dean who is responsible for overseas study programs, faculty exchanges, technical assistance projects abroad, international studies in the curriculum, and visiting scholars and students. The advisor's role is to offer guidance to students from abroad with respect to both personal and academic problems. He or she is also the intermediary between the international visitor and the Immigration and Naturalization Service and, often, the Internal Revenue Service as well. The office is also the focus of many campus events with an international flavor. For example, there might be a festival featuring one part of the world and including cultural and social events, or a special dinner at one of the halls of residence with food prepared by students of one nationality or another. At many institutions, visiting scholars are welcome to take part in these activities and to use other services the advisor offers. Upon arrival at your institution, you are urged to contact the office of the advisor to inquire about programs and services.

In many cases, one of the dormitories has been designated as an "international house," and an effort is made to pair American students in rooms with students from abroad. These dormitories typically have a full schedule of internationally-oriented activities-lectures, discussions, concerts, and social events. In several major U.S. cities, the international house is an independent institution serving both resident and nonresident students and scholars, but not associated with one particular college or university.

At institutions with substantial numbers of students from abroad, there is usually an international student association that sponsors activities and provides peer support for young newcomers.

### **3. Explain who is who in the US system of higher education.**

- a chairperson;
- an undergraduate student;
- a dean of academic affairs;
- an instructor;
- an academic advisor;
- a president;
- a dean of students;

- a professor-emeritus;
- a graduate student;
- an associate professor.

**4. Match the following phrases with their definitions and use them in the sentences below.**

certificate	a series of lessons in a particular subject
to graduate from	to teach a particular subject
applicant	to leave university before finishing your degree
to revise	qualification awarded to students by college
degree	to take an exam
course	to be given money to help pay for the education you received
to lecture in	charge or payment for professional advice
tuition fee	the number of people who join a school at a particular time
to sit for an exam	official document smb receives on completing course of studying or training
to drop out of university	teaching that you are given in a particular skill or subject
to cheat in an exam	someone who has formally asked, usually in writing, for a university place
grade	the process of allowing people to enter a university, institution
mark	to leave university, having finished your degree course
entrance exams	to use dishonest methods in order to pass an exam
to play truant	to study for an exam
admissions	point given for correct answer
instruction	the qualification you receive when you have finished studying a course at university

intake	mark received by students in exams or for written work
diploma	permission to become a member of or become involved in a university
to win a scholarship	to miss school without permission

1. Her Beginner's Swimming \_\_\_\_\_ is framed on the wall.
2. I am doing \_\_\_\_\_ in radio journalism at the local technical college.
3. Paul is \_\_\_\_\_ for his geography test.
4. I am going to \_\_\_\_\_ my proficiency \_\_\_\_\_ next week.
5. I have got a \_\_\_\_\_ in biochemistry.
6. She \_\_\_\_\_ Oxford, having spent less than two terms there.
7. Rebecca \_\_\_\_\_ from York in 1995.
8. Steven \_\_\_\_\_ in Roman law at Exeter University.
9. He was one of 30 \_\_\_\_\_ for the manager's job.
10. \_\_\_\_\_ is the basis charge for instruction.
11. He was \_\_\_\_\_ again and this time he had been caught.
12. The two-year course leads to the City and Guild's \_\_\_\_\_ in printing.
13. He \_\_\_\_\_ a \_\_\_\_\_ to Cambridge.
14. I got a \_\_\_\_\_ B in my composition.
15. Percy got top \_\_\_\_\_ in his math test.
16. He \_\_\_\_\_ in every exam he sat for, being too lazy to study.
17. Tuition is the basis charge for \_\_\_\_\_.
18. The college has a very selective \_\_\_\_\_ policy.
19. \_\_\_\_\_ of students every year is limited at our university.
20. Admission in all cases is based on \_\_\_\_\_ that measure both aptitude and achievement of applicants.

### 5. Answer the following questions.

1. How does the structure of higher education in the USA differ from that in most countries?
2. Where do US higher educational institutions derive financial support from?
3. Explain the difference between colleges and universities if there is any.
4. How do you understand the statement "admission is a privilege but not a right"? What are the admission requirements?
5. What are the peculiarities of the curricula offered by a university?

6. Do you like the idea of evaluating teachers annually by students and the authorities?
7. Name the authorities of universities.
8. What extensive duties does American faculty have?
9. What is the most/the least productive method of instruction? Why?
10. What features of the US higher education would you like to implement in that of Ukraine?

#### **TEXT 4. Exams**

- 1. What was the hardest exam you have ever taken? Why?**
- 2. What were your feelings before/during/after the exam?**
- 3. How do you revise for an exam?**
- 4. Jigsaw reading. Read the text in the correct order.**

If you have done well you have a good feeling inside, thinking everything is going to be fine, but if you have had many troubles in the exam and have a bad feeling inside then you worry, look sad, and dread telling your parents. Which is rather silly if you think about it as you don't even know the result yet.

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The desks are set out so precisely, as if they have been measured with a ruler. Everybody is silent, your mascot is safely hidden away in your desk, you give your best friend a smile of good luck and then the teacher who is sitting with you hands the papers out. You bend your neck slightly to see if you can work out the question on your exam paper (which is upside down) then...as you are dying to start, the horrible, thoughtless teacher who you once thought of as being nice starts going over the exam rules which you already know, then wishes you good luck, then tells you can start, zoom!

You rush away like mad writing so fast that the paper starts smouldering at the speed of your pen, your brain is ticking away letting all the knowledge pour out.

"30 minutes to go," says the teacher, but you're not listening, just panicking as you can't do question number 4. However many times you read it, it sounds impossible.'

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After you have revised for about an hour you decide to have a tiny rest e.g. 5-10 minutes. But you soon find yourself prolonging these rests into 20-40 minutes. Then you start to worry as you think you haven't done enough revising so you do some on the bus on the way to school.

When you arrive at school in the morning you are either:

- a) tired, as you didn't get to sleep early enough as you were revising, or
- b) so terrified of failing that you believe you won't be able to hold your pen.or
- c) so happy because you feel you have revised well.

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In my opinion to revise is harder than to do the exam. It is so hard to concentrate while your brother is watching TV and you are stuck in your bedroom doing equations and trying to remember who Henry II put in charge of his taxes. It is so frustrating. Parents think they are helping by nagging you but they are just making matters worse. Then there is trying to get the facts stuck in your head without jumbling them all up.

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The tension in the classroom is spine chilling – everybody is nervous, flicking through pages of their books, mumbling facts and figures; and then the last few minutes before the exam you have to take the register when you are trying to find your “clear plastic bag” with your pens and pencils in it.

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"I've failed, I'm sure of it", you are thinking as the girl at the side of you turns over the exam paper page number 16, and you're still on number 15.

"10 minutes to go", you hear the teacher this time, and then carry on writing. "Ah yes, finished" you want to scream, but still must remember to check it through. All checked.

## **5. Study the essential vocabulary of the text.**

- To nag
- To jumble up
- To prolong
- Spine chilling tension
- To flick through pages
- To mumble
- A mascot
- To rush away
- To smoulder

**6. Match the words from the essential vocabulary with their synonyms below.**

Talisman, to mix up, to grumble at, to extend, to thumb through, to hurry away, to mutter, to burn slowly, arousing terror or fear.

**7. Translate into English.**

Я хочу розповісти вам про те, як я проходила співбесіду при вступі в університет. Я намагалася багато чого розказати про себе, але напруження в аудиторії було таким сильним, що всі мої думки сплуталися. Я сіла перед викладачем та почала бурмотати факти про себе. Як я сподівалася вразити приймальну комісію? Подумки я бурчала на себе, намагаючись примусити себе сконцентруватися. Мене питали про мої здібності керівника, вміння спілкуватися та міжнародний кругозір. Тут я зрозуміла, що повинна бути пильною та відповідати лаконічно. Коли питання викладачів закінчилися, я вилетіла з аудиторії. На щастя, все закінчилося добре, може завдяки мені самій, а може і моєму талісману, котрий я завжди ношу з собою.

**8. Describe the turmoil of your feelings when you last took an exam.**

**TOPICAL VOCABULARY**

**1. Who is who:** applicant/prospective student; freshman; sophomore; junior; senior; undergraduate student; graduate student; part-time student; special student; transfer student; night student; faculty: instructor, teaching assistant, assistant professor, associate professor, (full) professor, professor-emeritus; academic adviser; counsellor; international student adviser; thesis adviser; resident assistant.

**2. Administration:** dean, assistant dean, department chairperson, President of the University/chancellor, academic vice-president; student government; board of trustees.

**3. Structure:** college, university, evening school, grad school, summer school, college of continuing education, department, career development and job placement office, coed, dormitory, campus.

**4. Academic calendar:** fall, spring term/semester; fall, winter, spring, summer quarter; school/academic year; exam period/days – reading days/period; break/recess (fall term break; winter recess or winter holidays, summer vacation); deadline.

**5. Academic programs:** course (a one/three credit course); to take a course; to give/read a lecture; pass-fail course, a major; a minor/elective, discussion session; a seminar; independent study; practical-training; tutorial.

**6. Grades:** to get/give a grade; pass-fail grading; grades A, B, C, D, F; A-student; to graduate with straight A; a credit, to earn a credit; education record.

**7. Tests:** quiz; to take/give/pass an exam; to retake an exam (a retake); to flunk a course, to flunk somebody, to drop out/withdraw; a pass-fail test; multiple choice test; essay test; continuous assessment; SAT, PSAT, ACT; finals.

**8. Red Tape:** to register (academically and financially); to enrol for admission; to interview; to sign up for a course; to select classes/courses; to drop a course; to add a course; a student I.D.; library card; degrees: B.A., M.A., Ph.D.; to confer a degree; to confer tenure; thesis; dissertation.

**9. Financing:** full-time fees; part-time fees; tuition fee; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees.

## PRACTICE

**1. Using a dictionary if necessary, underline the correct word in the sentences. Use the remaining words in sentences of your own.**

1. The school is thought highly innovative in that it implements a system of continuous (**tests, assessment, finals**) to determine grades.

2. One could hear the sounds of lively (**debate, talk, argument**) coming from the room where the philosophy class was being held.

3. My brother, who wants to join the clergy, has just entered a (**seminary, university, college**).

4. It was inevitable that the (**seminar, lecture, tutorial**) would be well-attended as it was being given by the renowned professor, Kurt Reimann.

5. There is no way I'll be able to come. I've got to hand in a two thousand word (**assignment, project, essay**) on the Russian Revolution by Monday afternoon.

6. Stephen was caught (**copying, plagiarising, stealing**) from his fellow student's test paper and was expelled.

7. For tomorrow, please read this short original (**article, text, excerpt**) from Dickens's "Hard Times" and be prepared to discuss it in class.

8. If you are really interested in applying, ask the University to send you a (**syllabus, prospectus, curriculum**) for the upcoming year.

**2. Below are words that correspond to the word sets from Ex. 2, tell your partner which word goes with which set and why.**

- Exams

- Class
- Vocational school
- Discussion
- Homework
- Cheating
- Summary
- Course list

*'Exams' corresponds with number 1. The words are ways in which educators can tell how well a student is doing.*

**3. Look at the study methods in the list. For which of the tasks (1–10) is each method best suited?**

- Revising
  - Cramming
  - Highlighting
  - Editing
  - Note-taking
  - Summarizing
  - Proof-reading
1. Preparing for an end-of-term exam
  2. Isolating information from its context
  3. Checking and improving on a piece of work
  4. Condensing information for quick access
  5. Recording information during a class/lecture/seminar
  6. Keeping new knowledge fresh in your mind
  7. Re-organising an essay/composition
  8. Organising material into manageable units
  9. Ensuring a piece of written work meets all formal requirements.
  10. Making important information stand out

**4. In pairs, discuss the following.**

1. Which of the stated study methods do you use?
2. What do you usually use them for?
3. What other methods do you use?
4. How much time do you spend studying?



5. Do you usually study alone or with a group mate? Why?
6. Are exams a fair means of assessment? If no, what would be a better way to assess students?

**5. Match the pairs of adjectives to the nouns to form collocations.**

First class/Master's	Learning
Higher/first-rate	Degree
Correspondence/refresher	Schooling
Compulsory/formal	Certificate
Post graduate/2-year	Fees
Long-distance/accelerated	Diploma
Tuition/registration	Course
School-leaving/medical	Education

**Now use one word from each set to complete the sentences below. If necessary, use your dictionary to help you. Use the remaining collocations in sentences of your own.**

1. \_\_\_\_\_ learning has proved highly popular in remote parts of Australia and Canada.
2. In the UK \_\_\_\_\_ schooling lasts up until the age of sixteen.
3. Nowadays, a \_\_\_\_\_ certificate does not necessarily guarantee someone a place in the job market.
4. Please forward the \$100 \_\_\_\_\_ fee along with your completed application.
5. Stella already has a Bachelor of Arts but she is now working towards attaining a \_\_\_\_\_ degree.
6. My father opened a bank account for me on the day I was born to ensure that I would receive a \_\_\_\_\_ education.
7. Now that I've got this job abroad, I think I had better take a \_\_\_\_\_ course in Spanish.
8. It will take him at least a year to earn a \_\_\_\_\_ iploma in child psychology.

**6. Tick the boxes to form phrases. In pairs, use the phrases in sentences.**

Sit	Get	Have	Do	
				good marks
				an exam
				one's homework

				for one's finals
				expelled/suspended
				an Easter break
				a biology project
				extracurricular activities

**Can you think of one more phrase or expression to go under each heading?**

**In pairs, use them to make sentences.**

### **7. Choose the right answer.**

1. It is vital that the students' handwriting be **illiterate/legible/legitimate/literate**.

2. It's quite **arbitrary/indifferent/unconditional/voluntary** which question you answer first because you must answer them all.

3. Vincent read the article through quickly, so as to get the **core/detail/gist/run**.

4. It is very difficult to **convert/convey/exchange/transfer** the exact meaning of an idiom in a foreign language.

5. I tried to concentrate on my homework but my eyes kept **digressing/lapsing/rambling/straying** away from the handbook.

6. On Sunday, Vivian studied for seven hours **at length/at once/in full/on end**.

7. Miss Nervous handed in the test and awaited the results **in the same breath/out of breath/under her breath/with bated breath**.

8. Wilfred was so **drenched/drowned/engrossed/soaked** in his studies that he didn't notice the time passing.

9. You will need a pen and some paper to **discover/find out/realise/work out** this problem. It's too difficult to do in your head.

10. Students will be **condemned/penalized/punished/sentenced** for exceeding word-limits in their précis.

11. I am afraid I've only had time to **glance/look/peruse/scan**.

12. Frank has a good **brain/head/mind/thought** for figures.

13. The noise from the traffic outside **annoyed/distracted/prevented/upset** me from my homework.

14. You must not **diverge/go astray/ramble/wander** from the point when you write an essay.

15. I can't possibly mark your homework as your handwriting is **illegible/illicit/illogical/illusive**.

16. Deborah is going to take extra lessons to **catch up on/cut down on/ put up with/take up with** what she missed while she was away.

17. Miss Crammer is so **absorbed/attentive/consumed/intent** in her work that it would be a pity to disturb her.

18. It suddenly **came/dawned/hit/struck** on me what he really meant.

19. How many **objects/subjects/themes/topics** is Sam studying at school?

20. I have English classes **all other/each other/every other/this and the other** day – on Mondays, Wednesdays and Fridays.

21. I haven't had a very **economic/enthusiastic/extensive/productive** week. I seem to have done nothing at all.

22. It is **almost/barely/hardly/merely** impossible to find a good educational computer program.

23. **Accepted/Given/Presuming/Regarding** the difficulty of the task, I'll be lucky to complete it by the end of the next month.

24. A small **form/gang/group/team** of students was waiting outside the classroom to see the teacher.

25. Hard as she tried, she **always/even/still/yet** couldn't understand the question.

26. And as she didn't understand anything, she merely gave the teacher a **blank/clear/simple/useless** look.

27. How many marks did you **get/make/score/take** in the last test?

28. You will have to do the course again because your work has been **unnecessary/unpleasant/unsatisfactory/unusual**.

29. Andy was **evicted/expelled/left/resigned** from school because of his bad behaviour.

30. I am not sure why he didn't go to the college, but I **deduce/estimate/predict/suspect** he failed the entrance test.

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

<b>authority</b>	<b>bachelor's</b>	<b>bodies</b>	<b>campuses</b>
<b>classes</b>	<b>co-educational</b>	<b>co-ordinate</b>	<b>courses</b>
<b>degree</b>	<b>freshmen</b>	<b>graduates</b>	<b>junior</b>
<b>located</b>	<b>school</b>	<b>separate</b>	<b>sex</b>
<b>special</b>	<b>students</b>	<b>undergraduates</b>	<b>university</b>
<b>women</b>	<b>year</b>		

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

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

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

### 9. Match the words for people in education with the correct definition.

1. apprentice	a) female teacher in charge of a school
2. cadet	b) person who trains sportsmen for contests
3. coach	c) highest grade of university teacher
4. dean	d) the lowest teaching rank at university
5. disciple	e) person in charge of a division of study
6. headmistress	f) person who teaches driving
7. instructor	g) the head of some universities and schools
8. lecturer	h) person studying to become an officer in the army or a policeman
9. trainee	i) someone learning a trade who works in return of being taught
10. principal	j) person undergoing some form of vocational training
11. professor	k) anyone devoted to the acquisition of knowledge, especially at university
12. pupil	l) attends primary school
13. student	m) follower of a religious teacher

### 10. Fill in the missing information.

Subject	Teacher	Is the study of
geology	_____	_____
t _____	_____	religion
_____	botanist	_____

a _____	_____	ancient ruins
_____	entomologist	_____
agronomy	_____	_____
b _____	_____	life
zoology	_____	_____
_____	meteorologist	_____
e _____	_____	words
e _____	_____	unborn babies
_____	graphologist	_____

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

achievements	adjustment	admit	attitude
average	colleges	common	failure
grade	letter	marking	method
minimum	occasionally	pass	percentage
perfect	progress	record	reports
school	teacher		

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

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

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

## WRITING

### WRITING A REPORT

**Reports** are usually written to present information in formal situations. They are usually divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given headings.

You will be given a role and specific instructions as to what you should include.

A report should contain:

- An introduction in which the reason for writing is stated.
- A main body with headed sections. It is essential to choose appropriate section heading in order to answer the question properly.
- A conclusion in which the main points are summarized. The conclusion may include a reference to future action.

#### ***Interpreting the Rubric***

**Read the rubric below, paying careful attention to the underlined words and phrases. Then, answer the questions that follow.**

You recently took part in an educational experiment in which your studies at university were evaluated by continuous assessment instead of exams. You have been asked to write a report (300-350 words) on student's reactions to the experiment for the university principal. Within your report you should describe the benefits and drawbacks of the scheme and give ideas on how the system could be improved.

- What is your role?
- What do you have to write? Who is the target reader? How formal does your writing need be?
- What is the purpose of your report? What does the target reader need to know?
- In pairs, suggest appropriate section headings.
- In pairs, suggest relevant information that you could include in each section.

#### ***Analysing a Report***

**1. In the phrases below, fill in the missing word, as in the example.**

- out
- in
- favour
- feedback
- resulted
- as a
- addition

1 carry out; 2 \_\_\_\_\_ general; 3 give \_\_\_\_\_; 4 in \_\_\_\_\_ of;  
5 \_\_\_\_\_ consequence; 6 \_\_\_\_\_ in; 7 in \_\_\_\_\_ to this.

**2. The model below is the example of the report on the given instructions. Fill in the gaps with the appropriate phrases from Exercise 1. Then, mark the statements which follow *True* or *False*.**

To: Mr Simkins, Principal

From: Tom Wheeler, The participant of the experiment

Subject: Outline of the reactions to the experiment

Date: 16 November 2007

### **Introduction**

The aim of this report is to 1) \_\_\_\_\_ on the experiment in continuous assessment that was carried out at St Saviour's University last year and to make recommendations for the future. The findings are based on a questionnaire that was sent to all the students who took part at the end of the experiment.

### **Background**

The decision to 2) \_\_\_\_\_ an experiment in continuous assessment was taken at the end of the fourth year. Participation in the scheme was strictly voluntary, and 3) \_\_\_\_\_ of this, a parallel class was set up for students who did not wish to take part.

### **Details of the scheme**

The scheme involved weekly tests in all five subjects, the result of which counted towards the final grade. 4) \_\_\_\_\_ these, there were three projects per term for each subject, and these involved some external research.

### **Benefits of the scheme**

In general, most students were 5) \_\_\_\_\_ the new method of assessment. It was felt that continuous assessment was better than taking final exams because it gave students a good indication of how well they were doing. Students also appreciated the fact that, if they were awarded a low grade, they still had the opportunity to make up for this later on.

### **Drawbacks**

Some students felt that there was too much testing, and in particular that doing three projects per term for each subject 6) \_\_\_\_\_ an excessive workload. In addition, there was some criticism of the projects which stemmed from the fact that they were largely carried out away from the classroom with no supervision. It was felt that

some students might seek outside help to complete their projects so as not to lose marks, and this would mean they would have an unfair advantage.

### **Conclusion and recommendations**

7) \_\_\_\_\_, students felt that continuous assessment was a fairer and less stressful method of testing and therefore recommended that it should be implemented more widely. However, the system could be improved by having fewer termly projects and introducing some safeguards to ensure that the projects genuinely reflected each student's individual work.

The report

- is written in formal style.
- begins and ends like a letter.
- states the reason for writing at the very beginning.
- consists of sections with headings.
- has got paragraphs which start with a topic sentence.
- presents the information in short sentences without linking devices.
- is written in impersonal style.
- contains passive structures.
- is written in a chatty style.
- contains language which is suitable for the Principal of the university.

**3. A delegation of foreign students is planning a trip to your country. As a student, you have been asked to write a report on the system in your country as background information for their visit. Write your report (300–350 words), including your opinions of the advantages and disadvantages of the system.**

#### **Stage1 Read**

- Who is this report for? What kind of information do you think they will be interested in?
- What factual information does the question ask for?
- What opinion does the question ask for?

#### **Stage 2 Think**

- Decide what aspects of your education system you want to mention in the factual part of the report. You may want to talk about primary, secondary, and/or university education. You may also want to mention state and private education. Think about some of the good things about your system and some of the drawbacks as well.



### **Stage 3 Plan**

- You may like to use the following overall outline.

Introduction: give a brief introduction giving an outline of the scope of the report.

General details of the system: here you can give an outline how the education system works in your country.

Advantages of the system: give details of what you think is particularly good, giving reasons and examples where possible.

Drawbacks: outline what you feel the main drawbacks are, again giving reasons and examples.

Conclusions: sum up your ideas and perhaps suggest areas that the group should investigate further.

### **Stage 4 Write**

- Write your report, making sure you use an appropriate style.

### **Stage 5 Check**

- Look back at the report, and check that you have used any link words and other expressions correctly when giving explanations.

## TOPIC 3: POLITICS

### LEAD-IN

**1. What do you understand by “politics”? Choose the best definition among the ones given below. What influenced your choice?**

- a course of action adopted and pursued by a government, ruler, political party;
- the science or art of government; political views, affairs, questions;
- government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.

**2. Think of any 3 adjectives that can describe politics. In groups of three discuss what you wrote and agree on 3 adjectives. While answering give your reasons.**

**3. Match types of government with their definitions.**

- |                 |  |
|-----------------|--|
| 1. republic     | a) a state or nation in which the supreme power is actually or nominally lodged in a monarch;  |
| 2. dictatorship | b) government of, for and by people;   |
| 3. monarchy     | c) a state of society without government or law;   |
| 4. federation   | d) a state in which the head of government is not a monarch or other hereditary head of state;   |
| 5. democracy    | e) the formation of a political unity, with a central government, by a number of separate states, each of which retains control of its own internal affairs; |
| 6. anarchy      | f) a country in which absolute power is exercised by a dictator.   |

**4. Guess what people or bodies involved in politics are described in the sentences below.**

Member of Parliament politician statesman official Prime Minister chamber cabinet ambassador president mayor embassy ministry chairperson sovereign minister deputy delegate ringleader

1. The head of state in many modern countries;
2. A top diplomat representing his country abroad;
3. He is responsible for a government department;
4. The head of a town or city council;

5. He is the head of a formal meeting;
6. He represents others at a meeting or conference;
7. A department of state headed by a minister;
8. He may be the head of state by birth;
9. The building where an ambassador and his staff are based;
10. He leads others to make trouble;
11. A committee of the most important ministers in the government;
12. The hall used by a group of legislators;
13. A representative of the people in Parliament;
14. The head of government or leading minister;
15. Someone for whom politics is a career;
16. Someone who uses an important political position wisely and well;
17. A person representing a constituency in certain legislative bodies;
18. A person appointed or elected to an office or charged with certain duties.

## **READING**

### **TEXT 1. How Democratic Is ...**

**1. What is democracy in your understanding? What are the characteristic features of a democratic society?**

**2. Discuss the following quotations with your partner:**

1. "Democracy is a form of government that substitutes election by the incompetent many for appointment by the corrupt few." (George Bernard Shaw)

2. "We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution." (Abraham Lincoln)

**3. Read the text.**

To give a sensible answer to the question "How democratic is ...?" it is necessary to make three clarifying preliminary statements.

First, we need to define "democracy," to know what we are arguing about.

Second, to state the criteria for measuring the "how" in the question.

And third, it is necessary to issue a warning about how a certain source of bias is likely to distort our judgments.

Our definition is crucial. This becomes clear if we note how relatively easy is the answer to our question when we define democracy as a set of formal institutions and let it go at that. If we describe as "democratic" a country that has a representative system of

government, with universal suffrage, a bill of rights, and party competition for office, it becomes easy to answer the question "how" with the enthusiastic reply, "Very!"...

We propose a set of criteria for the description "democratic" which goes beyond formal political institutions, to the quality of the life in the society (economic, social, psychological), beyond majority rule to a concern for minorities, and beyond national boundaries to a global view of what is meant by "the people." in that rough, but essentially correct view of democracy as "government of, by, and for people.

1.To what extent can various people in the society participate in those decisions which affect their lives: decisions in the political process and decisions in the economic structure?

2.As a corollary of the above: do people have equal access to the information which they need to make important decisions?

3.Are the members of the society equally protected on matters of life and death – in the most literal sense of that phrase?

4.Is there equality before the law: police, courts, the judicial process - as well as equality with the law-enforcing institutions, so as to safeguard equally everyone's person, and his freedom from interference by others, and by the government?

5.Is there equality in the distribution of available resources: those economic goods necessary for health, life, recreation, leisure, growth?

6.Is there equal access to education, to knowledge and training, so as to enable persons in the society to live their lives as fully as possible, to enlarge their range of possibilities?

7.Is there freedom of expression on all matters, and equally for all, to communicate with other members of the society?

8.Is there freedom for individuality in private life, in sexual relations, family relations, the right of privacy?

9.To minimize regulation: do education and the culture in general foster a spirit of cooperation and amity to sustain the above conditions?

10.As a final safety feature: is there opportunity to protest, to disobey the laws, when the foregoing objectives are being lost - as a way of restoring them?

**1. Answer the questions stated in the text, referring to Ukraine. Discuss your answers with your fellow-students.**

## **TEXT 2. The Political System in Great Britain**

### **1. Read the text and underline the most significant information.**

Britain is a democracy, yet its people are not constitutionally in control of the state. As a result of a historical process, the people of Britain are subjects of the Crown, accepting the Queen as the head of the state. Yet even the Queen is not sovereign since she receives her authority from Parliament. In short she “reigns” but does not rule. British sovereignty resides in the three elements of parliament: the crown, and the Parliament’s two chambers: the House of Commons and the House of Lords.

#### **The Crown**

The reigning monarch is not only the head of state but also a symbol of the unity of the nation. The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males, to the oldest female offspring of the monarch. The monarch must be a Protestant. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces. The remaining powers of the monarch are summon, suspect until the next session and dissolve parliament; to give royal assent to legislation passed by Parliament, to appoint government ministers, judges, officers of the armed forces, governors, diplomats and bishops of the Church; to confer honours, such as peerages and knighthoods; to remit sentences passed on convicted criminals; and finally to declare war on and make peace with an enemy power. More over the Queen is visited regularly by her Prime minister to receive an account of cabinet decisions and to be consulted on matters of national life.

#### **Whitehall – the seat of government**

‘Her Majesty’s Government’ governs in the name of the queen, and its hub, Downing Street, lies in Whitehall, a short walk from parliament. Following general election, the Queen invites the leader of the majority party represented in the Commons. Most governments consist of about 100 ministers, but the essential core is the Cabinet, the 20 or so most senior ministers invited by the Prime Minister to belong to it. Prime Ministers have much more power than first among equals. They enjoy undisputed political leadership. Ministers must obey their will, or persuade the Prime Minister of their own point of view. If a clash of will cannot be resolved, the minister must resign.

Although government is political, it depends on a permanent body of officials, the Civil Service, to administer the decisions of ministers, and to keep the wheels of government turning. The Civil service is expected to discharge its responsibilities in a politically impartial way. Civil servants must be as loyal to an incoming government

as to the outgoing one. The heart of the Civil Service is the Cabinet office, whose secretary is the most senior civil servant at any given time.

### **Westminster – the seat of Parliament**

Her Majesty's Government derives its authority and power from its party representation in Parliament. Parliament is the supreme legislative body of the state and it consists of two chambers: the House of Lords and the House of Commons. Parliament's functions are to pass laws, to raise enough money through taxation to enable the government to function, to examine government policy and administration, particularly its financial programme, and to debate or discuss important political issues.

The life of a Parliament is not fixed, and the government of the day may call for a general election at any time during its five-year term. Each Parliament is divided into annual sessions, running normally from October to October with breaks for public holidays and for a long summer recess (usually late July until October).

### **The House of Commons**

The dynamic power of Parliament lies in the House of Commons. Its 659 members represent 529 constituencies in England, 40 in Wales, 72 in Scotland and 18 in Northern Ireland. Unlike many European chambers which are semicircular the Commons is rectangular, with the Speaker's chair at one end, and either side of it five rows of benches running the length of the chamber. On one side, to the Speaker's right, sits Her Majesty's Government and its supporters, and on the other Her Majesty's Opposition, composed of all Members who oppose the government. The front benches on either side are reserved for members of the Cabinet and other Ministers, and Opposition spokesmen, known as the 'Shadow Cabinet', respectively. The Speaker is chosen by a vote of the entire House. He is responsible for the orderly conduct of business, and is required to act with scrupulous impartiality between Members in the House. The Speaker is assisted by three Deputy Speakers. Unlike peers, who can only claim expenses, MP's are paid salaries.

### **The House of Lords**

The upper chamber of Parliament, the House of Lords, is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, currently about 750, of whom only about half take an active interest in the affairs of state. A smaller number, about 400, are 'life' peers. Only one-quarter of these life peers are women. All life peers are created on the recommendation of the Prime Minister of the day, with the nominations also sought from opposition parties. Nine of the most senior judges, the Lords of Appeal in Ordinary, are also entitled to sit in the Lords. Finally, alongside these secular peers, the Lords Temporal, are the 26 most

senior bishops of the Church of England, the Lords Spiritual. The House of Lords is presided by the Lord Chancellor, the senior law officer of the state. The position is not like that of the Speaker, for the Lord Chancellor is not impartial, but a government officer. He or she is responsible for the administration of justice and is also an automatic member of the Cabinet.

### **Parliamentary procedure**

Each parliamentary session begins with the ‘State Opening of Parliament’, a ceremonial occasion in which the Queen proceeds from Buckingham Palace to the Palace of Westminster where she delivers the Queen’s speech from her throne in the House of Lords. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords. During the next five or so days, the Government and Opposition debate aspects of the Queen’s Speech in the Commons and vote on the amendments which the Opposition proposes.

For most of the year the Commons adopts a routine of meeting each weekday afternoon, and sitting until about 10.30 p.m. on Fridays the Commons sits from 9.30 a.m. through to 3.00 p.m., rising early to allow MPs to return to their constituencies for the weekend, where they must make themselves available and accessible for local matters, complaints and attendance at formal functions.

Each day begins, after brief opening formalities, with Question Time, lasting approximately an hour. MPs are able to ask ministers or other MPs questions on any point they may choose. Questions must be handed in 48 hours ahead, to allow ministers and their department staff time to prepare an answer. On two afternoons each week the Prime Minister will answer questions on general policy matters. After Question Time, the main debate of the day takes place.

### **The electoral system**

For electoral purposes the United Kingdom is divided into constituencies, each one of which elects a Member of Parliament to sit in the House of Commons. All British citizens may vote, provided they are aged 18 and over, are registered, and are not disqualified by insanity, membership of the House of Lords or by being sentenced prisoners.

### **The party system**

The political party system has evolved since the 18<sup>th</sup> century, and since the 1<sup>st</sup> half of the 19<sup>th</sup> century has been essentially a two-party system. Today, this two-party contest is between the Conservative Party and the Labour Party, which emerged at the end of the 19<sup>th</sup> century.

**2. Fill in the blanks with an appropriate word from the box. Use each word once only. There are five extra words which you do not have to use.**

*As for it never that been from law over there being however like parliamentary to by in monarchy republic whether does is most running who*

Britain is a constitutional \_\_\_\_\_. That means it is a country governed by a king or queen who accepts the advice of a parliament. It is also a \_\_\_\_\_ democracy. That is, it is a country whose government is controlled by a parliament which has \_\_\_\_\_ elected by people. The highest positions in the government are filled by members of the directly elected parliament. In Britain, as in many European countries, the official head of state, \_\_\_\_\_ a monarch or a president has little real power.

\_\_\_\_\_, there are features of the British system of government which make it different from \_\_\_\_\_ in other countries and which are not “modern” at all. The \_\_\_\_\_ notable of this is the question of the Constitution. Britain is almost alone among modern states in that it \_\_\_\_\_ not have “a constitution” at all. Of course, there are rules, regulations and procedures for the \_\_\_\_\_ of the country – all the things that political scientists and legal experts study and which are known collectively \_\_\_\_\_ “the constitution”. But \_\_\_\_\_ is no single written document which can be appealed to as the highest \_\_\_\_\_ of the land and the final arbiter in any matter of dispute. Nobody can refer \_\_\_\_\_ “article 6” or “the 1<sup>st</sup> amendment” or anything like that, because nothing \_\_\_\_\_ that exists.

Instead, the principles and procedures \_\_\_\_\_ which the country is governed and from which people’s rights are derived come \_\_\_\_\_ a number of different sources. They have been built up, bit by bit, \_\_\_\_\_ the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court) and some of them have \_\_\_\_\_ been written down at all. \_\_\_\_\_ example, there is no written law in Britain that says anything about \_\_\_\_\_ can be the Prime Minister or what the powers of the Prime Ministers are.

**3. Fill in the blanks. The first letter of each missing word has been given.**

Parliament in the UK consists of two c\_\_\_\_\_: the House of Commons and the House of Lords. In the House of Commons there are 650 m\_\_\_\_\_ each representing one c\_\_\_\_\_. The ruling party in the Commons is the one which gains a m\_\_\_\_\_ of seats. The main figure in the party is called the P\_\_\_\_ M\_\_\_\_ (PM). The Commons is elected for a maximum period of 5 years although the PM may call a general e\_\_\_\_\_ at any time within that period.



The House of Commons is the most powerful and decides national policy, but the House of Lords can ask the House of Commons to rewrite certain parts of a b\_\_\_\_\_ before it becomes a new law.

The position of a British PM is in direct contrast to that of the m\_\_\_\_\_. Although the queen appears to have a great deal of p\_\_\_\_, in reality she has very little. The PM appoints the Cabinet, the members of which are the leading government m\_\_\_\_\_.

### **TEXT 3. The Political System of the USA**

#### **1. Read the text and underline the most significant information.**

The early American way of life encouraged democracy. The colonists were inhabiting a land of forest and wilderness. They had to work together to build shelter, provide food, and clear the land for farms and dwellings. This need for cooperation strengthened the belief that, in the New World, people should be on an equal footing, with nobody having special privileges.

The urge for equality affected the original 13 colonies' relations with the mother country, England. The Declaration of Independence in 1776 proclaimed that all men are created equal, that all have the right to "Life, Liberty, and the Pursuit of Happiness."

The Declaration of Independence, and the Constitution after it, combined America's colonial experience with the political thought of such philosophers as England's John Locke to produce the concept of a democratic republic. The government would draw its power from the people themselves and exercise it through their elected representatives. During the Revolutionary War, the colonies had formed a national congress to present England with a united front. Under an agreement known as the Articles of Confederation, a postwar congress was allowed to handle only problems that were beyond the capabilities of individual states.

#### **The Constitution**

The Articles of Confederation failed as a governing document for the United States because the states did not cooperate as expected. When it came time to pay wages to the national army or the war debt to France, some states refused to contribute. To cure this weakness, the congress asked each state to send a delegate to a convention. The so-called Constitutional Convention met in Philadelphia in May of 1787, with George Washington presiding.

The delegates struck a balance between those who wanted a strong central government and those who did not. The resulting master plan, or Constitution, set up a system in which some powers were given to the national, or federal, government, while others were reserved for the states. The Constitution divided the nationa<sup>l</sup> government into

three parts, or branches: the legislative (the Congress, which consists of a House of Representatives and a Senate), the executive (headed by the president), and the judicial (the federal courts). Called "separation of powers," this division gives each branch certain duties and substantial independence from the others. It also gives each branch some authority over the others through a system of "checks and balances."

Here are a few examples of how checks and balances work in practice.

- If Congress passes a proposed law, or "bill", that the president considers unwise, he can veto it. That means that the bill is dead unless two-thirds of the members of both the House and the Senate vote to enact it despite the president's veto.
- If Congress passes, and the president signs, a law that is challenged in the federal courts as contrary to the Constitution, the courts can nullify that law.
- The president has the power to make treaties with other nations and to make appointments to federal positions, including judgeships. The Senate, however, must approve all treaties and confirm the appointments before they can go into effect. Recently some observers have discerned what they see as a weakness in the tripartite system of government: a tendency toward too much checking and balancing that results in governmental stasis, or "gridlock."

### **Bill of rights**

The Constitution written in Philadelphia in 1787 could not go into effect until it was ratified by a majority of citizens in at least 9 of the then 13 U.S. states. During this ratification process, misgivings arose. Many citizens felt uneasy because the document failed to explicitly guarantee the rights of individuals. The desired language was added in 10 amendments to the Constitution, collectively known as the Bill of Rights.

The Bill of Rights guarantees Americans freedom of speech, of religion, and of the press. They have the right to assemble in public places, to protest government actions, and to demand change. There is a right to own firearms. Because of the Bill of Rights, neither police officers nor soldiers can stop and search a person without good reason. Nor can they search a person's home without permission from a court to do so. The Bill of Rights guarantees a speedy trial to anyone accused of a crime. The trial must be by jury if requested, and the accused person must be allowed representation by a lawyer and to call witnesses to speak for him or her. Cruel and unusual punishment is forbidden. With the addition of the Bill of Rights, the Constitution was ratified by all 13 states and went into effect in 1789.

Since then 17 other amendments have been added to the Constitution. Perhaps the most important of these are the Thirteenth and Fourteenth, which outlaw slavery and

guarantee all citizens equal protection of the laws, and the Nineteenth, which gives women the right to vote.

The Constitution can be amended in either of two ways. Congress can propose an amendment, provided that two-thirds of the members of both the House and the Senate vote in favor of it. Or the legislatures of two-thirds of the states can call a convention to propose amendments. (This second method has never been used.) In either case a proposed amendment does not go into effect until ratified by three-fourths of the states.

### **Legislative branch**

The legislative branch – the Congress – is made up of elected representatives from each of the 50 states. It is the only branch of U.S. government that can make federal laws, levy federal taxes, declare war, and put foreign treaties into effect.

Members of the House of Representatives are elected to two-year terms. Each member represents a district in his or her home state. The number of districts is determined by a census, which is conducted every 10 years. The most populous states are allowed more representatives than the smaller ones, some of which have only one. In all, there are 435 representatives in the House.

Senators are elected to six-year terms. Each state has two senators, regardless of population. Senators' terms are staggered, so that one-third of the Senate stands for election every two years. There are 100 senators.

To become a law, a bill must pass both the House and the Senate. After the bill is introduced in either body, it is studied by one or more committees, amended, voted out of committee, and discussed in the chamber of the House or Senate. If passed by one body, it goes to the other for consideration. When a bill passes the House and the Senate in different forms, members of both bodies meet in a "conference committee" to iron out the differences. Groups that try to persuade members of Congress to vote for or against a bill are called "lobbies." They may try to exert their influence at almost any stage of the legislative process. Once both bodies have passed the same version of a bill, it goes to the president for approval.

### **Executive branch**

The chief executive of the United States is the president, who together with the vice president is elected to a four-year term. As a result of a constitutional amendment that went into effect in 1951, a president may be elected to only two terms. Other than succeeding a president who dies or is disabled, the vice president's only official duty is presiding over the Senate. The vice president may vote in the Senate only to break a tie.

The president's powers are formidable but not unlimited. As the chief formulator of national policy, the president proposes legislation to Congress. As mentioned previously,

the president may veto any bill passed by Congress. The president is commander-in-chief of the armed forces. The president has the authority to appoint federal judges as vacancies occur, including justices of the Supreme Court. As head of his political party, with ready access to the news media, the president can easily influence public opinion.

Within the executive branch, the president has broad powers to issue regulations and directives carrying out the work of the federal government's departments and agencies. The president appoints the heads and senior officials of those departments and agencies. Heads of the major departments, called "secretaries," are part of the president's cabinet. The majority of federal workers, however, are selected on the basis of merit, not politics.

### **Judicial branch**

The judicial branch is headed by the U.S. Supreme Court, which is the only court specifically created by the Constitution. In addition, Congress has established 13 federal courts of appeals and, below them, about 95 federal district courts. The Supreme Court meets in Washington, DC, and the other federal courts are located in cities throughout the United States. Federal judges are appointed for life or until they retire voluntarily—they can be removed from office only via a laborious process of impeachment and trial in the Congress.

The federal courts hear cases arising out of the Constitution and federal laws and treaties, maritime cases, cases involving foreign citizens or governments, and cases in which the federal government is itself a party.

The Supreme Court consists of a chief justice and eight associate justices. With minor exceptions, cases come to the Supreme Court on appeal from lower federal or state courts. Most of these cases involve disputes over the interpretation and constitutionality of actions taken by the executive branch and of laws passed by Congress or the states (like federal laws, state laws must be consistent with the U.S. Constitution).

### **Political parties and elections**

Americans regularly exercise their democratic rights by voting in elections and by participating in political parties and election campaigns. Today, there are two major political parties in the United States, the Democratic and the Republican. The Democratic Party evolved from the party of Thomas Jefferson, formed before 1800. The Republican Party was established in the 1850s by Abraham Lincoln and others who opposed the expansion of slavery into new states then being admitted to the Union.

The Democratic Party is considered to be the more liberal party, and the Republican, the more conservative. Democrats generally believe that government has an obligation to provide social and economic programs for those who need them.

Republicans are not necessarily opposed to such programs but believe they are too costly to taxpayers. Republicans put more emphasis on encouraging private enterprise in the belief that a strong private sector makes citizens less dependent on government.

Both major parties have supporters among a wide variety of Americans and embrace a wide range of political views. Members, and even elected officials, of one party do not necessarily agree with each other on every issue. Americans do not have to join a political party to vote or to be a candidate for public office, but running for office without the money and campaign workers a party can provide is difficult.

Minor political parties – generally referred to as "third parties" – occasionally form in the United States, but their candidates are rarely elected to office. Minor parties often serve, however, to call attention to an issue that is of concern to voters, but has been neglected in the political dialogue. When this happens, one or both of the major parties may address the matter, and the third party disappears.

At the national level, elections are held every two years, in even-numbered years, on the first Tuesday following the first Monday in November. State and local elections often coincide with national elections, but they also are held in other years and can take place at other times of year.

## **2. Study the Essential Vocabulary of the text.**

- to encourage democracy
- to be on equal footing
- to pass a law
- to veto
- to nullify
- to make treaties
- to go into effect
- to levy

## **3. Check you know the meaning of these words and phrases. Match the words on the left with the meaning on the right.**

a) to reject or forbid smth	to levy
b) to impose, to collect by authority or force	to go into effect
c) to be equal	to nullify
d) to make smth of no effect and void	to be on equal footing
e) to support	to make treaties
f) to make agreement between nations	to pass a law

g) to be caused to operate	to encourage
h) to cause a law to circulate	to veto

#### 4. Put each of the following words in its place in the passage below.

*Declare protect representative branch laws voting concern constitution  
limited rights borrow defense concurrent authority justice*

The United States of America is a \_\_\_\_\_ democracy. All government power rests ultimately with the people, who direct policies by \_\_\_\_\_ for government representatives. The nation's \_\_\_\_\_ defines the powers of national and state governments, the functions and framework of each \_\_\_\_\_ of government, and the \_\_\_\_\_ of individual citizens. The Constitution was created to \_\_\_\_\_ the democratic interests of the people and government.

The principle of \_\_\_\_\_ government is basic to the Constitution. Under federalism, the principle of limited government was achieved by dividing \_\_\_\_\_ between the central government and the individual states. The federal government has powers over areas of wide \_\_\_\_\_. For example, it has the power to control communications among states, \_\_\_\_\_ money, provide for the national \_\_\_\_\_, and \_\_\_\_\_ war.

The states possess those powers which are not given to the federal government. For example, each state establishes its own criminal \_\_\_\_\_ system, public schools, and marriage and divorce \_\_\_\_\_.

There are certain powers, called \_\_\_\_\_ powers, which both the federal and state government share. Examples include the power to tax, set up courts, and charter banks.

#### 5. Put the articles where necessary.

Besides \_\_\_\_\_ division of power between state and national governments, power is also limited by \_\_\_\_\_ separation of power among three branches – legislative, executive, and judicial. In \_\_\_\_\_ United States, each branch has \_\_\_\_\_ separate function.

The division of government power among three separate but equal branches provides for \_\_\_\_\_ system of checks and balances. Each branch checks or limits the power of \_\_\_\_\_ other branches. For example, although \_\_\_\_\_ Congress makes laws, the president can veto them. Even if the president vetoes \_\_\_\_\_ law, \_\_\_\_\_ Congress may check the president by overriding his veto with \_\_\_\_\_ two-thirds vote.

\_\_\_\_\_ Supreme Court can overturn laws passed by \_\_\_\_\_ Congress and signed by the president. The selection of federal and \_\_\_\_\_ Supreme Court judges is made by \_\_\_\_\_ other two branches. The president appoints \_\_\_\_\_ judges, but \_\_\_\_\_ Senate

reviews his candidates and has the power to reject his choices. With this system of checks and balances, no branch of government has \_\_\_\_\_ superior power.

By dividing power among the three branches of government, \_\_\_\_\_ Constitution effectively ensures that government power will not be usurped by \_\_\_\_\_ small powerful group or \_\_\_\_\_ few leaders.

#### **TEXT 4. What Are the Human Rights?**

**1. Perhaps no issue is discussed more often than the rights and freedoms of the individual. How far should the state decide what is best for us? How far should we have the right to control our own lives?**

**2. Read the text.**

##### **What are Human Rights?**

Human rights are the basic rights and freedoms to which all humans are considered entitled: the right to life, liberty, freedom of thought and expression, and equal treatment before the law, among others. These rights represent entitlements of the individual or groups or the government, as well as responsibilities of the individual and the government authorities.

Such rights are ascribed "naturally," which means that they are not earned and cannot be denied on the basis of race, creed, ethnicity or gender. These rights are often advanced as legal rights and protected by the rule of law. However, they are distinct from and prior to law, and can be used as standards for formulating or criticizing both local and international law. It is typically thought that the conduct of governments and military forces must comply with these standards.

Various "basic" rights that cannot be violated under any circumstances are set forth in international human rights documents such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights. The rights established by these documents include economic, social, cultural, political and civil rights.

While human rights are not always interpreted similarly across societies, these norms nonetheless form a common human rights vocabulary in which the claims of various cultures can be articulated. The widespread ratification of international human rights agreements such as those listed above is taken as evidence that these are widely shared values. Having human rights norms in place imposes certain requirements on governments and legitimizes the complaints of individuals in those cases where fundamental rights and freedoms are not respected. Such norms constitute a standard for the conduct of government and the administration of force. They can be used as

"universal, non-discriminatory standards" for formulating or criticizing law and act as guidelines for proper conduct.

Many conflicts are sparked by a failure to protect human rights, and the trauma that results from severe human rights violations often leads to new human rights violations. As conflict intensifies, hatred accumulates and makes restoration of peace more difficult. In order to stop this cycle of violence, states must institute policies aimed at human rights protection. Many believe that the protection of human rights "is essential to the sustainable achievement of the three agreed global priorities of peace, development and democracy." Respect for human rights has therefore become an integral part of international law and foreign policy. The specific goal of expanding such rights is to "increase safeguards for the dignity of the person."

Despite what resembles a widespread consensus on the importance of human rights and the expansion of international treaties on such matters, the protection of human rights still often leaves much to be desired. Although international organizations have been created or utilized to embody these values, there is little to enforce the commitments states have made to human rights. Military intervention is a rare occurrence. Sanctions have a spotty track record of effectiveness. Although not to be dismissed as insignificant, often the only consequence for failing to protect human rights is "naming and shaming."

### **3. Study the essential vocabulary of the text.**

1. To be entitled to
2. To be ascribed
3. To advance
4. To comply with
5. To violate
6. To be set forth
7. To ratify
8. To constitute a standard
9. To institute policies
10. To embody values

### **4. Match words 1–10 with their definitions a-j. Deduce the meanings of any words you don't know from the context.**

- |              |                                      |
|--------------|--------------------------------------|
| 1. to ratify | a) to be given a right to do or have |
| 2. to embody | b) to break or fail to comply with   |



- |                     |   |
|---------------------|---|
| 3. to be entitled   | c) to make officially valid                       |
| 4. to institute     | d) to be attributed                               |
| 5. to comply with   | e) to establish by law                            |
| 6. to violate       | f) to give a tangible or visible form             |
| 7. to be ascribed   | g) to meet specified standards                    |
| 8. to constitute    | h) to begin or establish                          |
| 9. to advance       | i) to be stated or described in writing or speech |
| 10. to be set forth | j) to make or cause to make progress              |

### 5. Fill in the gaps.

1. If you fail three times, you are not \_\_\_\_\_ to try any more.
2. Such behaviour is not likely to \_\_\_\_\_ your interests.
3. This play has been \_\_\_\_\_ to Shakespeare.
4. He thought that in such a way his right of free speech had been \_\_\_\_\_.
5. This agreement was \_\_\_\_\_ in 1996.
6. What right have you to \_\_\_\_\_ yourself a judge of my conduct?
7. You must \_\_\_\_\_ with the rules.
8. The prosecutor \_\_\_\_\_ legal proceeding against the criminal.
9. The spokesperson \_\_\_\_\_ his ideas in a speech.
10. Is this condition \_\_\_\_\_ in the agreement?

## TEXT 5. The Human Rights of Children

**1. When do people all over the world celebrate Human Rights Day?**

**2. What do you know about the UN Convention on the Rights of the Child?**

**3. Comment on the following quotation:**

“A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights.” (Carol Belamy, UNICEF Executive Director)

### 4. Read the text.

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two (the USA and Somalia) – and therefore uniquely places children centre-stage in the quest for the universal application of

human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination – have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights - civil and political rights as well as economic, social and cultural rights. Two Optional Protocols, on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography, were adopted to strengthen the provisions of the Convention in these areas. They entered into force, respectively on 12 February and 18 January 2002.

The Convention covers all aspects of young people's lives. Here are some of the principal rights of children and young people, which governments must make sure they exercise.

**1. Equality.**

All young people are equal, whatever their race, religion or colour, if they are boys or girls, disabled or able-bodied.

**2. Health.**

Everything must be done to make sure young people are healthy. They should have a clean environment and proper medical treatment.

**3. Education.**

All young people have the right to go to school. But in developing countries, 130 million children don't even go to primary school.

**4. To grow up in peace and to be protected.**

Children younger than 15 must not participate in war and should be protected against violence. However, there are 200000 child soldiers in the world and in many countries, adults are violent towards children.

## **5. Leisure.**

Young people have the right to enjoy leisure and cultural activities and must not work if it is bad for their health and education.

## **6. Freedom of expression.**

Article 12 of the convention says that young people have the right to give their opinion about any decision that will affect them. Adults must listen to and respect young people's views.

### **5. Discuss the following questions in pairs:**

1. Do all young people all over the world (in Ukraine) have the rights mentioned above?
2. Which of the rights mentioned do you consider the most/least important? Give your reasons.
3. What rights would you add if you had a chance?

## **TOPICAL VOCABULARY ON ELECTIONS**

Constituency, candidate, policy, referendum, by-election, marginal seat, the opposition, to stand/run for Parliament, to vote, to elect, to get elected, campaign trail, run-up to the election, a party's platform, a heckler/ to heckle, a whistle-stop tour, a walkabout, to glad-hand people, a running mate, to dig for dirt/ to muckrake, to mudsling, sleaze, a smear campaign/ a campaign of vilification, dirty tricks, opinion poll/ survey, a pollster, poll results: reliable, accurate, a popularity/ approval rating, the front-runner/ a favourite, to run neck and neck/ to level peg, to trail behind, to go to the polls, the turnout, to abstain/ abstention, to gain/win/lose a seat, proportional representation, first-past-the-post, election returns, to claim victory, to admit/concede defeat, a honeymoon period, cabinet reshuffle, a polling station, a transparent box, to gain votes, an absentee ballot, a ballot box, a floating voter, Gallup poll, a polling booth, a polling day, heavy/ light polling, a postal vote, to cast a vote/ ballot, a manifesto, a ballot paper, campaign headquarters, counting, fraud, to harass/harassment, individual and legal entity, an international observer, invalidation of the vote, live transmissions, media coverage, to take the minutes, open/secret ballot, provisional results, a proxy, public declaration of the results, a rally, signature sheets, transparent and open elections, void ballot, to hold elections/ an early election, it is hard to predict which way the election will go, Central Election Commission (CEC) / Territorial Election Commission, electorate, to nominate candidates, to be nominated for the post of.

## PRACTICE

### 1. Choose the most suitable word for each space.

Viewed from the outside at least, the Houses of Parliament give a firm impression of all those (1)..... which we are supposed to value in the British form of government. The architecture gives the place a (2)..... look, and the buildings are sandwiched between a busy square and the river, with Westminster Abbey not far away, making them a (3)..... between the country house of an eccentric duke and a Victorian railway station. You have only to learn that the (4)..... refer to each other as 'The Honourable Member for So and So' to complete the picture of a dignified gentlemen's club, with of course a few ladies to (5)..... the numbers. Sadly, over the past few years and now television, have shown the general (6)....., who are after all the electorate, what in fact goes on when bills are (7)..... and questions are asked. The first obvious fact is that the chamber is very rarely full, and there may be only a (8).....of members present, some of (9)..... are quite clearly asleep, telling jokes to their neighbour, or engaged in shouting like badly-behaved schoolchildren. There is not enough (10).....for them all in the chamber in any case, which is a second worrying point. Of course, television does not follow the work of (11).....which are the small discussion groups that do most of the real work of the House. But the (12).....impression that we as (13).....receive of the workings of government is not a good one. To put it bluntly, parliament looks disorganised, is clearly behind the times and seems to be (14).....with bores and comedians. This is presumably why members resisted for so long the efforts of the BBC to broadcast parliamentary (15)..... on television.

- |                   |                |               |               |
|-------------------|----------------|---------------|---------------|
| 1) A) views       | B) appearances | C) identities | D) features   |
| 2) A) fashionable | B) traditional | C) close-up   | D) notorious  |
| 3) A) mixture     | B) combination | C) cross      | D) match      |
| 4) A) members     | B) candidates  | C) delegates  | D) senators   |
| 5) A) take away   | B) bring about | C) make up    | D) set in     |
| 6) A) situation   | B) public      | C) interest   | D) rule       |
| 7) A) paid        | B) determined  | C) voted      | D) discussed  |
| 8) A) handful     | B) majority    | C) few        | D) number     |
| 9) A) these       | B) whom        | C) them       | D) others     |
| 10) A) seats      | B) places      | C) room       | D) around     |
| 11) A) elections  | B) those       | C) everyone   | D) committees |
| 12) A) overall    | B) visual      | C) positive   | D) striking   |

- |                 |               |             |            |
|-----------------|---------------|-------------|------------|
| 13) A) audience | B) often      | C) voters   | D) well    |
| 14) A) working  | B) inevitably | C) filled   | D) much    |
| 15) A) matters  | B) committees | C) speeches | D) debates |

## 2. Choose the most appropriate word underlined.

- a) By the early evening, most people had administered/cast/selected their votes.
- b) The government has decided to hold/introduce/organise an early election.
- c) Voting for strike action must be done by secret ballot/electorate/poll.
- d) Each Member of Parliament represents a specific candidate/constituency/convention.
- e) Before the election, each party published its election brochure/manifesto/synopsis.
- f) Mark Brown has been delegated/nominated/represented for the post of honorary treasurer.
- g) It's impossible to predict which way the election will go because there are so many indefinite/undecided/unknowing voters.
- h) My sister has decided to candidate/put in/stand for parliament in the next election.
- i) The party's election campaign/movement/struggle proved to be successful.
- j) The National Party won the election with an increased majority/percentage/score.

## 3. Complete each sentence with one of the words given. Do not use a word more than once.

*Administration      bill      council      motion*  
*power      authorities      cabinet      mayor      poll      reign*

- a) Mr. Bill Bradford has been elected \_\_\_\_\_ of Greenswold for the third time.
- b) The government has introduced a \_\_\_\_\_ outlining its plans for the coal industry.
- c) Mrs Fletcher has wide experience of \_\_\_\_\_, having previously been head of a large school in Bristol.
- d) According to the latest opinion \_\_\_\_\_, the National Party are well ahead of their nearest rivals, the Cooperative Party.
- e) Although there is an elected assembly, it is generally recognised that General Domenico wields the real \_\_\_\_\_.
- f) There is a locally elected \_\_\_\_\_ which has responsibility for roads, street lighting, and other facilities.

- g) The king enjoyed a long\_\_\_\_, and was eventually succeeded by his son, George.
- h) The \_\_\_\_\_ were slow to take control of the situation after the earthquake.
- i) The Leader of the Opposition proposed a\_\_\_\_of no confidence in the government.
- j) Members of the\_\_\_\_\_have a meeting with the Prime Minister each week

#### 4. Choose the most suitable word or phrase.

- a) The minister has \_\_\_\_\_new proposals for discussion with the union.  
A) made out            B) set down            C) drawn up            D) worked in
- b) The Prime Minister stated that law and order must be\_\_\_\_\_at all costs.  
A) maintained        B) imposed            C) suppressed            D) conveyed
- c) Mr. Jackson challenged the government as to who exactly was\_\_\_\_\_the country.  
A) reigning            B) ministering        C) administrating        D) running
- d) Union leaders called for\_\_\_\_\_between themselves and the government.  
A) speeches            B) elections            C) debates            D) consultations
- e) The chairman asked the secretary to take the\_\_\_\_\_of the meeting.  
A) minutes            B) discussions        C) rulings            D) notes
- f) The generals \_\_\_\_\_the country in a lightning coup d'etat.  
A.) overwhelmed    B) took over            C) ran over            D) overruled
- g) The minister has a talent for talking to ordinary people as if they were her\_\_\_\_\_  
A) level                B) fellows            C) counterparts        D) equals
- h) There are so many rules and \_\_\_\_\_ about importing food that you need to consult a good lawyer.  
A) laws                B) regulations        C) licences            D) orders
- i) A politician always needs to protect his or her \_\_\_\_\_ .  
A) notoriety            B) publicity            C) reputation            D) rumour
- j) Parliament has now\_\_\_\_\_a law making skateboarding illegal on Sundays.  
A) passed            B) legislated.....    C) voted            D) billed

### WRITING

#### AN ESSAY

##### 1. Follow stages 1-5 to write your essay.

**You have read the extract below as a part of a newspaper article about equal opportunities. Your tutor has asked you to write an essay (300-350 words) which addresses the points raised in the article and includes your own views on the subject.**

Despite advances, equal opportunities still seem difficult to achieve, and many people are prevented from participating fully in society. Not only is this unfair, but a tremendous amount of talent is wasted.

### **Stage 1 Read**

- Look carefully at the question, and underline some of the points that are raised. What is the basic question that the essay poses?

### **Stage 2 Think**

- Think of three or four different types of discrimination that exist. Why do these forms of discrimination exist?
- What measures could include things like spending more money on projects such as nurseries or childcare, setting up advertising or educational campaigns to change attitudes, introducing new laws, providing incentives for employers, etc.

### **Stage 3 Plan**

- You can structure your answer so that it follows the sample composition:

**Introduction:** say briefly what you are going to discuss.

**Outline of the main problems:** after your lead sentence, give details of the three or four types of discrimination that you have decided to cover.

**Outline of the solutions:** after your lead sentence, give details of the measures that you would recommend to solve the problems you have mentioned.

### **Conclusion:**

Sum up your main points and add any further opinions or comments you may wish to make.

### **Stage 4 Write**

- Try writing it out within the exam time limit.

### **Stage 5 Check**

- Check your work carefully, making sure that you have mentioned an appropriate style throughout.

### **A writing tip.**

In a formal essay like this, try and avoid the use of personal pronouns. Do not say, for example, 'I don't think there are any solutions to this problem'. Instead, make your sentences impersonal and present these ideas as facts, e.g. 'There are no easy solutions to this problem.'

## TOPIC 4 “COURTS AND TRIALS”

### LEAD-IN

**1. What is the most pressing problem in your community? What can the state, the local authorities and the public do to help solve it? Tell your partner.**

**2. Discuss in pairs the following quotations.**

1. Crime and bad lives are the measures of a state's failures. (H.G. Wells)

2. There is always inequality in life. Life is unfair. (J.F. Kennedy)

### READING

#### TEXT 1. The Dark Heart of America

**1. Name the reasons why, in your opinion, people commit crimes. Rank them from the most to the least important ones.**

**2. Read the text.**

The murder within five years of John F. Kennedy, Martin Luther King and Robert F. Kennedy raise – or ought to raise – somber questions about the character of contemporary American. One such murder might be explained away as an isolated horror, unrelated to the inner life of the American society. But the successive shootings, in a short time, of three men suggest and ominous belief in the efficacy of violence.

In the third quarter of the twenties century, violence has broken out with new ferocity in the USA. What has given the old propensity new life? What now incites crazy individuals to act out their murderous dreams? What is it about the climate of this decade that suddenly encourages the relish for hate and the resort to violence? Why have assaults with a gun increased 77 percent in the last year?

We talk about the tensions of industrial society. No doubt the ever – quickening pace of social change depletes and destroys the institutions which make for social stability. But this does not explain why Americans shoot and kill so many more Americans than Englishmen kill Englishmen or Japanese kill Japanese.

We talk about the fears and antagonisms generated by racial conflict. Unquestionably, this has contributed to the recent increase in violence. The murders of Dr. King and Senator Kennedy seem directly traceably to ethnic hatreds. Whites and blacks alike are laying in arms, both sides invoking the needs of self – defence.

Yet this explanation still does not tell us why in America today we are tending to convert political problems into military problems – problems of adjustment into problems of force.



It is not just that we have become an industrial society or are a racist society; it is something more specific than that. Nor can we blame the situation on our gun laws, or the lack of them; though here possibly we are getting closer. There is no question, of course, that we need adequate federal gun laws. Statistics make it evident that gun controls have some effect.

Still, however useful in making it harder for potential murders to get guns, federal gun legislation deals with the symptoms and not with the causes of our trouble. We must go further to account for the resurgence in recent years of our historical propensity toward violence.

One reason surely for the enormous tolerance of violence in contemporary America is the fact that the country has now been more or less continuously at war for a generation.

A second reason for the climate of violence in the United States is surely the zest with which the mass media, and especially television and film, dwell on violence. But they may well teach the morality as well as the methods of violence.

Yet society retains a certain right of self-defence. Is it inconceivable that the television industry might work out forms of self-restraint? Beyond this, it should be noted that the networks and the stations do not own the airwaves; the nation does; if the industry cannot restraint itself, the Communications Act offers means, as yet unused, of control.

There is not a problem of collective guilt, but there is a problem of collective responsibility. Certainly over two hundred million Americans did not strike down John Kennedy or Martin Luther King or Robert Kennedy. But they are plainly responsible for the character of a society that works on deranged men and incites them to depraved acts.

Some of the young in their despair have come to feel that the answer to violence is more violence; but these only hasten the plunge toward the abyss. The more intelligent disagree. They want their leaders to talk less about law and order and do more about justice.

### **3. Study the Essential Vocabulary of the text.**

1. a somber question
2. an ominous belief
3. the efficacy of violence
4. ferocity
5. to act out smb's murderous dreams
6. to dwell on violence
7. to hasten the plunge toward the abyss

**4. Paraphrase the following word combinations using the words from the essential vocabulary of the text.**

- portending evil or harm; threatening
- to linger over, emphasize, or ponder in thought, speech, or writing
- savage fierceness
- extremely serious, depressing
- capacity for producing a desired result or effect; effectiveness
- liveliness or energy
- to accelerate

**5 Make up sentences of your own using the words from exercise 3.**

**6 Think over the reasons why Ukrainians commit crimes and compare them with the reasons peculiar for American society.**

## **TEXT 2. The US Court System**

**1. Read the text and underline the basic facts about the US court system.**

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal to and impartial for everyone.

In the United States each state is served by the separate court systems, state and federal. Both systems are organized into three basic levels of courts — trial courts, intermediate courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there.

The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction — almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody.

The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious, or minor, the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied.

The supreme court of each state is primarily a court of appeal and the court of last resort.

The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts. The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court.

The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate. The duty of the Supreme Court is to decide whether laws passed by Congress agree with the Constitution. The great legal issues facing the Supreme Court at present are Government involvement with religion, abortion and privacy rights, race and sex discrimination.

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing either an arrest warrant or a summons. A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons who have been arrested and referred to the grand jury. After an accused is indicted, he is brought into court and is told about the nature of the charge against him and asked to plead. He can plead guilty, which is the admission that he committed the crime and can be sentenced without a trial. He can plead not guilty and be tried.

As a general rule the parties to civil suits and defendants in criminal cases are entitled to trial by jury of 12 jurors. But a jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is trial to the judge alone, greater criminal cases are tried to a three-judge panel.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case.

The attorney for the defence pleads the case of the accused, examines his witnesses and cross-examines the witnesses for the prosecution. Both, the prosecution and the defence, try to convince the jury. When all the evidence is in, the attorneys make their

closing arguments to the jury with the prosecutor going first. Both attorneys try to show the evidence in the most favourable light for their sides. But if one of them uses improper material in his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard what was said or may be sustained. After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. In civil cases at least three-fourths of the jurors must agree on the verdict. In a criminal case there must not be any reasonable doubt as to the guilt of the accused, the verdict must be unanimous.

The next stage is for the judge to decide, in case of a verdict of guilty, what sentence to impose on the convict.

## **2. Answer the following questions.**

1. What is the dual court system existing in the USA? What three levels of courts does it consist of?
2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court.
3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters.
4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts
5. What is the duty of the US Supreme Court?
6. Who are the participants in the legal procedure?
7. In what way does a legal procedure start a) in civil cases, b) in criminal cases?
8. Describe the procedure of the trial in the American court of common pleas.

## **TEXT 3. The UK Legal System**

### **1. Read the text.**

The United Kingdom has three legal systems. English law, which applies in England and Wales, and Northern Ireland law, which applies in Northern Ireland, are based on common-law principles. Scots law, which applies in Scotland, is a pluralistic system based on civil-law principles, with common law elements dating back to the High Middle Ages. The Treaty of Union, put into effect by the Acts of Union in 1707, guaranteed the continued existence of a separate law system for Scotland. The Acts of Union between Great Britain and Ireland in 1800 contained no equivalent provision but preserved the principle of separate courts to be held in Ireland, now Northern Ireland. The Appellate Committee of the House of Lords

(usually just referred to, as "The House of Lords") is the highest court in the land for all criminal and civil cases in England and Wales and Northern Ireland, and for all civil cases in Scots law. Recent constitutional changes will see the powers of the House of Lords transfer to a new Supreme Court of the United Kingdom. In England and Wales, the court system is headed by the Supreme Court of England and Wales, consisting of the Court of Appeal, the High Court of Justice (for civil cases) and the Crown Court (for criminal cases). The Courts of Northern Ireland follow the same pattern. In Scotland the chief courts are the Court of Session, for civil cases, and the High Court of Justiciary, for criminal cases, while the sheriff court is the Scottish equivalent of the county court.

### **Civil courts**

Civil cases at first instance are heard in the County Courts (for minor claims) or the High Court, which is divided into three divisions: Queen's Bench, Family and Chancery. Cases may be appealed to the Court of Appeal (Civil Division). Cases may be appealed from the County Court to the High Court. The House of Lords is the supreme court of appeal. Its judicial functions are quite separate from its legislative work, and cases are heard by up to 13 senior judges known as the Lords of Appeal in Ordinary, or Law Lords. It shares its function as the supreme appellate court with the Court of Appeal. However the Constitutional Reform Act 2005 provides for the establishment of a Supreme Court to replace the judicial function of the House of Lords with an independent appointments system, thereby making a constitutional separation between the legislature and the judiciary. A further appellate court, sometimes omitted in a description of the system, is the Judicial Committee of the Privy Council, which hears cases from the British overseas territories and dependencies as well as some specialised domestic appeals. It also hears cases concerning questions relating to the powers and functions of the devolved legislatures. The 'devolution' function will be transferred to the new Supreme Court. In addition to the courts there are specialised Tribunals, which hear appeals on decisions made by various public bodies and Government departments, in areas such as employment, immigration, social security, tax and land. The Court Service also contains information on these. Her Majesty's Court Service (HMCS) is an agency of the DCA responsible for administration of the court system, and was established in 2005 under the Courts Act 2003, bringing together the separate agencies previously responsible for court administration. There has been extensive reform of civil procedure in recent years. Following on the publication of a major report on Access to Justice by Lord Woolf in 1996, a completely new set of Civil Procedure Rules were put into operation in 1999, as well

as new legislation for modernising the courts and legal services. The Legal Services Commission was created under the Access to Justice Act 1999 to provide a Community Legal Service and Criminal Defence Service and administer legal aid.

### **Criminal courts**

Criminal cases are heard at first instance in the Magistrates' Courts, with more serious ones being heard in the Crown Court. Appeals are heard in the Court of Appeal Criminal Division. The Review of the Criminal Courts by Sir Robin Auld was published in 2001, as a result of which consolidated Criminal Procedure Rules were introduced in 2005. The Constitutional Reform Act 2005 provides for the establishment of a Supreme Court to replace the House of Lords as the Court of final appeal.

The process of criminal justice begins when the police arrest a suspect. Then they decide whether they have enough evidence to prosecute - to send the suspect for trial. In serious cases this decision is made by the Director of Public Prosecutions, who is a senior law official.

### **Who's who in the law?**

If you are prosecuted for a crime in Britain, you may meet the following people during your process through the courts:

#### ***Magistrates***

Magistrates are unpaid judges, usually chosen from well-respected people in the local community. They are not legally qualified. They are guided on points of law by an official, the clerk. There are magistrates' courts in most towns

#### ***Solicitors***

After the accused person has been arrested, the first person he or she needs to see is a solicitor. Solicitors are qualified lawyers who advise the accused and help prepare the defence case. The solicitor may represent the accused in court. A person who is too poor to afford a solicitor will usually get Legal Aid -financial help from the state.

#### ***Barristers***

In more serious cases, or where there are special legal difficulties, it is usual for the solicitor to hire a barrister to defend the accused. The barrister is trained in the law and in the skills required to argue a case in court. The barrister for the defence will be confronted by his or her opposite number, the prosecuting barrister, who represents the state. Legal Aid is available to pay for defence barristers.

#### ***Jurors***

A jury consists of twelve men and women from the local community. They sit in the Crown court, with a judge, and listen to witnesses for the defence and prosecution

before deciding whether the accused is guilty or innocent In Britain a person is innocent unless found guilty: the prosecution has the burden of establishing guilt.

### ***Judges***

Judges are trained lawyers, nearly always ex-barristers, who sit in the Crown court (and appeal courts). The judge rules on points of law and makes sure that the trial is conducted properly. He or she does not decide on the guilt or innocence of the accused – that is the jury's job. However, if the jury find the accused guilty, then the judge will pass sentence.

### ***A Justice of Peace***

Justice of the Peace (JP) is a judicial officer appointed by means of a commission to keep the peace. Depending on the jurisdiction, they might dispense summary justice and deal with local administrative applications in common law jurisdictions. Justices of the Peace are appointed or elected from the citizens of the jurisdiction in which they serve, and are (or were) usually not required to have a formal legal education in order to qualify for the office.

### **Courts and crimes**

All criminal cases start in the magistrates' courts. The minor cases stay there with the magistrates deciding on guilt or innocence and then sentencing the criminal. Serious cases are referred by the magistrates to the Crown court – this is called committal. In committals, all the magistrates do is hear the outline evidence and decide whether there is a case to answer. Crown court judges have power to sentence more heavily than magistrates.

On committal the accused is either released ("bailed") by the magistrates, or – if the police think there is a danger he might disappear or threaten prosecution witnesses – held in prison until the trial.

Whether the case is committed to the Crown court depends on the seriousness of the crime. The most minor crimes, such as most motoring offences, are known as summary offences, and they are always dealt with by magistrates. The most serious crimes such as murder and armed robbery are called indictable offences, and are always committed to the Crown court.

There are many crimes known as 'either way offences', which as the name implies, may be tried by magistrates or in the Crown court. Sometimes the decision is up to the accused himself, but he should listen carefully to the advice of his lawyer: he may decide that he stands a better chance of being acquitted by a sympathetic jury than by a panel of stern magistrates, but he runs the risk of a higher sentence from a Crown court.

## **Sentencing**

The most common sentences are fines, prison and probation. Probation is used often with more minor offences. A person on probation must report to a local police station at regular intervals, which restricts his or her movement.

Magistrates and judges may also pass suspended sentences, in which case the person will not serve the sentence unless he or she commits another crime, when it will be implemented without more ado. A sentence of community service means that the convicted person has to spend several hours a week doing useful work in his locality.

## **Appealing**

People who have been convicted can appeal if their lawyer can either show that the trial was wrongly conducted or produce new evidence. Appeal can also be made against the severity of a sentence. Appeals from a magistrates court is to the Crown court and then up through the courts system to the Judicial Chamber of the House of Lords, the highest court in the land. From there, appeal is to the European Court of Justice.

## **The British police**

British police officer – sometimes called the “bobby” after Sir Robert Peel, the founder of the police force – is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen – and women – are to be seen in towns and cities keeping law and order, either walking in the streets (“pounding the beat”) or driving in cars (known as “panda cars” because of their distinctive markings). Few people realise, however, that the police in Britain are organised very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local county councillors and magistrates.

**2. Fill in the blanks with an appropriate word or phrase from the box. Note that two of the words are used twice.**

<i>accused</i>	<i>guilty</i>	<i>put on probation</i>	<i>acquitted</i>
<i>imprisonment</i>	<i>sentence</i>	<i>barristers</i>	<i>judge</i>
<i>testimony</i>	<i>Crown Court</i>	<i>jury</i>	<i>trial</i>
<i>defence</i>	<i>verdict</i>	<i>Justice of the Peace</i>	<i>dock</i>
<i>witness box</i>	<i>evidence</i>	<i>Magistrates Court</i>	<i>fine</i>
<i>prosecution</i>	<i>witnesses</i>	<i>oath</i>	



There are two main courts of law in Britain – the \_\_\_\_\_ (1) for minor offences, such as speeding, shoplifting, etc. and the \_\_\_\_\_ (2) for more serious offences such as fraud and murder. The magistrate or \_\_\_\_\_ (3) who tries cases in the lower court does not have special education or training in law and does not get a salary. (The job is voluntary and part-time.) At a \_\_\_\_\_ (4) at a Crown Court, the \_\_\_\_\_ (5) or defendant stands in the \_\_\_\_\_ (6) while lawyers question \_\_\_\_\_ (7) who have to say what they have seen or know and who stand in the \_\_\_\_\_ (8). They have to swear an \_\_\_\_\_ (9) to "tell the truth, the whole truth and nothing but the truth". What they say is known as their \_\_\_\_\_ (10). There are usually two lawyers or \_\_\_\_\_ (11) in the courtroom. One is known as Counsel for the \_\_\_\_\_ (12), who speaks for the defendant, and the other as Counsel for the \_\_\_\_\_ (13). This person has to try to prove that the person accused of the crime really committed it. The \_\_\_\_\_ (14) sits in a large seat facing the defendant and wears a special gown and wig. He or she does not decide whether an accused person is guilty or not. This is left to the \_\_\_\_\_ (15), made up of twelve members of the public, to decide. During the trial they sit in silence, listening carefully to all the \_\_\_\_\_ (16). Then, they are locked away until they can decide whether the person is \_\_\_\_\_ (17) or not \_\_\_\_\_ (18). This decision is called \_\_\_\_\_ (19). The \_\_\_\_\_ (20) now decides the punishment or \_\_\_\_\_ (21), as it is called. If the person is innocent, he or she is \_\_\_\_\_ (22), which means that he or she released immediately and is free to go home. If the person is guilty and the crime is serious, he or she could be given several years \_\_\_\_\_ (23). However, if it is a first offence, the person might be given a \_\_\_\_\_ (24) instead, for example \$1,500, or \_\_\_\_\_ (25).

#### **TEXT 4. Juvenile Crime**

**1. Juvenile delinquency is an issue about which people all over the world are concerned. Read the text on the topic. While reading put the paragraphs in the right order.**

The problem of juvenile crime can therefore only be solved by removing those factors that cause it. Governments need to spend more on welfare benefits, but, more importantly, they need to create employment so both parents and children feel that they are part of society and can contribute towards it and benefit from it. Improvements in education are vital as well, so that children even from the most disadvantaged homes have a base and can be given encouragement and the opportunity to succeed in life.

Governments can do little to stop the decline in the traditional family, but improved social conditions might allow more families to stay together.

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Juvenile crime is not new, but the crimes committed by young people today are far more common and serious than they were in the past. In a city such as New York, for example, it would not be considered extraordinary if someone were held up at gunpoint by a twelve-year-old boy or assaulted by a gang of teenagers.

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To sum up, juvenile crime is a sign that there is something wrong with society. Young criminals are not inherently bad, they are reacting to the conditions in which they find themselves. It is only when these conditions have been improved that crime rates will fall. To do this is expensive and requires more spending on employment, welfare and education, but to do nothing would lead to a further deterioration in social order and would be a false economy.

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Before one can suggest a solution, it is necessary to analyze the problem and to see what has caused the explosion in juvenile crime. There are three main causes. *Firstly*, the social environment in which many young people find themselves in the inner cities plays a major role. Poverty and unemployment can create a sense of alienation, and a child who thinks that he has no hope of achieving the wealth and happiness that other people have will often become frustrated and violent. *Secondly*, an inadequate education system may also be partly to blame. If a child feels he is not valued and is a failure, he will be prone to boredom and open to bad influences. *Finally*, the decline of nuclear family and of traditional moral values may also play a role, and a child who grows up without the support of caring, loving parents may not develop a sense of responsibility or consideration for others.

## **2. Read another text connected with juvenile crime, underlining essential information.**

In the United States, juveniles involved with the law are treated differently from adults. However, this has not always been the case. In earlier times, children were thrown into jails with adults. Long prison terms and corporal punishment were common. Some children were even sentenced to death for their crimes. Reformers concerned about the harsh treatment of children urged the establishment of a separate court system for juveniles. The idea behind juvenile court was that children in trouble with the law should be helped rather than punished. Central to the concept of juvenile court was the principle

of parental care. This meant that instead of lawyers fighting to decide guilt or innocence, the court would act as a parent or guardian interested in protecting and helping the child. Hearings would be closed to the public. Proceedings would be informal. If convicted, children would be separated from adult criminals. In 1899, Cook County, Illinois, set up the country's first juvenile court. Today, every state has a separate court system for juveniles. These courts generally handle two different groups of juveniles: the delinquent offender and the status offender. A delinquent child is one who has committed an act that is a crime for adults under federal, state, or local law. Status offenders, on the other hand, are youths who are considered unruly or beyond the control of their legal guardians. Status offenses are not crimes. They are illegal acts that can only be committed by juveniles. Status offenses include running away from home, skipping school, refusing to obey parents, or engaging in certain behaviors such as drinking alcohol while under the age of majority. Some people believe parents should be held responsible for crimes committed by their children. Those in favor of these parental responsibility laws believe they are particularly appropriate in cases in which parents know or should know that their children are using or selling drugs or belong to juvenile gangs. In some states parents may be charged with contributing to the delinquency of a minor.

Before the establishment of juvenile courts, children under the age of seven were never held responsible for criminal acts. The law considered them incapable of forming the necessary criminal intent. Children between the ages of 7 and 14 were generally thought to be incapable of committing a criminal act, but this belief could be disproved by showing that the youth knew the act was a crime or would cause harm to another and committed it anyway. Children over the age of 14 could be charged with a crime and handled in the same manner as an adult. Today, all states set age limits that determine whether a person accused of a crime is treated as an adult or as a juvenile. In most states, young people are considered juveniles until age 18. However, some states set the limit at 16 and 17. In most states, a juvenile charged with a serious crime, such as robbery or murder, can be transferred to criminal court and tried as an adult. Sometimes prosecutors make this decision, or some states that allow transfers require a hearing to consider the age and record of the juvenile, the type of crime, and the likelihood that the youth can be helped by the juvenile court. As a result of a get-tough attitude involving juvenile crime, many states have revised their juvenile codes to make it easier to transfer youthful offenders to adult court. Recent years have seen an increase in serious crime by juveniles. This has included more violent acts, such as murder, which are often related to drugs, gangs, or both. Consequently, there has been a movement in congress and in a number of states to further reduce the age at which juveniles can be tried as adults. Some people

believe all juveniles should be tried as adults if they commit certain violent crimes. Juvenile Crime, in law, is the term denoting various offenses committed by children or youths under the age of 18. Such acts are sometimes referred to as juvenile delinquency. Children's offenses typically include delinquent acts, which would be considered crimes if committed by adults, and status offenses, which are less serious misbehavior such as truancy and parental disobedience. Both are within the jurisdiction of the juvenile court; more serious offenses committed by minors may be tried in criminal court and be subject to prison sentences. Under certain circumstances, youthful offenders can be tried either as juveniles or as adults. But even in these situations, their treatment is different from that of adults, for example, a juvenile who is arrested for an "adult" offense can be adjudicated in either juvenile court or adult court; if convicted, he or she can be placed with either other juvenile or adults. In contrast, an adult charged with the same offense would be tried in an adult court; if convicted, he or she would be incarcerated by the state and would be housed with adults. Explaining crime and delinquency is a complex task. A multitude of factors exist that contribute to the understanding of what leads someone to engage in delinquent behavior. While biological and psychological factors hold their own merit when explaining crime and delinquency, perhaps social factors can best explain juvenile delinquency. Juvenile delinquency is a massive and growing individual while others view delinquency as a macro level function of society. Many of the theories that will be presented will be applicable to at least some instances of crime and delinquency in society. Crime is such a diverse topic, that the explanation of this social problem is just as diverse. This perspective sees delinquency as a function of the surroundings or environment that a juvenile lives in. The saying, "society made me do it" could help to better understand this perspective. The public appears much more aware of juvenile crime today than in the past; this is due in part to more thorough reporting techniques and greater emphasis on publicizing delinquent acts in the media. Official U.S. crime reports in the 1980's, showed that about one-fifth of all persons arrested for crimes are under 18 years of age. In the 1970's, juvenile arrests increased in almost every serious crime category, and female juvenile crime more than doubled. During the most recent five year period studied, juvenile arrests decreased slightly each year. Unofficial report, however, suggests that a higher percentage of juveniles are involved in minor criminal behavior; grossly underreported common offenses include vandalism, shoplifting, underage drinking, and using marijuana.

**3. Discuss with your partner the ideas which you have underlined. Work out possible ways of tackling the problem of juvenile delinquency.**

**4. Decide whether the person should be tried as a juvenile or transferred to criminal court and tried as an adult. Explain your decision.**

Eric, age 15, is accused of robbing an 86-year-old woman at gunpoint. He has a long juvenile record, including acts of burglary, and brags about the robbery.

Marcia, age 17, is accused of killing a pedestrian while driving a stolen car. She has never been in trouble before, is remorseful about the killing, and claims that she planned to return the car after a short joyride.

Jose, age 14, is accused of selling drugs for his brother. According to the police, one day a customer stole the money Jose had collected for his elder brother. The police claim that Jose then stabbed the customer with a knife.

Ken, age 16, took an old family car for a ride without his parents' permission. He had no driving license. He and his friend were riding along the highway when the car went out of control. It smashed head-on into another car, killing the other driver.

### **TOPICAL VOCABULARY**

**Courts:** trial courts, common pleas courts, municipal and county courts, mayors' courts, courts of claims, courts of appeals, the State Supreme Court, the Federal courts, district courts, the US Supreme Court, juvenile court.

**Cases:** lawsuit, civil cases, criminal cases, framed-up cases.

**Offences:** to commit a crime, felony, misdemeanour, murder, manslaughter, homicide, rape, assault, arson, robbery, burglary, theft/larceny, kidnapping, embezzlement, bribery, forgery, fraud, swindling, perjury, slander, blackmail, abuse of power, disorderly conduct, speeding, petty offence, house-breaking, shoplifting, mugging, contempt of court, pick-pocketing, assassination, trespassing, bigamy, spying, hijacking, drug-peddling, treason, gambling, break-in, terrorism, baby – or wife-battering, obscenity, drunken driving, flogging, money-laundering, smuggling, jaywalking, spitting in public, libel, conspiracy, spying, careless driving, hijacking, hacking, obscenity, poaching, vandalism, littering, joyriding, premeditated murder, to stab, to strangle, to rob, to steal.

**Participants of the legal procedure:** 1) parties to a lawsuit: claimant/plaintiff (in a civil case); defendant, offender (first/repeat); attorney for the plaintiff (in a civil case); prosecutor (criminal); attorney for defence; 2) jury, Grand jury, to serve on a jury, to swear the jury, to convene; 3) witness — a credible witness; 4) a probation officer; 5) bailiff.

**Legal procedure:** to take smb to the court, to sue smb, to bring a civil action against smb, to file a complaint/a countercomplaint, to answer/challenge the complaint; to notify the defendant of the lawsuit; to issue smb a summons; to issue a warrant of arrest (a search warrant); to indict smb for felony; to bring lawsuit; to take legal actions; to bring the case to court; to bring criminal prosecution; to make an opening statement; the prosecution; the defence; at the scene of crime; to examine a witness — direct examination, cross-examination; to present evidence (direct, circumstantial, relevant, material, incompetent, irrelevant, admissible, inadmissible, corroborative, irrefutable, presumptive, documentary); to register (to rule out, to sustain) an objection; circumstances (aggravating, circumstantial, extenuating); to detain a person, detention; to go before the court, subpoena, summons, to be indicted for smth, culprit, an accomplice, alimony, a hostage, a ransom, to be on trial, to be tried, presumption of innocence.

**Penalties or sentences:** bail, to release smb on bail; to bring in (to return, to give) a verdict of guilty/not guilty; a jail sentence; send smb to the penitentiary/jail; to impose a sentence on smb; to serve a sentence; a penitentiary term — a term of imprisonment (life, from 25 years to a few months imprisonment); hard labor, manual labor; probation, to be on probation, to place an offender on probation, to grant probation/parole; parole, to release smb on parole, to be eligible for parole, innocent, to plead guilty/to plead not guilty, a 7-year/6-month etc sentence., capital punishment, corporal punishment, eviction, heavy fine, to impose a fine, internment, penal servitude, solitary confinement, suspended sentence, revocation of a privilege(a driving licence, hunting permit), court warning, death row, lethal injection, to execute smb/to put smb to death.

**A court-room:** the judge's bench, the jury box; the dock, the witness' stand/box; the public gallery.

**Police:** to collect/gather evidence, evidence against smb, to hold smb in custody, to interview smb, interview/interrogation room, investigation, investigation into a series of armed robberies, to carry out an investigation into smth, to be on remand, police station, question, to question smb about smth, to report a crime to the police, to search smth, a suspect, to suspect smb, to take smb in for questioning/to bring smb in for questioning, murder/rape etc victim, victim of smth, to commit a crime/an offence, to accuse smb of smth, to charge smb with smth, to acquit an accused person of a charge, to fine smb a sum of money, traffic warden, to be at large(on the loose), armed and dangerous, back-up, a baton(night stick), to book smb, a cop/copper, criminal record, a cruiser(squad car), DUI/DWI,

domestic dispute, Fingerprints, firearms, a gang, handcuffs, noise complaint, a partner, patrol(on petrol), a perpetrator, pistol, pursuit, a radar, a speeding ticket, street crime, a walkie-talkie, wanted, young offender/juvenile delinquent, to be under arrest, police raid.

**Useful expressions:** An accused person is considered innocent until proved guilty. There are no charges brought against him. I hope the truth will come out soon. I don't want to finish my life behind bars.

**1. Fill in the table with types of crimes from Topical Vocabulary (point 3).**

**The examples are given for you.**

<i>crime</i>	<i>criminal</i>	<i>verb</i>	<i>definition</i>	<i>translation</i>
murder	murderer	murder	killing someone	сплановане вбивство
burglary	burglar	burgle	Stealing from someone's home	крадіжка зі зломом
shoplifting	shoplifter	shoplift	stealing something from a shop	крадіжка в магазині

**PRACTICE**

**1. Make collocations by completing the phrases with verbs from the list, then make sentences using the phrases.**

*Do*            *pass*            *break*            *make*            *take*            *reach*            *pay*  
*serve*            *lay*            *commit*            *plead*            *give*

\_\_\_\_\_ out of prison; \_\_\_\_\_ / \_\_\_\_\_ a stand on/against sth; \_\_\_\_\_ an arrest; \_\_\_\_\_ for one' crime; \_\_\_\_\_ amends for; \_\_\_\_\_ one's bit; \_\_\_\_\_ the blame; \_\_\_\_\_ a fine/penalty; \_\_\_\_\_ / \_\_\_\_\_ a law; \_\_\_\_\_ down the law; \_\_\_\_\_ / \_\_\_\_\_ time in prison; \_\_\_\_\_ a crime; \_\_\_\_\_ guilty; \_\_\_\_\_ a verdict; \_\_\_\_\_ evidence.

**2. Match items from the two columns to form idioms.**

Foot the	of society
On the fringes	begins at home
Take the law into	killing on sth
Kill two birds	with one stone
Throw oneself on	bill for sth
Bridge the	generation gap

The law of	the mercy of the court
Rob Peter	one's own hands
Make a	to pay Paul
Charity	the jungle

**Now, using the idioms in their correct form, complete the sentences below.**

As usual, we the taxpayers will end up \_\_\_\_\_ for the new animal shelter that the government is so busy boasting about.

Soon after the thief \_\_\_\_\_ selling his stolen goods, he was arrested for robbing the computer shop.

Why not \_\_\_\_\_ and have unemployed people plant trees in areas that have been devastated by fire?

In many inner-city areas, \_\_\_\_\_ prevails. The police have little or no control.

Vagrants, being both homeless and jobless, li \_\_\_\_\_.

My granddad never contributed to international aid groups. He always said that \_\_\_\_\_ and that England had enough poor people of its own to help.

Many Third World countries are borrowing from the World bank to pay off their national debts; to my mind simply a case of \_\_\_\_\_.

My community is attempting to \_\_\_\_\_ by having its youth group members put on shows at the local retirement home.

Knowing that his guilt was obvious, the young delinquent \_\_\_\_\_, hoping for a lighter sentence.

Despite his rage at being assaulted by his employer, the victim did not \_\_\_\_\_ but waited patiently for the outcome of the trial.

**3. In each set, one of the 3 words in bold does not collocate. Identify it.**

legal **representative**/guide/advisor

court **case**/order/discussion

**military**/international/native law

police **power**/record/inquiry

life **sentence**/jail/imprisonment

**capital**/severe/heavy punishment

**4. Fill in the blanks in the sentences below with a suitable phrase from your topical vocabulary on crime and punishment.**

1. The thief \_\_\_\_\_ twenty years imprisonment by a very reactionary judge.
2. The jury \_\_\_\_\_ of "guilty" after many hours of deliberation.



3. He was \_\_\_\_\_ two hundred pounds \_\_\_\_\_ causing a breach of the peace.
4. The police were getting out of the car to \_\_\_\_\_ the man \_\_\_\_\_ trespassing on private land when he pulled out a gun.
5. The magistrate \_\_\_\_\_ the man \_\_\_\_\_ driving for one year.
6. The police arrested the man and took him to the police station where he was formally \_\_\_\_\_ murder.
7. Unfortunately he was \_\_\_\_\_ of a chance to enter this university.

**5. Fill in the blanks in the sentences below with the correct word with an appropriate type of a crime.**

1. The Minister sued the newspaper for \_\_\_\_\_ after it printed a story linking him to a well-known mafia boss.
2. The man was accused of \_\_\_\_\_ after it was found that the paintings he was offering for sale were copies of the original.
3. The young boys were found guilty of \_\_\_\_\_ after they were caught thieving from a newsagent's.
4. The man, who set fire to a number of factories, was not suspected of \_\_\_\_\_ until police received a tip-off.
5. The charge of murder was reduced to \_\_\_\_\_ when it was proved that the killing had been accidental.
6. Anyone who goes onto that land without permission may be arrested for \_\_\_\_\_.
7. The woman was charged with \_\_\_\_\_ after she offered to pay the policeman a sum of money to overlook the offence.

**6. Match the words with their meanings.**

A	B
1. murder	a) leaving rubbish in a public place
2. embezzlement	b) crossing the street in the wrong place
3. jaywalking	c) destruction of public property
4. manslaughter	d) stealing money from the company you work
5. vandalism	e) planning and causing the death of somebody
6. littering	f) unintentionally causing sb's death
7. fraud	g) publicly lying about somebody

8. slander	h) holding sb against their will in order to gain smth
9. mugging	i) illegally entering sb's property
10. libel	j) robbing sb in the street
11. kidnapping	k) publishing lies about sb
12. trespassing	f) gaining money through dishonest means

**7. Complete the sentences with the correct form of the word in brackets.**

1. The (rape) \_\_\_\_\_ admitted that he had spoken to the woman but denied that he had raped her.
2. It is difficult to protect children from (abuse) \_\_\_\_\_ who are members of their own family.
3. The (blackmail) \_\_\_\_\_ was caught when someone recognised her handwriting.
4. Armed (rob) \_\_\_\_\_ is increasingly common, with criminals using shotguns and other weapons.
5. The (murder) \_\_\_\_\_ of women tend to be their husbands (48%) whereas only 10% of men were murdered by their wives.
6. The (mug) \_\_\_\_\_ came up to her in the street and produced a knife.
7. The (theft) \_\_\_\_\_ got into the gallery at night and took three Picassos.
8. The (arson) \_\_\_\_\_ who set fire to Ann Hathaway's cottage did it because he had had a row with his girlfriend.

**8. Complete the sentences by filling in the gaps with words and phrases from below.**

*Revocation of a privilege (e.g. driver's licence, hunting permit)*

*Prison term      Probation      Court warning      Parole*

*Capital punishment      Community service      Fine*

1. Because she was a minor without a prior record, the young teenager was let off with a \_\_\_\_\_.
2. The US is one of the last countries in the Western world which still imposes \_\_\_\_\_ for murder.
3. Considering his long criminal history, the judge sentenced the thief to a 10-year \_\_\_\_\_.
4. Due to good behaviour, the inmate was released on \_\_\_\_\_ after having served only a third of his sentence.

5. Many say that imposing a \_\_\_\_\_ on people who speed is an inadequate form of punishment.

6. The actor was ordered to do sixty hours of \_\_\_\_\_ after being arrested for fighting in a public place.

7. It is forbidden for those on \_\_\_\_\_ to leave their city or country of residence.

8. \_\_\_\_\_ is effective in that it restricts your right to do something that you normally take for granted.

**9. Put the right preposition after each verb.**

- To reach a verdict \_\_\_\_\_ guilty
- To be kept \_\_\_\_\_ remand
- To hold \_\_\_\_\_ custody
- To sentence \_\_\_\_\_ five years
- To be \_\_\_\_\_ trial
- To put \_\_\_\_\_ probation
- To ban \_\_\_\_\_ driving
- To charge \_\_\_\_\_
- To accuse \_\_\_\_\_
- To be acquitted \_\_\_\_\_ the charge
- To arrest \_\_\_\_\_
- To carry out an investigation \_\_\_\_\_
- To give evidence \_\_\_\_\_ somebody
- To rob somebody \_\_\_\_\_ something
- To be suspected \_\_\_\_\_ something
- To be tried \_\_\_\_\_ something
- To release \_\_\_\_\_ bail

**10. Choose the most appropriate word underlined.**

- a) The police arrested Jack and took him into **custody/ detention/ prison**.
- b) In most countries, **the capital/ death/ execution penalty** has been abolished.
- c) A man is said to be helping the police with their **arrests/ detection/ inquiries**.
- d) The judge in the court was wearing a **hairpiece/ head-dress/ wig**.
- e) Two football fans were later charged with **aggression/ assault/ attack**.
- f) Less serious cases are dealt with in the **criminal/ juvenile/ magistrate's court**.
- g) I was given a light sentence because it was my first **case/ charge/ offence**.

h) A patrol car stopped me because I was **racing/ running/ speeding in a built-up area.**

i) The case was dismissed for lack of **evidence/ a jury/ witnesses.**

j) "Members of the jury, what is your **answer/ summary/ verdict?**"

### **11. Choose the most suitable word or phrase.**

1. All the classroom windows were broken, but nobody knew who the \_\_\_\_\_ was.

A) victim                      B) culprit                      C) guilty                      D) responsible

2. Seven vehicles were involved in a \_\_\_\_\_ in thick fog on the M2.

A) jam                      B) congestion                      C) stoppage                      D) pile-up

3. Mr Baxwell threatened to \_\_\_\_\_ the newspaper for libel.

A) sue                      B) arrest                      C) blackmail                      D) enforce

4. Police have \_\_\_\_\_ off the town center and are searching for the bomb.

A) withdrawn                      B) surrounded                      C) sealed                      D) assembled

5. The death \_\_\_\_\_ in the weekend's traffic exodus has risen to sixteen.

A) score                      B) rate                      C) toll                      D) mark

6. After the collision, two seamen were slightly injured in the \_\_\_\_\_ explosion.

A) following                      B) ensuing                      C) aftermath                      D) consequential

7. The police are concentrating on arresting drug \_\_\_\_\_ rather than casual users.

A) traffickers                      B) agents                      C) merchants                      D) entrepreneurs.

8. The railway station was full of \_\_\_\_\_ asking passengers for money.

A) wanders                      B) beggars                      C) penniless                      D) petitioners

9. More than \$ 100 000 went up in \_\_\_\_\_ a fire at Bingley's Bank.

A) burns                      B) ashes                      C) soot                      D) smoke

10. The whole building collapsed, but fortunately there were no \_\_\_\_\_ .

A) wounded                      B) hurt                      C) casualties                      D) victims.

## **WRITING**

### **FORMAL AND INFORMAL LETTERS**

Formal letters are written for a variety of reasons – e.g. to present information, to make an application, to recommend someone or something, to complain, to apologise, etc. Informal letters are written for similar reasons but are usually written to people you know. The main difference between formal and informal letters is the language that you use. In all cases, it is essential that the style of the letter is appropriate for the target reader.

A letter should contain:

- An introduction in which the reason for writing is clearly stated. In formal letters, it is often necessary to state who you are.
- A main body in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph. You usually begin each main body paragraph with a topic sentence. Examples and/or explanations are then added in supporting sentences.
- A conclusion in which you restate the main points of the letter and/or state an opinion. For formal letters, any action you want taken should be clearly stated at the end of the letter. In informal letters, you usually end by sending your wishes and perhaps asking the other person to write back.

Remember that **formal letters** begin and end with either:

*Dear Sir/Madam, ----- Yours faithfully or Dear Mr/Mrs/Ms Smith, -----  
Yours sincerely,*

All formal letters begin with the reason for writing – e.g. *I am writing to request.../inform you.../complain about.../apologise for.../apply for.../etc.*

In addition, you can include one or more of the following:

- who you are - e.g. *I am writing on behalf of my English class...*
- a reference to something you have seen or read - e.g. *I am writing in response to your article in last Tuesday's issue of Education News.*
- details of place, time, people spoken to, etc, e.g. *... while I was attending the seminars for students on 4th May.*

Depending on the reason for writing, letters can end with one or more of the following:

- A summary of the main body
- A reiteration of the reason for writing
- A reassurance
- A reference to future action
- An expression of gratitude

**Informal letters** usually begin and end with first names in the following way:

*Dear John, ----- Lots of love, Susan*

*Dear Margaret ----- Take care and write soon, Bill.*

Informal letters can begin with the reason for writing, e.g. *I thought I would write to let you know about this fantastic new course that's being offered.*

Alternatively, they can begin with an informal greeting, e.g. *How are you doing?*

The closing comment depends on the content of the letter - e.g. *Write soon and let me know what you think. / Why don't you give it a try?/ etc*

How formal your letter needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your letter (in other words, you should not mix very formal expressions with very informal ones). Study the guidelines.

**Formal style includes:**

sophisticated vocabulary, impersonal tone, more frequent use of the passive voice, complex grammatical constructions, formal linking devices, advanced vocabulary

**Informal style includes:**

colloquial (spoken) and idiomatic English, personal tone/ direct address, less frequent use of the passive voice, less complex grammatical constructions, simple linking devices, less advanced vocabulary, contractions

**1. Use the phrases given to fill in the gaps in the sentences below.**

*take issue with*                      *in addition to this*                      *is concerned*                      *voice* *my*  
*concern about*                      *expressed the opinion that*                      *with*                      *regard*                      *to*  
*views contained*                      *which appeared in*

1. I would also like \_\_\_\_\_ the statement made by your journalist that the students of the college are to blame for this situation.
2. I am writing to complain about the article \_\_\_\_yesterday's    issue    of    your newspaper.
3. I am writing to \_\_\_\_the proposed changes to the education system in the district.
4. The\_\_\_\_\_in your report were extreme and unfounded.
5. The writer \_\_\_\_\_the project was a failure.
6. \_\_\_\_\_you should consider the enormous progress that has been made.
7. \_\_\_\_\_the effect on the public, I feel that this will be considerable.
8. As far as the committee\_\_\_\_\_they have done everything in their power to see that this unfortunate event is not repeated.

**2. Look at the formal expressions on the left and match them with their less formal equivalents.**

I am writing	say how much I disagree
such a large number of	chance
I/we find it difficult to	I thought I'd drop you
believe that	a line
express my disagreement	everyone knows
is seriously under-funded	which was called

inaccurate	so many
a significant percentage	it can't be right that
it is a well-known fact	wrong
opportunity	doesn't have enough money
entitled	a lot of people

### **Analysing the Model**

Read the model on the right and use the words/phrases to fill in the gaps. Suggest alternatives which could be used in their place. Then answer the questions that follow.

<i>Furthermore</i>	<i>secondly</i>	<i>finally</i>	<i>to conclude</i>
<i>in fact</i>	<i>first of all</i>	<i>with reference to</i>	

Does the introduction clearly state the reason for writing? What other information is included in the first paragraph?

Does the first sentence of each main body paragraph clearly state the topic of that paragraph?

How does the writer support each of these sentences?

Which point(s) from the reading input does the writer address in each paragraph?

How does the writer conclude the letter?

Dear Sir/Madam,

I am writing 1) \_\_\_\_\_ the article entitled 'Everything's just perfect, thanks!' which appeared in the June issue of your magazine. Following a discussion of the article in our English class, I have been chosen to express our disagreement with some of the views contained in the article.

2) \_\_\_\_\_ we find it difficult to believe that such a large number of people are satisfied with the education system and with their working conditions. This is certainly not the case here, where many people have complaints about the poor standards of education. 3) \_\_\_\_\_ lack of job satisfaction is known to be among the greatest causes of stress in this country.

4) \_\_\_\_\_, it certainly is not true that most people are happy with public transport, either in our cities or in the country. 5) \_\_\_\_\_ one of the most commonly heard complaints is that there are insufficient buses and trains to serve an ever-increasing population. It is a well-known fact that our public transport system is seriously underfunded and our roads are heavily congested. And, as far as city life is concerned, a significant percentage would move if they had the opportunity.

6) \_\_\_\_\_, we feel it is unrealistic of you to claim that most people have enough money to live on. Were this so, we would have none of the financial problems faced by most people and widespread poverty would not be an issue.

7) \_\_\_\_\_, we found your article to be extremely inaccurate in its assessment of living conditions. Since your magazine claims to represent students from all over the world, we look forward to reading more objective reporting in future issues.

Yours faithfully, *Mark Wiseman*

Mark Wiseman

**Write a formal letter of your own to the Chief of police about juvenile delinquency in your area.**



## TOPIC 5 “MUSIC”

### LEAD-IN

**1. Discuss how strongly you agree or disagree with the following quotations.**

**Give your reasons.**

- “Entertainment is something that distracts us from the routine of daily life. It makes us for the time being forget our cares.” (Sir Herbert Read, British poet and critic)
- “There is music in the air, music all round us: the world is full of it, and you simply take as much as you require.” (Sir Edward Elgar (1857–1934) British composer)

### READING

#### TEXT 1. The Functions of Music

##### 1. Read the text.

Music is a part of all our lives. Some people create it or perform it, but we all listen to it. Music is a part of our experience from childhood through adulthood, as part of games at recess, in the shower with no one listening, in churches and schools, or from a stereo at home or in the car. Many people have become sophisticated in their use of music by learning to play instruments and perhaps even by learning to read music. Experiences with music, thus, can exist with or without formal training.

##### 1. *The Definition of Music.*

What is music? Music escapes easy definition, as can be seen from the following statements.

*Music is sound that is pleasing to the ear.* If pleasing means pretty or beautiful, then much music is excluded under this definition. Music can be noisy, loud, raucous – anything but pleasing. Music does not have to be beautiful or pleasing to be music, unless one's concept of what is beautiful or pleasing is very broad. This also is an inadequate definition of music that does not sound pleasing to us but that may sound pleasing to others, or of music that has a larger purpose than to sound pleasing. Such a definition excludes much Western European art music composed in the last hundred years as well as much music representative of some non-Western European cultures.

*Music is sound and silence organized in time.* This definition is to some extent objective and includes all music from any place at any time. It avoids the subjective. Much music so organized can to many people be noisy, weird, displeasing, ugly, and "to my ears, it isn't music" We, therefore, cannot define

music without the subjective factors of taste, judgment, and personal reaction as exemplified in the common expression, "I don't know anything about music, but I know what I like."

*Music is sound that you want to hear as music.* Sound that is not organized in some fashion typically cannot be called music. Yet the roar of a waterfall, the sound of rain falling on a tent, or the chirping of birds can be "music to my ears." These sounds are not music in the objective sense but are pleasing, perhaps therefore musical, sounds. In fact, the sounds of birds, water, whales, and other sounds of nature have been taped and used in "organized" music. Conversely, all sorts of drums, cymbals, and gongs; harsh, dissonant harmonies; and abstract, totally unsingable melodies have been organized into music. However, is it really music? As at least one student has asked, "What would prompt a person to write something like that?" A piece of music incorporating sounds that might be perceived as noisy can be music if you want it to be. Even if one does not like a certain style of music, one can respect it, value its creative process, know its cultural and social context, and, ultimately, grow from it.

As this exploration of the world of music unfolds, perhaps your sense of what music is and what music is to you will become more clear, more understandable, and perhaps more inclusive of a wide variety of this world's music.

## *2. Music Is an Art*

What is unfamiliar music to some can be profoundly important music to others. Music exists to serve different purposes—to entertain, to uplift, to stimulate feelings and responses, to enhance certain rituals from a football game to a High Mass. These many cultures, traditions, and purposes for creating music produce an infinite variety of music of which we will come to know only a small part.

People always make judgments about music and develop attitudes, tastes, and preferences. Most have a narrow range of likes, preferring those styles which they know and with which they feel comfortable. This book will assist in building and expanding on what is known, gaining understanding of what is less familiar, and examining relationships – similarities and differences – among different musical styles. Additionally, *The World of Music* just may broaden your own range of musical preferences.

## *3. Music Is a Universal Phenomenon*

Great music, as with other works of art, can have universal appeal, may be remembered for hundreds of years, and has a degree of substance that challenges the listener and the performer. A great piece of art music encourages repeated

listening, performance, and study. One can explore and find subtleties of expression and depths of meaning. Upon repeated experiences with a work, one will not tire of it and will continue to find new awareness and understandings. Such characteristics are not limited to Western European classical music, for a number of other cultures have classical music traditions, their great "masterpieces," their own high art. It can effectively be argued that characteristics of high art music can also be found in Western vernacular music, notably some jazz, new age, and rock music.

The creation of great art and music that will last generations, if not centuries, is very important in Western civilization, although the more common attitude worldwide is to create something for immediate use, not for preservation. Additionally, music from all cultures, as with all the arts, is a reflection of the society in which it was created and, at the same time, helps to shape the future of that society.

#### *4. Music Is a Means of Expression*

Music exists in all nations and among all people and has existed as far back in time as we know about people and their cultures. The musical languages, styles, and functions have differed considerably.

People in different cultures value music for different reasons. For example, music will sound different from culture to culture because social groups or societies develop their own tastes about what sounds beautiful in music. They have their own musical traditions. They have different reasons for using music in their communities in such involvements as their religion, recreation and entertainment and public gatherings. They use different instruments and have different ways of creating music; thus, they achieve stylistic differences. They also have different attitudes about performance practices and audience/performer relationships.

However, all cultures have music because of its universal power to stimulate emotional feelings and responses and to convey powerful feelings, moods, images, and associations. Music also provides a means of communication for people who desire common identity and who "Have common values and aspirations.

#### *5. Summary*

Music is an expressive language, for it can communicate feelings and images and can generate aesthetic responses, responses that may be universal and transcend cultural boundaries or may be culture-specific (nonuniversal). Music can generate such feelings as joy, sorrow, pain, love, merriment, and spiritual exaltation. It can also stimulate bodily movements, such as foot tapping, yelling or

shouting as in certain types of religious expression, and physiological reactions as the skin tingling in response to a special musical moment.

Music can be romantic and sentimental: it can be simple and beautiful; and it can recall special memories and pleasant associations (and probably some that are not so pleasant). Yet, it can be harsh and complex, even noisy, reflecting certain aspects of our modern, technological society.

Music serves many functions. It is a part of ceremony and ritual and something to march and dance to. It affects our moods by entertaining, enriching, or relaxing us. It can help people escape momentarily from the real world.

Music is able to move the mind, heart, and body in a wide variety of ways. It stimulates responses ranging from excitement to boredom, from love to hate, and from intense involvement to apathetic detachment.

## **2. Study the Essential Vocabulary of the text.**

- to create/perform/read music
- to escape easy definition
- to entertain
- to uplift
- to stimulate feelings and responses
- to enhance certain rituals
- musical preferences
- to have universal appeal
- to convey powerful feelings, moods, images, and associations
- expressive language
- to communicate feelings and images
- to stimulate bodily movements
- to move the mind, heart, and body in a wide variety of ways

**3. Look through the text and write out all adjectives which characterize music. (e.g. *raucous music*) Explain the meaning of every adjective.**

## **4. Translate into English.**

Музика..... Це слово знайоме кожному. Але мало хто може пояснити це поняття, адже дати чітке визначення музиці нелегко. Одні люди кажуть, що музика – це мистецтво, яке передає потужні почуття, настрої, образи та асоціації, інші стверджують, що музика – це виразна мова, що здатна зворушити розум, серце та тіло будь-якої людини, а треті вважають, що

музика – це така універсальна сила, яка поєднує людей усього світу. Ми можемо погоджуватися з одними та не погоджуватися з іншими, але всі ми чітко розуміємо, що музика виконує багато функцій в нашому житті. Вона здатна розважати та піднімати настрій, лікувати хворих, стимулювати рухи тіла, висловлювати почуття та є невід’ємною частиною певних ритуалів. І не важливо, які музичні вподобання має людина, чи створює вона музику, чи виконує її, головне те, що музика допомагає нам жити з відчуттям прекрасного.

## **TEXT 2. Music**

**1. Can music be an obsession? Oh yes, it can. Music makes us feel alive. Do you agree? Comment on the following quotation: "Music, the greatest good that mortals know and all of heaven we have heard below." (Joseph Addison)**

### **2. Read the text.**

Music is my obsession. It reverberates across every fiber of my being. I have spent endless hours of my life creating music, performing it, or even just dreaming about it. My thoughts are filled with the angelic sigh of a bow kissing the string of a violin or the hellish crash of batons torturing the skin of a kettle drum. But my favorite instrument is the vociferous world around us. The scuff of a penny loafer against a wood floor, the clinking of Crayolas across a child's desk, or the mesmerizing hum of an oscillating fan are all part of this chaotic symphony. It is within this sonic spectrum that I exist.

I have long been preoccupied with the audible world. When I was younger, anything and everything that made a sound became a musical instrument. My mother's pots, empty soda bottles, even the railing on my front porch became part of my private symphony orchestra. Then, for my ninth birthday, I received a Fisher-Price record player. A single tin speaker was built into the base, and the needle was attached to a wooden lid, which I had to shut in order to make the thing work. More often than not, the lid would fall accidentally and cut deep scratches into the record. But to my young ears, it made the sounds of heaven.

Armed with my record player and some old jazz 45's I liberated from my dad's collection I locked myself in the garage and entered another world. Instead of remaining surrounded by tools and half-empty paint cans, I lowered the lid of that cheap Fisher-Price and transported myself to a smokey club somewhere in the city. As the music played, wrenches became saxophones, boxes became a set of drums, and the workbench became a sleek black piano. I played 'em all, man! I

wore those old 45's down until there was nothing left but pops, cracks; and the occasional high note. I spent most of my childhood in that smelly garage listening to Miles Davis and my other patron saints, while other kids played football and video games. Even though my parents said I wasted my time, there, the experience instilled in me a burning desire to become a musician.

When I entered high school, my interests shifted towards learning to play a musical instrument. After a little experimentation, I fell in love with the bass guitar. It covered me with warm, confident tones-blankets of pure ecstasy. They were poised ballroom dancers waltzing elegantly around my head. The guitar became the implement of my creativity, the brush with which I painted portraits of candid love and dark emotion. I was naked and insecure without it. Its weight was a lover's hand upon my shoulder, and its smooth hourglass body was a pleasure to hold. It whispered sweet kisses in my ear.

As my skills increased, so did my yearning to play those old jazz songs of my youth. But the harder I tried, the less I succeeded. It seemed as though I was simply incapable of playing those songs. All those wild bass licks that poured out of that Fisher-Price record player were ripped from my dreams.

My lust for jazz was then replaced by the desire to perform in a live rock band. So, I joined a local college group and began to play small venues. The shows were like cathartic orgasms of sweaty bodies undulating as the sensation of music overwhelmed them. While I was on stage, the power of the music pierced through the air like a volley of arrows falling upon the flannel-clad flesh whirling below me. But I felt as though the music was in control and I was just letting it happen. That feeling began to consume spirit and destroy my sense of oneness with the music.

There was definitely something missing. Even though what I played was structurally powerful, it lacked a soul. I also realized that my style of playing lacked a human quality. So when I came upon my old jazz records, I listened to them with new ears. I dropped all of my preconceived notions of song structure. As the records popped and scratched their way around the turntable, the secrets of the universe were finally revealed to me.

I realized that my approach had been all wrong. All my songs were suffocated under the weight of formality. Harnessed to the yoke of "proper" song structure and arrangement they were never allowed to grow fully. So, I picked up my bass with a fresh tenacity and dropped all my inhibitions. Not, surprisingly,

those old jazz songs started to pour out. I played them as if I had known them all of my life.

I look back on that day and realize that I did know how to play those songs all along. It wasn't a tangible lack of something – like talent or effort – that held me back. I just needed to feel the music – to feel the sweet life a musician blows into, to feel it the way that innocent child felt in the garage all those years ago.

*Louis Gonzalez*

### **3. Study the essential vocabulary of the text.**

- obsession
- to reverberate
- vociferous world
- mesmerizing
- a burning desire
- to have a yearning to do sth
- the harder ...the less
- to overwhelm
- to listen with new ears

### **4. Fill in the blanks with words from the Essential Vocabulary. Change them if necessary.**

1. The noise of the plane engines is still \_\_\_\_\_ in my ears.
2. The whole audience instead of being mute became \_\_\_\_\_.
3. She has a \_\_\_\_\_ to visit the village where she was born.
4. He's convinced he was unfairly cured and it's become his unhealthy \_\_\_\_\_ with death.
5. He was \_\_\_\_\_ by her charm and beauty.
6. He was suddenly \_\_\_\_\_ by a strong feeling of his own insignificance.
7. \_\_\_\_\_ he tried to climb the career ladder, \_\_\_\_\_ he succeeded.

### **5. Make up your own sentences using the essential vocabulary.**

### **6. Discuss with your partner the importance of music in your life.**

### TEXT 3. Musical Instruments

#### 1. Read the text.

A **musical instrument** is an object constructed or used for the purpose of making the sounds of music. In principle, anything that produces sound can serve as a musical instrument. Musical instruments have been used since earliest times for a variety of purposes, ranging from the entertainment of concert audiences to the accompaniment of dances, rituals, work, and medicine. The use of instruments for religious ceremonies has continued down to the present day. There are three major types of musical instruments: string instruments, wind instruments and percussion instruments. A **string instrument** (or **stringed instrument**) is a musical instrument that produces sound by means of vibrating strings. The most common string instruments in the string family are guitar, violin, viola, cello, double bass, banjo, mandolin, ukulele, and harp. Not often immediately recognized as such, a piano is also a string instrument. A **wind instrument** is a musical instrument that contains some type of resonator (usually a tube), in which a column of air is set into vibration by the player blowing into (or over) a mouthpiece set at the end of the resonator. The pitch of the vibration is determined by the length of the tube and by manual modifications of the effective length of the vibrating column of air. In the case of some wind instruments, sound is produced by blowing through a reed; others require buzzing into a metal mouthpiece. Wind instruments fall into one of the following categories: brass instruments and woodwind instruments. A **brass instrument** is a musical instrument whose sound is produced by sympathetic vibration of air in sympathy with the vibration of the player's lips. To the group of brass instruments we refer: trumpet, bugle, trombone, French horn, and euphonium. A **woodwind instrument** is a musical instrument which produces sound when the player blows air against an edge of, or opening in, the instrument, causing the air to vibrate within a resonator. Most of these instruments were originally made of wood, but some, such as the saxophone and most flutes, are now commonly made of other materials such as metals or plastics. To woodwind instruments we refer: oboe, English horn, clarinet, flute, piccolo, bassoon and saxophone. There is another family of musical instruments. They are **percussion** instruments, to which we refer: kettledrum, snare drum, bongo-drums, cymbals, triangle, chimes, gong, castanets, tom-tom, sleigh bells etc.

#### 2. Divide the following instruments into three groups:

- a) *string instruments*
- b) *wind instruments*



c) *percussion instruments.*

Banjo, bugle, clarinet, cymbals, double-bass , drums, flute guitar, harp, horn , oboe, piano, saxophone, tambourine, trumpetviolin, xylophone , kettledrums, guitar, bassoon

### 3. Which is the odd word out?

1. Which is not a string instrument?

a) cello                      b) flute                      c) lute                      d) mandolin

2. Which is not a brass instrument?

a) bassoon                      b) cornet                      c) trombone                      d) trumpet

3. Which is not a wood-wind instrument?

a) bassoon                      b) oboe                      c) piccolo                      d) triangle

4. Which is not a percussion instrument?

a) chimes                      b) kettledrums                      c) tom-tom                      d) whistle

### 4. Express your opinion.

1. What are the rewards of learning a musical instrument?

2. What musical instrument would you like to be able to play? Give your reasons.

3. Are there any drawbacks in learning a musical instrument?

## TEXT 4. Try It Again

### 1. Read the text below and underline the musical terms in it.

I spent nearly six years studying and practising the piano at school, that's to say, four years playing scales and arpeggios, then eighteen months let loose on actual pieces of music.

My teacher, Mr. Pearson, was the sort of person who thought that anyone who didn't have perfect pitch was educationally subnormal and as for pupils - like me – who had difficulty in reading music and never really began to master sight-reading, well, there was really no hope in life.

Looking back, I can see that he was not particularly modern or enlightened in his approach. There were weekly tests along the lines of:

'How many flats are there in the key of A flat major? '

'How were Bach's ideas on melody, harmony and counterpoint significant?'

'What was the opus number of Mozart's *Eine Kleine Nachtmusik*?' and lots of unanswerable questions about bass clefs and treble clefs, etc.

Still, we persevered together for those six years, despite my numerous handicaps.

For a start, my sense of rhythm - especially for anything syncopated – was virtually non-existent.

'How many beats in the bar, Haskins?'

'Three, sir'

'Then kindly stop trying to squeeze in five.'

Then, being so small, neither of my hands could span a full octave which meant that keys were rarely struck by the finger recommended and that, particularly on the black notes, the little finger fell short of expectations.

'Is there normally a B flat in a B major chord, Haskins?'

'No, sir'

'Right, then spare us it, will you?'

It wasn't that I didn't try. On the contrary, I had visions of one day performing in concerts and recitals, if not as a soloist, at least accompanying guest singers and instrumentalists. Somehow, the visions became fainter and fainter.

'I think if Beethoven had wanted a minor chord just there, Haskins, he would have written one. Don't you think so?'

So the years went on, endless variations on a single theme, dozens of arrangements of one basic tune, which I swear he composed himself I must admit there were times when I thought of changing instruments – going back to the woodwind class, where I had bitten through three oboe reeds in one session, or the strings department, where I kept dropping the viola bow, or the percussion wing, where I had snapped two drumsticks inside ten minutes, or the brass class, where I had nearly swallowed a trumpet mouthpiece. But I didn't. I stayed with Mr. Pearson and his finger exercises, the wrong notes, the missed entrances, the 'Try it again's'. I suppose I was lucky that you can't play the piano out of tune. I'm sure if it was possible to play flat, I would have done.

'What's the difference between an F sharp and an F natural, Haskins?'

'A semitone, sir.'

'Correct. Now, if you could remember that while you're playing, you might not make such a pig's ear out of one of the most beautiful melodies Brahms ever composed. Try it again.'

## **2. Study the Essential Vocabulary.**

- to practise a musical instrument
- a piece of music
- to have perfect pitch
- to read music

- to sight-read
- sense of rhythm
- variations on a theme
- to compose
- out of tune

**3. Fill in the gaps making use of the words from the list of the essential vocabulary.**

1. All the guests were reluctant to listen to her as they knew she would play \_\_\_\_.
2. Peter was bad at improvising, he preferred to \_\_\_\_\_.
3. If you want to play a musical instrument perfectly, you should \_\_\_\_\_ it a lot.
4. In the last year of his life he \_\_\_\_\_ at least eight of his outstanding symphonies.
5. When a child starts to attend a music school, he is first of all taught to \_\_\_\_\_ correctly.
6. When she danced, she seemed to control every part of her body perfectly well and moreover her \_\_\_\_\_ was mesmerizing.
7. What was \_\_\_\_\_ you last listened to in the opera?
8. He was recognized all over the world for his improvisational skills, the audience was always surprised by the amount of \_\_\_\_\_ he could present.

**4. Have you ever attended a musical school? What was it like? Tell your partner about your musical experience.**

**TOPICAL VOCABULARY**

**1. Musical genres (styles):** classical music (instrumental, vocal, chamber, symphony), opera, operetta, musical, ballet, blues, ragtime, jazz, pop, rock, folk (country) music, electronic music, background music, incidental music.

**2. Musical forms:** piece, movement, sonata, area, fantasy, suite, rhapsody, concerto, solo, duet, trio, quartet, quintet, sextet (etc.), chorus.

**3. Musical rhythms:** polka, waltz, march, blues, ragtime, jazz, swing, bass nova, samba, disco, rock.

**4. Musical instruments:** (string group): violin, viola, cello, bass, harp; (wind group): flute, oboe, clarinet, bassoon; (brass group): trumpet, French horn, tuba; percussion, piano, accordion, guitar, saxophone, synthesizer,

**5. Music makers:** composer, conductor, musician, soloist, virtuoso, minstrel group, team, band, orchestra.

**6. Music making:** to write authentically Ukrainian, Afro-American, etc. music, to compose, to arrange, to transcribe, to make music, to perform, to improvise, to interpret, to accompany, to complete.

**7. Musical equipment:** tape-recorder, video cassette-recorder, tuner, amplifier, player, equalizer, (loud) speaker, turn-table.

**8. Musical events:** (made up) concert, recital, jam session, festival, competition.

**9. Miscellany:** major, flat, baton, bow, drum sticks, under the baton, single, album, track, record jacket (sleeve), score, spiritual, beat, video-clip, syncopation, harmony.

## PRACTICE

### 1. Complete the blanks with the words below.

a) *album*; b) *beat*; c) *disc-jockey*; d) *hit*; e) *juke-box*; f) *lyrics*; g) *single*; h) *sleeves*; i) *tempo*; j) *tune*.

1. A \_\_\_\_\_ plays records in discotheques.
2. A small record is called a \_\_\_\_\_.
3. A large record is called a(n) \_\_\_\_\_.
4. In a pub records are played on a \_\_\_\_\_.
5. The rhythm of the music is called the \_\_\_\_\_.
6. The words of a song are called the \_\_\_\_\_.
7. The melody of a song is the \_\_\_\_\_.
8. The speed of the music is the \_\_\_\_\_.
9. Records are kept in \_\_\_\_\_ to preserve them from dust.
10. A song which is a great success is a \_\_\_\_\_.

### 2. Choose the answer to fit each gap.

1. They have \_\_\_\_\_ music at the disco.  
a) actual                      b) live                      c) living
2. Shall we dance? They are playing our favourite \_\_\_\_\_.  
a) aria                      b) music                      c) tune
3. Of course I will play the piano at the party but I am a little out of \_\_\_\_\_.  
a) practice                      b) reach                      c) tune
4. Is he really \_\_\_\_\_ to judge a brass band contest?  
a) capable                      b) competent                      c) efficient
5. Some LPs have very imaginative designs on their \_\_\_\_\_.  
a) coats                      b) sleeves                      c) envelopes
6. The pop \_\_\_\_\_ is emptier following the death of John Lennon.

- a) life                      b) scene                      c) music

7. I don't think I know that song, but if you \_\_ the tune I may be able to recognize it.

- a) chant                      b) sing                      c) hum

8. The Manhattan Transfer \_\_\_\_\_ is an example of well-balanced singing by 4 singers.

- a) duet                      b) tune                      c) quartet

9. At the pop festival you will be able to hear music \_\_\_\_\_ over a system of loudspeakers.

- a) relayed                      b) propelled                      c) reproduced

10. The record-player needle \_\_\_\_\_ the record badly.

- a) scraped                      b) scratched                      c) tore

### 3. Choose the answer to fit each gap.

1. The acoustics in the concert hall were very poor, and it was necessary to \_\_\_\_\_ voices of the performers.

- a) amplify                      b) exaggerate                      c) extend

2. Italian TV has \_\_\_\_\_ a young composer to write an opera for the TV's thirtieth anniversary.

- a) appointed                      b) commissioned                      c) consulted

3. Pop stars have to get used to people trying to get their \_\_\_\_\_.

- a) autographs                      b) signatures                      c) names

4. Tonight is a special \_\_\_\_\_ night for our percussionist who has injured his hand and won't be able to play again.

- a) charity                      b) welfare                      c) benefit

5. Mozart composed music when he was still a child. He had a great \_\_\_\_\_ for it.

- a) ability                      b) gift                      c) skill

6. I am now going to play a piece \_\_\_\_\_ "The Fall".

- a) denominated                      b) entitled                      c) labeled

7. The conductor was annoyed with the orchestra for not \_\_\_\_\_ time.

- a) beating                      b) keeping                      c) making

8. Schubert didn't complete one of his symphonies so it will always be \_\_\_\_\_.

- a) defective                      b) deficient                      c) unfinished

9. The attendance at the music festival \_\_\_\_\_ all expectations.

- a) surpassed                      b) overcame                      c) suppressed

10. Just as the violinist began to play, one of the \_\_\_\_\_ on his violin broke.

- a) chords                      b) cords                      c) strings

#### 4. Choose the answer to fit each gap.

1. She sat at the piano and began to play a patriotic \_\_\_\_\_.  
a) music                      b) sound ..                      c) tune
2. She never learnt the piano but she can play by \_\_\_\_\_.  
a) ear ..                      b) heart                      c) memory
3. The audience gave the soloist an enthusiastic \_\_\_\_\_ when he entered.  
a) applause .                      b) clapping                      c) reception
4. Although I play the piano quite well, I still can't \_\_\_\_\_.  
a) play a score                      b) play the notes                      c) read music
5. They sometimes play together in a \_\_\_\_\_.  
a) quarto..                      b) quintet                      c) triplet
6. He is an exceptionally \_\_\_\_\_ violinist and has won several prizes in international competitions.  
a) artful .                      b) gifted                      c) ingenious
7. As a child, Mozart was considered to be an infant \_\_\_\_\_.  
a) prodigy .                      b) miracle                      c) sensation
8. She ought to \_\_\_\_\_ singing with a voice like that.  
a) take on                      b) undertake                      c) take up
9. The next \_\_\_\_\_ on the programme will be a sonata by Beethoven.  
a) item.                      b) piece                      c) part
10. Her performance was \_\_\_\_\_; the audience was delighted.  
a) faultless.                      b) imperfect                      c) unmarked

#### 5. Choose the answer to fit each gap.

1. In the orchestra the oboe and the bassoon are two of the \_\_\_\_\_ instruments  
a) breath                      b) mouth                      c) wind
2. When the artist opened his violin case, he found that someone had stolen his \_\_\_\_\_.  
a) bow                      b) rod                      c) stick
3. Which \_\_\_\_\_ do you propose to play this piece in?  
a) chord                      b) key                      c) notes
4. The piano is badly out of \_\_\_\_\_ I am afraid.  
a) melody                      b) tune                      c) use
5. As a pianist his \_\_\_\_\_ is brilliant, but I don't care much for his interpretation.  
a) mastery                      b) technique                      c) technology

6. In this sonata, the first violin \_\_\_\_\_ a nightingale.  
 a) represents      b) reproduces      c) resembles
7. He never \_\_\_\_\_ his early promise as a musician.  
 a) carried on      b) fulfilled      c) performed
8. The choir stood in four rows according to their \_\_\_\_\_ heights.  
 a) respectful      b) respective      c) respectable
9. \_\_\_\_\_ is not a kind of music.  
 a) ballet      b) opera      c) oratorio
10. \_\_\_\_\_ is not a kind of voice.  
 a) bass      b) recitative      c) contralto

### 6. Answer the clues.

1. \_ \_ \_ \_ \_
2. \_ \_ \_ \_ \_
3. \_ \_ \_ \_ \_
4. \_ \_ \_ \_ \_
5. \_ \_ \_ \_ \_
6. \_ \_ \_ \_ \_
7. \_ \_ \_ \_ \_
8. \_ \_ \_ \_ \_
9. \_ \_ \_ \_ \_
10. \_ \_ \_ \_ \_

1. The person who stands in front of an orchestra.
2. The stick used by the person who stands in front of an orchestra.
3. A classical composition for an orchestra.
4. A performance of music by one person.
5. Writes music.
6. Singing and acting together
7. A written sign for a musical sound of a particular length and pitch.
8. A soothing song sung to send a child to sleep.
9. A set of five parallel lines on or between any of which a note is written to indicate its pitch.
10. Any of the short units into which a piece of music is divided, shown on a score by vertical lines.

## **WRITING**

### **HOW TO WRITE REVIEWS**

#### **1. Read the instructions.**

1. A good review should be informative, but if it's good it will also be entertaining. Keep three things in mind whilst writing - your readers, the type of review, and the purpose of the review.

2. Your readers may be beginners - or advanced specialists. You should write reviews in different ways, according to the audience. A general reader will not have detailed technical knowledge. Advanced readers will want specialist information.

3. The kind of publication will also determine the type of review that is required. Popular newspapers and magazines have very short reviews - some as short as 100-200 words. Specialist journals might have reviews up to 2,000 words long. Make sure you have a clear idea of the type of review you are writing by getting to know the publication first.

4. The purpose of a review is to give an account of the subject in question (the concert, film, play, or event) and offer a reasoned opinion about its qualities. Your main task is to report on the content, the approach, and the scope of the work for the benefit of your readers.

5. Even short reviews will be more successful if they have a firm structure. Here's a bare-bones plan for a review:

- Brief introduction
- Description of contents
- Assessment of value
- Comparison with others
- Conclusion

6. Unless you are writing for a specialist journal, you should write in an easy reader-friendly manner.

7. Follow the instructions while writing reviews of a CD..

#### **1. Step 1**

Listen to the CD a few times. Write down how you feel while you listen. Be objective. Research background material about the band. Read the album cover.

#### **2. Step 2**

Start with the facts: who the band is, what type of music it is, past albums, how many tracks the current CD has and song titles. Opening with your opinion is not a good idea; you want readers to read your entire article, not just the first paragraph.



### 3. Step 3

Bring your impressions and point of view alive. Give examples. Use poetic language. Select specific tracks that you feel strongly about, and share which tracks disliked too.

### 4. Step 4

Form an opinion about the music. Write specifically about the CD you are reviewing, not as much about the band itself or its past CDs.

### 5. Step 5

Expand on your ideas. Make comparisons to other musical acts, if appropriate. Summarize your thoughts about the album in the final paragraph, so readers leave the review with your feelings clearly stated.

## **2. Read the example of a review.**

### **EL HADJ N'DIAYE**

Voice guitar

Thiaroye

Siggi Musigue (48 minutes)

While Senegal's El Hadj N'Diaye has created quite a stir in France and Belgium over the last two years, he has so far remained little known elsewhere. Thiaroye is bound to change all that. This album is suffused with deep emotional intensity captured in 12 arrangements of masterful simplicity. The focus of the music is N'Diaye's stirring voice. Besides being a remarkable musician, he is also an outstanding lyricist whose songs, dedicated to various social groups, have gained him the title "voice of the voiceless".

The album also contains some of the most convincing songs ever written. The heartbreaking *Say Get* really makes you feel the pain of separation, whilst *Weet* describes loneliness with light melodies and intriguing allegories. The gripping blend of haunting melodies, floating guitars and inspired lyrics makes *Thiaroye* an utterly compelling album.

Katharina Lobeck, *Songlines*

## **3. Write a review of the CD you have recently listened to.**

## TOPIC 6 “TEACHING”

### LEAD-IN

**1. Look at the list of jobs above. Which professions would you associate with the following? In what way? Tell your partner.**

*A soldier, a teacher, a mechanic, a doctor, a surgeon, an airline pilot, a construction worker, a school bus driver, a telephone operator, a solicitor, a football manager, a farmer, a probation officer, a carpenter, a war correspondent, a factory worker*

+	-
High earnings	Physical tiredness
Sense of achievement	Stress
Job satisfaction	Danger
Social status	Deadline pressure
Career advancement	Lack of recognition
Room for creativity	Workaholism
Little or no stress	Overwork

**Which of the jobs mentioned do you think would appeal the most to ...**

- An adventurous person
- A caring person
- A person who likes children
- An ambitious person
- A team player
- A person who likes to keep fit

**2. Rank the following according to how important you think they are for a happy working life (1 = most important, 6 = least important). Then compare your ranking with that of another student.**

- \_\_\_ pleasant working environment
- \_\_\_ recognition of achievement
- \_\_\_ good remuneration
- \_\_\_ opportunity for creativity
- \_\_\_ helping others
- \_\_\_ opportunity for personal development

\_\_\_\_\_ approachable employer

\_\_\_\_\_ flexible working hours

**Which of the following statements best applies to you?**

**3. Paraphrase the following quotations. Which do you agree with? Why?**

**Discuss in pairs.**

‘Work is an essential part of being alive. Your work is your identity’.  
(Kay Stepkin)

‘A teacher affects eternity; he can never tell where his influence stops.’ (Henry B. Adams)

## **READING**

### **TEXT 1. Observation**

**1. Do you like being observed? Why? Speak about your feelings and emotions while being observed.**

**2. Read the text.**

Observation may be very broad and cover a variety of issues, or it may be extremely narrow and focus on only one aspect of the classroom experience. More and more teacher trainees, current teachers, teacher trainers, researchers and even school inspectors are making observations in order to learn something about the classroom experience while it is happening. They do not necessarily watch in order to judge whether the lesson is good or bad, but rather to describe what is happening. The point of their observations is to provide a kind of mirror for themselves or the person doing the teaching; the mirror may help the observed or the observer to see the action that takes place in the classroom more clearly.

The ultimate aim of observing, then, is to learn more about what teaching and learning are about: an observer may focus, for example, on a teacher's eye contact with her learners and discover that she is not looking at everyone, during the lesson. The observer may decide that he, as a teacher, will consciously try to sweep his eyes over his own class (now or in the future) and make eye contact with all the learners. On the other hand, by focusing on a particular point, the observer may discover that he already behaves in a similar way to this teacher or in a different way from her. In both cases the observer develops an awareness of a behaviour found in the classroom, and this awareness can be useful in generating alternative actions or changes that might be appropriate in another classroom situation. But how do people feel being observed? Let's find out.

In some ways am not quite myself when I am being observed. I try to do my best and that means that I try to make sure both my English and my teaching are just perfect. I always hope that my learners will be on their best behaviour too, but you shouldn't count on that.

*Vanida*

Maybe I'm weird, but I really like it when other teachers observe my classes. It's a good opportunity for me to get some feedback from a totally different perspective, sometimes I invite another teacher to come and watch my class, and I ask her to observe a particular aspect of the lesson, such as trying to balance the class to get all the different levels of learners actively involved. It's so difficult teaching mixed-ability classes, and another teacher's feedback about what happened in my class is invaluable to me.

*Anna*

I rarely have a chance to talk to other teachers about a new idea; we're all so busy. Recently, another teacher at my school asked me if I would like to come and observe some of her classes, and in exchange she would observe some of mine. At first I was a bit nervous, but then I thought: 'This is what I have been waiting for.' It's been one of the best things I've done and I definitely feel I have a buddy at work now.

*Kinfe*

I don't really mind when another teacher comes in to my class to observe my lesson. It's a great way to get new ideas about how to teach a particular point or handle a situation I usually find awkward or difficult. But I do feel as though our privacy is being invaded. I mean, I feel I have a certain rapport with my learners, and my classes have a positive atmosphere. When an outsider enters our classroom, there is always a chance that the special atmosphere we have created will be upset.

*Tomek*

I dislike being observed. I feel like the person is judging me. It's usually the school inspector who observes my classes, and I feel he's only looking at what's wrong with my lesson. Maybe he's just trying to help me, but I resent his criticism. Why can't he spend an equal amount of time telling me about what is positive in my lessons?

*Andreas*

Observing other teachers is something I began to do many years ago. At the very beginning I think I tended to be rather critical and constantly see the lesson in comparison to the way I think I'd teach it. But the more I did it, the better I became at it. Doing observations well is definitely something that takes some practice, but you can gain a lot from them, if you're willing to put in the effort.

*Masaaki*

### **3. Study the Essential Vocabulary to the text.**

- a teacher trainee
- a current teacher
- a teacher trainer
- an ultimate aim
- to be not quite oneself
- to be weird
- to get some feedback
- a mixed-ability class
- to handle a situation
- to invade privacy
- to have a rapport with
- to upset special atmosphere
- to resent criticism
- to be willing to put in the effort

### **4. Find the synonyms to the following words.**

Response, strange, to cope with, a probationer, mutual understanding, to intrude, definite (final), to be indignant, a coach, to disturb, to desire.

### **5. Explain the meaning of the following words/phrases.**

- an ultimate aim
- to be not quite oneself
- a mixed-ability class
- to invade privacy
- to resent criticism

## **6. Translate into English.**

1. Зовсім недивно, що зазвичай студенти-практиканти дуже нервуються, коли за ними спостерігає викладач-методист.

2. Навіть досвідчені вчителі мають труднощі з встановленням взаєморозуміння з тим класом, в якому вони викладають.

3. Я почуваюся дуже незручно, коли хтось порушує ту атмосферу, яку я намагаюся встановити на своїх уроках.

4. Я щиро вважаю, що головною метою кожного вчителя є отримання віддачі від учнів.

5. В сучасній школі більшість класів - це класи з учнями різних здібностей, тому кожен вчитель має робити все можливе, щоб залучити усіх учнів до активного навчання.

**7. Discuss your feelings while being observed (using the Essential Vocabulary).**

**8. Imagine you are talking to a prospective teacher trainee. Give him/her your pieces of advice how to behave being observed.**

## **TEXT 2. How to Create Discipline Problems**

*M. Mark Wasicsko and Steven M. Ross*

**1. Read the text and grade the methods mentioned in the text according to their importance. Justify your choice. Which of these rules can/can't be applied in our schools? Why?**

In this article we suggest that many discipline problems are caused and sustained by teachers who use self-defeating discipline strategies. There are, we believe, several simple, concrete methods to reduce classroom discipline problems.

### **Expect the Best from Kids.**

That teachers' expectations play an important role in determining student behavior has long been known. One author remembers two teachers who, at first glance, appeared similar. Both were very strict, gave mountains of homework, and kept students busy from the first moment they entered the classroom. However, they differed in their expectations for students. One seemed to say, "I know I am hard on you, but it is because I know you can do the work." She was effective and was loved by students. The other conveyed her negative expectations. "If I don't keep these kids busy they will stab me in the back." Students did everything they could to live up to

each teacher's expectations. Thus, by conveying negative attitudes toward students, many teachers create their own discipline problems. A first step in reducing discipline problems is to demonstrate positive expectations toward students. Assume that every child, if given the chance, will act properly. And, most important, if students don't meet your expectations, don't give up. Some students will require much attention before they will begin to respond.

### **Make the Implicit Explicit.**

Many teachers increase the likelihood of discipline problems by not making their expectations about proper behavior clear and explicit. For example, how many times have you heard yourself saying, "Now class, BEHAVE". You assume everyone knows what you mean.

This assumption may not be reasonable. Classroom teachers have different notions about proper behavior, but in few cases do teachers spell out their expectations carefully. Sad to say most students must learn the meaning of "behave" by the process of elimination: "Don't look out the window.... Don't put hands on fellow students."

A preferred approach would be to phrase rules positively; "Students should..." The teacher (or the class) could prepare a poster on which rules are listed. If you want to increase the likelihood that rules will be followed, have students help make the rules. Research shows that when students feel responsible for rules, they make greater efforts to live by them.

### **Rewards, Yes! Punishments, No!**

A major factor in creating classroom discipline problems is the overuse of punishments as an answer to misbehavior. While most teachers would agree with this statement, recent research indicates that punishments outweigh rewards by at least 10 to 1 in the typical classroom. The types of punishments identified include such old favorites as "The Trip to the Office" and "Write a million times." "I will not.... and the countless pleas to "Face front," "Stop talking," "Sit down!" and so on.

Punishments (both major and minor) have at least four consequences that frequently lead to increased classroom disruption: (1) Punishment brings attention to those who misbehave. We all know-the adage, "The squeaky wheel acts greased. Good behavior frequently leaves a student nameless and unnoticed, but bad behavior can bring the undivided attention of the teacher before an audience of classmates! (2) Punishment has negative side effects such as aggression, depression, anxiety, or embarrassment. At the least, when a child is punished he feels worse about himself, about you and your class, or about school in general. He may even try to reduce the negative side effects by taking it out on another child or on school equipment. (3) Punishment only temporarily suppresses

bad behavior. The teacher who rules with an iron ruler can have students who never misbehave in her presence, but who misbehave the moment she leaves the room or turns her back. (4) Punishment disrupts the continuity of your lessons and reduces the time spent on productive learning.

In view of these factors, the preferred approach is to use rewards. Rewards bring attention to good behaviors, "Thank you for being prepared." Rewards provide an appropriate model for other students, and make students feel positive about themselves, about you, and about your class. Also reinforcing positive behaviors reduces the inclination toward misbehavior and enhances the flow of your lesson. You stay on task, get more student participation, and accentuate the correct responses.

### **Let Punishment Fit the Crime.**

When rewards are inappropriate, many teachers create discipline problems by using short-sighted or ineffective punishments. The classic example is the "whole class punishment." "Okay, I said if anyone talked there would be no recess, so we stay in today!" This approach frustrates students (especially the ones who were behaving properly) and causes more misbehavior.

Research indicates that punishments are most effective when they are the natural consequences of the behavior. For example, if a child breaks a window, it makes sense to punish him with clean-up responsibilities and by making him pay for damage. Having him write 1,000 times, "I will not break the window, or having him do extra math problems, does little to help him see the relationship between actions and consequences.

In reality, this is one of the hardest suggestions to follow. In many cases, the "natural consequences" are obscure ("Okay Steve, you hurt Carlton's feelings by calling him fat. For your punishment we will make him feel better"). So, finding an appropriate punishment is often difficult. We suggest that after racking your brain, you consult with the offenders. They may be able to come up with a consequence that at least appears to them to be a fit punishment. In any case, nothing is lost for trying.

### **If You Must Punish, Remove Privileges.**

In the event that there are no natural consequences that can serve as punishments, the next best approach is to withdraw privileges. This type of punishment fits in well with the actual conditions in our society. In "real life" (located somewhere outside the school walls) privileges and responsibilities go hand in hand. People who do not act responsibly quickly lose freedoms and privileges. Classrooms provide a great opportunity to teach this lesson, but there is one catch: There must be privilege to withdraw! Many privileges already exist in classrooms and many more should be created. For example, students who



finish their work neatly and on time can play an educational game, do an extra credit math sheet, work on homework, or earn points toward fun activities and free time. The possibilities are limitless. The important point, however, is that those who break the rules lose out on the privileges.

### **Ignorance Is Bliss.**

One of the most effective ways to create troubles is to reward the very behaviors you want to eliminate. Many teachers do this inadvertently by giving attention to misbehaviors. For example, while one author was observing a kindergarten class, a child uttered an expletive after dropping a box of toys. The teachers quickly surrounded him and excitedly exclaimed, "That's nasty! Shame! Shame! Don't ever say that nasty word again!" All the while the other kids looked on with studied interest. So by lunch time, many of the other students were chanting, "... (expletive deleted)..." and the teachers were in frenzy! Teachers create similar problems by bringing attention to note passing, gum chewing, and countless other minor transgressions. Such problems can usually be avoided by ignoring minor misbehaviors and, at a later time, talking to the student individually.

### **Consistency Is the Best Policy.**

Another good way to create discipline problems is to be inconsistent with rules, assignments, and punishments. For example, one author's daughter was given 750 math problems to complete over the Christmas holidays. She spent many hours (which she would rather have spent playing with friends) completing the task. As it turned out no one else completed the assignment, so the teacher extended the deadline by another week. In this case, the teacher was teaching students that it is all right to skip assignments. When events like this recur, the teacher loses credibility and students are taught to procrastinate, which they may continue to do throughout their lives.

Inconsistent punishment has a similar effect. By warning and rewarning students, teachers actually cultivate misbehavior. "The next time you do that, you're going to the office!" Five minutes pass and then, "I'm warning you, one more time and you are gone!" And later, "This is your last warning!" And finally, "Okay, I have had it with you, go stand in the hall!" In this instance, a student has learned that a punishment buys him/her a number of chances to misbehave (she/he might as well use them all), and that the actual punishment will be less severe than the promised one (not a bad deal). To avoid the pitfalls of inconsistency, mean what you say. And, when you say it, follow through.

### **Know Each Student Well**

Discipline problems can frequently be caused by punishing students we intended to reward and vice versa. When a student is told to clean up the classroom after school, is that a reward or punishment?

It's hard to tell. As we all know, "One person's pleasure is another's poison."

One author remembers the difficulty he had with reading in the fourth grade. It made him so anxious that he would become sick just before reading period in the hope that he would be sent to the clinic, home, or anywhere other than to "the circle." One day, after helping the teacher straighten out the room before school, the teacher thanked him with, "Mark, you've been so helpful, you can be the first to read today." The author made sure he was never "helpful" enough to be so severely punished again.

The opposite happens just as often. For example, here are many class clowns who delight in such "punishments" as standing in the corner, leaving the room or being called to the blackboard. The same author recalls having to stand in the school courtyard for punishment. He missed math, social studies, and English, and by the end of day had entertained many classmates with tales of his escapades.

The key to reducing discipline problems is to know your students well; know what is rewarding and what is punishing for each.

### **Use School Work as Rewards.**

One of the worst sins a teacher can commit is to use school work as punishments. There is something sadly humorous about the language arts teacher who punishes students with, "Write 3,000 times, I will not...." or the math teacher who assigns 100 problems as punishment. In cases like these we are actually punishing students with that which we want them to use and enjoy! Teachers can actually reduce discipline problems (and increase learning) by using their subjects as rewards. This is done in subtle and sometimes indirect ways, through making lessons meaningful, practical, and fun. If you are teaching about fractions, bring in pies and cakes and see how fast those kids can learn the difference between  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{8}$ . Reading teachers should allow free reading as a reward for good behavior. Math teachers can give extra credit math sheets (points to be added to the next test) when regular assignments are completed. The possibilities are endless and the results will be less misbehavior and a greater appreciation for both teacher and subject.

### **Treat Students with Love and Respect.**

The final suggestion for reducing discipline problems is to treat students kindly. It is no secret that people tend to respond with the same kind of treatment that they are given. If students are treated in a cold or impersonal manner, they are less likely to care if they cause you grief. If they are treated with warmth and respect they will want to treat you well in return. One of the best ways to show you care (and thus reduce discipline problems) is to surprise kids. After they have worked particularly hard, give them a treat. "You kids have worked so hard you may have 30 minutes extra recess." Or have a party

one day for no good reason at all. Kids will come to think, "This school stuff isn't so bad after all!" Be careful to keep the surprises unexpected.

### **Final Thoughts.**

When talking about reducing discipline problems, we need to be careful not to suggest that they can or should be totally eliminated. When children are enthusiastic about learning, involved in what they are doing, and allowed to express themselves creatively, "discipline problems" are apt to occur. Albert Einstein is one of numerous examples of highly successful people who were labeled discipline problems in school. This led to his expulsion from school because his presence in the class is disruptive and affects the other students. For dictators and tyrants, robot-like obedience is a major goal. For teachers, however, a much more critical objective is to help a classroom full of students reach their maximum potential as individuals.

### **2. Study the Essential Vocabulary of the text.**

- to reduce problems
- to be hard on smb
- to convey negative expectations
- to live up to sb's expectations
- to increase the likelihood of discipline problems
- proper behavior
- to spell out expectations
- overuse of punishments
- to bring the undivided attention
- to suppress bad behavior
- productive learning
- to feel positive about oneself
- short-sighted/ineffective punishments
- obscure
- to come up with
- nothing is lost for trying
- to withdraw privileges
- to finish work neatly and on time
- to be in a frenzy
- to recur
- to lose credibility

- to procrastinate
- to avoid the pitfalls
- robot-like obedience
- to reach maximum potential

**3. Find the phrases in the essential vocabulary that mean...**

- the quality of being believable or trustworthy
- to bring down to a smaller extent, size, amount, number, degree, intensity
- an unapparent source of trouble or danger; a hidden hazard
- to occur again, as an event, experience
- to draw back, away, or aside; take back; remove
- to put off till another day or time; defer; delay
- to produce an idea; supply
- to communicate; impart; make known
- to explain something explicitly, so that the meaning is unmistakable
- extreme mental agitation; wild excitement or derangement
- not clear or plain; ambiguous, vague, or uncertain
- to live in accordance with (expectations or an ideal or standard); measure up to
- lacking foresight
- to put an end to forcibly; subdue
- not distracted; wholly concentrated

**4. Explain the meaning of the following words/phrases.**

- to be hard on sb
- to live up to sb's expectations
- productive learning
- to be in a frenzy
- to procrastinate

**5. Group work. In order to live up to your teacher's expectations make up a list of rules to follow in your group.**

**6. Every student is unique. And different tasks can be rewarding for some students and viewed as punishment for others. Speak on the activities that stimulate and discourage you.**

### TEXT 3. The Teacher's Styles

1. What characterizes a good and a bad teacher? Share your ideas with your partner.

2. Read the following characteristics and classify them in two groups. Discuss them with your partner.

A GOOD TEACHER	A BAD TEACHER

- always recognizes and minimizes worry and tension;
- sees outcomes as standard and stereotyped;
- cares about students and their life;
- believes strongly in a work ethic and on-task behavior, but does this without negative pressure;
- views children and parents in a positive way and understands, that there should be a working partnership;
- avoids shouting and bullying;
- is a quiet, firm disciplinarian who sees positive control as a means to exciting learning;
- has a style of control that builds up petty incidents out of proportion;
- emphasizes praise rather than criticism;
- recognizes and uses children's enthusiasm, talent and individuality;
- has a contagious enthusiasm himself/herself;
- sees outcomes as varying and interesting;
- has a suspicious attitude towards change, rather than an informed opinion;
- sees creativity and curiosity as the key to learning experiences;
- often insults children and yet expects good manners and tolerance;
- sees change as positive and necessary in any inspired institution;
- varies teaching styles to suit the content and the children;
- can add the pace humor to the class but uses it sparingly;
- is encouraging and patient and doesn't give up on students;
- can explain something on the spot if necessary;
- takes a minute to answer a question after class;
- will leave his/her emotional baggage outside the classroom;
- quite often frightens children and acts as a kind of adult bully;
- creates tension based on unrealistic goals, and deadlines;
- sees children and parents as threats and views parental help in a negative light;

- emphasizes punishment rather than praise;
- emphasizes stress rather than calm and hardly ever smiles or laughs
- challenges the students
- has a similar level of punishments for all incidents, big and small;
- frowns on a wide curriculum and sees education in terms of a narrow range of basic skills;
- sees a wide-range curriculum as the best way to incorporate basic skills;
- makes children feel good about themselves, recognizing that they are individuals and need individual attention;
- develops a restrictive timetable that dominates every routine;
- defines self-expression, the "arts" and most forms of spontaneous creativity as not being “work”.

**3. According to the styles of teaching mentioned above describe yourself as a teacher.**

#### **TEXT 4. Take Control of Your Obnoxious Teenager**

**1. What makes a child happy/unhappy? What traits of character would you name as typical for a happy/unhappy child? Consider the following points with regard to his attitudes to: a) his family, parents; b) the school, teachers, studies, rules and regulations; c) his classmates; d) his friends. Then decide what adjectives can be used to describe a happy/unhappy child and fill in the following table.**

<b>A happy child</b>	<b>An unhappy child</b>
Kind-hearted	Irritable

Restless, hard-working, communicative, humiliated, good-natured, industrious, impersonal, stubborn, gregarious, destructive, unrestrained, thoughtful, confident, intolerant, impulsive, polite, self-centered, loving, friendly, misbehaving, outgoing, insolent, dull, unselfish, self-possessed, sulky, frustrated, balanced, depressed, motivated, naughty, disobedient, fearful, considerate, coarse, enthusiastic, courteous, rude, rough.

#### **2. Read the text.**

If you have been following my articles you know by now that I am an advocate of the "tough love" approach to parenting. My position on raising defiant teenagers is that the parent must establish an atmosphere in which it is understood unequivocally that the role of a parent is not a "jump ball call."

I am in agreement with a small number of professionals and parents who believe in the benevolent dictatorship model of parenting – not the democratic principle. However, once the child's defiance abates and their behavior comes into alignment with acceptable social norms they should be "granted" access to a more democratic living environment, but only because you say so.

The operative word here is "granted." That's the great thing about being a dictator. The mercy and benevolence by which you rule is purely of your own discretion! As the parent, I believe your position with persistently defiant teenager should be as follows: "I am a good parent. I am a fair parent. I am caring, kind, and loving. I am supportive of you in every way that you need. There is no one on the face of the earth who will go to the mat for you quicker and with more commitment than I will. I am on your side. BUT, If you choose to disrespect ME – with obnoxious behavior – then your life is going to be MISERABLE. When you are ready to regain my unqualified support, my unconditional love and commitment, then you just let me know and I'll be there in a heartbeat, before you can draw your next breath, with arms wide open."

You must do some serious self-examination to determine whether you are in fact a caring, kind, loving, and supportive parent.

If your parenting style is persistently-abusive, threatening, humiliating, intimidating or neglectful, then all bets are off. You need to do some individual work before you can even consider improving your relationship with your child. Your child may even need to be placed out of your care temporarily. But if after taking honest self-inventory you find yourself truly believing, "hey, wait a minute, I'm not perfect, but I certainly don't deserve this," then I say— "its on".

Defiant teenagers essentially wrench control from their parents and proceed to abuse their power by making everyone in the house downright miserable. Sometimes it happens so rapidly that parents are truly shocked. These children create an atmosphere in which everyone is intimidated by their rude attitudes, their disrespectful behaviors, and their verbal and nonverbal intimidation. Parents, other relatives, even adult friends of the parents find themselves "walking on eggshells," ceding all control and authority, and abandoning their own rights to be treated with respect and dignity. These children are bullies. I am of the very strong opinion that if anyone is going to be miserable in the family under such circumstances, then it should be and it WILL be the child who, is behaving in such an obnoxious manner.

In this discussion we should make the important distinction between the defiant teenager and the conduct disordered teenager. Defiant teens are children who simply refuse to live within appropriate parent-child boundaries. They believe that they are on

equal footing with you as the parent, that their opinion not only counts as much as yours but more, and that actually you have very little say-so over their lives. They completely dismiss your opinion and your authority with blatant acts of disrespect. It is not that they do not love you. But, they find you a nuisance and they just wish that you would go away. They make sure that you know that they feel this way.

Defiant teenagers are to be differentiated from the child who is physically assaultive, who destroys property, steals, vandalizes, sells/uses drugs, carries weapons, or engages in other illegal activities. These children are exhibiting a serious psychiatric disturbance known as conduct disorder. They require intensive stabilization and treatment typically found in a residential treatment center, if they are to avoid juvenile or adult incarceration. So, this article is not intended to address conduct disordered children. We are going to discuss the exact steps that need to be taken to deal with your defiant teen.

Upon completing this simple article the parents are ready to inform the teenager that all the rules have changed. Overnight, just like that, the parents state that they have thought about it, they have tried every "other method under the sun" to establish a better relationship and nothing has worked. The parent informs the child at a heartfelt level that they are not willing to give up on the relationship, but clearly dramatic actions are required to salvage it and going to begin, NOW.

The parent then tells the child that they (the parents) will no longer be miserable, and that from this point forward, if anyone is going to be miserable it is going to be the child. They are advised to issue some directions (not requests) depending on their needs. For example, "I will not accept you speaking to me in that tone of voice. You may not swear at me or in my presence. You are to come home by curfew. You are to answer me politely when I call your name."

Furthermore, as they violate these expectations all privileges that they have thought of as "rights" will systematically be removed until they "get on board with the family respect plan."

These privileges include use of the telephone, nintendo, computer, the car, etc. If they persist in violating the expectations then you will stop purchasing their favorite snacks, their favorite foods for dinner, even their favorite shampoo. They can eat meatloaf (again) if they're hungry and they can use generic brands. You will not wash their clothes or pick up their dry cleaning. They can wash their own darned clothes and just figure out another way to get their favorite sweater from the dry cleaners.

If they still aren't getting it then you just keep going and going and going. And you must deliver.



Okay, let's stop here, Right now you're "kidding me, my home will become a war zone." And my response: Yes, it certainly will. Let them know right up front that you are declaring a type of war. A war to regain power and respect in your own household, a war to regain their love. Yes, it is a war. Assure them with cold calculating, certainty that in the end you WILL be the victor. That even though they can't see it now, this means you all will win.

Now, it's my turn to ask the reader, "Who are YOU kidding?" If your defiant teenager is running your household (and in many, many families they are) then you are already living in a war zone you have already lost. If you surrender, you need to know that defiant teens take no prisoners. Under conditions of surrender, they fight to the emotional death. And if you have any knowledge of military strategy, you know what happens in the face of withdrawal of forces - anarchy. Now ask yourself, is that what you've been doing all along? Strategically withdrawing? Is that why your household is in a state of chaos?

One of the key elements to this particular approach that I am advocating is that it is delivered very matter-of-factly. There is no need for a lot of drama.

There is no yelling, screeching, or threatening by the parent of what the child "better not do." And, of course, there is absolutely no physical confrontation whatsoever. Simply issue your directives, announce that you are no longer going to be miserable, declare "war" to regain peace, love, and harmony in your household and begin now. Another key element is that as soon as the child shows the first inkling that he "gets it," then you immediately cease your rules of engagement. You return to that loving, caring, nurturing, parent that you have been and that you want to continue to be.

You DO NOT gloat over the child's surrender. In fact, they are not "surrendering" anything; they are simply returning control and power to its rightful owner. You accept it with grace and dignity and you restore love and light in your relationship. You DO NOT intimidate the child to maintain peace with threats of "you know what will happen." Actions speak louder than words. I advise the parents not to say any more, simply implement it when necessary.

*Sybil Smith-Gray. PhD.*

### **3. Study the Essential Vocabulary of the text.**

- to be an advocate of
- an approach to parenting
- one's position on sth
- a defiant teenager

- to be in agreement with sb/sth
- benevolent dictatorship model of parenting
- child's defiance
- to abate
- to be supportive of sb (in every way)
- unconditional love
- in a heartbeat
- abusive/intimidating/neglectful parenting style
- to wrench control from
- to hold downright miserable
- to be intimidated by rude attitudes
- disrespectful behavior
- verbal and nonverbal intimidation
- to walk on eggshells
- to cede all control and authority
- to be of the very strong opinion that
- to behave in an obnoxious manner
- a conduct disordered teenager
- to be on equal footing with sb
- to dismiss one's opinion of authority with blatant acts of disrespect
- to exhibit a serious psychiatric disturbance
- to try every other method under the sun
- at a heartfelt level
- to salvage
- screeching
- to show the first inkling
- to gloat over
- a rightful owner
- to restore love
- to maintain peace

**4. Match the words with their collocations.**

1. approach to	social norms
2. conduct	parenting

3. defiant	owner
4. benevolent dictatorship	eggshells
5. acceptable	defiance
6. abusive/intimidating/ neglectful	level
7. to wrench	parenting style
8. to abuse	control from
9. disrespectful	one's power
10. verbal and nonverbal	behavior
11. to walk on	intimidation
12. child's	all control and authority
13. to dismiss	one's opinion
14. at a heartfelt	model of parenting
15. to show the first	disorder
16. to cede	inkling
17. rightful	teenagers

**5. The following phrases can be used to express your opinion and beliefs and all of them appear in the text. Use them in the sentences of your own.**

- To be an advocate of smth
- One's position on smth is...
- To be in agreement with smb/smith
- To be of the very strong opinion that ...

**6. Match the pairs of adjectives to the nouns.**

Unconditional/parental	bond
Long-lasting/favourable	attributes
Spiritual/common	impression
Personal/hidden	family
Superficial/working	love
Nuclear/close-knit	relationship
Middle/only	sympathy
Heartfelt/popular	child

**Now use one word from each set to complete the sentences below. In pairs, use the remaining collocations to make up sentences of your own.**

1. I am very lucky in the fact that I have a very \_\_\_\_\_ family that sticks together when times get difficult.

2. My uncle made a(n) \_\_\_\_\_ impression on me. To this day, I remember his honesty and kindness.

3. \_\_\_\_\_ love from one's grandmother can be an incredible blessing to a confused teenager.

4. Unfortunately, in this day and age, the majority of us are involved in mostly \_\_\_\_\_ relationships.

## TOPICAL VOCABULARY

**1. Teaching practice:** basic school; to be allotted (to); grade (form); an instructor on teaching practice; to observe a lesson; out-of-class activities.

**2. Classroom observation:** to maintain discipline; to take attendance orderly; to drill pupils in smth.; genuine enthusiasm; variety of activities; to capture attention; to catch words on the fly; to feel the time; with unflagging interest; to have a feeling for atmosphere; quietly but in a voice that carried well.

**3. Managing a FL classroom:** definite clear-cut aims for the lesson; to be properly oriented and motivated; to form learners' attitudes to; to apply different approaches; to capture attention; to create communicative situations; to imitate real-life communication; to develop speech habits and skills; to encourage learner's independence; to split the class into subgroups; to play the tape back; to design teaching materials.

**4. Lesson criticism:** opinion is rather unfavourable; to parade the best students; to perform before the visitor; a text-bookish language; "yes-no" questions; to undermine discipline; not to demand active response from; the interest flagged; a complete and utter failure; to be glued to one's notebook; tittering; to impose silence; to stick to a few techniques;

**5. Possible pitfalls:** to be tongue-tied; peals of laughter; to impose silence; to follow the well-beaten path of; interest flags; crowded curriculum; defective memory for names; traces of fatigue on the part of; formidable exercises; not to feel the time; recess; rowdyism.

## PRACTICE

### 1. Make pictures illustrating the following words:

- to catch words on the fly
- to feel the time
- to be glued to one's notebook

- to be tongue-tied
- to follow the well-beaten path
- crowded curriculum

## 2. Insert the proper prepositions.

- to be allotted \_\_\_\_\_
- to be glued \_\_\_\_ one's notebook
- to follow the well-beaten path \_\_\_\_
- to split the class \_\_\_\_ subgroups
- to be \_\_\_\_ teaching practice
- peals \_\_\_\_ laughter
- to drill pupils \_\_\_\_ smth
- defective memory \_\_\_\_ names
- to catch words \_\_\_\_ the fly
- to stick \_\_\_\_ a few techniques
- to have a feeling \_\_\_\_\_ atmosphere

**3. Teaching is one of the most respectable professions in the world among many others. Match A to B to form words describing different kinds of workers and professionals. Then, in pairs, put them under the appropriate headings in the table below. Some of the words can go under more than one heading.**

A	B
Refuse	designer
Business	hygienist
Computer	collector
Graphic	practitioner
Assembly-line	executive
Talent	servant
Plastic	surgeon
Fire	worker
Dental	fighter
Civil	programmer
General	scout
Sound	technician

## Jobs and Professions

Manual	Creative	Blue-collar	White-collar	Administrative
--------	----------	-------------	--------------	----------------

In pairs, decide which of the adjectives below best describe the jobs and professions above. Give reasons.

*Fulfilling arduous mind-numbing demanding gruelling rewarding  
hazardous glamorous mundane secure stimulating strenuous stressful  
motivating physical intellectual*

4. Underline the correct words/phrases. Then use the remaining words to make up sentences of your own. Use a dictionary to help you.

1. Due to the unsafe conditions at the plant, the workers decided to **work to rule/ go on the picket line/ go on strike** until their demands for improvements were met by the management.

2. Many employees were **sacked/ laid off/ dismissed** as a result of the economic crisis.

3. Not only are we appreciated for what we do but we also receive **perks/ benefits/ bonuses** at Christmas and Easter.

4. Not too many years ago, miners and factory workers would have to line up outside their employer's office every Friday to collect their **salary/ profits/ wages**.

5. On arrival at the military base, the new **trainees/ apprentices/ recruits** were told to report to the registration area.

6. I've just been transferred to this **head office/ department/ boardroom**. Could you tell me where my cubicle is, please?

7. If there is any hope of meeting this deadline, we'll have to work **part-time/ overtime/ flexi-time** all next week.

8. For us to consider you for the position, you'll need to provide us with at least two **credentials/ references/ applications**.

9. I hope you realise, Ms Hines, that if you accept the **job/ employment/ occupation** you will be expected to put in quite a bit of overtime.

10. After receiving a degree in business management, Lynn realised that her true **profession/ trade/ vocation** was in teaching, so she returned to university.

11. My sister **works/ labours/ toils** in a beautiful office doing a job that she loves.

12. The latest company **duty/ task/ project** requires that we all work as a team to meet the deadline.

13. The **staff/ union/ board** has called a general meeting to hear employee complaints.

14. Tom just received a government **raise/ award/ grant** to continue his work with the city's homeless.

15. They have several **vacancies/ occupations/ appointments** to fill, but they can't find the right people.

16. When he failed to comply with the manager's instructions, he was **removed/ dismissed/ deposed**.

**Now, decide which aspect of work the sets of words are related to.**

- Incentives
- New employees
- Pay
- The workplace
- Applying for a job
- Worker's protest
- Working hours
- Occupation
- Working activity
- Employees
- Loosing a job

**5. Complete the table with the words. Use some of them to fill in the gaps in the sentences.**

Work	Job

*Mate, satisfaction, title, load, place, shop, description, bench, market, hunter, station, centre, prospects, horse.*

1. Some of the staff say she's the manager, some say she is the owner. Do you know what her actual \_\_\_\_\_ is?

2. I'm sorry, but nowhere in my \_\_\_\_\_ does it say that I have to empty the wastepaper bins.

3. At the moment, John has such a heavy \_\_\_\_\_ that we can't even get out at the weekends.

4. The assembly-line worker was sacked because he was constantly away from his \_\_\_\_\_ .

5. My wife is a real \_\_\_\_\_. She puts in eight hours at the office and then comes home and does all the housework.

6. Above the carpenter's \_\_\_\_\_ was row after row after row of bright shiny tools.

**6. Using a dictionary if necessary, say what the personality traits of these workers are.**

- The whiz
- The perfectionist
- The paper-shuffler
- The gossip
- The stirrer
- The workaholic
- The slave driver
- The techno-freak
- The yes-man

**Which are positive/negative traits?**

**7. Choose the correct variant.**

1. The study of a **history/histories/history/the history** can be very interesting.

2. You can learn as much theory as you like, but you only master a skill by **doing/exercising/practicing/training** it.

3. Mabel's school report last term was most **fortunate/fulfilling/satisfactory/satisfied**.

4. Most of the students agreed to the plan, a few **argued/differed/failed/opposed** it.

5. Mr. Genius was so **brilliant/hopeful/keen/proud** at maths at school that he became the youngest student ever to be accepted by a college.

6. Miss Lazy has hardly done any **effort/job/labour/work** this week!

7. When I told him my opinion, he **hooked/knocked/rocked/shook** his head in disagreement.

8. Please reply **hastily/promptly/rapid/swift** as I have no time to lose.

9. Miss Pretender's knowledge of the subject was only **external/outer/outward/superficial**.



10. Arnold is **dragging/fighting/straining/struggling** a bit with his English classes so his parents have arranged for him to have private tuition.

11. Billy is a most **capable/cunning/industrious/laborious** young man; he can do a lot of different jobs well.

12. Miss Conceited is very **fed/looked/stuck/turned** up and thinks she is superior to her classmates.

13. The new student found the informality at school **blinding/foreign/mysterious/off-putting** at first.

14. We can't teach him anything because he already knows his subject **from cover to cover/from top to toe/inside out/upside-down**.

15. What's done is done. It's **futile/helpless/ineffectual/valueless** wondering what would have happened if you had passed the exam.

16. My sister is a most **absent/careful/conscientious/honest** student, never failing to turn up to lectures.

17. You completely misunderstood my instructions; you got hold of the wrong end of the **line/rope/stick/story**.

18. Miss Amusing was **attractive/considerate/familiar/popular** at school because she always made people laugh.

19. Some people have the mistaken idea that all students are **idle/motionless/stagnant/still**.

20. After the serious talk with the tutor, Hilary **applied/converted/engaged/exerted** himself more conscientiously to his studies.

21. In class the teacher punished disobedient pupils **hardly/severely/stiffly/strongly**.

22. It was a great **favour/fortune/privilege/value** to study under such an outstanding teacher.

23. We all like professor Merryman because of his great **feeling/principle/sense/willingness** of humour.

24. The most important **innovation/introduction/novelty/reformation** that Dr. Projector was responsible for was the use of video in teaching.

25. My English teacher **convinced/encouraged/insisted/proposed** me to try for a place in the English Department at the Jagiellonian University.

26. Mr. Violin has been teaching music for years, even though he hasn't got any **examinations/experience/experiment/qualifications**.

27. Mr. Unemployed went to Algeria hoping to find a teaching **employment/job/occupation/work** without too much difficulty.

28. A university professor's view is rarely that of the man in the **bus/factory/queue/street**.

29. Dr. Scholar uses student volunteers as **agents/cases/models/subjects** for his experiments.

30. You must ask your class teacher **agreement/allowance/permission/permit** to do that.

31. **Arise/Lift/Raise/Rise** your hand if you want to ask a question in class.

32. For goodness' **benefit/like/love/sake** stop asking such silly questions!

33. At the beginning of the school year, every teacher is **allocated/distributed/registered/sorted** a classroom.

34. Could you stand **down/in/out/up** for me and teach my history class tomorrow, Maggie?

35. The teaching profession offers good career **ladders/perspectives/prospects/scales**.

36. Mr. Optimist has been looking for a school with a **hard/heavy/grave/serious** attitude towards its students and their work.

37. I wonder whether the lecturer will be up to the **cutting/examining/piercing/searching** questions such as an audience is capable of.

38. Professor Pedant announced that he was addressing the meeting in his **capacity/character/qualification/rank** as a teacher.

39. Teachers have learned to take shortages of textbooks and equipment in their **course/habit/scope/stride**.

40. Some people are against informality at lectures but, personally, I **applaud/cheer/clap/shout** the idea.

41. My mother had to take private pupils in order to **augment/expand/complete/inflate** her salary as a teacher.

42. Mr. Horrid was a terrible teacher and obviously not **cut in/cut on/cut out/cut up** for teaching.

43. Mr. Original **carries/holds/keeps/takes** some unusual educational beliefs.

44. Our maths teacher applied for a year's **sabbatical/satanic/superfluous/suspended** leave to write his Ph. D. dissertation.

45. Remember that exams never start late; they always start **ahead of time/at the last moment/in time/on time**.

46. Will you help me to **go through/read/review/revise** for tomorrow's exam?

47. Lazy Tom clearly had no **ambition/desire/intention/willingness** of doing any work, although it was only a week till the exam.

48. Are the students **discussing/saying/talking/telling** about the history exam?

49. If you never do any work, you will only have yourself to **blame/fault/mistake/reprove** if you fail your exams.

50. I'm **deceived/despaired/disappointed/disillusioned** I didn't pass the exam but I'll do better next time.

51. You must tell me the result now. I can't bear the **suspenders/suspending/suspense/suspension**.

52. As my exam is next month, I'll take advantage of the week off to **catch up/hurry up/make up/pick up** on some reading.

53. Eve was happy she **achieved/managed/realized/succeeded** to finish the exam in time.

54. Do you think there is any **chance/expectancy/occasion/opportunity** of him passing the exam?

55. I hate **making/passing/sitting/writing** formal examinations. I find it difficult to organize my thoughts in a limited space of time.

56. Don't forget to **get/place/put/set** your name at the top of the testpaper.

57. Your answers to the examination questions must **accompany/conform/follow/keep** exactly the instructions given below.

58. Eric was very upset by his French exam **effects/failures/results/successes**.

59. Well done! You've done an excellent **job/task/trade/work**.

60. If at first you don't **accomplish/prosper/succeed/triumph**, try again.

61. Those students **assisted/made/presented/took** their exams last week.

62. Franky got very **imperfect/low/reduced/secondary** marks in his maths exam.

63. Did you **enter into/form part of/go in for/take place in** the examination last month?

64. You should write your name **clearly/largely/obviously/seriously** at the top of the paper.

65. Good **chance/hope/luck/wish!** I hope you do well.

66. The examiners often **create/make/set/write** extremely difficult questions for the written exams.

67. I expect all of you to be here ten minutes before the exam begins, without **fail/failure/fault/miss**.

68. The purpose of this exam was to **inspect/prove/test/try** the student's knowledge of the subject.

69. Vivian passed the **handy/practical/skilful/working** test but failed the written examination.

70. Miss Unlucky was very **afraid/excited/sensitive/upset** because she had failed her exam.
71. You should have **entered for/passed/sat for/taken** the exam last week, so bring your money to the office as soon as possible.
72. Congratulations **by/for/from/on** passing your exams. Well done!
73. During the test it is always better to make an educated **attempt/chance/endeavour/guess** than to leave a blank.
74. Mrs. Worried had a good **idea/news/report/thought** of the exam result when she saw her daughter's face.
75. This kind of question can sometimes be answered only by a process of **abolition/elimination/exception/subtraction**.
76. The person who **dominates/governs/leads/supervises** an exam is supposed to see that nobody tries to cheat.
77. Greg has just taken an exam **about/for/in/on** history.
78. Miss Intelligent was the **brightest/clearest/fastest/highest** student in her class and passed all her exams with high grades.
79. Sign your name on the **broken/dotted/drawn/spotted** line.
80. There must be a **expanse/gap/place/room** of at least one metre between the desks in the exam room.
81. This test **composes of/composes in/consists of/consists in** a number of multiple choice questions.
82. Please don't talk in the **corridor/lane/promenade/way** because there is an exam in the lecture hall.
83. The **just/little/mere/sole** thought of exams makes me feel ill.
84. The school has **adopted/agreed/collected/taken** a system of monthly tests in place of an annual exam.
85. Miss Diligent did nine hours' **big/heavy/powerful/solid** studying a day for her exam.
86. In the exam you may be asked for comments on various **angles/aspects/features/qualities** of a topic.
87. Failing the final exam was a big **band/blow/hit/kick** to my hopes.
88. You shouldn't talk about him failing. You'll **underestimate/undergo/undermine/worry** his confidence.
89. I'm feeling rather **anxious/excited/impatient/unquiet** because of the exam I'm doing next week.
90. The result of this exam will **control/determine/govern/rule** his future.

91. Please be **brief/concise/rapid/short**. I haven't got long.

92. George has no head for figures. He simply can't **collect/realise/relate/remember** them.

93. No one is so **ignorant/sensible/simple/useless** as the person who has no wish to learn.

94. In a multiple-choice exercise it's sometimes easier to **eliminate/exclude/give/omit** the wrong answers before choosing the right one.

95. Waiting outside the exam room, I trembled with **apprehension/comprehension/expectation/tension**.

96. His test results are not very **consequent/consistent/continuous/invariable**. He does well one month and badly the next.

97. The **false/imaginary/mock/unreal** exam in March prepared pupils for the real thing in May.

98. My hopes of becoming a doctor **cracked/crashed/crumbled/smashed** when I failed my "A" levels.

99. I was completely **baffled/harassed/stupid/stupified** by most of the exam questions, so I must have failed.

100. Having already graduated from another university, he was **deferred/excluded/exempted/prohibited** from the entrance exams.

## WRITING

### CV (CURRICULUM VITAE)

**1. Read the instructions how to write a CV and then try your hand at writing your own brief personal history.**

Your curriculum vita is the single most important weapon in your armoury when it comes to job hunting. A prospective employer will often make a snap judgement the second they read it and even the most qualified people on the planet can find themselves rejected if the resume fails to come up to scratch. So how can you give yours the edge? Avoid making it too fancy and complicated. You only have about five seconds to grab the attention – if it is too clever and unreadable it will go in the bin. Don't try to make jokes and never slag off previous employers.

There are no set rules governing the length of your CV – this will be decided on your career history, education and achievements. If possible try to keep it to one page, but if this looks too cramped then feel free to spread it out over two sheets. Everyone has a different theory when it comes to CV design. Don't get too bogged down over this, just make sure everything is clearly marked. Include your career

progression, education and achievements prominently so your prospective employer doesn't have to search.

Here is a basic format: Start off with your name, address and contact details clearly listed at the top of the page. Follow this with a profile of yourself which should include an outline of your skills, experience and immediate career goals.

After this you can put in your career history - in reverse chronological order over the past 10 years – with brief descriptions of your responsibilities and achievements. Then comes education, interests/personal details and references.

Make sure it is printed on good quality A4 size paper and never attach extra documents, letters or certificates - save these for the interview. Read and re-read your CV, and then ask a friend or family member to read it as well. Make sure there are no spelling errors or coffee stains as these will be fatal. It might sound obvious, but be truthful. Never try to smudge dates and jobs to hide periods of unemployment. The most basic of checks will expose your deceit and ruin any chance of getting the job. Follow all instructions on the job advert. If they want four copies of your CV then you should send four. It is also vital to get it in on time. The covering letter should be customised for each job you apply for as this is your chance to tailor your skills to the demands required.

## **2. Read the example of a CV.**

### **AKIKO TANAKA**

52 Orchard Street, London W2 3BT

Telephone: 020-7654 3210; Mobile: 07960 999999;

E-mail: akiko9999@hotmail.com

### **Employment**

1999–2001     **Natural Group**, Tokyo, Japan

A manufacturer and retailer of natural foods and supplements in Japan

#### ***Sales Assistant***

Advised the main shop's customers about organic and health foods  
Developed new business in smaller satellite stores, explaining the  
benefits of supplements and organic food to potential new customers'  
Increased sales at both the main and the satellite shops. The extra  
profits were used to expand the business by establishing a new shop

1997–1999     **Sony Corporation**, Tokyo, Japan

A Japanese conglomerate which develops and manufactures consumer and industrial electronic equipment world-wide

***Administration Assistant, General Affairs Department***

Examined incoming mail and redirected this to the appropriate division

Translated foreign letters (written in English) into Japanese

***Customs Clearance Officer, Import Division, Sony Air Cargo***

Completed reports (e.g. bills of entry) to facilitate the import of goods from abroad

Dealt with customs enquiries and procedures

**Education**

Sep 2001 – **Britannia School of English**, London  
English language school; passed Cambridge First Certificate exam in June 2002

1993–1997 **Meikai University**, Chiba, Japan  
Degree in International Relations

**Other Skills**

Computer literate: good knowledge of Word and Excel, as well as e-mail and the internet  
Fluent in Japanese; practical knowledge of English and Korean

**Personal Details**

Date of Birth	6 January 1975
Nationality	Japanese
Gender	Female
Work status	Student visa
Interests	Studying English, visiting museums, playing golf

**LETTERS OF APPLICATION**

When writing a letter of application for a job or a course of study, it is important to include only the information that is relevant to the particular job you are applying for. It is also important to use exactly the right tone; otherwise the application will be rejected. Typically, such letters contain some or all of the following:

The name of the job/course you are applying for

Where you saw it advertised

What are you doing now

What work experience you have

Your academic qualifications

The personal qualities which make you suitable for the job or course

**1. Study the following example of a letter of application.**

Dear Sir/Madam,

This letter is in support of my application for the position of Head Clerk in the central London office, as advertised in the August edition of the Sylvester Company Newsletter.

For the last five years, I have been employed as Junior Administration Officer in our Huddersfield branch, where I am responsible for the processing of telephone orders, as well as coordinating product development and negotiating contracts with our suppliers. My duties also include dealing with customer complaints.

As you will see from the enclosed CV, I attended Holm Green County Secondary School in Brierfield, where I obtained four GCSEs and two AS-levels. In addition, I have recently completed an evening course in office administration which I feel has given me the confidence to undertake greater responsibilities.

I believe that I would be an ideal candidate for the position as I feel that, over the last five years, I have gained a valuable insight into the policies of this company and have received a thorough training in the requirements of this type of work. I also consider myself to be a reliable and industrious worker, and am capable of working under my own initiative. In short, I feel that I have the necessary experience and qualifications to enable me to carry out the duties required of this post.

I would be grateful if you would consider my application for this position. Please find enclosed my CV and two references from previous employers. I will be happy to supply you with further information should it be required.

Yours faithfully, *K. Brogan*

Mr K.D. Brogan

**2. You are looking for a career change and you have seen an advertisement for your dream job. The advertisement asks applicants to write a letter, stating why they are interested in the job and what qualities they feel they could bring to the position. Write your letter of application.**



## **NOTES**

## **REFERENCE LITERATURE**

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Навчальне видання

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НА ШЛЯХУ ДО ЗНАНЬ**

Навчальний посібник для студентів 4-го курсу заочного відділення  
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