

Н.Ю. Байтерякова, Є.О. Байтеряков

**ENGLISH
FOR UNDERGRADUATES
(4TH YEAR)**

ПІДРУЧНИК

**Classic literary texts
Opinion-editorial articles
Periodicals
Educational diagrams and pictures
Text Assignments
Thematic Assignments
Grammar Revision Assignments
Tests in thematic vocabulary
Guide to newspaper article analysis**

Підручник складається з 7 основних та 2 додаткових розділів. Тематика підручника відповідає типовій навчальній програмі.

В кожному основному розділі подано автентичні англомовні тексти та систему авторських практичних завдань до них, що сприяють утворенню у студентів здатності тлумачити у процесі спілкування соціальні, політичні, культурні та освітні мовленнєві реалії, розвитку культури спілкування англійською мовою на рівні, достатньому для здійснення комунікативних актів як у навчальному середовищі, так і за його межами, формуванню толерантності, поваги до звичаїв і традицій інших народів.

Додаткові розділи містять тематичні статті з англомовної преси, план для роботи з ними, кліше та спеціальну лексику для їх подальшого аналізу, а також три категорії узагальнюючих тестів з граматики.

Підручник стане у пригоді студентам і викладачам філологічних факультетів, а також усім, хто бажає вдосконалити свої знання з англійської мови.

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Н.Ю. Байтерякова, Є.О. Байтеряков

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Рецензенти:

Ю.А. Зацний, доктор філологічних наук, професор, академік Академії наук вищої школи України, заслужений діяч науки і техніки України, *Запорізький національний університет*

Н.Г. Філоненко, доктор філологічних наук, доцент, *Київський національний лінгвістичний університет*

І.Я. Глазкова, доктор педагогічних наук, професор, *Бердянський державний педагогічний університет*

Байтерякова Н.Ю.

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Підручник призначений для методичного забезпечення навчальної дисципліни «Основна іноземна мова», що вивчається студентами 4 курсу освітнього рівня «бакалавр» спеціальностей «Філологія. Германські мови і літератури (переклад включно)» та «Середня освіта. Мова і література (англійська)». Його метою є формування у студентів англомовної комунікативної компетентності завдяки розвитку навичок усного та писемного мовлення.

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Підручник стане у пригоді студентам і викладачам філологічних факультетів, а також усім, хто бажає вдосконалити свої знання з англійської мови.

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ПЕРЕДМОВА

Філологія як наука являє собою складну систему алгоритмів, правил та апріорних тез, покликаних відобразити приховані закономірності мови. Одні норми ввижаються очевидними, інші потребують детального роз'яснення, проте розуміння кожного з них є ключовою складовою опанування мовою на вищому рівні – не лише як інструментом відображення дійсності, але і як світоглядною призмою, що безпосередньо впливає на когнітивні інтерпретаційні процеси. Можна вивчити мову, але не зрозуміти її, навчитися правильно писати й говорити, але користуватися іноземною мовою виключно як додатком до рідної. Саме тому підручник з основної іноземної мови для четвертого, заключного для бакалаврату, курсу ставить за мету не тільки узагальнити й структурувати знання студентів, але й спрямувати їх на вживлення, на утворення мовної картини світу, що максимально наближена до автентичної. Позаяк однією з найбільших проблем, що постають перед студентами під час комунікації, зазвичай є невідповідність між вивченими та реальними лінгвістичними шаблонами.

Підручник призначений для методичного забезпечення навчальної дисципліни «Основна іноземна мова», що вивчається студентами 4 курсу освітнього рівня «бакалавр» спеціальностей «Філологія. Германські мови і літератури (переклад включно)» та «Середня освіта. Мова і література (англійська)». Його метою є формування у студентів англомовної комунікативної компетентності завдяки розвитку навичок усного та писемного мовлення.

Підручник складається з 7 основних та 2 додаткових розділів. Тематика підручника відповідає типовій навчальній програмі і містить наступні основні розділи: «HIGHER EDUCATION», «TEACHING PRACTICE», «BOOKS AND READING», «KEEPING UP TO DATE», «POLITICAL SYSTEMS», «LAW AND CRIME», «MAN AND MUSIC». В кожному основному розділі подано автентичні англомовні тексти та систему авторських практичних завдань до них, що сприяють утворенню у студентів здатності

тлумачити у процесі спілкування соціальні, політичні, культурні та освітні мовленнєві реалії, розвитку культури спілкування англійською мовою на рівні, достатньому для здійснення комунікативних актів як у навчальному середовищі, так і за його межами, формуванню толерантності, поваги до звичаїв і традицій інших народів.

Перший додатковий розділ містить тематичні статті з англійської преси, план для роботи з ними, кліше та спеціальну лексику для їх подальшого аналізу. У другому додатковому розділі представлено три категорії узагальнюючих тестів з граматики.

Кожний розділ підручника побудований за єдиною схемою, що містить автентичний текстовий матеріал за темою та систему практичних завдань, спрямованих на розвиток творчої мовленнєвої діяльності студентів, формування вміння самостійно аналізувати англійські тексти, розвитку навичок англо-українського та українсько-англійського перекладу текстів, використання набутих знань для висловлювання своєї думки. Практичний блок має наступну структуру:

- завдання, що передбачає опрацювання тематичної лексики у текстах шляхом її пошуку та перекладу,
- завдання на застосування тематичної лексики шляхом складання запитань до текстів,
- завдання, яке містить англійські художні тексти для виконання англо-українського перекладу,
- завдання, що передбачає українсько-англійський переклад поданих у підручнику художніх текстів за тематикою,
- завдання, яке спрямовано на формування вмінь пояснювати спеціальну лексику, терміни та концепти англійською мовою,
- завдання, яке передбачає коментування різноманітних схем, діаграм, таблиць та малюнків,
- завдання, що спрямовано на коментування англійських афоризмів за допомогою мовленнєвих моделей,
- завдання, що передбачає написання есеїв за запропонованою тематикою,

- завдання, яке пропонує аналіз англomовної актуальної періодики за наданим планом,
- підсумкові граматичні тести різного напрямку,
- тести для опрацювання тематичного вокабуляру.

Різноманітність типів завдань не тільки активізує розумові процеси, але й сприяє закріпленню світоглядної інформації, розширенню лексичного складу, а також здібності до побудови причинно-наслідкових зв'язків. Інформацію, що необхідна для успішного виконання завдань, ретельно підібрано відповідно до критеріїв актуальності, взаємоінтеграції навчальних курсів, відповідності лінгвістичним нормам тощо.

Даний підручник стане у пригоді студентам і викладачам філологічних факультетів, а також усім, хто бажає вдосконалити свої знання з англійської мови.

УМОВНІ ПОЗНАЧЕННЯ



- тематичні тексти для читання і подальшого опрацювання



- завдання, що передбачають читання і розуміння тематичних текстів



- завдання, що передбачають пошук відповідей на запитання у тематичних текстах



- завдання, що передбачають пошук визначеної у текстах тематичної лексики з подальшим нотуванням її у словник



- завдання, що передбачають пошук у текстах відповідних до тематики термінів з подальшим їх поясненням англійською мовою



- завдання, що передбачають складання власних запитань до текстів з використанням запропонованих термінів та власних назв



- завдання, що передбачають написання анотації (стислого змісту) до тематичного тексту на підставі виконання попередніх завдань



- завдання, що передбачають усну презентацію теми з використанням тематичної лексики та складеної анотації



- завдання, що передбачають усне коментування запропонованих схем, діаграм, таблиць та малюнків з використанням тематичної лексики



- завдання, що передбачають англо-український або українсько-англійський переклад поданих уривків з художніх та художньо-публіцистичних текстів



- завдання, що передбачають коментування англомовних афоризмів за допомогою поданих мовленнєвих кліше



- завдання, що передбачають написання есеїв на запропоновані теми



- завдання, що передбачають аналіз статей з англомовної періодики за наданим планом, системою завдань та кліше



- завдання, що передбачають виконання оглядових лексико-граматичних тестів



- завдання, що передбачають виконання лексичних тестів на опрацювання тематичної лексики



- позначка кінця розділу



HIGHER EDUCATION

You will learn:

- *on what terms a school leaver can apply to a university*
- *where the oldest and the best-known universities in Great Britain are located*
- *where and when the Redbrick universities were founded*
- *how independent colleges and universities originated*
- *how many types of higher educational institutions there are in Ukraine*
- *how HEIs can generate financial resources besides the state funding*
- *how off-campus housing is arranged*
- *why colleges and universities provide learning centres*
- *why private institutions charge students higher tuition and fees than public institutions*
- *how the student life in British and American universities is organized*



PART I

SYSTEM OF HIGHER EDUCATION IN GREAT BRITAIN

The percentage of young people entering universities in Britain is lower than in the United States, where more than half attend. In Britain the proportion was one in three in 2010.

Nowadays **the higher education** in the UK is not free. For a resident of the country **the fee** for a year of study is about 2000 pounds, while for a foreign student this fee is much higher. A foreign student has to pay 16 thousand pounds a year. Some 80,000 overseas students study at British universities or **further education colleges** or train in **nursing, law, banking** or in **industry**.

After finishing secondary school or college you can apply to a **university, polytechnic**, college of education or you can continue to study in a college of further education. The **academic year** in Britain's universities, Polytechnics, Colleges of education is divided into 3 **terms**, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.





Good **A-level results** in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after **interviews**. For all British citizens a place at a university brings with it a **grant** from their **local education authority**.

British universities are comparatively small, the approximate number of students studying there is about 7 - 8 thousand students. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

After three years of study a **university graduate** will leave with **the Degree of Bachelor of Arts, Science, Engineering, Medicine**, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later he or she may continue to take **Master's Degree** (1 year of study) and then a **Doctor's Degree** (from 2 to 5 years).

The 2 **intellectual eyes** of Britain – Oxford & Cambridge Universities – date from the 12th and 13th centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only **education elite** go to Oxford and Cambridge.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called **Redbrick universities** were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the

late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called '**concrete and glass**' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer **full-time** and **sandwich courses** (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow **a course in typing, engineering, town planning, cooking, or hairdressing**, full-time or **part-time**. Further education colleges have strong ties with commerce and industry.

Higher education can also be obtained through the Open University, founded in 1969, which offers **extension courses** taught through correspondence, television and radio programs, and videocassettes. It also sponsors **local study centers** and **residential summer schools**. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Universities

- Oxbridge
- The Old Scottish Universities
- The Redbrick Universities
- The New Universities
- The Polytechnics
- The Open Universities



* * *

The Open University is British **institution of higher education** that offers instruction to students largely through methods of **distance education**. Based in Milton Keynes, in Buckinghamshire county, England, the Open University has the largest **student body** of any higher education and training institution in the United Kingdom. It is open to any person over age 18 living in Britain or another member nation of the European Union, regardless of previous education. Established in 1969, the school conducts teaching and **research** through radio and television programs, **mailed course materials**, and the use of **computer facilities**.

The creation of a “University of the Air” in Britain was first proposed by former British Prime Minister Harold Wilson in 1963. Wilson and others interested in the project advocated the use of television and radio for limited teaching purposes, a method already carried out in the United States. By the time the university opened for classes in 1971, administrators had significantly broadened the scope of the university to facilitate **independent learning** for large numbers of students. Today, **instruction** often makes use of such course materials as special equipment **to conduct science and technology experiments** at home, **audio** and **video files**, and **computer software**. Many lectures are conducted through television programs on the national British Broadcasting Corporation (BBC) networks. Some courses are taught via the Internet, while others make use of the Internet as one component of instruction. Some courses include a one-week instruction in residential schools, usually offered during the summer.

Open University confers bachelor’s, master’s, and doctoral degrees, but the school has no **requirements** to follow any particular course of study. However, it does require specific levels of **academic achievement** for admission to **postgraduate programs**. The university offers programs in the arts, mathematics and computing, science and technology, social science, education, health and social welfare, business, and humanities. Most students are between 25 and 45 years of age. Roughly three-quarters of the students work full time while they pursue their studies.

Text Assignments**Task 1**

Read and study the text “System of Higher Education in Great Britain”

**Task 2**

Look for the answers to these questions:

1. Is higher education in the UK free nowadays?
2. On what terms can a school leaver apply to a university?
3. Where are the oldest and the best-known universities in Great Britain located?
4. Are good exam passes alone enough for the admission to a university?
5. What do the English universities differ in?
6. What degree will a university graduate get after three years of study?
7. What are the terms of getting a Master’s and a Doctor’s Degree?
8. What universities are called “the 2 intellectual eyes of Britain”?
9. Where and when were the Redbrick universities founded?
10. What does the concept “sandwich courses” stand for?
11. What courses can further education colleges offer?
12. What kind of institution of higher education is the Open University? What is another name for it?
13. What were the reasons for its creation?
14. Is previous education necessary for the admission to the Open University?
15. What programs does the Open University offer?
16. Are there any age limits for the admission to the Open University?

**Task 3**

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Higher Education”. Translate them into Ukrainian.

**Task 4**

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Further education colleges, academic year, a term, an interview, a grant, local education authority, a university graduate, education elite, full-time courses, sandwich courses, part-time courses, extension courses, residential summer schools, computer facilities, instruction, academic achievement, research.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Degree of Bachelor of Arts, Oxbridge, a Master's Degree, a Doctor's Degree, the Redbrick universities, the 'concrete and glass' universities, the Open University, the British Broadcasting Corporation (BBC) networks, postgraduate programs, local study center, further education colleges, sandwich courses, education elite.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

**Task 7**

Present the information on the theme “Higher Education in Great Britain” using the thematic vocabulary and your summaries as a support.



SYSTEM OF HIGHER EDUCATION IN THE UNITED STATES OF AMERICA

One of the most attractive features of the U.S. higher education system is the flexibility it provides through the number and diversity of institution types it encompasses.

Postsecondary education in the United States is widespread and diverse. There are approximately 9,000 postsecondary institutions in the United States. This total includes over 4,000 **degree-granting institutions**, such as colleges, universities and community colleges, and over 5,000 **non-degree-granting institutions** that provide specific vocational, technical and career training.

In the United States the terms “college” and “university” can describe a variety of institutions. A college may form one major division of a university, offering programs in a specific **academic field** that lead to **undergraduate** or **graduate degrees**, or both. Colleges may also be independent of a university, offering four-year programs of general education that lead to a bachelor’s degree in the liberal arts and sciences. Some independent colleges offer a limited number of graduate programs, but usually their primary mission is to provide undergraduate education. Community colleges offer two-year programs of general education or **vocational education**.

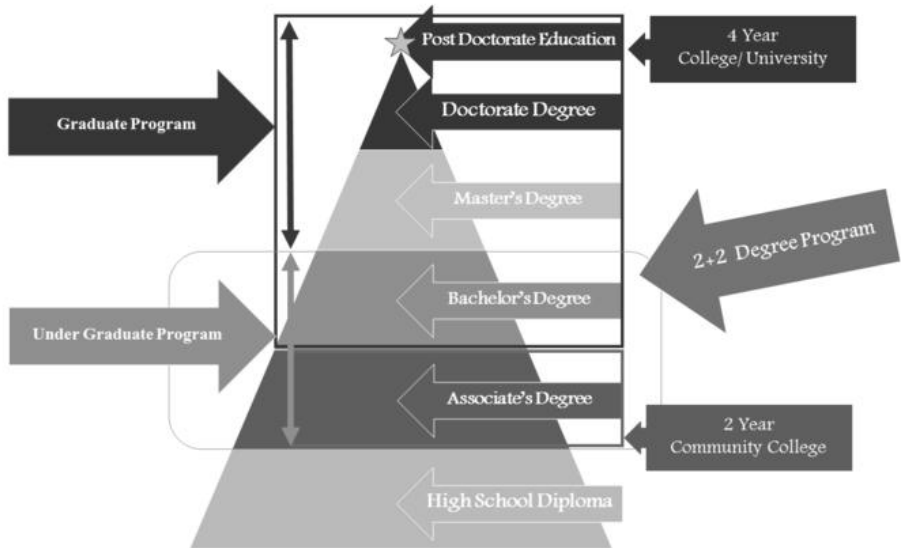
Universities generally comprise various colleges and professional schools that make up the academic divisions of the institution. Universities provide higher education leading to a **bachelor’s degree** as well as professional and graduate programs leading to **master’s** and **doctoral degrees**. Colleges and universities in the United States may be public institutions supported by federal, state, provincial, or municipal governments, or they may be **private** (independent) **institutions**.

TYPES OF COLLEGES AND UNIVERSITIES

The most prominent types of colleges and universities in the United States include **community colleges**, **state** or **provincial universities**, **liberal arts colleges**, **professional schools**, **military academies**, and **proprietary institutions**. Other types include technical colleges, agricultural colleges, teachers' colleges, and colleges affiliated with religions.

- Community Colleges

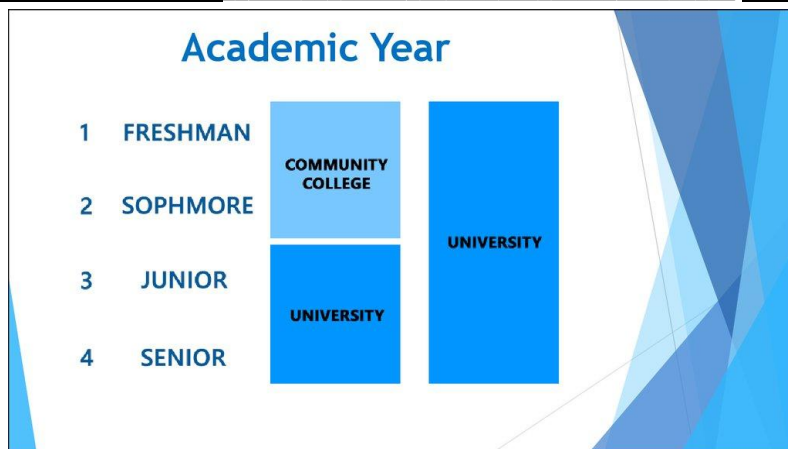
Community colleges typically offer the first two years of general undergraduate education. Many students in community colleges complete the first two years of their college education in these institutions and then **transfer the credits** to a four-year college. Other



community college students pursue vocational, technical, and other programs. Because community colleges typically have lower **tuition rates** than four-year colleges and universities, they offer significant advantages to many students.

· Public Colleges and Universities

Aside from a few four-year colleges supported by municipal governments or the federal government, most public colleges and universities in the United States are **state institutions**. In most cases, **state boards** of higher education provide funds for these schools and oversee their programs of instruction. Most state governments establish systems of higher education, such as the State University of New York System or the University of California System, which comprise groups of interconnected college or **university campuses**. Federally supported higher education in the United States is mainly associated with branches of the armed services. **Federal military colleges** include the United States Military Academy in West Point, New York; the United States Naval Academy in Annapolis, Maryland; and the United States Air Force Academy in Colorado Springs, Colorado. These institutions provide comprehensive undergraduate programs in addition to defense training for prospective military officers.



- Independent Colleges and Universities

Independent colleges and universities are private, **nonprofit institutions**. Many independent colleges and universities originated as **church-related institutions**, although a majority of these are no longer affiliated with religious groups. The most common independent colleges and universities include (1) liberal arts institutions that offer comprehensive undergraduate education, (2) technical or specialized institutions that prepare students in engineering, performing arts, music, nursing and other fields, and (3) large universities that include undergraduate programs in addition to graduate and professional schools.

- Graduate and Professional Schools

Professional schools are typically divisions of large universities. They offer specialized education in a variety of professional fields, such as education, business, medicine, law, social work, agriculture, journalism, architecture, fine arts, nursing, engineering, and music. Some professional schools offer four- or five-year programs leading to a bachelor's degree, as well as graduate programs leading to master's and doctoral degrees. Other professional schools—such as schools of medicine, law, and library science—usually offer only graduate study. Many large universities include graduate schools that offer master's or doctoral degree programs for **advanced study** in such **liberal arts and science fields** as history, chemistry, physics, and literature.

- Proprietary Institutions

Proprietary institutions are private, for-profit, postsecondary institutions. They generally focus on preparing students for specialized careers in fields such as business, performing arts, commercial art, travel, music, fine arts, computer technology, and electronics. Proprietary institutions often employ practicing professionals as part-time or **adjunct instructors** to offer training directly related to the field of specialization.

ADMINISTRATION

The **administration** of a college or university provides the governing structure of the institution. Although each institution organizes its administration differently, nearly all colleges and universities have a **board of trustees**, a **president**, at least one **vice president**, **deans** of various divisions, and a number of **academic departments**. In addition, state college and university systems are governed by state boards of higher education.

- State Boards of Higher Education

State boards of higher education administer most public college and university systems in the United States. Each state governs its system of higher education differently, but most follow one of two basic patterns. In one pattern, all the institutions of higher education are part of one system governed by a single board, which is either appointed by the state governor or elected by the voters. In the other common pattern, the state board of higher education acts as a planning and coordinating agency, but gives a great deal of autonomy to the board of trustees of each institution.

- Boards of Trustees

Both public and private colleges and universities are governed by their own boards of trustees. Boards of trustees establish and approve the institution's general governing policies. The chief functions of a board of trustees are to (1) approve or revise budgets for operating the institution, (2) appoint the president of the college or university, and (3) take part in ceremonies related to school events, such as **graduations**. At private institutions in particular, trustees also help raise funds for the college or university by soliciting philanthropists, foundations, **alumni**, and other

sources. Members of boards of trustees are usually people who have achieved some distinction in business, science, the arts, or education.

- Presidents

The board of trustees appoints the college's or university's president, who acts as the institution's **chief executive officer**. Presidents usually have extensive academic experience as either college or university administrators. In some cases, they may be people of notable achievement outside of academic life. Presidents of colleges and universities **enforce the policies, regulations**, and other procedures that govern their institution. They also meet with the board of trustees and make recommendations to the board regarding the governance and policies of the school.

- Vice Presidents

Depending on the size of the institution, a college or university will appoint a number of vice presidents to assist the president in running the school. The academic vice president is responsible for faculty appointments and **dismissals** and for approving or revising academic programs. Often the academic vice president is a former dean of a college or other academic division within the institution. The institution's financial and budgetary matters are the responsibility of **the vice president for finance**. **The vice president for student services** is responsible for non-academic matters relating to students, such as operating counselling services, **residence halls**, and student activities and organizations.

- Deans

The academic deans are the chief executives and administrators of the various colleges or other **academic divisions** of an institution. The responsibilities of deans typically include implementing policies established by the board of trustees and the president; preparing the budgets and overseeing the spending of funds within the academic division; supervising the faculty; recommending faculty in their college or school to the academic vice president for appointment, **promotion, tenure, or termination**; and maintaining or increasing student **enrolments** in their college or school.

- Academic Departments

Most colleges and universities are organized into **academic departments**. These departments have a **chairperson** who is appointed by the academic vice president upon the recommendation of the dean of the college or school. Chairpersons are generally **senior professors** in the department. Among the chairperson's responsibilities are organizing the schedules of courses offered by the department and assigning faculty to teach them; appointing new faculty members to the department, usually based upon recommendations of faculty search committees; evaluating faculty within the department on their teaching, research, and service for promotion, tenure or termination.

HARVARD
UNIVERSITY



Yale University

 Dartmouth



COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

 Penn
UNIVERSITY OF PENNSYLVANIA



BROWN



Cornell University



PRINCETON
UNIVERSITY

FACULTY

In colleges and universities, the general roles of faculty are teaching, research, and service to the institution, the profession, and the community.

Universities tend to be more multipurpose than colleges in their mission and functions. Since universities offer advanced study toward graduate and professional degrees, faculty are expected to do **original research** in their fields of **academic specialization**. They are also expected to publish their findings in **scholarly books** and journals so that scholars in other universities are aware of their work and contributions. Faculty members usually include **the findings** of their research in the courses they teach to students.

Most faculty at large universities teach both undergraduate and graduate students. They advise students in their academic programs and direct graduate students in preparing their master's theses and **doctoral dissertations**. In addition to their teaching and research responsibilities, faculty members serve on university, school, and departmental committees. They also are expected to be active members of **professional societies** and organizations in their academic field. For example, history professors are often members of the American Historical Association, while psychology professors are members of the American Psychological Association.

After they are hired by a college or university, faculty members receive a **faculty rank** as part of their appointment. Those who are beginning their teaching career and have little previous experience enter the profession as either **instructors** or **assistant professors**. The rank of assistant professor is slightly higher than that of instructor. After an assistant professor has acquired some teaching experience, conducted research, published articles or books, and served on institutional and departmental committees, he or she is usually promoted to **associate professor**. Faculty members generally remain at the assistant professor level for approximately five years before being promoted to associate professor. At many institutions, the rank of associate professor carries tenure, meaning that the person cannot be dismissed from his or her teaching position unless there is a very serious reason. Colleges and universities established tenure to assure professors that they have the academic freedom to teach their ideas without interference or fear of losing their jobs. The highest rank of the faculty is **full professor**, sometimes simply called professor. Retired professors generally receive the rank of **professor emeritus**.

INSTRUCTION



Colleges and universities strive to inform students of established principles of knowledge as well as of the most recent developments in academic research. Instruction takes place in classrooms, lecture halls, laboratories, and

other settings. When students enroll in a course, professors provide them with a **syllabus**, or outline, of the course. The syllabus describes how the course will be taught. It includes a list of the required books and articles students are to read; the schedules and descriptions of course examinations, papers, and other assignments; and an explanation of methods used to evaluate or grade student performance. Methods of instruction may be a **lecture**, **lecture-discussion**, discussion, **laboratory**, **seminar**, **internship**, **clinical experience**, **community service**, **distance education**, or a combination of these and other formats.

- Lecture

The lecture method is the oldest approach to teaching in higher education. It originated in the earliest European universities during the 12th and 13th centuries. Today, faculty who use the lecture method typically speak to large numbers of students in a formal and very organized manner. The faculty member presents his or her description of the key ideas of a subject, and gives interpretations that often include **current research** on the issue. Following the presentation, lecturers sometimes invite students to ask questions on the material.

- Lecture-Discussion

Many faculty members employ a combination of lectures and small group discussions. In the lecture-discussion method, professors lecture to a large group of students and then divide the class into smaller discussion sections. **Graduate teaching assistants**, instructors, or assistant professors lead these small group discussions. They lead the discussion on the lecture topic, answer questions, and test the students with quizzes or exams.

- Discussion

Professors often use a discussion format of instruction in institutions that emphasize a high level of **teacher-student interaction**. In this teaching method, the professor meets with a small number of students and teaches the course by leading discussions with students. For example, the professor may present ideas and raise questions **to stimulate debate** or dialogue among the students.

- Laboratory Sections

Science courses typically include laboratory sections in which students **conduct experiments** that replicate or illustrate a scientific principle introduced in the course. Laboratory sections usually augment lectures or discussions. Foreign language courses also sometimes include laboratory sections in which students listen to audiotapes or use other interactive forms of instruction.

- Seminars

Seminars consist of small groups of students who meet with a professor to research or discuss a specific topic in history, literature, or some other academic field. Seminars are more common in graduate programs. Participants in a seminar usually prepare **scholarly research papers** and critique one another's work.

- Clinical Experiences and Internships

Academic programs in professional fields such as social work or teacher education often require clinical experiences and internships. In these programs, students spend time at a clinic, agency, or school to observe the work of a professional in the field. In some cases the student may participate in the work as **an aide**.

- Community Service

An increasing number of college and university programs require students to engage in a community service project as part of their degree program. To fulfil this requirement, students may assist in clinics, participate in reading programs at local schools, or volunteer at homeless shelters. Colleges and universities that require these programs consider community service an essential part of a well-rounded education.

- Distance Education

In addition to conventional methods of instruction conducted on campus, many colleges and universities offer distance education programs that use technology to carry instruction to students in off-campus locations. Distance education programs enable faculty and students to communicate with one another by using such technologies as computers, artificial satellites, radio, and television. These programs appeal to many institutions that wish to reduce costs, because the

technology enables relatively few faculty members to teach a large number of students. Distance education also appeals to students who, for any number of reasons, cannot attend classes on campus.

Text Assignments



Task 1

Read and study the text “System of Higher education in the United States of America”



Task 2

Look for the answers to these questions:

1. What is peculiar about the U.S. higher education system?
2. What can the terms “college” and “university” describe in the United States?
3. What institutions do American universities generally comprise?
4. What do the most prominent types of colleges and universities in the United States include?
5. What do community colleges typically offer?
6. What significant advantages do community colleges offer to many students?
7. What status do most public colleges and universities in the United States have?
8. What is federally supported higher education in the United States associated with?
9. How did many independent colleges and universities originate? What do they include now?
10. What do professional schools offer?
11. What do graduate schools offer?
12. What do proprietary institutions generally focus on?
13. What are the general bodies of administration of a college or university?
14. What are the chief functions of the boards of trustees?
15. What are the chief functions of a university's president?
16. What are the vice presidents responsible for?
17. What do the responsibilities of deans typically include?

18. What are the general roles of faculty in colleges and universities?
19. What kind of faculty ranks can faculty members receive?
20. What is the highest rank of the faculty?
21. What does syllabus describe and include?
22. What conventional methods of instruction are conducted on campus?
23. What unconventional method of instruction do many colleges and universities offer?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Higher Education”. Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Postsecondary education, degree-granting institutions, non-degree-granting institutions, undergraduate, vocational education, private institutions, to transfer the credits, tuition rates, university campus, nonprofit institutions, church-related institutions, adjunct instructor, administration, a board of trustees, academic department, scholarly research paper, alumni, dismissal, promotion, tenure, distance education, termination, faculty, scholarly books, professional societies, faculty rank, a syllabus, internship, professor emeritus.

Task 5



Write all you can (What? When? Where? How?) about the following concepts and proper names:

The American Psychological Association, a bachelor’s degree, a master’s degree, a doctoral degree, community colleges, the United States Air Force Academy, university campus, independent colleges, professional schools, proprietary institutions, state boards of higher education, boards of trustees, university's president, vice presidents,

academic specialization, associate professor, full professor, clinical experiences, community service.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Higher Education in the United States of America” using the thematic vocabulary and your summaries as a support.



SYSTEM OF HIGHER EDUCATION IN UKRAINE

Higher education in Ukraine operates several levels, all of which are regulated by the Ministry of Education and Science of Ukraine. The structure of the higher education of Ukraine was built up according to the structure of education in the developed countries of the world as determined by UNESCO, UN and other international organizations.

All **higher educational institutions** (HEIs) can provide teaching for all types of **training programs** according to the Law of Ukraine “On Higher Education”. It ensures the fundamental scientific, professional and practical training by the following educational and **qualification degrees**: "Junior specialist", "Bachelor", "Specialist, Master".

The higher education is received in HEIs of the respective **levels of accreditation** on the basis of: basic general secondary education, complete general secondary education and educational-qualification degrees "Junior specialist" and "Bachelor", as well as "Specialist, Master" as postgraduate education.

Training of specialists in HEIs may be carried out with the interruption of work (**daytime education**), without interruption of work (evening, **correspondence education**), by the combination of these two forms, and for certain professions — without attending classes.

The **admission** of citizens to HEIs is made on the competitive basis according to skills and regardless of the form of ownership of an educational institution and sources of payment for education. The completion of a (11- year) **compulsory secondary education** programme and the acquisition of the relevant Independent External Evaluation certification are the general prerequisite for joining a Junior Bachelor programme. Additionally, specific admission conditions and procedures for Arts field are individually defined by the higher education institutions themselves. Most institutions organize entrance exams that are usually held in June and July. The ranking of **candidates** depends on both the results of the Independent External Evaluation and the success in the previous level of education.

There are four *levels of accreditation* established pursuant to the status of higher educational institutions:

- first level — **technical school, vocational school** and other higher educational institutions equated to them;
- second level — college and other higher educational institutions equated to it;
- third and fourth levels (depending on the results of accreditation) — **institute, conservatory, academy, and university.**

Higher educational institutions train specialists pursuant to the following *educational and qualification levels*:

- **junior specialist** — is provided by technical and vocational schools, other higher educational institutions of the first level of accreditation;
- **bachelor** — is provided by colleges and other higher educational institutions of the second level of accreditation;
- **master** — are provided by higher educational institutions of the third and fourth levels of accreditation.

The level system of higher education lies in the receipt of different educational and qualification levels at the respective stages (phases) of higher education.

Ukrainian universities provide the following *degrees*:

- **Bachelor.** The preparation of Bachelors is carried out on the basis of complete general secondary education. The duration of studying is 4 years. Graduates, who successfully pass the **state exams**, obtain Bachelor's degree, which gives the right to work on studied profession and the right to be admitted to the program for Master's degree receiving.
- **Master.** Master's degree studying is possible on the basis of Bachelor's degree. The period of the course is 1-2 years. The graduates pass the **state certification**, which includes a public presentation of the **graduate work**. Persons who successfully pass the state certification obtain Master's degree, which gives the right to job placement as well as the right for **postgraduate department** admission;
- **PhD.** PhD degree is a scientific degree received on accomplishing the post-graduate course. A person who has Masters qualification can be admitted to the postgraduate department of the university. PhD degree receiving involves a public presentation of the Dissertation. The studying course duration is 3-6 years.

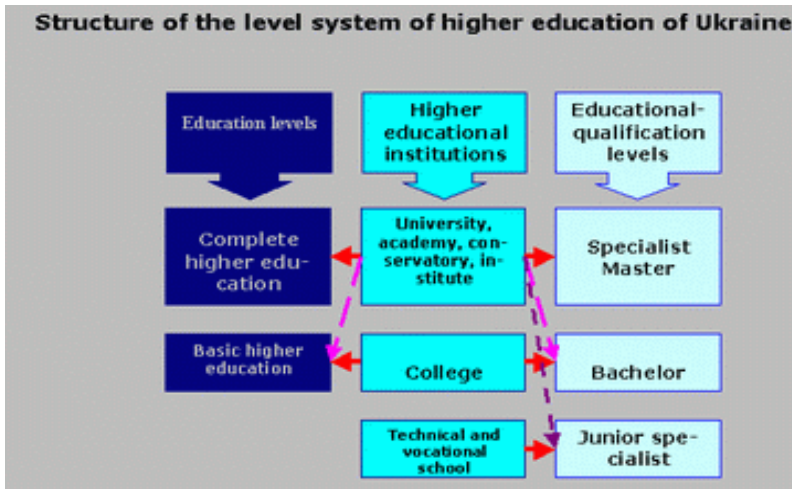


ДИПЛОМ МАГІСТРА з відзнакою	MASTER'S DIPLOMA with honours
№ 000000 Прізвище Ім'я По батькові закінчи у 20__ році найменування вищого навчального закладу / відокремленого підрозділу вищого навчального закладу здобу ступінь магістра за спеціальністю _____ здобу кваліфікацію _____	№ 000000 Family name Given name(s) in 20__ completed the full course of Name of institution _____ obtained master's degree field of study _____ obtained qualification of _____
Посада керівника _____ Підпис _____ _____ 20__ р.	Position _____ Signature _____ _____ 20__ р.
<small>У разі наявності в дипломі будь-яких розбіжностей переважить текст українською мовою.</small>	<small>In case of any differences in translation the text in Ukrainian shall prevail.</small>

There are six *types* of HEIs in Ukraine:

- **Universities:** have fourth level of accreditation and may be **multi-disciplinary establishments** (follow a classical university model) or **'branch' establishments (mono-disciplinary/specialist, focused on some particular professional field** (Technical, Medical, Agricultural, Pedagogical, Economics, etc.)). They act as leading research and **methodological centres** in both **fundamental** and **applied research**.
- **Academies:** have fourth level of accreditation. Their educational provision is concentrated in a specific branch of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research fields;
- **Institutes:** have third and fourth level of accreditation. Their **educational provision** is concentrated in a specific branch of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy;
- **Conservatoires:** have third and fourth level of accreditation. Their educational provision is concentrated in culture and the arts, specifically music. They also conduct research and act as leading centres in the areas of their activity;

- Colleges: have second level of accreditation largely related to the provision of training leading to the acquisition of specific higher education qualifications. They may also constitute sub-units within higher education establishments with third and fourth level accreditation;
- Technical Schools: have first level of accreditation. They carry out **educational activity** leading to specialist areas of knowledge and skills related to specific occupations. They may also constitute sub-units within higher education establishments with third and fourth level accreditation.



The financing of higher education in Ukraine is within the responsibility of the Ministry of Education and Science, other authorities (e.g. Ministries of Health, Culture, etc.) to which the HEIs are responsible to, they **allocate funds** directly to the public higher education institutions and controls their expenses.

Public HEIs are primarily funded from the State budget. State funding of public HEIs is input-based, which means that the allocation of funds is based on the real costs of the institution in relation to the number of students due to be enrolled in the next academic year, and the number and structure of the **academic staff**. In addition, HEIs can generate resources from **tuition fees**, various national and international projects, real estate, **donations, grants, consultancy services**.

HEIs are autonomous in the creation and content of their respective **educational curricula**. However, there are some general rules regarding the curricula prescribed by the Ministry of Education and Sciences and the National Agency for Quality Assurance in Higher Education. HEI should indicate the list of **obligatory courses** that ensure development of the compulsory (transferable and specific/subject) competencies / learning outcomes and **optional courses** (25% of the total number of ECTS credits) in every curriculum.

There are no specific rules for the studies regarding the **teaching methods**. The higher education teachers have to organize their lectures in compliance with the curriculum but the teaching methods they should use are not prescribed. HEIs' teachers are free to choose their own teaching methods in line with academic freedom. **Teaching materials** such as books and audio-visual materials are commonly used in the teaching process and usually are provided to students free of charge.

While cooperation between higher education institutions and employers is not formally regulated in Ukraine, this issue has been recognized as a very important one in the recent years. Some HEIs have included special courses for development of transferable **competences** as well as **internship programme** into their curricula. Some universities organize internship for students in cooperation with state authorities, in order for students to experience work in public administration. In addition, some HEIs have **career guidance centres**, which help students to find jobs or improve their qualifications in order to increase their **employability**. On the other hand, there are some companies, mostly in the IT sector, which appreciate the competences of students graduating from certain faculties and offer them jobs immediately after – and sometime even before – graduation.

Currently, the educational possibilities of Ukraine has allowed the country to become one of 10 leading countries in the sphere of international education, what is proved by the high interest of international students in receiving higher education in Ukraine. Ukrainian diplomas are widely acknowledged in the world, as well as the level of teaching is highly valued by foreign employers.

The admission of foreign citizens to the universities is carried out on the basis of **interviews** and on the consideration of the previous



education documents. The requirements to the level of grades of foreign applicants are determined by each university separately. The education is carried out on a contract basis. Approximate cost of tuition and hostel fee ranges from \$ 3500 to \$ 8000 per year. The **preparatory department** tuition and hostel fee ranges from \$ 2,000 to \$ 4,000 per year.

Many HEIs in Ukraine have established **bilateral cooperation agreements** with universities in the EU countries, the USA, Canada and other regions. As a rule, international cooperation is based on partnership agreements signed by HEIs and implemented according to an annual plan. This cooperation is aimed at enhancing the higher education quality, increasing the number of students and **academic staff mobility** (incoming and outgoing) and focuses on training and research. Sometimes it also aims at establishing joint or **double degree programmes**. Ukraine has signed intergovernmental international agreements on the mutual recognition of educational documents, degrees and academic titles with countries from different regions mostly from the EU.

Text Assignments



Task 1

Read and study the text “System of Higher Education in Ukraine”



Task 2

Look for the answers to these questions:

1. What administrative body regulates the levels of higher education in Ukraine?
2. What does the Law of Ukraine “On Higher Education” ensure?
3. How can the training of specialists in HEIs be carried out?

4. On what basis is the admission of citizens to HEIs made?
5. How many levels of accreditation are there?
6. According to what educational and qualification levels do HEIs train specialists?
7. What kind of degrees do Ukrainian universities provide?
8. How many types of HEIs are there in Ukraine?
9. What establishments are called multi-disciplinary/ mono-disciplinary?
10. In what branch of knowledge is the educational provision of academies concentrated?
11. In what branch of knowledge is the educational provision of institutes concentrated?
12. In what branch of knowledge is the educational provision of conservatoires concentrated?
13. What are the educational establishments that have first and second levels of accreditation?
14. How is the financing of higher education in Ukraine carried out?
15. How can HEIs generate financial resources besides the state funding?
16. Are HEIs autonomous in the creation and content of their educational curricula?
17. What are the general rules regarding the educational curricula?
18. Are HEIs' teachers free to choose their own teaching methods?
19. What kind of teaching materials are commonly used in the teaching process?
20. Is the cooperation between HEIs and employers regulated in Ukraine?
21. What administrative centres help students to find jobs or improve their qualifications?
22. What are the prospects of Ukraine in the sphere of international education?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic "Higher Education". Translate them into Ukrainian.

Task 4

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Qualification degree, levels of accreditation, higher educational institution, daytime education, correspondence /evening education, admission, vocational school, technical school, conservatory, academy, university, junior specialist, bachelor, master, state certification, graduate work, postgraduate department, multi-disciplinary establishment, mono-disciplinary/branch establishment, fundamental research, applied research, educational provision, academic staff, tuition fees, donations, grants, consultancy services, obligatory course, optional course, teaching methods, teaching materials, competences, internship programme, career guidance centre, employability, preparatory department, academic staff mobility, double degree programmes.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Independent External Evaluation, UNESCO, higher educational institutions, Ministry of Education and Science of Ukraine, levels of accreditation, compulsory secondary education, state certification, Bachelor's degree, Master's degree, PhD degree, professional field, career guidance centre, conservatoire, competences, bilateral cooperation agreements, grants, academic staff mobility.

Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

Task 7

Present the information on the theme “Higher Education in Ukraine” using the thematic vocabulary and your summaries as a support.

Starting off university can be a difficult transition for anyone, no matter their age; but being a mature student can present even more stressors. However, it's not all scary!

Being a mature student has its advantages and they can make university life easier all round!

The **5** best things about being a Mature Student

1 - LIFE EXPERIENCE

Having experience of the world and the people in it, will mean you have more confidence and perspective to bring to university. It's a benefit not everyone will have and it's so useful!

2 - PRIORITIES

Your priorities are different, you've disrupted so much to return to uni, so with this you'll have a more mature attitude to learning which will lend more focus and dedication.

3 - MIX WITH NEW PEOPLE

The confidence that comes with experience in life can really help when meeting new people. University will broaden your horizons and friendship circle that can be a great support too.

4 - SUPPORT

There are so many avenues of support for all students. However, there are specific services and facilities for mature students. They can ensure that all transitions are as easy as possible, and you feel comfortable!

5 - WIDER ABILITIES

Having had more time out of education, and presumably time in the working world, vocational skills that you hold will help you with many aspects of studying and your time management skills.



Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. Student life cycle

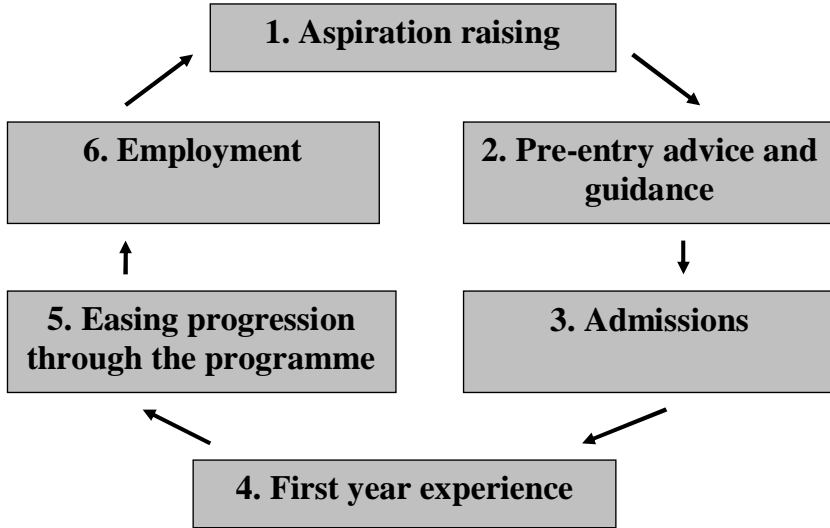


Figure 2. Average annual tuition fees

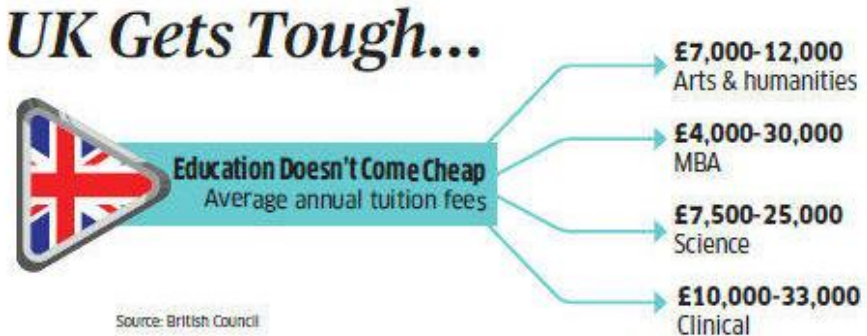


Figure 3. Multilevel educational system

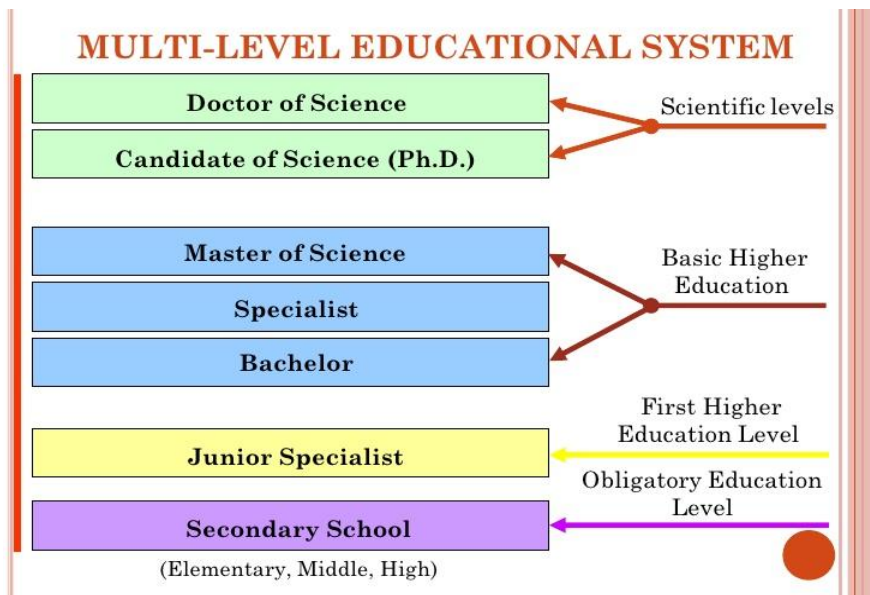


Figure 4. The most popular specialties

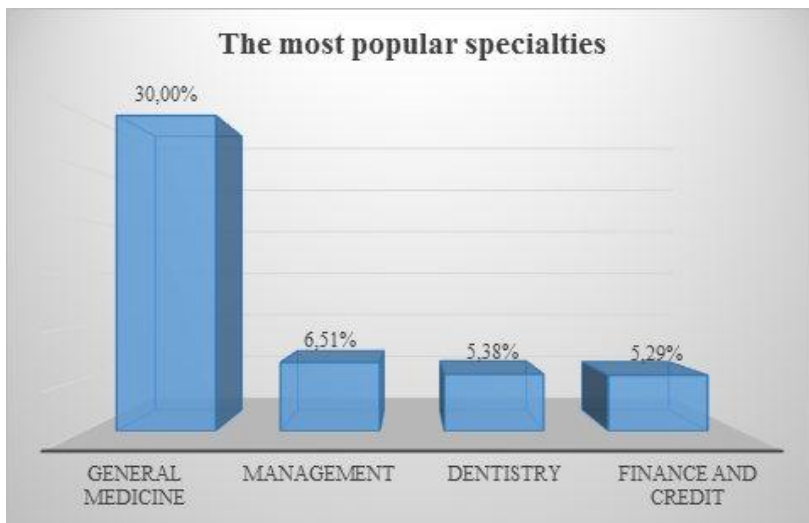


Figure 5. What you do in the library/ humorous approach

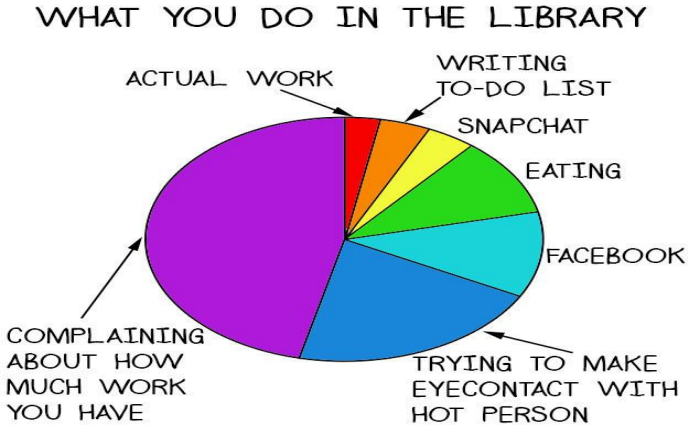
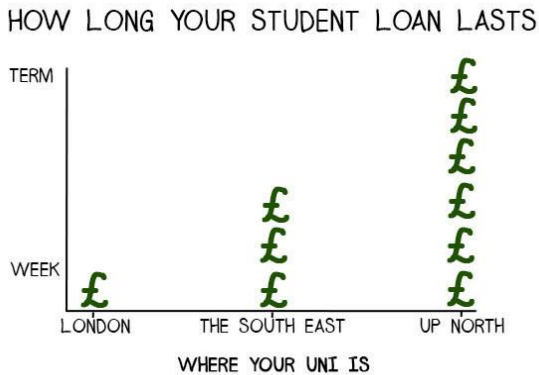


Figure 6. Student loan



Task 2

Translate the following text into English using the thematic vocabulary of the topic “Higher Education”.

Система освіти сучасної України постійно розвивається, для неї характерні сталий саморозвиток та оновлення. Особливо потужний інноваційний процес охопив українську систему освіти наприкінці минулого сторіччя. Замість минулої єдиної для всіх школи з'явилися гімназії, ліцеї, коледжі, школи різних профілів та вищі навчальні заклади. Замість інститутів та спеціалізованих ВНЗ (військових, цивільної авіації, мистецтв) сформувалися університети та академії.

Початковий рівень вищої освіти в Україні, як і в багатьох інших країнах, можна отримати у спеціалізованому коледжі. Повну вищу освіту людина отримує виключно після завершення навчання у ВНЗ. Згідно до закону «Про освіту», до вищих навчальних закладів відносять інститут, академію та університет. Реформування системи вищої освіти має характерну ознаку – пошук оптимального відповідника між утвореними традиціями української школи та новими тенденціями, що пов'язані зі вступом країни до світового освітнього простору. Серед тенденцій можна виокремити кілька прикладів. Перша пов'язана з розвитком багаторівневої системи освіти в багатьох університетах України. Переваги цієї системи полягають у тому, що вона забезпечує ширшу мобільність відносно темпів освіти та вибору майбутнього фаху, а також формує у випускників здібність засвоювати нові навички на базі отриманої в університеті спеціальності. Друга тенденція – значний вплив інформаційних технологій, широке підключення до мережі «Інтернет» та інтенсивний розвиток дистанційних форм навчання. Третя тенденція – університетизація вищої освіти в Україні, а також процес інтеграції всіх вищих навчальних закладів з лідуючими університетами, знаними у країні та поза її межами. Це зумовлює появу університетських комплексів. Четверта тенденція демонструє перехід вищої школи України на самофінансування. П'ята тенденція свідчить про відновлення вищої професійної освіти на базі світових стандартів. Відповідно, спостерігається перехід українських ВНЗ на режим експериментально-дослідної роботи щодо апробації нових навчальних планів, освітніх стандартів і технологій та структур управління.

**Task 3**

Read the following extract from the famous novel by Irwin Shaw and give its literary translation.

Capped and gowned, Rudolph sat in the June sunlight, among the other graduates in rented black. [...] Sitting next to Rudolph was Bradford Knight, a, round-faced florid young man from Tulsa, who had been a sergeant in the infantry in Europe. He was Rudolph's best friend on the campus, an energetic, overt boy, cynical and shrewd behind a lazy Oklahoma drawl. He had come to Whitby because his captain had graduated from the school and recommended him to the Dean of Admissions. He and Rudolph had drunk a lot of beer together and had gone fishing together. Brad kept urging Rudolph to come out to Tulsa with him after graduation and go into the oil business with him and his father. "You'll be a millionaire before you're twenty-five, son," Brad had said. "It's over-flowin' country out there. You'll trade in your Cadillac every time the ashtrays have to be emptied." Brad's father had been a millionaire before he was twenty-five, but was in a low period now ("Just a little bad run of luck," according to Brad) and couldn't afford the fare East at the moment for his son's graduation. [...]

Rudolph had decided for several reasons to choose Whitby rather than to take a chance on Yale or Harvard. For one, he'd have owed Boylan a good deal more than four thousand dollars at the end, and for another, with his background and his lack of money, he'd have been a four-year outsider among the young lords of American society whose fathers and grandfathers had all cheered at Harvard-Yale games, who whipped back and forth to debutantes' balls, and most of whom had never worked a day in their lives. At Whitby, poverty was normal. The occasional boy who didn't have to work in the summer to help pay for his books and clothes in the autumn was unusual. The only outsiders, except for an occasional stray like Brad, were bookish freaks who shunned their fellow students and a few politically minded young men who circulated petitions in favor of the United Nations and against compulsory military service.

Rich Man, Poor Man
by Irwin Shaw

**Task 4**

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

Exactly so. Possibly. It's highly unlikely. Nothing of the sort! I think that's wise. It might be true. I can't accept that. In my view... Well, I never! Far from it! I have to admit... Surely, though...

1) *When a man's education is finished, he is finished.*

Attributed to E. A. Filene (1860 - 1937)
U.S. financier

2) *Not that I had any special reason for hating school. Strange as it may seem to my readers, I was not unpopular there. I was a modest, good-humoured boy. It is Oxford that has made me insufferable.*

Max Beerbohm (1872 - 1956)
British essayist, critic, and caricaturist

3) *Undergraduates owe their happiness chiefly to the fact that they are no longer at school. The nonsense which was knocked out of them at school is all put gently back at Oxford or Cambridge*

Max Beerbohm (1872 - 1956)
British essayist, critic, and caricaturist

4) *Research! A mere excuse for idleness; it has never achieved, and will never achieve any results of the slightest value.*

Benjamin Jowett (1817 - 1893)
British scholar

5) *A professor is one who talks in someone else's sleep.*

Attributed to W. H. Auden (1907 - 1973)
British poet

6) *The best way to learn is to learn from the best.*

Margaret Mead (1901 - 1978)
U.S. anthropologist

7) *Education is not the answer to the question. Education is the means to the answers to all questions.*

William Allin (1936 -)

American author and architectural historian



Task 5

Do some library research and write an essay on one of the given topics:

1. Students' scientific research in the process of pursuing higher education.
2. What kind of person should a higher school instructor be?
3. Academic curriculum structure from philology students' point of view.
4. Stakeholders' role in the system of higher education.
5. The advantages of a competence approach in the teaching of obligatory academic disciplines.
6. Information technologies in the process of philological disciplines study.

Task 6



Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 373 - 402), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic "System of Higher Education", translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.

- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (pp. 521-560) and do the following tests:

- from Part A tests 1-7;
- from Part B tests 1-7;
- from Part C tests 1-7.



PART II

STUDENT LIFE IN BRITISH AND AMERICAN UNIVERSITIES

Because each college or university features a different **campus environment**, the day-to-day life of students varies widely from one university to another. Here are some of the most common features of student life at four-year colleges and universities.

· **Housing**

Students live in a variety of settings at four-year colleges and universities, depending on the **regulations** of the institution and its location. Some institutions require that undergraduate students live in college- or university-approved housing, especially during their first and second years. At other institutions, students may live either on or off campus. **Off-campus housing** may be in privately owned or independently operated **boarding houses**, apartments, or rooms. Some students organize their own cooperative living arrangements and jointly rent apartments or houses to reduce housing and food expenses.

Most students who live on campus live in **residence halls** owned and operated by the college or university. These facilities, also known as **dormitories** or dorms, may be restricted to single sex occupancy or they

may be **coeducational**. Residence halls are generally operated under the jurisdiction of the institution's division of student services. Older students usually serve as residence hall **counselors** and **supervisors**, often in return for free living arrangements. Residence halls usually have their own **student governing organizations** that set rules and procedures for the facilities. They also may provide food service in dining rooms and cafeterias.

Some colleges and universities allow students to live in fraternity or sorority houses on or near the campus. **Fraternities** (for male students) and **sororities** (for female students) are generally part of national associations with long histories and traditions. Most fraternity and sorority houses provide housing for only a portion of their members. Some offer dining services within their facilities.

- **Food Services**

Students who live on campus may eat meals in their residence hall, in campus cafeterias, or in other campus dining rooms. Most colleges and universities have buildings—often called **student unions**—that provide a variety of services, including food service in dining rooms and cafeterias. Students who live off campus provide their own dining arrangements, but they usually may also eat in campus dining rooms and cafeterias.

- **Student Services**

Colleges and universities provide a wide range of services to students. Many provide student **health services** in clinics staffed by health care professionals. Most schools also offer **student health insurance** that helps pay medical costs, if needed. An increasing number of colleges and universities offer day-care facilities for students and faculty with children.



Colleges and universities usually provide **learning centres** to assist students who are experiencing difficulties in their classes. These facilities offer tutoring and **remedial education** in areas where the student is experiencing difficulty. Counseling services are also available for students dealing with personal difficulties, including substance abuse and eating disorders. **Career placement centres** provide help in making career decisions and finding jobs after completing college.

Colleges and universities affiliated with religious groups generally sponsor **regular religious services** that are a central aspect of campus life. These schools also have **ministers, priests, rabbis**, or other campus ministry personnel available to counsel and advise students. Although public institutions in the United States and the UK are **secular** (nonreligious) there are usually churches and religious organizations available in the vicinity of the campus.

- **Extracurricular Activities**

Colleges and universities offer a range of **extracurricular activities** that can enhance the overall experience of college students. Most schools feature **intercollegiate athletic programs** in various sports for both male and female students. Large universities typically have programs in football, basketball, soccer, volleyball, tennis, swimming, track, and other sports. Intercollegiate sporting events are also popular attractions for other students and **alumni** to attend as spectators. In addition to intercollegiate athletics, most four-year colleges and universities offer students opportunities to participate in a variety of **intramural sports**.

College and university students may also participate in **student government** or serve on various institutional committees. The student government advocates student concerns to the school faculty and administration, and offers employment or **volunteer opportunities** for students. Some student governments also provide other services for students, such as operating counseling services, organizing student housing committees, and overseeing student support networks. Student governments generally allocate funds to various student organizations such as newspapers, drama groups, and film societies.

- **Problems of Student Life**

Colleges and universities have many of the same problems found in the larger society, such as **violence** and **crime**, and alcohol, drug, and sexual abuse. School policies try to govern these problems and reduce their effects. For example, policy guidelines provide protection for students against **sexual harassment** by faculty and other students. Many schools have also introduced policies aimed at eliminating the widespread problem of **binge drinking**, in which students consume dangerous amounts of alcoholic drinks at campus parties. Colleges and universities have also instituted policies against date rape, in which female students are sexually attacked by acquaintances or dates. To enforce these and other policies, colleges and universities maintain their own security personnel to provide police protection on campus.

- **Tuition**

Working on Campus Most college students work **part-time jobs** to help offset the cost of attending college. **On-campus work-study programs** can offer students opportunities to gain work experience in a variety of professional fields. The cost of attending colleges and universities has steadily increased since the 1980s. At that time, some states began to reduce the percentage of their budget devoted to higher education because they had to meet rising costs for Medicare, transportation, prisons, and other public services. Most public institutions have raised **tuition** rates to compensate for this loss of funds. Meanwhile, both public and private institutions have had to meet increased **expenditures** for faculty and staff salaries, construction, and general operations. Since private institutions in the United States do not receive public funds, they generally charge students higher tuition and fees than do public institutions.

Average U.S. College Costs College tuition and fees in the United States increased steadily during the 1980s and 1990s, particularly at private institutions. The cost of attending a private college in the 2014-2015 academic year was approximately twice what it was 20 years previously.

In the United States, the average tuition with **room and board** at a four-year public college for in-state residents during the 1978-1979

academic year was \$1,994. By the 2014- 2015 school year, the figure had reached \$7,331. At private four-year schools, tuition, room, and board nationwide increased from an average of \$4,514 to an average of \$18,476.

More than 10 percent of **full-time college students** work full-time to pay for their college education. Most others work part-time to help offset the costs of attending college. However, higher tuition and a decline in the purchasing power of minimum wage jobs have made it increasingly difficult for students to pay for college by working part-time. To provide some assistance in financing higher education costs, a number of states have established programs that allow families to prepay college tuition years in advance by purchasing special contracts or tax-exempt bonds.

Text Assignments



Task 1

Read and study the text “Student Life in British and American Universities”



Task 2

Look for the answers to these questions:

1. Why does the day-to-day life of students vary from one university to another?
2. What are the most common features of student life at four-year colleges and universities?
3. What living requirements for undergraduate students do some institutions impose?
4. How is off-campus housing arranged?
5. What kind of facilities are residence halls/ dormitories?
6. What role do student governing organizations play?
7. Do fraternity and sorority houses provide housing for all the students?
8. What kind of buildings are student unions?
9. In what way do universities provide student health services?
10. Why do colleges and universities provide learning centres?
11. What kind of help do career placement centres provide?
12. Are public institutions in the United States and the UK secular?

13. What range of extracurricular activities do colleges and universities offer?
14. What services for students do student governments provide?
15. What typical problems do colleges and universities experience? What policies have they introduced to eliminate them?
16. What do students do to offset the cost of attending college?
17. Why do private institutions charge students higher tuition and fees than public institutions?
18. What programmes have some states established to provide assistance in financing higher education costs?

Task 3.

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Higher Education”. Translate them into Ukrainian.

Task 4.

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Campus environment, off-campus housing, boarding house, residence hall, dormitory/dorm, coeducational facilities, counsellor, supervisor, fraternity/ sorority house, student union, health services, learning centre, remedial education, career placement centre, secular public institutions, extracurricular activities, intercollegiate athletic programs, alumnus, intramural sports, student government, volunteer opportunities, sexual harassment, binge drinking, part-time job, On-campus work-study programs, tuition, expenditures, room and board, full-time college student.

Task 5

Write all you can (What? When? Where? How?) about the following concepts:

Student government, volunteer opportunities, extracurricular activities, ministers/ priests/ rabbis, career placement centre, learning centre, student health insurance, fraternity/ sorority house, residence

hall, boarding house, campus environment, room and board, secular public institutions.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Student Life in British and American Universities” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. Hours a day spent in the library

HOURS A DAY SPENT IN THE LIBRARY

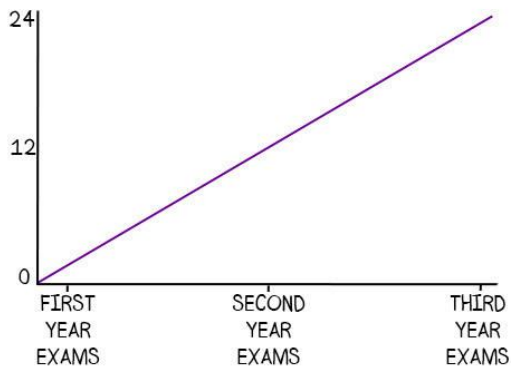


Figure 2. Student life

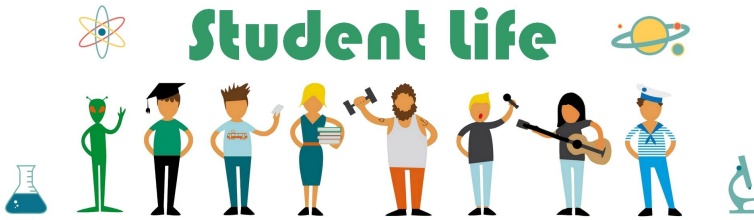


Figure 3. Student life

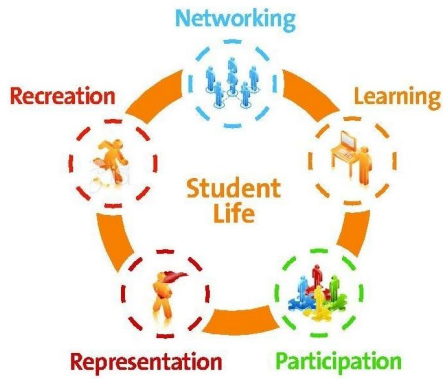


Figure 4. Student life

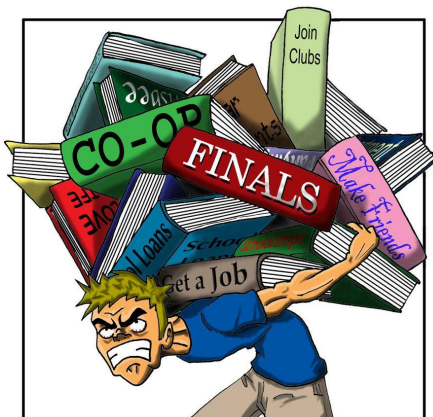


Figure 5. College life

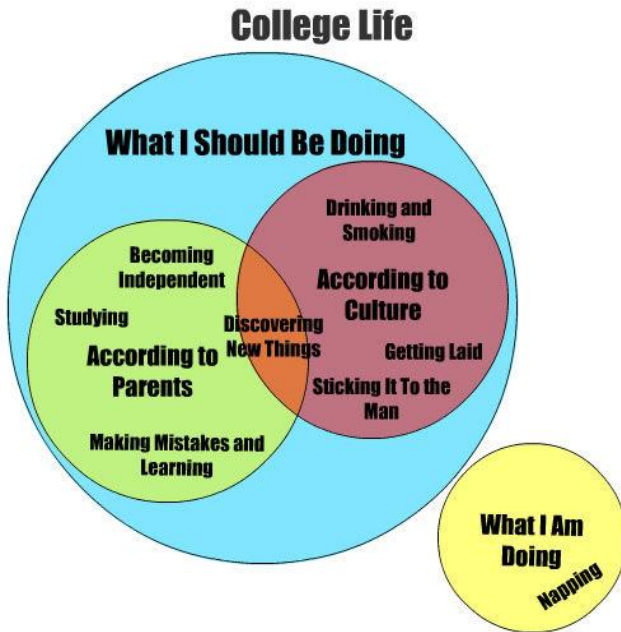
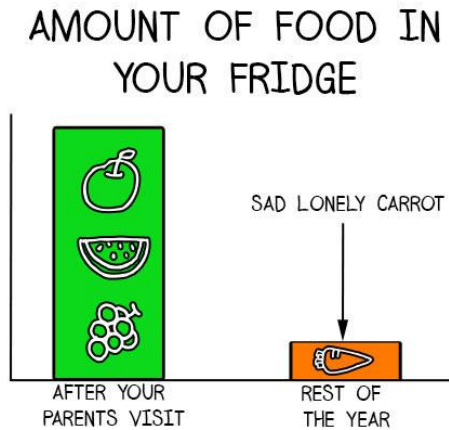


Figure 6. Student nutrition



**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Higher Education”.

Волонтерська робота пропонує великій кількості студентів шанс здійснити подорож світом, причому не в ролі звичайних туристів – охочі можуть побачити країну «зсередини». Волонтери здебільшого не отримують грошей за свою роботу, яка може бути доволі дивною: скажімо, дехто має спостерігати за гібонами або черепахами протягом тижнів, інші допомагають у проведенні церковних обрядів, а ще комусь доводиться розвантажувати товари. Головна цікавість волонтерської діяльності полягає не у грошах, а у можливості побачити світ, завести нові знайомства, вивчити іноземну мову.

Бути волонтером не надто вигідно, проте й не надто складно: зазвичай, за харчування та проживання добровольців платить працедавець, а також видає їм невеличкі особисті кошти. Самотужки охочі мають оплатити медичне страхування та реєстраційний внесок (від \$50). Іноді приймаюча сторона оплачує витрати на дорогу, але сподіватися на це все ж не варто.

Зазвичай довгострокова допомога волонтерів потрібна у сфері охорони здоров'я, будівництва, культури та сільського господарства. Від учасників будь-якої з цих програм очікується бодай мінімальне володіння мовою країни, де вони працюють.

День волонтера починається із праці, що триває зазвичай 4-6 годин на день. Бувають експедиції з жорсткішими умовами роботи, як-то 12-годинний робочий день, проте працедавець має попереджати про це майбутніх робітників. Решту часу волонтери вільні присвячувати власним справам.

Організатори волонтерських програм зазвичай намагаються організувати екскурсії та розваги для учасників. Одна з основних принад програм полягає у тому, що волонтери працюють в усьому світі. Тож якщо комусь бракує коштів на туристичну поїздку до омріяної країни, вони завжди можуть компенсувати це через волонтерство.



Task 3

Read the following extract from the famous book series by Charles Ewart Eckersley and give its literary translation.

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions — and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the Past, the Present and even the Future. The story of the University begins in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford. As was the custom then, they had joined themselves into a “Universitas” or Society — the word “University”, like the word “College”, meant originally a society of people with a common employment; it was only later it came to be associated with scholarship.

These students were all churchmen and had been studying in Oxford at that city’s well-known schools. It was a hard life at Oxford for there was constant trouble between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students, who were innocent, and by order of King John (who was quarrelling with the Church and knew that the death of three clergymen would annoy it) they were put to death by hanging. In protest, all the students moved elsewhere, some coming to Cambridge; and so the new University began. Of course there were no Colleges in those early days and student life was very different from what it is now.

Students were of all ages and came from everywhere. Those from the same part of the country tended to group together and these groups, called “Nations”, still exist, by the way, at some European Universities. The students were armed; some even banded together to rob the people of the countryside. Gradually, the idea of the College developed and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to

dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves. They studied Grammar, Logic and Rhetoric, and when the student went for his degree examination it took some time for him to show his knowledge of these subjects. So he was allowed to bring a small stool or “Tripos” to sit on, and to this day the degree examinations at Cambridge are called “Tripos” examinations.

Essential English for Foreign Students

by C. E. Eckersley

Task 4



Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

*I mean to say... That's a very good point. I have to admit...
Not necessarily. Don't you think.... I have no idea.
Hardly. However... In other words...
... for instance... It could be. To some extent that's right.*

1) *Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.*

H. Jackson Brown Jr. (1940 -)
American author

2) *Study without desire spoils the memory, and it retains nothing that it takes in.*

Leonardo da Vinci (1452 – 1519)
Italian polymath

3) *Always desire to learn something useful.*

Sophocles (497/6 – 406/5 BC)
ancient Greek tragedian

4) *Life is the most difficult exam. Many people fail because they try to copy others, not realizing that everyone has a different question paper.*

Anonymous

5) *Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.*

Henry Ford (1863 – 1947)

American business magnate; the founder of Ford Motor Company

6) *Be a student as long as you still have something to learn and this will mean all your life.*

Henry L. Doherty (1870 – 1939)

Irish-American financier and oilman

7) *Education is what survives when what has been learned has been forgotten.*

B. F. Skinner (1904–1990)

American psychologist

8) *I didn't fail the test. I just found 100 ways to do it wrong.*

Benjamin Franklin (1705 – 1790)

American polymath, one of the Founding Fathers of the United States



Task 5

Do some library research and write an essay on one of the given topics:

1. What kind of scientific research would you be involved in if you received a grant?
2. The role of general scientific disciplines in the system of philologists' study.
3. The advantages and disadvantages of living in a residence hall
4. Community work in student's life
5. What is your idea of student self-government?
6. The role of a tutor in student life
7. What obstacles arise in the process of student's learning and how to overcome them?



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See

Supplementary Part I, pp. 373- 402), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Student Life”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (pp. 521-560) and do the following tests:

- from Part A tests 8-14;
- from Part B tests 8-14;
- from Part C tests 8-14.

**TESTS IN THEMATIC VOCABULARY**

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. The Examination Board is going to change the **SYLLABUS** for the Diploma in Philology.

- a) draft b) notes c) programme d) catalogue

2. The chairperson is busy preparing the **TIMETABLE** for the next session.

- a) schedule b) draft c) programme d) list

3. Ukrainian diplomas are widely **ACKNOWLEDGED** in the world.

- a) demanded b) recognized c) established d) praised

4. There are some companies which appreciate the **COMPETENCES** of students graduating from certain faculties.

- a) power b) strength c) ability d) desire

5. The higher education teachers have to organize their lectures in **COMPLIANCE** with the curriculum.

- a) agreement b) arrangement c) concert d) concordance

6. HEI should indicate the list of **OBLIGATORY** courses.

- a) compulsory b) unrestricted c) limited d) voluntary

7. The **OPTIONAL** courses make up 25% of the total number of ECTS credits in every curriculum.

- a) restricted b) compulsory c) voluntary d) elective

8. HEIs can generate resources from tuition fees, various national and international projects, **DONATIONS**, grants, consultancy services.

- a) gifts b) contributions c) payments d) recompense

9. The allocation of funds is based on the real costs of the institution in relation to the number of students due to be ENROLLED in the next academic year.

- a) applied b) registered c) dismissed d) promoted

10. The Ministry of Education and Science allocates funds directly to the public HEIs and controls their EXPENSES.

- a) budgets b) finances c) expenditures d) profits

11. In general, a thorough training leads to the ACQUISITION of specific higher education qualifications.

- a) attainment b) appropriation c) maintenance d) involvement

12. Academies act as leading research and methodological centres in both FUNDAMENTAL and applied research fields.

- a) general b) obligatory c) primary d) necessary

13. PhD degree is a scientific degree received on ACCOMPLISHING the post-graduate course.

- a) achievement b) completion c) defence d) obtainment

14. INSTRUCTION of specialists in HEIs may be carried out without interruption of work - correspondence education.

- a) learning b) coaching c) workout d) training

15. In addition to CONVENTIONAL methods of instruction many colleges and universities offer distance education programs.

- a) traditional b) useful c) obligatory d) compulsory

16. In some cases medical student may participate in the work as an AIDE.

- a) consultant b) adviser c) tutor d) assistant

17. Science courses typically include laboratory sections in which students CONDUCT experiments.

- a) operate b) perform c) maintain d) provide

18. Faculty members receive a faculty RANK as part of their appointment.

- a) position b) job c) title d) place

19. The responsibilities of deans typically include IMPLEMENTING policies established by the board of trustees and the president.

- a) operate b) provide c) obtain d) execute

20. Presidents of colleges and universities ENFORCE the policies, regulations, and other procedures that govern their institution.

- a) effect b) promote c) stipulate d) run

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

medieval universities	higher education	postgraduate degrees
doctorate	faculties	master's degree
liberal arts	bachelor's degree	postgraduate education
awarding degrees	levels of study	logic

Although systems of date back to ancient Greece, ancient Rome, China, ancient India and Arabian Peninsula, the concept of depends upon the system of at different , and can be traced to the workings of European , mostly Italians. University studies took six years for a and up to twelve additional years for a or The first six years taught the faculty of the arts, which was the study of the seven: arithmetic, geometry, astronomy, music theory, grammar, logic, and rhetoric. The main emphasis was on Once a Bachelor of Arts degree had been obtained, the student could choose one of three.....—law, medicine, or theology—in which to pursue master's or doctor's degrees. The main significance of the higher, was that they licensed the holder to teach ("doctor" comes from Latin *docere*, "to teach").

Test 3. Match the definition with the correct word:

1.	alumnus	a) the chief administrative official of a college or university faculty
2.	campus	b) the fine arts, humanities, sociology, languages, and literature
3.	tuition	c) an academic award conferred by a university or college on successful completion of a course or as an honorary distinction
4.	college	d) a graduate of a school, college
5.	undergraduate	the process or act of imparting knowledge; teaching; education
6.	sandwich course	a sum of money provided by a government, local authority, or public fund to finance educational study
7.	dean	education and training at colleges, universities, polytechnics
8.	emeritus	the staff of a department within a university or college devoted to a particular branch of knowledge
9.	instruction	the subjects studied for a particular course
10.	syllabus	a section of an examination syllabus satisfactorily completed, as in higher and professional education
11.	higher education	any of several courses consisting of alternate periods of study and industrial work
12.	degree	an institution of higher education; part of a university
13.	faculty	the grounds and buildings of a university; the outside area of a college, university
14.	liberal arts	the payment for instruction in colleges or universities

15. grant	retired or honourably discharged from full-time work, but retaining one's title on an honorary basis
16. credit	a person studying in a university for a first degree

Test 4. Find the synonyms and group them correspondingly:

Record-book, hostel, training, elective courses, mark book, first-year student, compulsory courses, senior freshman, second-year student, workshop, assistant, obligatory courses, truancy, instruction, promotion, sophomore, hall of residence, scholarship, third-year student, junior, lecturer, correspondence courses, instructor, optional courses, professor, dormitory, graduating student, teaching, grant, seminar, aide, advancement, non-attendance, extramural courses.

Test 5. Complete the following sentences with the words below:

Vocational education	fellowships	dissertation
competence	public universities	coursework
admission	scholarships	student loans
postgraduate certificates	thesis	research assistants

1. Postgraduate education can involve studying for qualifications such as
2. The competition for is very large, as they are the most prestigious and respected universities.
3. Graduate students may take out, but instead they often work as teaching or
4. In universities, students are usually required to perform to broaden their knowledge.
5. Ph.D. candidates undertaking research must typically complete a, or
6. to undertake a research degree in the UK typically requires a good bachelor's degree.

7. There are a number of for master's courses, but these are relatively rare.
8. Many graduate programs require students to pass one or several examinations in order to demonstrate their as scholars.
9. Some students can attain outside..... as the National Science Foundation.
10. is education that prepares people to work in various jobs, such as a trade, a craft, or as a technician.





TEACHING PRACTICE

You will learn:

- *why ancient people honored their teachers more than their parents*
- *what teachers gained wide recognition for their learning during the Renaissance*
- *how meaningful learning environment can be achieved*
- *what academic goals the teacher should pursue*
- *what makes a good teacher*
- *why many parents choose to homeschool (general risks and benefits of homeschooling)*
- *what the term “parental narcissism” means*
- *how an empathic environment can be created*



PART I

TEACHING AND TEACHER TRAINING

Teaching is a systematic presentation of facts, ideas, skills, and techniques to students. Although human beings have survived and evolved as a species partly because of a capacity **to share knowledge**, teaching as a profession did not emerge until relatively recently. The societies of the ancient world that made substantial advances in knowledge and government, however, were those in which specially designated people **assumed responsibility for educating** the young.

In ancient India, China, Egypt, and Judea, teaching was often performed by a **priest** or **prophet**, and the teacher enjoyed prestige and privilege. Among the Jews, many adults considered teachers the **guides to salvation** and urged children to honor their teachers even more than their parents.

The ancient Greeks, whose respect for learning is evident in their art, politics, and philosophy, saw the value in educating children. Wealthy Greeks added teachers to their households, often slaves from conquered states. At the height of the Roman Empire, during the first five centuries ad, Roman citizens also followed the practice of having teacher-slaves, usually Greeks. The English word **pedagogue**, a synonym for teacher, comes directly from the Greek word for slave.





By the Middle Ages in Europe (from 5th century to 15th century), the Roman Catholic Church had **taken over the responsibility for teaching**, which was conducted in monasteries and specially designated **learning centers**. Many of these learning centers evolved gradually into major universities, such as the Universities of Paris in France, and the University of Bologna, in Italy. In the 17th and 18th centuries, interest in the education of children intensified among Europeans, and knowledge about **teaching methods** increased.

In North America a **commitment to education** played an important part in colonial development of the continent. The colony of Massachusetts passed a law in 1647 requiring towns with 50 or more families to establish an **elementary school** and those with 100 or more families to establish Latin **grammar schools** for **secondary-level education**. Colonists in North America also valued the role of **higher education**. Harvard College (later renamed Harvard University) was founded in Massachusetts in 1636, and the College of William and Mary was established in Virginia in 1693. Some of the most prominent Early Americans, particularly Thomas Jefferson, James Madison, and Benjamin Franklin, argued strongly for a **national education system**. They considered education not only a means of **harnessing talent** in the nation, but also a means of teaching people the demands of democratic citizenship. Not until the 20th century, however, did teachers in the United States begin to **enjoy professional status**.



The teaching profession varies from country to country. In many countries teaching is a highly respected and prestigious profession. In Japan, for example, teachers receive significantly better salaries and benefits than do teachers in the United States. In developing nations, teachers often **have prestige**, but their salaries are often meager and their working conditions are generally poor. In some nations, such as Ireland and Spain, the Roman Catholic Church participates in all aspects of education, including teacher training. All countries, but particularly developing nations, lose many of their most qualified teachers to more lucrative positions in commerce and industry.

As more and more countries recognize connections between stable government, economic growth, and **effective schooling**, they are making education more of a national priority. Teaching, like the field of medicine, has become an international activity with **practical and theoretical knowledge** freely exchanged across borders.

* * *

Teacher training is education and preparation of individuals enabling them to become professional teachers. Although anyone aiding another individual to learn is in a sense a teacher, special **skills and abilities** are necessary **to succeed in the teaching profession**.

Ancient and medieval societies lacked institutions offering **instruction in the principles and practices of teaching**. Persons intending to become teachers were required only to demonstrate some

knowledge of those subjects they desired to teach. During the Renaissance, some teachers such as Vittorino da Feltre in Italy, Johannes Sturm in Germany, and John Colet in England gained wide recognition for their **learning** and ability to teach, but the training of teachers was given little attention. It was not until the rise of democratic principles during the 17th and 18th centuries, with their assertion that the political, social, and economic development of nations could best be achieved through the education of the individual citizen, that measures were taken to establish institutions **to provide teacher training**.

The earliest-known **educational institution** to offer a **systematic program of teacher training** was the Institute of the Brothers of the Christian Schools, which was established in 1685 at Reims, France, by the French priest Saint John Baptist de la Salle. In the 18th century other such institutions were begun in France and Germany. A **government-sponsored school** established in France in 1794 was the first to follow the principles of the philosopher Jean Jacques Rousseau. Rousseau believed that educators should concern themselves primarily with the **mental and physical development** of their pupils and only secondarily with **subject matter**. This principle was later adopted by teacher-training schools throughout the world and became a **basic doctrine** of all **educational theory**. The most important of the many **educators** who applied and developed the **pedagogical theories** of Rousseau was the



late 18th -century Swiss **educational reformer** Johann Heinrich Pestalozzi.

An important advance in **teacher-training theories and methods** was made in Prussia early in the 19th century with the application of the views of the educator Johann Friedrich Herbart. He stressed the study of the **psychological processes of learning** as a means of **devising educational programs** based on the **aptitudes**, abilities, and interests of students. The success of Herbart's methods led to their adoption in the teacher-training systems of numerous countries.

In the 21st century many new trends and problems in relation to the growth of the profession have arisen. The study of methods of teaching has been recognized as a science. Standards for the **certification of teachers** were raised in many countries. **Elementary-school teachers** were required **to complete a college-degree course** before being given a **permanent teaching certificate**, while **study beyond a bachelor's degree** has become necessary **to teach on a permanent basis** in high school. In addition to a thorough command of at least one academic subject, a qualified teacher is expected **to have a broad background of general education**, as well as professional preparation that includes the **psychology of children or adolescents**, the principles and techniques of teaching, and the **historical foundations of education**.

A wave of **educational reforms** has begun to affect teacher training. Numerous reports combined with a predicted shortage of teachers in some fields have raised the awareness of the need to attract large numbers of high-quality teacher candidates and to improve their education and training. Many departments of education have examined and revised **curricula**. Educational organizations have issued influential reports proposing **sweeping changes** to improve the education of **prospective teachers** and to help keep teachers from leaving the classrooms for other jobs. Now receiving widespread study are proposals to put greater emphasis on **a solid liberal arts background** for teachers; to allow college graduates who did not attend schools of education to enter classroom teaching via **alternative certification routes**; to raise the **standards of academic preparation** and experience that new teachers must meet; and to create all-round boards to certify teachers that would replace many different **certifying bodies**.

Text Assignments**Task 1**

Read and study the text “Teaching and Teacher Training”

**Task 2**

Look for the answers to these questions:

1. What is teaching? Dwell on definition of the concept.
2. Why did ancient people honor their teachers more than their parents?
3. Who were the first teachers? What does the word “pedagogue” mean?
4. In what places was teaching conducted in Europe in the Middle Ages?
5. What role did a commitment to education play in colonial development of North America?
6. How did Th. Jefferson, J. Madison and B. Franklin consider education?
7. When did teachers in the United States begin to enjoy professional status?
8. Is teaching respected and prestigious profession nowadays?
9. What attitude does the Roman Catholic Church adopt towards education?
10. How is the concept “teacher training” interpreted in the text?
11. Were there any institutions offering instruction in the practices of teaching in ancient and medieval societies?
12. What teachers gained wide recognition for their learning and ability to teach during the Renaissance?
13. When was the earliest-known educational institution with a systematic program of teacher training established?
14. What were the educational principles Jean Jacques Rousseau followed?
15. What were the principal teacher-training views of the educator Johann Friedrich Herbart?
16. What sort of trends and problems concerning teacher training have arisen in the 21st century?

17. How have contemporary educational reforms affected teacher training?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Teaching and Teacher Training”. Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Teaching, to assume responsibility for educating smb., to take over the responsibility for teaching, learning center, a commitment to education, secondary-level education, to harness talent, to enjoy professional status, practical and theoretical knowledge, teacher training, to succeed in the teaching profession, instruction, the principles and practices of teaching, educational institution, systematic program of teacher training, a government-sponsored school, mental and physical development, subject matter, educational reformer, psychological processes of learning, devising educational programs, aptitudes, certification of teachers, a permanent teaching certificate /to teach on a permanent basis, prospective teacher, alternative certification routes, certifying body.

Task 5



Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Renaissance, teaching, teaching methods, Jean Jacques Rousseau, pedagogue, the Roman Empire, priest /prophet, the Institute of the Brothers of the Christian Schools, effective schooling, the Roman Catholic Church, elementary school, Early Americans, Harvard College, educational institution, pedagogical theories, psychological

processes of learning, bachelor's degree, curriculum, standards of academic preparation.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Teaching and Teacher Training” using the thematic vocabulary and your summaries as a support.



CLASS MANAGEMENT

Behavior management interventions can be defined as all those actions (and **conscious inactions**) teachers and parents engage in to enhance the probability that children, individually and in groups, will develop effective behaviors that are personally fulfilling, productive and socially acceptable. Teachers who **strive for excellence** will incorporate a vast array of **behavior management approaches** in order that all children are engaged in a **meaningful learning environment**. First impressions are important and really do matter. The effective teacher starts the first day of the year by setting a standard for how the rest of the year should follow. Start the year off with a **discipline plan** in place that allows students a set of expectations for behavior. The effective teacher must gain the student’s respect from the start by **maintaining control** and establishing a sense of order. A good discipline plan must be incorporated the first day of school and enforced. An effective teacher should have a discipline plan with routines, rules, and consequences.

Classroom Rules:

1. Be respectful and use integrity
2. Be on time everyday
3. Do your best in all that you do

Consequences:

1. Thinking Chair or discussion with the teacher
2. Detention
3. Parent call and meeting
4. Office Referral

Rewards:

1. Praise and acknowledgement
2. Extra points
3. Special recognition (letter or certificate)
4. Educational computer game time or other subject study time
5. Gift from the treasure box

❖ **SEVERE clause:** All severe disciplinary behavior or performance will be directed to the assistant principal right away, no exceptions.

The discipline plan can be teacher-made or made through **teacher-student collaboration**. The first few weeks of school should be spent going over procedures and rules. During the first few weeks of school, you should spend time teaching, practicing, and re-teaching procedures so that they become routines. This will set the scene for learning the remainder of the year. Students appreciate knowing the teacher's expectations.

Teachers should treat students equitably. Fairness can be interpreted in different way. **Moral intelligence** is demonstrated by being fair. An effective teacher is trustworthy and maintains a **classroom environment** that is safe, predictable, and successful. Teachers who are perceived as unfair are not respected. As teachers, we need to be sure not to allow prejudice or negative feelings affect the way we react to our students or their diverse needs. Our job as teachers is to teach all students. We must give every student the same chance for success. All classrooms will have disruptions. It is imperative that you deal with **classroom disruptions** immediately and with little interruption of your **class momentum**. There have been some suggested strategies likes writing names on the board, a stern look, or moving in proximity to the **disruptive student** can help deter the **offending student**. If the teacher continues teaching and deals with the problem at

hand with little commotion, the class can stay on track. The effective teacher **avoids confrontations** in front of students. The teacher should remain calm and **diffuse the situation** as soon as possible. Confrontations are embarrassing and uncomfortable for the teacher and the student. If the teacher is not able to get the situation under control immediately the student should be removed from the classroom and handled away from the other students.

Being prepared is essential to being an effective teacher. It is better to over plan and run out of time than to run out of lessons. Teachers should avoid free time which may lead to behavior problems. Free time allows the children to get bored and they will look for something to entertain them. Free time indicates an unprepared or disorganized teacher and invites noise and disruptions. Early finishing activities should be planned from a selected list of activities and always have **academic enrichment** as its goal. When students are not engaged in fun and interesting activities they will develop their own fun and interesting activities that may not **be cohesive to learning** and following classroom rules.

One of the worst things a teacher can do is to not **enforce rules consistently**. Consistency **provides stability** and **predictability**. When a teacher is consistent, students know what is expected of them and they know their boundaries which gives them a sense of safety. If one day **misbehavior** is ignored and the next day the teacher disciplines



someone for the **minor infraction**, students will quickly lose respect for the teacher. When **implementing** a discipline plan, teachers should be fair and logical. If rules are not implemented consistently, students will not know what is expected of them and will cease to follow the rules. Classroom rules should be written in a concise, logical and positive way. Rules should be short, clearly stated and visible in the classroom. They should be established at the beginning of the year and reviewed as needed. Consequences should also be posted in the classroom. Teachers should make sure all students understand the rules as well as the consequences. Knowing and understanding the consequences ahead of time is paramount to improved cooperation and achievement. Parents should also be made aware of the rules and consequences so that they understand and support the teacher.

Teachers should let students know that everyday is a fresh new day with new opportunities. This presents students who have broken rules in the past with the opportunity of beginning again. If students think that the teacher will hold their past behavior against them, they will begin to lose motivation in the class.

Creating and maintaining an orderly, productive classroom environment has long been viewed as one of the essential elements in **teaching competence**. Not only is there little argument as to the importance of these elements from the common sense point of view, but research has also shown that a number of management variables are also correlated with pupils' achievements.

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by Latisha Meyer, PhD

Text Assignments

Task 1



Read and study the text “Class Management”



Task 2

Look for the answers to these questions:

1. How is the concept “behavior management interventions” interpreted in the text?

2. How can meaningful learning environment be achieved?
3. In what way can the effective teacher gain the student's respect from the start?
4. Who should be the implementator of the discipline plan?
5. In what way can equitability in the learning process be achieved?
6. What kind of classroom environment does an effective teacher maintain?
7. How should teachers deal with classroom disruptions?
8. What happens if students are not engaged in interesting activities during the lesson? Why should teachers avoid free time?
9. What academic goal should the teacher pursue?
10. Should classroom rules be enforced consistently? What does consistency provide?
11. What sort of teacher's actions can cause pupils' disrespect?
12. What kind of attitude should the teacher take towards students who broke rules in the past?
13. Are class management variables correlated with pupils' achievements?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic "Class Management". Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Behavior management interventions, conscious actions/ inactions, to strive for excellence, behavior management approaches, meaningful learning environment, discipline plan, to maintain control, teacher-student collaboration, moral intelligence, classroom environment, classroom disruptions, class momentum, disruptive / offending student, to avoid confrontations, to diffuse the situation, academic enrichment, to be cohesive to learning, to enforce / implement rules consistently, to provide stability/ predictability, minor infraction, teaching competence.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts:

Meaningful learning environment, teacher-student collaboration, moral intelligence, classroom disruptions, teaching competence, misbehavior, offending student, academic enrichment, minor infraction, motivation, confrontations, sense of order, discipline plan.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

**Task 7**

Present the information on the theme “Class Management” using the thematic vocabulary and your summaries as a support.



WHAT MAKES A GOOD TEACHER?

Roughly a year ago, I wrote a column on "The 4 Properties of Powerful Teachers," and named "personality" as one of those qualities. While recognizing that everyone is different, and that **personality** isn't necessarily something we can control, I was attempting to identify key characteristics that most of my best teachers, from kindergarten through graduate school, had in common. When I say "**best teachers**," I'm not just talking about the ones I liked best. I mean the teachers who had the greatest influence on me — the ones whose names I still remember to this day, even though in some cases it's been more than 40 years since I sat in their classrooms. They are people I've tried **to emulate in my own teaching**.

What made them good teachers? I can't offer any empirical answers to that question, but I do know that personality was a key factor in all of them. Perhaps we can measure effectiveness in the classroom, to some extent, but how do we really determine quality? It seems to me that we've been trying for years, through various evaluation metrics,



without a whole lot of success. I've known some bad teachers who were able **to manipulate the metrics**, and some good ones whose excellence wasn't immediately apparent on paper.

We may never be as funny, approachable, or creative as our favorite teachers. But simply by recognizing those **traits** as **desirable**, we can become more approachable, creative, and, yes, funnier than we would be otherwise. In any case, the following observations are based entirely on my own experiences as a student, professor, and former midlevel administrator who has seen many good teachers (and a few bad ones) **practice** their **craft**. My hope is that, even if this list is somewhat subjective — not to mention incomplete — it won't seem entirely unfamiliar.

- They are good-natured. The best teachers tend to be **approachable**, as opposed to sour and **forbidding**. Grouchy, short-tempered, **misanthropic curmudgeons** can sometimes make effective teachers, too, if for no other reason than that they prepare us for grouchy, short-tempered, misanthropic bosses. I had some **grouchy teachers** myself, especially in graduate school, and learning to cope with them was a **valuable experience** I would not wish to deny anyone. But most of my very best teachers were pretty **easy to get along with** — as long as I paid attention in class and did my work.
- They are professional without being aloof. Most academics tend to keep students at arm's length — the obvious message being, "I'm your teacher, not your friend." Clearly, **professionalism** requires a certain amount of **boundary-setting**, which can be difficult, especially when dealing with older students, where the age gap is often not all that wide and, under different circumstances, they might actually be your friends. My best teachers always seemed to

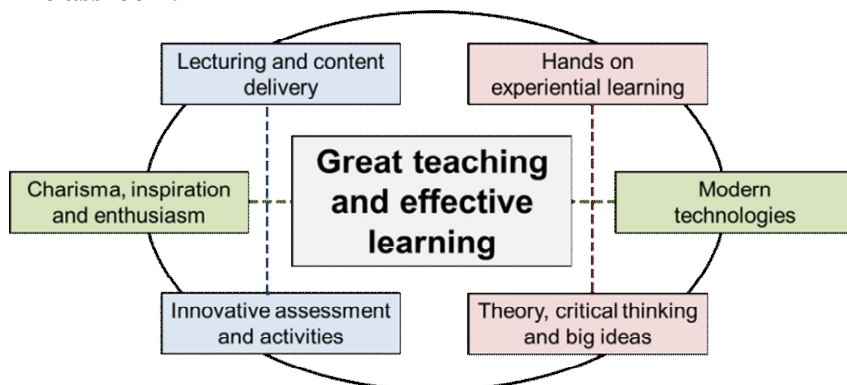


effortlessly walk that very fine line between being an **authority figure** and being someone I felt I could talk to. I didn't even understand what they were doing — or how difficult it was — until I had to do it myself years later.

- They have a good sense of humor. They may or may not **be ready for the improvisation**, but they don't take themselves or their subject matter too seriously. Few things are more off-putting than **faculty members** who think they're much smarter than anyone else in the room (or any room) — unless it's those who think their subject is the most important of all and expect students to feel the same way, other classes be damned. My best teachers not only understood that their course was just one of several we were taking, but also had a great, **self-deprecating wit**, often making jokes at their own expense and even sometimes **making light of their subject**. Funny how an ounce of humor can sometimes help students **grasp the material** better than a pound of gravitas.
- They seem to enjoy what they do. Some faculty members don't really like students. They are the **academics** who constantly **whine about their workload** and complain about how rude or unprepared their students are. I've often wondered: Why are such people even in this profession? What did they expect? The teachers I remember as the very best were those who clearly loved teaching and **got a kick out of associating with students** every day. After all, no one wants **to feel like a nuisance**, which is exactly how some teachers make their students feel.

- They are demanding without being unkind. Some academics **take great pride in being disliked**, wearing their unpopularity like a badge of honor. They naturally assume it's because they're so "tough" and "rigorous," reasoning that lazy students dislike rigor and **transfer their dislike to** the people who demand it. In my experience, however, most students want **to be challenged**; they don't mind if a lot is expected of them. They just don't want their professors to be jerks or **insufferable know-it-alls**. My best teachers were demanding without being **mean-spirited**.
- They seem comfortable in their own skin. Perhaps one reason students tend to like these faculty is that they like themselves, without being in love with the sound of their own voices. This is related to not taking themselves too seriously, but it goes beyond that. The **root cause of bad teaching** is a fundamental **lack of self-confidence**, leading teachers to overcompensate by being **unreasonably demanding**, aloof, or **condescending to** students. Paradoxically, professors who **appear arrogant** and **narcissistic** are often trying to cover up what they perceive as profound deficiencies in their own personalities and abilities. The best teachers are confident without being arrogant, **authoritative** without being condescending.
- They are tremendously creative. They are always willing to **entertain new ideas** or try new things — sometimes even on the fly. "Innovation" is a buzzword nowadays, but the term seems applied almost exclusively to the use of technology. My best teachers, though, were **truly innovative**, coming up with creative ways — sometimes on the spur of the moment — to help us understand, **internalize**, and remember what they were trying to teach. What made those teachers innovative was not tools or technology but their minds.
- They make teaching look easy. We all know it isn't. Ultimately, great teachers are like great athletes, dancers, or musicians. We may know, cognitively, that what they do isn't easy, but they seem to do it so effortlessly that we're lulled into thinking it's no big deal — until we try it ourselves. Then we learn quickly just how

difficult it is to play a sport or an instrument — or teach — at a very high level. I didn't fully appreciate that until I became a teacher myself and discovered how easy it is **to fall short in the classroom.**



Most of these things I've mentioned here are personality facets. We can't control whether or not we have them or to what degree. No doubt, there is some truth to the idea that certain people are just born teachers because they happen to be blessed with these traits in abundance. At the same time, even if we are not "**born teachers**," we can work to develop the qualities of those teachers in ourselves. We may never be as funny, approachable, or creative as our favorite teachers. But simply by recognizing those traits as desirable, by acknowledging that we don't possess them to the degree we would like, and by committing ourselves to working on those areas, we can become more approachable, creative, and, yes, funnier than we would be otherwise. It's the **journey of self-improvement** that makes the difference.

The Chronicle/ May 31, 2016
 by **Rob Jenkins**/ associate professor
 of English at Perimeter College
 of Georgia State University

Characteristics and Qualities of Great Teachers

- Great teachers **set high expectations** for all students. They expect that all students can and will achieve in their classroom, and they don't give up on **underachievers.**

- Great teachers have clear, **written-out objectives**. Effective teachers have lesson plans that give students a clear idea of what they will be learning, what the assignments are and what the **grading policy** is. Assignments have **learning goals** and give students ample opportunity **to practice new skills**. The teacher is consistent in grading and returns work in a timely manner.
- Great teachers are prepared and organized. They are in their classrooms early and ready to teach. They **present lessons in a clear and structured way**. Their classrooms are organized in such a way as **to minimize distractions**.
- Great teachers engage students and get them to look at issues in a variety of ways. **Effective teachers** use facts as a starting point, not an end point; they ask “why” questions, look at all sides and **encourage students to predict** what will happen next. They ask questions frequently to make sure students are following along. They try to engage the whole class, and they don’t allow a few students to dominate the class. They **keep students motivated with varied, lively approaches**.
- Great teachers **form strong relationships** with their students and show that they care about them as people. Great teachers are warm, accessible, enthusiastic and caring. Teachers with these qualities are known to stay after school and make themselves available to students and parents who need them. They are **involved in school-wide committees and activities**, and they **demonstrate a commitment to the school**.
- Great teachers are masters of their subject matter. They **exhibit expertise in the subjects** they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and **instill a hunger in** their students **to learn** more on their own.
- Great teachers communicate frequently with parents. They reach parents through conferences and frequent written reports home. They don’t hesitate to pick up the telephone to call a parent if they are concerned about a student.

Text Assignments**Task 1**

Read and study the text “What Makes a Good Teacher?”

**Task 2**

Look for the answers to these questions:

1. What meaning does the author put into the phrase "best teachers"?
2. What key factor was common in all of his teachers?
3. How can the quality and effectiveness of teaching be determined?
4. Can grouchy and misanthropic people make effective teachers according to the author's view?
5. Does professionalism require a certain amount of boundary-setting? Is it difficult to achieve?
6. Can humor help students grasp the material better than gravity?
7. What is the author's attitude towards the teachers who think they're smarter than the others?
8. How does the author characterize teachers who constantly whine about their workload? How do such teachers make their students feel?
9. Why do some teachers take great pride in being disliked? How do they reason such attitude?
10. What is the root cause of bad teaching in author's opinion?
11. What do teachers who appear arrogant and narcissistic often try to cover up?
12. What made the author's teachers innovative?
13. Does teaching look easy? When does a person realize it doesn't?
14. Is there any truth to the idea that certain people are already born teachers?
15. How does the author interpret the phrase “the journey of self-improvement”?
16. Who are underachievers?
17. How does the author comment on the “clear, written-out objectives” of great teachers?
18. In what way do good teachers engage students and get them to look at issues? How do they keep students motivated?
19. How do good teachers demonstrate a commitment to the school?
20. What kind of attitude should great teachers adopt towards parents?

Task 3

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “What Makes a Good Teacher?” Translate them into Ukrainian.

Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Personality, to emulate in one’s own teaching, misanthropic curmudgeons, boundary-setting, authority figure, to whine about one’s workload, desirable traits, to practice one’s craft, to be approachable/forbidding, grouchy teachers, to be easy to get along with, professionalism, faculty members, self-deprecating wit, to make light of one’s subject, to grasp the material, to get a kick out of associating with smb., to feel like a nuisance, to take pride in being disliked, to transfer one’s dislike to smb., to be challenged, insufferable know-it-all, to be mean-spirited, to be unreasonably demanding/ aloof/ condescending/ authoritative, to appear arrogant/ narcissistic, to entertain new ideas, to fall short in the classroom, the journey of self-improvement, to set high expectations for smb., underachiever, learning goals, grading policy, to minimize distractions, to encourage smb., to predict smth., to keep smb. motivated with varied, lively approaches, to demonstrate a commitment to the school, to exhibit expertise in the subjects, to instill a hunger in smb. to learn.

Task 5

Write all you can (What? When? Where? How?) about the following concepts:

Best teachers, professionalism, faculty members, boundary-setting, grouchy teachers, self-deprecating wit, insufferable know-it-all, born teachers, the journey of self-improvement, underachievers, valuable experience, effective teachers, great athletes/dancers/ musicians, innovation, improvisation, misanthropic bosses, personality.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “What Makes a Good Teacher?” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. School Uniforms

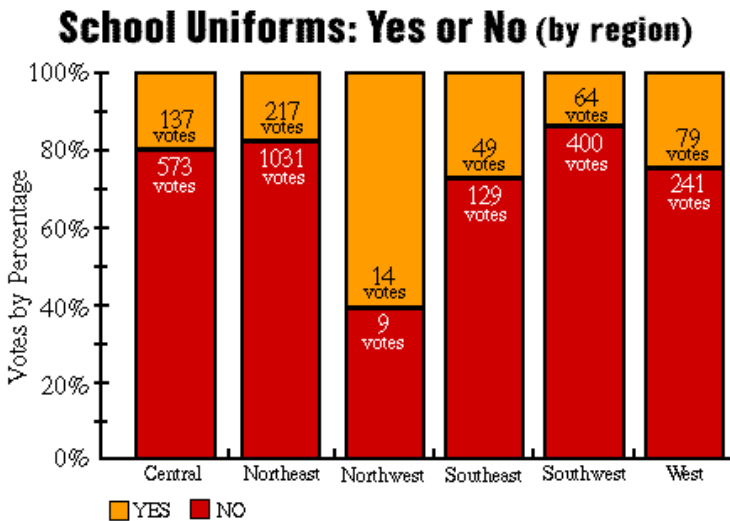


Figure 2. Smoking Frequency

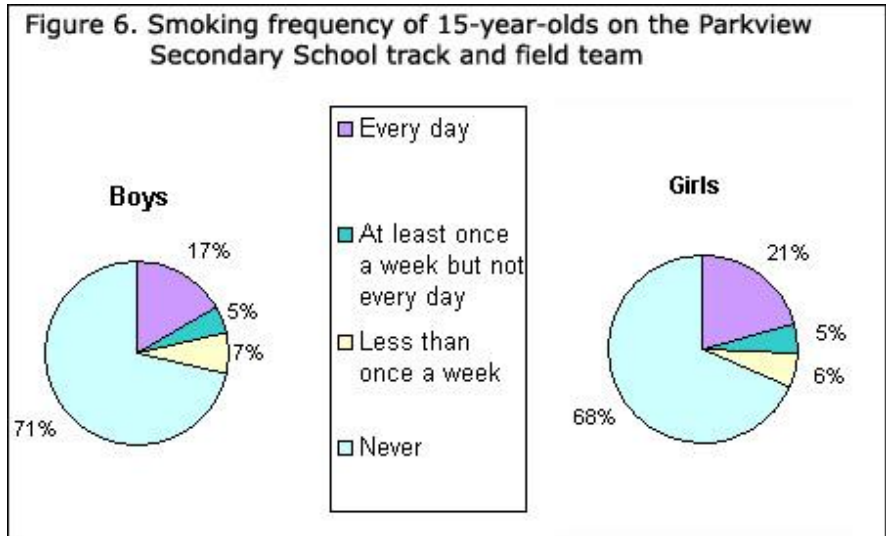


Figure 3. Bullying



Figure 4. Education system

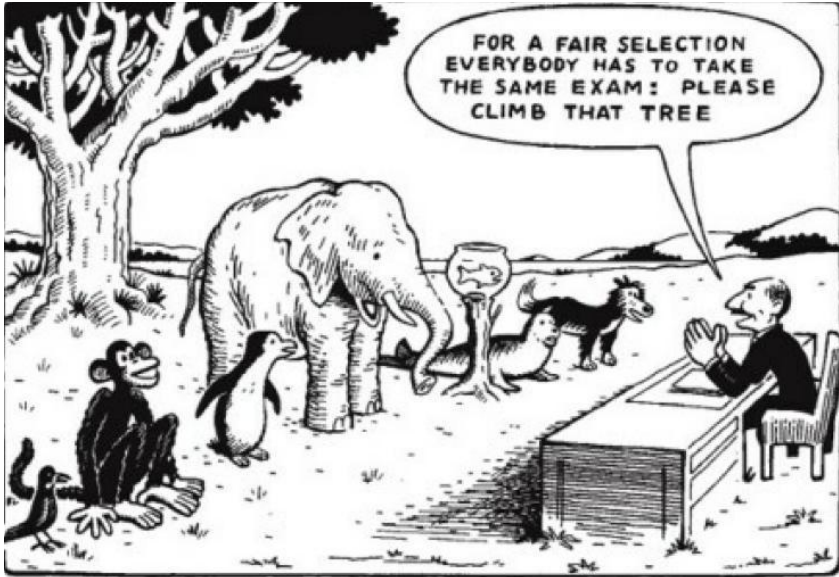


Figure 5. Teaching Methods

INDIVIDUAL METHODS FOR TEACHING:

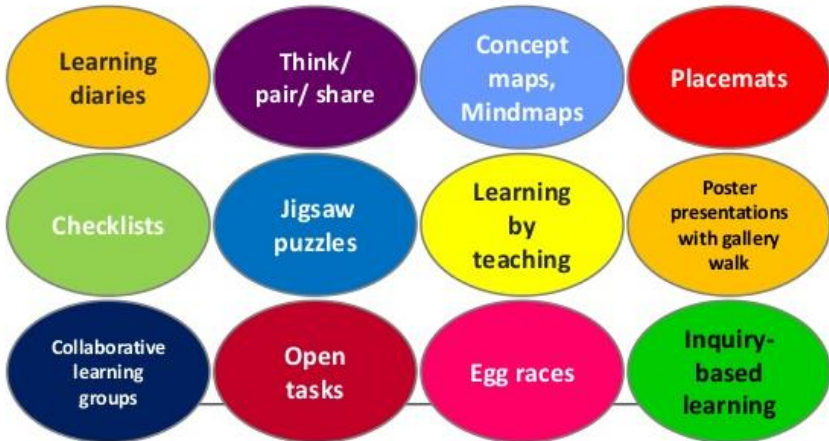


Figure 6. Class Management**Task 2.**

Translate the following text into English using the thematic vocabulary of the topic “Teaching and Teacher Training”.

Міністерство юстиції в межах проекту «Я маю право!» за підтримки МФ «Відродження» та за сприяння Національної поліції України розпочало інформаційну кампанію «Стоп Булінг», орієнтовану на дітей та їхніх батьків. Булінг – це агресивна і вкрай неприємна свідома поведінка однієї дитини або групи дітей стосовно іншої дитини, що супроводжується регулярним фізичним і психологічним тиском та є гострою проблемою сучасності. За даними дослідження UNICEF Україна за 2017 рік, 67% дітей стикалися з булінгом (були жертвою або свідком), а 40% постраждалих від цькування взагалі ні з ким не ділилися проблемою і не зверталися за допомогою. 25% - говорили про це не з дорослими (з другом чи братом/сестрою). З тих, хто мовчать – 40% соромляться про це говорити, а 22% вважають, що це

нормальне явище. За даними доповіді ВООЗ в 2016 році, Україна займає 9 місце серед 42 досліджуваних країн по відсотку жертв булінгу серед 15-ти річних (9% дівчат та 11% хлопців).

Найбільш розповсюдженим є психологічний і фізичний булінг. Проте, як наслідок поширення ролі комунікаційних технологій: телефонного зв'язку, Інтернету та соціальних мереж, з'являється новий вид цькування – кібер булінг. Це не просто пустощі або грубість, це особлива форма взаємин між дітьми, що за відсутності реагування може перерости в насильство. Тому надзвичайно важливим є небайдужість батьків до своєї дитини і постійне відстежування ситуації – настрою і стану дитини. Крім того, не варто забувати про тісний контакт з класним керівником, налагодження комунікації з іншими батьками в класі. Пам'ятайте, якщо помітили, що: у дитини немає друзів, дитина боїться іти до школи, має низьку самооцінку, у дитини з'являються зіпсовані речі, дитина сама наносить собі ушкодження, сумна після спілкування у соціальних мережах та поговоріть із дитиною, вислухайте та допоможіть вирішити проблемну ситуацію.

В рамках кампанії «Стоп Булінг» розроблено інформаційні матеріали, з яких можна дізнатися, які види булінгу існують та як діяти в ситуації, якщо ви стали свідком булінгу. В них також міститься інформація для батьків, чиї діти стали жертвами цькування або ж самі вчиняють насилля щодо інших дітей.



Task 3

Read the following extract from the famous novel by Ray Bradbury and give its literary translation.

Mildred smoothed the bedclothes. Montag felt his heart jump and jump again as she patted his pillow. Right now she was pulling at his shoulder to try to get him to move so she could take the pillow out and fix it nicely and put it back. And perhaps cry out and stare or simply reach down her hand and say, "What's this?" and hold up the hidden book with touching innocence.

"School is shortened, discipline relaxed, philosophies, histories, languages dropped, English and spelling gradually neglected, finally almost completely ignored. Life is immediate, the job counts, pleasure

lies all about after work. Why learn anything save pressing buttons, pulling switches, fitting nuts and bolts?"[...]

"Yes, but what about the firemen, then?" asked Montag.

"Ah." Beatty leaned forward in the faint mist of smoke from his pipe. "What more easily explained and natural? With school turning out more runners, jumpers, racers, tinkerers, grabbers, snatchers, fliers, and swimmers instead of examiners, critics, knowers, and imaginative creators, the word 'intellectual,' of course, became the swear word it deserved to be. You always dread the unfamiliar. Surely you remember the boy in your own school class who was exceptionally 'bright,' did most of the reciting and answering while the others sat like so many leaden idols, hating him. And wasn't it this bright boy you selected for beatings and tortures after hours? Of course it was. We must all be alike. Not everyone born free and equal, as the Constitution says, but everyone made equal. Each man the image of every other; then all are happy, for there are no mountains to make them cower, to judge themselves against. So! A book is a loaded gun in the house next door. Burn it. Take the shot from the weapon. Breach man's mind. Who knows who might be the target of the well read man? Me? I won't stomach them for a minute. And so when houses were finally fireproofed completely, all over the world (you were correct in your assumption the other night) there was no longer need of firemen for the old purposes. They were given the new job, as custodians of our peace of mind, the focus of our understandable and rightful dread of being inferior; official censors, judges, and executors. That's you, Montag, and that's me."

Fahrenheit 451

by Ray Bradbury

Task 4



Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

It may surprise you but I.... I dare say..... Naturally! ... It could be. Just the reverse! Well, I never! Looks like that. Personally, I.... It depends.... They say (that)... Putting it mildly.... Hardly.

1) *The true teacher defends his pupils against his own personal influence.*

Bronson Alcott (1799 - 1888)
U.S. teacher and philosopher

2) *In the traditional method the child must say something that he has merely learned. There is all the difference in the world between having something to say, and having to say something.*

John Dewey (1859 - 1952)
U.S. philosopher and educator

3) *What we have to learn to do, we learn by doing.*

Aristotle (384 BC - 322 BC)
Greek philosopher

4) *But at three, four, five, and even six years the childish nature will require sports; now is the time to get rid of self-will in him, punishing him, but not so as to disgrace him.*

Plato (428BC - 347 BC)
Greek philosopher

5) *The chief wonder of education is that it does not ruin everybody concerned in it, teachers and taught.*

Henry Adams (1838 - 1918)
U.S. historian

6) *To teach well is to be a lifelong student.*

Johnetta Betsch Cole (1936 -)
U.S. educator and cultural anthropologist

7) *We teachers can only help the work going on, as servants wait upon a master.*

Maria Montessori (1870 - 1952)
Italian doctor and educator

8) *A teacher should have maximal authority and minimal power.*

Thomas Szasz (1920 -)
Hungarian-born U.S. psychiatrist

9) *It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*

Attributed to Albert Einstein (1879 - 1955)
German-born U.S. physicist

10) *The successful teacher is no longer on a height, pumping knowledge at high pressure into passive receptacles...He is a senior student anxious to help his juniors.*

William Osler (1849 - 1919)
Canadian physician



Task 5

Do some library research and write an essay on one of the given topics:

1. The main trends of present-day secondary school reform.
2. Inclusive education: does it do more good than harm?
3. Schoolchildren's free time - the right ways of using it.
4. What is your idea of a perfect teacher?
5. Erudition and self-expression in the process of learning.
6. Culturological competence formation in English class.
7. Why is it important to cultivate the skill of constant learning throughout children's life?



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 403 - 433), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic "Teaching and Teacher Training", translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):

- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 15-21;
- from Part B tests 15-21;
- from Part C tests 15-21.

PART II



SHOULD YOU HOMESCHOOL YOUR CHILD?

In our complex and often unpredictable world, **homeschooling** allows parents to control the social and academic development of their children. But is homeschooling right for your family? Will homeschooling allow your child to develop the **academic** and **social skills** necessary for success and happiness in life?

For homeschooling to succeed, you must make extraordinary efforts to assure that the complex needs of your child are met. Even if parents meet the **academic needs** of the child, they may not be able to provide the **crucial social interaction** that formal schools provide. Before deciding to homeschool, you need to consider both its risks and potential benefits.



- Risks to social development

Although **one-on-one instruction** from a loved one can greatly benefit a student, potential problems exist. Many parents choose to homeschool out of concern for what their children might be taught or exposed to in a **formal school setting**. Many parents want to ensure that their children learn values that agree with their own and that their children will not **be tainted by** other views. Some educators regard this type of protection as unrealistic and potentially harmful to the child. Children grow up to live in the real world—a world made up of many different views espoused by many different people. Interaction with **peers** from diverse backgrounds prepares children to confront these differences with understanding and strength. Formal schools allow young people to learn to navigate the sometimes-troubled waters that social diversity creates. Many educators also believe that the ability to interact with people outside the family is necessary for success and happiness in life. Students naturally **gain skills of interaction** in the classrooms, playgrounds, and cafeterias of formal schools. Unless parents who homeschool make significant efforts to create social situations for interaction with children outside the family, parents run the risk of **stunting** their children's **development** of the social skills necessary in our increasingly complex society.

- Risks to academic preparation

Homeschooling often produces impressive results in **academic performance**. The benefits arise from the one-on-one attention it provides the student and from the fact that many parents who presently homeschool have **teaching preparation** or experience. Problems may

potentially arise when parents are unprepared or unable to devote the time, effort, or skills necessary **to carry out the teacher's role**. Laws concerning homeschooling vary widely from country to country. Some countries require regular testing to assure that homeschooled children are **progressing academically** or even require that homeschooled children follow the general curriculum. But in other countries no requirements such as these exist. While some students progress, others may not, without anyone noticing the difference. Although children who go to formal schools may **be tested excessively**, testing does provide an efficient and unbiased measure of academic progress. Students may face difficulties in future **educational endeavors** if the homeschooling curriculum is not aligned with formal school curriculum. Homeschooled students sometimes return to a formal school setting, and many of these students plan to attend college. Preparation for **college admission** is a significant chore that you should take into account when you consider homeschooling.



- Societal concerns

In a broad sense, homeschooling may present a danger to the development of democratic values. Contemporary society does not offer many avenues for **civic engagement**. With the advent of new technology it has become easier for people to withdraw into their own worlds and their own interests. Some people have become almost **tribalistic** in their views. Young people who only associate with those who are like them in background and views might never learn how to disagree respectfully and search for common ground. Separation may be good in the short run for the individual student who is not forced to face the dangers and disagreements of a wider world, but it is not good for that wider world. Parents can make efforts to teach **skills of dialogue**

and **disagreement**, but these skills develop naturally in a formal school setting.

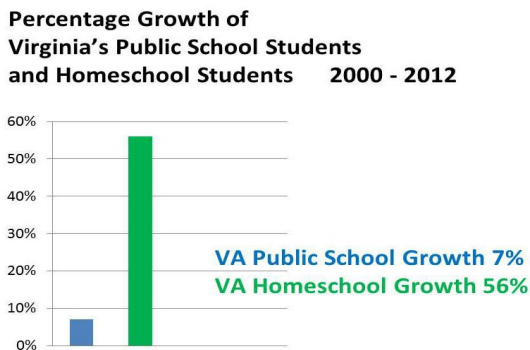
- Data on homeschooling

The potential benefits and risks of homeschooling are presently difficult to measure due to the lack of comprehensive studies and research data. Much of what is known seems quite positive for homeschoolers at first glance, but careful consideration of the facts tends to weaken the findings. A recent study by the Homeschool Legal Defense Association in Purcellville, Virginia, showed that homeschooled children tend **to achieve higher scores on standardized tests** than students in formal schools. The same study showed that parents who homeschool tend to have **above-average education** and income levels, indicating that these students might have been **high achievers** in any setting. Parents who homeschool have more formal education than do parents in the general population—88 percent of these parents continued their education beyond high school compared with 50 percent of the nation as a whole. Almost all (98 percent) of homeschoolers live in homes where both parents are present and where three-quarters of the mothers are not in the work force. Because students from wealthier, more educated, and **intact households** tend to perform at a high level in any educational setting, it seems unlikely that homeschooling makes a significant difference in these students' performance. An **intact family** with high income and advanced education is the exception in today's environment.

- Potential benefits

Several valid arguments support homeschooling under ideal circumstances. Learning at home allows one-on-one instruction that is not possible in formal schools. Although **professional educators** devote their careers to students, they cannot equal the kind of unconditional commitment to the **long-term development** of a child provided by most parents. Parents who are willing **to invest great personal effort** in their children's education can be quite effective in homeschooling their children. Many parents, who presently homeschool, have sufficient time and training to benefit their children. Their children might benefit academically. Currently, some 20 percent of the homeschooling parents

are trained teachers and this, too, seems to offer advantages. It is also quite possible that **flexible approaches to learning**, which are a part of homeschooling, might hold some lessons for formal schools in how to make learning more meaningful to children. But these benefits also reveal limitations. Most parents do not fit the profile of today's typical homeschoolers.



• The decision to homeschool

Some educators in formal schools worry that the rising popularity of homeschooling poses the danger that many students will be pulled out of formal schools, but this seems unlikely. Most parents do not possess the necessary time, skills, and resources to meet the **complex developmental needs** of children on their own. If you consider homeschooling, you should make an honest assessment of the necessary sacrifices. Even if you do possess the resources, consider whether you could provide adequate opportunity for social interaction outside the family.

While the debate over homeschooling remains clouded, one thing is very clear—homeschooling is not for everyone. It is a personal choice that must be backed by deep **personal commitment** on the part of parents and children. And when that commitment is made, the rest of society must hope that it includes a commitment to teaching children to live in the bigger world.

*Giving Wings to Children's
Dreams: Making Our Schools Worthy of Our Children*
by **Paul D. Houston**

Text Assignments



Task 1

Read and study the text “Should you Homeschool your Child?”



Task 2

Look for the answers to these questions:

1. What is homeschooling? What does it allow parents to control?
2. What are the general risks and benefits of homeschooling?
3. Why do many parents choose to homeschool?
4. Why do some educators regard homeschooling as unrealistic and potentially harmful to the child?
5. What do formal schools allow young people to learn?
6. Where do students naturally gain skills of interaction?
7. Does homeschooling produce impressive results in academic performance? Why?
8. Does testing provide an efficient and unbiased measure of academic progress?
9. Is homeschooling curriculum aligned with formal school curriculum?
10. Why have some people become tribalistic in their views?
11. In what type of households do most of homeschoolers live?
12. What are the valid arguments in support of homeschooling under ideal circumstances?
13. What kind of danger does the rising popularity of homeschooling pose?



Task 3

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Should you Homeschool your Child?” Translate them into Ukrainian.

**Task 4**

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Homeschooling, academic/social skills, academic needs, crucial social interaction, one-on-one instruction, formal school setting, to be tainted, peers, to gain skills of interaction, stunting development, academic performance, to carry out the teacher's role, to progress academically, to be tested excessively, educational endeavor, college admission, civic engagement, to be tribalistic, skills of dialogue/disagreement, to achieve high scores, above-average education, high achiever, intact household/ family, standardized tests, professional educator, child's long-term development, teaching preparation, to invest personal effort, flexible approaches to learning, complex developmental needs, personal commitment.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts:

Complex developmental needs, intact household, high achiever, college admission, societal concerns, formal school setting, academic needs, homeschooling, social interaction, risks and benefits, educational endeavor, standardized tests, typical homeschooler, stunting development, teaching preparation, formal schools.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

**Task 7**

Present the information on the theme "Should you Homeschool your Child?" using the thematic vocabulary and your summaries as a support.



WHAT IS A DIFFICULT CHILD?



I recently had the opportunity to appear on the Dr. Phil Show and he graciously endorsed my book; *Will I Ever Be Good Enough? Healing the Daughters of Narcissistic Mothers*. The show was difficult, tragic, and told stories of extremes while discussing the topic of **maternal narcissism**. Although I spoke briefly on the show, I want to expand here because there's more to **parental narcissism** than meets the eye of the media.

Whenever I hear people talk about “a difficult child,” I immediately wonder what is going on in that family. Kids react to their world and feelings with behavior without understanding the big picture. This is why we need parents to explain, teach, guide and help them understand. Well, of course, you say. Everyone knows that. But, I believe there is a piece of parenting that some don't understand and that is the **power of empathy**.

The cornerstone of narcissistic parenting is lack of empathy and the inability to give **unconditional love**. Narcissists do not **tune into the emotional world** of their child and therefore are not in touch with the day-to-day feelings of their kids. Narcissists worry more about what the child *does* rather than who the child *is*. They see their kid's behavior as a reflection of them.

Narcissists also are not in touch with their own feelings and therefore project those feelings onto the child. This leaves the child in a state of wonderment and confusion. “What did I do?” “Is it my fault that my parent is unhappy?” “Why can't my parent love me?”

While broken bones, belt spankings and other **physical abusive acts** may be easier to detect; we must discuss and give credence to the damage caused by emotional and **psychological abuse** of children as well as **neglect**. Having worked with hundreds of adult children of narcissistic parents, the most haunting effect described from childhood is a constant feeling of being “not good enough” and “unlovable.” Where

does this come from? It comes from trying to please the parent or make the parent love them but to no avail. It's about running to the well and finding it void and empty over and over. Narcissistic parents cannot give what they don't have. It's like they have a shiny red bike and it looks really cool on the outside but they have no clue how to ride it. It confuses the poor kid watching and hoping in anticipation.

In the narcissistic family usually the **parental hierarchy** is reversed so the child is taking care of the parent instead of the other way around. When a child is put in the position of parental care taking, they are being asked to do a job they cannot do based on their **maturity** and development. In this impossible role of "**parentified child,**" the child learns that he or she is not capable of changing or fixing their parents which results in an **internalized message** of "I'm not good enough." This same message is internalized in adult children of alcoholic families. This, of course, is not usually understood until **adulthood.**

Narcissists are not in touch with their own feelings and don't **embrace** and heal those **feelings.** This causes them **to project feelings** onto others. If angry, sad or lonely, for instance, the narcissist will project the emotion onto their children or other people leaving the poor unsuspecting "other" wondering what hit them. For example, a narcissist may experience anger and instead of own the anger, they ask, "why are you upset with me?" If you are a young child and experiencing this, it not only **causes emotional confusion** but also **creates a sense of shame** without knowing why.

Because narcissists are all about image and how it looks to others, this becomes more important than the person or the child. It becomes



about how you look and what you do, rather than who you are as a person. This causes the narcissistic parent to not emotionally tune into the child and that child grows up with a parent who does not know who they really are. The child is left with **unmet emotional**

needs and proceeds to adulthood with an **empty emotional tank**. The emotional development is **stunted**.

Being critical and **judgmental** is the way of the narcissist. They do this to make themselves feel bigger and larger than they are. It **manifests** from their own **fragile sense of self** and/or lack of self. When around narcissists you will notice them being critical of others on a constant basis, including their own children. Children of narcissists grow up to have a great deal of **sensitivity** around being judged and criticized by others and understandably so. It feeds into the “not good enough” feeling that began early in life.

I want to declare and shout that parenting is not about food, clothes, and a roof over your head. You can get that at an **orphanage**. Parenting is tuning into the **emotional welfare** of your children and caring about what they are thinking and feeling. It is noticing who they really are and encouraging them **to be their special authentic selves**. It is the life long job of guiding, nurturing, and treasuring them every step of the way. I call it “**permanent parenthood!**” Adult children of narcissistic parents consistently say to me, “I just wanted to be seen and heard!”

I’m not so sure we have “difficult children.” Every “difficult looking” child I’ve seen, has had a horrendous story to tell about their life. We’ve all seen and heard recent and horrendous stories of **violent children** and their tragic acts in the headlines. If we want to make a difference, it is important to continue to educate about parental narcissism. If kids are exposed to domestic violence, play violent video games, watch violent movies, and even see news stations **condoning** crazy **parent behavior** like shooting a kid’s laptop to make a point...and at the same time these kids do not have parents tuning into their emotional worlds...what is the outcome?

The anti-thesis to narcissism is empathy. If you have unconditional love for your children and can be an empathic parent, you are not a narcissist. Empathy is the ability to get into someone else’s shoes and validate what they are feeling. The art of empathy is being there on this same level to hear and **nurture feelings** but is different from **sympathy**. Sympathy often feels to others like we are putting ourselves above them and feeling sorry for them. This does not bring comfort to most. But, if I

express sadness, frustration or any myriad of emotions, and you are able to be with me, hear me, acknowledge the feelings and not judge... you are exhibiting an **empathic response**. If you jump to solutions or tell me what to do, are judgmental or critical, tell me what *you* do to solve *your* problems, or feel sorry for me, this is not practicing empathy!

When **raising children**, creating an **empathic environment** is crucial for their development of self. Children need to know their feelings matter. It makes them feel real, noticed, seen, heard and visible. When feelings are attended to, the child then learns to trust their own feelings and can continue to grow up feeling empowered by their inner thoughts and emotions. This is in contrast to living in an adult world of **crippling self-doubt** because they were not heard in their early development.

Empathy does not mean you have to agree. Feelings are feelings. We can be critical of someone's thoughts as thoughts can be distorted, but what we feel, we feel. Emotions need to be processed. So let's say your child does not want to go to school today for some reason that you think is ridiculous. Your value system is about good education, you know you have to encourage the child to go to school, and you are tempted to jump into solutions, or demands. What to do? Empathy with others is not about agreeing, but it is about getting into their **emotional realm** so you can understand them. When you do this, each moment is a teaching and nurturing moment for a parent. When you probe further, let's say this same child says they do not want to go to school because they are being "put down" or even **bullied**. If you jump to demands and solutions, you may miss important emotional information that you need to guide your child. This may sound obvious, but it happens a lot. When we are busy, rushing to meet deadlines, or simply have our own issues to deal with, sometimes it feels like there's no time to listen. But in reality, these moments are the **nuggets of good parenting** and worth the slow down. One minute in time can make a difference in someone's life. It has happened to me and likely has happened to you. These moments are never forgotten, but in reverse, when not heard, that recollection can also **stay on memory lane**.

Narcissists are not accountable. They blame others, project their feelings, and are not able to **tune in**. As a parent, being accountable and

honest is crucial. This is also a key to not raising a narcissistic child or a child who can't believe in themselves because they were never **validated**. When adult children in recovery confront their narcissistic parents, they usually meet with defensive reactions, shame, humiliation, and judgment. How helpful is this? People make mistakes because we are all obviously and painfully human. When your child confronts you about your behavior, don't be defensive. Be honest and listen.

The Legacy of Distorted Love

by **Karyl McBride Ph.D.**

Text Assignments



Task 1

Read and study the text “What is a Difficult Child?”



Task 2

Look for the answers to these questions:

1. What does the term “parental narcissism” mean?
2. What is the cornerstone of narcissistic parenting?
3. Do narcissists tune into the emotional world of their child?
4. Why do narcissists project their own feelings onto the child?
5. How does the author explain the difference between physical and psychological abusive acts?
6. Where does the feeling of being “not good enough” come from?
7. In what connection is the term “parental hierarchy” used in the text?
8. How does the author describe the role of “parentified child”?
9. When is the emotional development of a child stunted? How does the author render the concept “empty emotional tank”?
10. How is the concept “permanent parenthood” interpreted in the text?
11. What is the nature of every “difficult looking” child according to the author?
12. What are the consequences of domestic violence?
13. What is empathy? Does it differ from sympathy?

14. How can an empathic environment be created?
15. What makes children feel real, noticed, seen, heard and visible?
16. Why should parents get into the emotional realm of their children?
17. What kind of moments does the author call “the nuggets of good parenting”?
18. What happens when adult children in recovery confront their narcissistic parents?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “What is a Difficult Child?” Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Parental /maternal narcissism, power of empathy, unconditional love, to tune into the emotional world of smb., physical /psychological abusive acts, to neglect, parental hierarchy, maturity, parentified child, internalized message, adulthood, to embrace feelings, to project feelings, to cause emotional confusion, to create a sense of shame, unmet emotional needs, empty emotional tank, to be stunted, to be critical and judgmental, to manifest fragile sense of self, sensitivity, orphanage, emotional welfare, to be their special authentic selves, permanent parenthood, violent children, to condone parent behavior, nurture feelings, empathic response, empathic environment, crippling self-doubt, emotional realm.

Task 5



Write all you can (What? When? Where? How?) about the following concepts:

Domestic violence, emotional welfare, permanent parenthood, empty emotional tank, unmet emotional needs, parental hierarchy,

parentified child, internalized message, nurture feelings, psychological abuse, difficult looking” child, give unconditional love, parental narcissism, empathy, adulthood, sympathy.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “What is a Difficult Child?” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 7).

Figure 1. Homeschooling

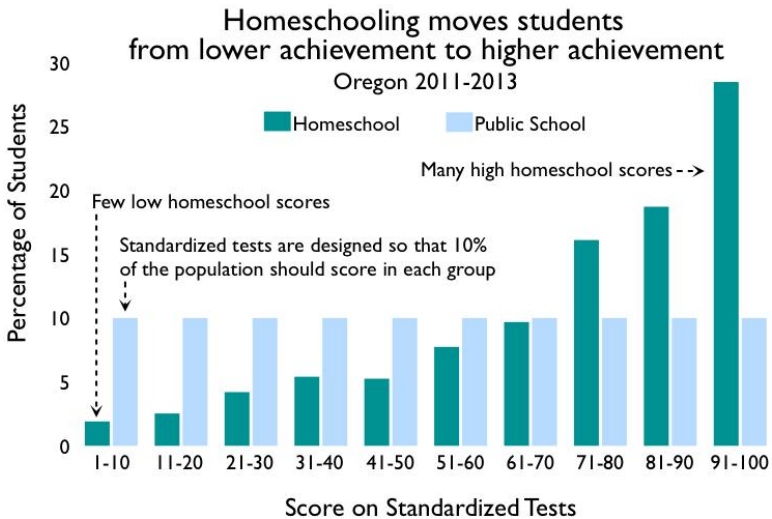


Figure 2. School Violence

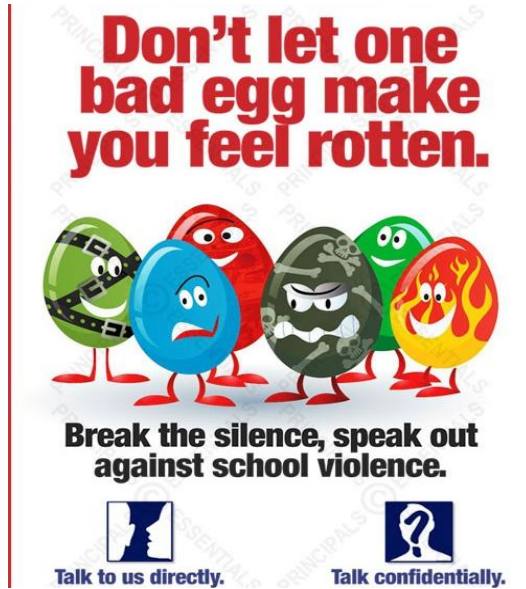


Figure 3. School uniform

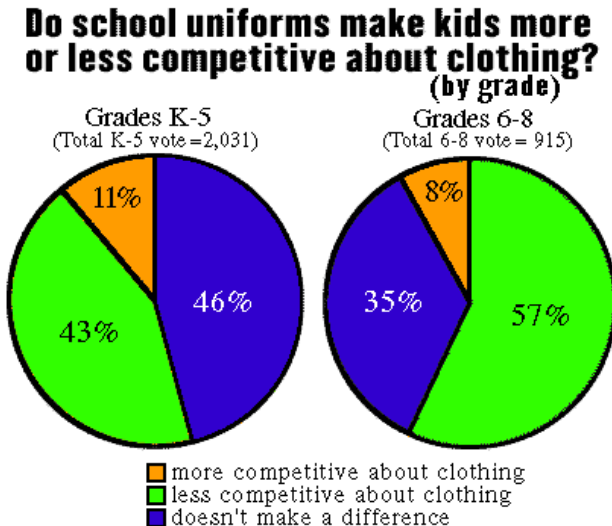


Figure 4. Parental Narcissism



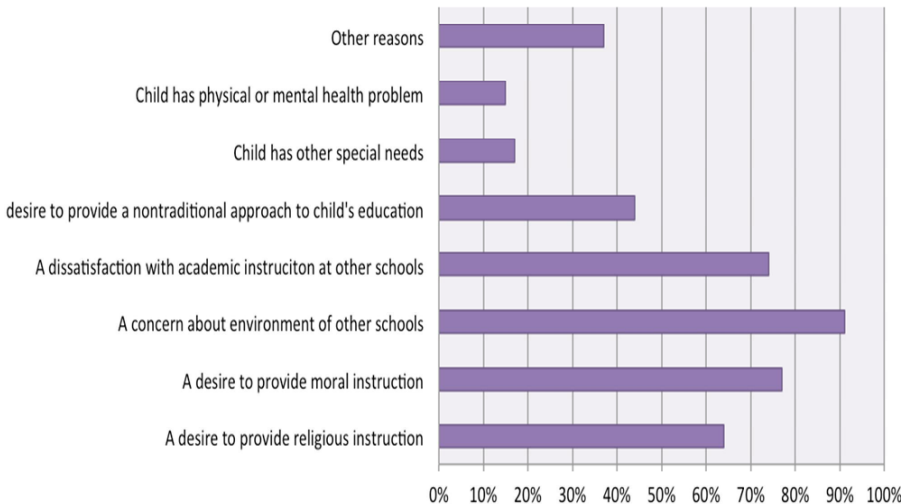
Figure 5. Schooling



Figure 6. Extracurricular Activities



Figure 7. Reasons for Homeschooling



**Task 2**

Translate the following text into English using the thematic vocabulary of the topic "Teaching".

Зараз багато батьків вважають, що діти «мають бути постійно чимось зайняті». Дуже популярна думка, що дитині не потрібно вільного часу. «З пелюшок» варто відвідувати гуртки, секції, музичну або художню школу, вивчати мови. І тоді у хлопчика чи дівчинки не залишиться часу на «дурниці». Вважається, що така дитина не зв'яжеться з поганою компанією, у неї не буде комп'ютерної, або якоїсь іншої залежності. Просто тому, що на це не вистачатиме часу, треба займатися, брати участь в конкурсах, перемагати в змаганнях. Дитина буде гармонійно розвинена та успішна в майбутньому. У наш час пропонується величезна кількість варіантів додаткових занять. Багато батьків упевнені, що їхня дитина талановита.

Деякі батьки готові буквально «життя покласти» на ці додаткові заняття. «Дитина повинна бути розвинутою всебічно» - вважають вони. Для цього продумується система цього всебічного розвитку дитини. Спортивна секція - для фізичного, художня школа - для естетичного виховання, музична школа та вивчення іноземної мови - для розвитку інтелекту. Часто інтереси і здібності самої дитини навіть не враховуються. Та й далеко не у кожної дитини так багато «здібностей». Після знаходження всіх місць для всіх занять, з'ясується, що на відвідування школи часу вже не залишається.

Дитині необхідно навчитися розпоряджатися своїм вільним часом. Дотримуватись розпорядку дня, який для дитини склав дорослий - це одне. А придумати свій розпорядок - це інше. Навіть, якщо у дитини є доручення від батьків на період вільного часу, нехай він сам вирішить, коли його виконати. Навик самостійного планування своїх справ просто так, тому, що дитина стала старшою, не з'явиться. Цьому необхідно навчитися. Неробство - це не тільки відпочинок, а й захист від стресу, а значить і від хвороб.

**Task 3**

Read the following extract from the interview with the famous rock star and give its literary translation.

Roger's description of his school illustrates how the traditional educational process seems designed to squash creativeness, a theme that he later explored artistically in "The Wall".

"My father was killed in the war when I was three months old, and I was brought up in Cambridge, England, by my mother, who's a school teacher. She didn't encourage my creativity. She claims to be tone deaf, whatever that means, and has no interest in music and art or anything like that. She's only interested in politics. I didn't really have a happy childhood. I loathed school, particularly after I went to grammar school. Apart from games, which I loved, I loathed every single second of it. Maybe toward the end when I was a teenager, going to school was just an 'us and them' confrontation between me and a few friends who formed a rather violent and revolutionary clique. That was alright, and I enjoyed the violence of smashing up the school property. The grammar school mentality at that time had very much lagged behind the way young people's minds were working in the late '50's, and it took them a long time to catch up. In a way, grammar schools were still being run on pre-war lines, where you bloody well did as you were told and kept your mouth shut, and we weren't prepared for any of that. It erupted into a very organized clandestine property violence against the school, with bombs, though nobody ever got hurt. I remember one night about 10 of us went out, because we had decided that one guy - the man in charge of gardening - needed a lesson. He had one particular tree of Golden Delicious apples that was his pride and joy, which he would protect at all costs. We went into the orchard with stepladders and ate every single apple on the tree without removing any. So the next morning was just wonderful; we were terribly tired but filled with a real sense of achievement."

Rolling Stone Magazine
by **Rodger Waters /Pink Floyd**



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

*In a measure.... I fully agree. More or less... With the exception of...
I doubt the veracity of. Who knows! In any case.. That's it!
In my estimation... No way! It stands to reason. I'm for it.*

1) *The genuine knowledge originates in direct experience.*

Mao Zedong (1893 - 1976)
Chinese statesman

2) *The educational process has no end beyond itself; it is its own end.*

John Dewey (1859 - 1952)
U.S. philosopher and educator

3) *A teacher affects eternity.*

Henry Adams (1838 - 1918)
U.S. historian

4) *The task of the educator of young children lies in seeing that the child does not confound good with immobility, and evil with activity.*

Attributed to Maria Montessori (1870 - 1952)
Italian doctor and educator

5) *A teacher is one who, in his youth, admired teachers.*

Attributed to H. L. Mencken (1880 - 1956)
U.S. journalist, critic, and editor

6) *The schoolteacher is certainly underpaid as a childminder, but ludicrously overpaid as an educator.*

John Osborne (1929 - 1994)
British playwright and screenwriter

7) *"Be the parent today that you want your kids to remember tomorrow."*

Anonymous

8) *The roots of education are bitter, but the fruit is sweet.*

Aristotle

9) *Children aren't coloring books. You don't get to fill them with your favorite colors.*”

Khaled Hosseini (1965 -)
Afghan-born American novelist and physician

10) *“Don't handicap your children by making their lives easy.”*

Robert A. Heinlein (1907 – 1988)
American science-fiction writer



Task 5

Do some library research and write an essay on one of the given topics:

1. Could you provide your child with homeschooling?
2. The role of extracurricular educational institutions in child's development.
3. What is a difficult child: reality or teachers' incompetence?
4. In what way would you teach English in the modern classroom?
5. Should parents help their children with their homework?
6. Parents' steep demands to their children –is it beneficial or ruinous?
7. The effectuality of parents' involvement in school life.



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 403 - 433), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “A Difficult Child”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).

- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 22-28;
- from Part B tests 22-28;
- from Part C tests 22-28.



TESTS IN THEMATIC VOCABULARY

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. Specially designated people assumed responsibility for EDUCATING the young.
a) teaching b) tutoring c) instructing d) learning
2. In North America a COMMITMENT to education played an important part in colonial development of the continent.
a) wish b) inclination c) urge d) obligation
3. Soon the teachers began to ENJOY professional status.
a) require b) have c) use d) demand

4. Many countries lose many of their most qualified teachers to more LUCRATIVE positions in commerce and industry.

- a) prestigious b) desired c) profitable d) skilled

5. Rousseau believed that educators should CONCERN themselves primarily with the mental and physical development of their pupils and only secondarily with subject matter.

- a) practice b) engage c) participate d) contribute

6. Educational organizations have issued influential reports proposing SWEEPING changes to improve the education of prospective teachers.

- a) radical b) useful c) concrete d) thoughtful

7. There are some considerable changes which will improve the education of PROSPECTIVE teachers.

- a) future b) academic c) skilled d) qualified

8. Behavior management interventions can be defined as all conscious actions and INACTIONS in which teachers and parents are engaged.

- a) idleness b) stability c) inertia d) activity

9. Teachers who STRIVE for excellence will incorporate a vast array of behavior management approaches.

- a) aspire b) desire c) wish d) inspire

10. The discipline plan can be teacher-made or made through teacher-student COLLABORATION.

- a) involvement b) participation c) relation d) cooperation

11. The teacher disciplined him for the minor INFRACTION.

- a) breach b) action c) deed d) feat

12. These scholars are the people I've always tried to EMULATE in my own teaching.

- a) imitate b) implement c) provide d) eliminate

13. We may never be as funny, APPROACHABLE, or creative as our favorite teachers.

- a) predictable b) dissembled c) diverse d) accessible

14. Grouchy, short-tempered, misanthropic CURMUDGEONS can sometimes make effective teachers.

- a) grumblers b) whisperers c) bawlers d) screamers

15. Great teachers are professional without being ALOOF.

- a) passive b) aggressive c) arrogant d) majestic

16. Some faculty members constantly WHINE about their workload.

- a) complain b) expand c) extol d) overestimate

17. Most students just don't want their professors to be INSUFFERABLE know-it-alls.

- a) extravagant b) unbearable c) arrogant d) pompous

18. My best teachers helped us understand, INTERNALIZE, and remember what they were trying to teach.

- a) imbibe b) perceive c) imitate d) comprehend

19. Very soon he discovered how easy it was to FALL SHORT in the classroom.

- a) face down b) break away c) meet with failure d) enjoy success

20. There's more to parental NARCISSISM than meets the eye of the media.

- a) devotion b) egoism c) anxiety d) solicitude

21. Parenting is tuning into the emotional WELFARE of your children.

- a) solicitude b) condition c) well-being d) side

22. Empathy is about getting into the child's emotional REALM so as to understand him.

- a) sphere b) conscience c) side d) sense

23. The cornerstone of narcissistic parenting is lack of empathy and the inability to give UNCONDITIONAL love.

- a) unlimited b) genuine c) sincere d) unproportional

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

teamwork compulsory education workforce skills abilities

academics dispositions schooling digital implementation

illiteracy formal education reasoning educators solving

proliferation learning workplace leaders educational system

Today, there is some form of.....in most countries. Due to population growth and the..... of compulsory education, UNESCO has calculated that in the next 30 years more people will receive than in all of human history thus far. and the percentage of populations without any have decreased in the past several decades. Since the mid-20th century, societies around the globe have undergone an accelerating pace of change in economy and technology. Its effects on the, and thus on the demands on the preparing students for the, have been significant. Beginning in the 1980s, government,, and major employers issued a series of reports identifying key and strategies to steer students and workers towards meeting the demands of the changing and increasingly..... workplace and society. 21st century skills are a series of higher-order skills,....., and learning that have been identified as being required for success in 21st century society and workplaces by educators, business,, and governmental agencies. Many of these skills are also associated with

deeper, including analytic, complex problem, and, compared to traditional knowledge-based academic skills.

Test 3. Match the definition with the correct word:

1.	craft	a) the power of understanding and imaginatively entering into another person's feelings
2.	competence	b) a member of a college or university
3.	adolescence	c) the power or right to control, judge, or prohibit the actions of others
4.	confrontation	d) an occupation or trade requiring special skill
5.	empathy	e) the condition of being capable; ability
6.	management	f) an academic award conferred by a university or college on successful completion of a course or as an honorary distinction
7.	pedagogue	g) a faculty, institution, or department specializing in a particular subject
8.	personality	h) an organization or establishment founded for a specific purpose, such as a hospital, church, company, or college
9.	authority	i) a list of all the courses of study offered by a school or college
10.	instruction	j) a system of rules for behaviour, methods of practice, etc
11.	curriculum	k) a situation of mutual hostility between people, powers or nations without open warfare

12.	degree	l) the period in human development that occurs between the beginning of puberty and adulthood
13.	institution	m) the technique, practice, or science of controlling or dealing with smth.
14.	academic	n) a teacher or educator
15.	school	o) the distinctive character of a person that makes him socially attractive
16.	discipline	p) the process or act of imparting knowledge; teaching; education

Test 4. Find the synonyms and group them correspondingly:

Instruction, knowledge, schoolmaster, all-round, teaser, scientist, genius, craft, intercommunion, deportment, teaching(2), doctrine, competence, principle, lesson, interaction, interval, bully, academic year, tutor, inertness, amenability, youth, art, conduct, egoism, educator, inactivity, subject earning, rule, demeanour, year of study, adolescent, teacher, break, cooperation, narcissism, responsibility, mentor, troublemaker, curriculum, training, erudition, skill, pedagogue, talent(2), scholar, tenet, course, education, inaction, behaviour, infringement, collaboration, class, intermission comprehensive, regulation, breach, ability, school year, recess.

Test 5. Complete the following sentences with the words below:

learning educators classroom management teaching responding
 models corporal punishment competence prevention behavior
 environment curriculum function adults education programs
 youth collaboration assertive discipline needs rewards

disruptive teachers maturity coaches adolescents gap

1. With the establishment of higher..... in the early 1700s, the of college preparatory and university institutions broadened considerably.
2. has transformed from a simple educational..... into a complex profession.
3. Adults are tied up with the complications of life and are left to figure out how to live without the..... and supports that have been part of society for generations.
4. Many parents presume and , when they should understand the deep all young people have when they are growing up.
5. , , and other do not fill the..... left by parents, and programs they lead are not designed to meet individual needs of , but rather to make the programs look good.
6. The term “classroom management” implies the..... of_behavior preemptively, as well as effectively to it after it happens.
7. Teachers do not focus on learning , because higher do not put an emphasis on the teacher attaining classroom management.
8. Until recently, was widely used as a means of controlling disruptive..... .
9. Teachers should encourage student..... in selecting and defining appropriate behaviors that earn them.
10. is an approach designed to assist in running a teacher-in-charge classroom





BOOKS AND READING

You will learn:

- *why a great part of the literature and records of the ancient world has been lost*
- *how Renaissance books looked*
- *why medieval books were considered as works of art*
- *why e-books and audiobooks are so popular*
- *why comics were decried as fostering illiteracy*
- *why people in the 21st century misunderstand the importance of libraries*
- *how you can turn literature into your social experience*
- *why writers are scorned by men who respect only material power*
- *how writers can create understanding between people*



The forerunners of books were **clay tablets**, impressed with a writing instrument called a **stylus**, used by the Sumerians, Babylonians, and other peoples of ancient Mesopotamia. Much more closely related to the modern book were the **book rolls**, or scrolls, of the ancient Egyptians, Greeks, and Romans. These scrolls consisted of sheets of **papyrus**, a paper-like material made from the pounded pith of reeds growing in the Nile Delta, formed into a

continuous strip and rolled around a stick. The strip, with the text written with a reed pen in narrow, closely spaced columns on one side, was unrolled as it was read. Papyrus rolls varied in length; the longest surviving roll is the Egyptian Harris papyrus in the British Museum in London, 40.5 m long. Scrolls were often covered with wrappings and tagged with the **title** and the author's name. **Professional scribes** reproduced works either by copying a text or by setting it down from **dictation**. Athens, Alexandria, and Rome were great centers of **book production** and exported books throughout the ancient world. Hand labor was slow and expensive, however, and books were owned chiefly by temples, rulers, and a few rich individuals. At the time, and for centuries thereafter, most people learned by listening to lessons or stories and memorizing them if necessary.



Although papyrus was easily made, inexpensive, and an excellent writing surface, it was brittle; in damp climates it disintegrated in less than 100 years. Thus, a great part of the literature and records of the ancient world has been irretrievably lost. **Parchment** and **vellum** (specially prepared

animal skins) did not have those drawbacks. The Persians, Hebrews, and other peoples of the ancient Middle East, where papyrus did not grow, had for centuries used scrolls made of tanned leather or untanned parchment. The 4th century also marked the culmination of a gradual process, begun about the 1st century, in which the inconvenient scroll was replaced by the **rectangular codex** (Latin for “book”), the direct ancestor of the modern book. The codex, as first used by the Greeks and Romans for business accounts or school work, was a small, **ringed notebook** consisting of two or more wooden tablets covered with wax, which could be marked with a stylus, smoothed over, and reused many times.

In the early Middle Ages (5th century to 15th century) in Europe, books were written chiefly by churchmen for other churchmen and for rulers. Most were portions of the Bible, **commentary**, or **liturgical books**, although some were copies of classical texts. The books were laboriously written out with a quill pen by scribes working in the **scriptoria** (Latin for “writing rooms”) of monasteries. Many **medieval books** were brilliantly illuminated in gold and colors to indicate the start of a new **section of text**, to illustrate the text, or to **decorate the borders**. Medieval books had **wooden covers**, often strengthened with metal bosses and fastened with clasps. Many covers were **bound in leather**, sometimes richly **adorned with gold and silver work**, enamels, and gems. Such beautifully produced books were **works of art**, which, by the late Middle Ages, were usually created by professional scribes, artists, and jewelers. Books were few and costly;





they were commissioned by the very small percentage of the population that could afford them and that knew how to read.

In the 15th century two new technological developments revolutionized the production of European book. One was paper, which Europeans learned about from the Islamic world (which had acquired it from China). The other was movable metal type, which Europeans invented independently. Although various claims have been put forth for French, Italian, and Dutch inventors, German **printer** Johannes Gutenberg is usually given the credit. The first major book printed in **movable type** was the Gutenberg Bible, which was completed sometime between 1450 and 1456.

Renaissance books also established the convention of the **title page** and the **preface**, or introduction. Gradually the table of **contents**, list of illustrations, **explanatory notes**, **bibliography**, and **index** were added.

After the Industrial Revolution, book production became highly mechanized. The more efficient manufacture of paper, the introduction of cloth and paper covers, high-speed cylinder presses, the mechanical casting and composing of type, **phototypesetting**, and **photographic reproduction** of both text and illustration made possible in the 20th century the production of vast numbers of books at a relatively low cost. The subject matter of books became literally universal.

In the 20th and 21st centuries, technological devices such as radio, television, motion pictures, tape recorders, computers, and CD-ROM devices challenged books as means of communication. However, because books are so easy to carry and care for, they remained a primary **means for dissemination of knowledge**, for instruction and pleasure in skills and arts, and for the **recording of experience**, whether real or imagined. Nevertheless, technology did have an impact on the book industry as people sought out new ways to experience and distribute information without using paper.

Audiobooks were first marketed in the 1950s, and by the 1990s they had gained great popularity and were a major component of the publishing industry. Audiobooks are recordings of a person reading the text of a book. People can listen to them on cassette, on compact disc, or through programs downloaded from the Internet. They are popular in part because they allow people **to experience books** at times they cannot read, such as while driving a car. Also, people who are blind or have low vision can use audio books as an alternative to **reading books** with the Braille system.

In the late 1990s several companies introduced electronic books, or **e-books**. Electronic books are specially designed to be portable and light, and many models include a high-tech stylus that readers can use **to highlight** or make notes on the text. Electronic books can store the same amount of information found in ten or more paper books, and they also offer some of the prime advantages of paper books—they are easy to carry and can be marked up. Many people believe that as e-books develop further, they will challenge paper books in a way that 21st - century technologies did not.

Text Assignments



Task 1

Read and study the text “The History and Evolution of Books”



Task 2

Look for the answers to these questions:

1. How is the term “book” defined in the text?
2. How do books differ from periodicals and newspapers?
3. What can the word “book” refer to in an editorial sense?
4. What were the forerunners of books?
5. In what way did professional scribes of the ancient world reproduce works?
6. What towns were great centers of book production in ancient times?
7. Who could own books at that time?

8. Why has a great part of the literature and records of the ancient world been lost?
9. By what substitute was inconvenient scroll replaced in the 4th century?
10. For what purpose was the codex initially used by the Greeks and Romans?
11. Why were medieval books considered as works of art? Were they costly?
12. What kind of new technological developments revolutionized the production of European books?
13. How did Renaissance books look?
14. What historical event made book production highly mechanized? Were the books reasonably priced?
15. What technological devices challenged books as means of communication?
16. What are the advantages of audiobooks?
17. Why are e-books so popular? Will they challenge paper books in future?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “The History and Evolution of Books”. Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Volume, paper cover, pamphlet, periodicals, private diary, public circulation, scrolls, literary work, clay tablets, stylus, book rolls, papyrus, professional scribes, dictation, book production, parchment, vellum, rectangular codex, ringed notebook, liturgical books, scriptoria, medieval books, works of art, printer, movable type, title page, preface, explanatory notes, bibliography, index, phototypesetting, audiobooks, reading books, e-books.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Babylonians/ Sumerians, stylus, the British Museum, book production, temples, rectangular codex, the Bible, scriptoria, medieval books, Johannes Gutenberg, preface, works of art, content, photographic reproduction, liturgical books, the Islamic world, technological devices, audiobooks, the Internet, electronic books.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

**Task 7**

Present the information on the theme “The History and Evolution of Books” using the thematic vocabulary and your summaries as a support.

**WHY OUR FUTURE DEPENDS ON LIBRARIES
AND READING**

It's important for people to tell you what side they are on and why, and whether they might **be biased**. A declaration of members' interests, of a sort. So, I am going to be talking to you about reading. I'm going to tell you that libraries are important. I'm going to suggest that reading fiction, that reading for pleasure, is one of the most important things one can do. I'm going to make an impassioned plea for people to understand what libraries and librarians are, and to preserve both of these things.

And I am biased, obviously and enormously: I'm an author, often an author of fiction. I write for children and for adults. For about 30 years I have been earning my living through my words, mostly by making things up and writing them down. It is obviously in my interest for people to read, for them to read fiction, for libraries and librarians to



exist and help **foster a love of reading** and places in which reading can occur.

I was once in New York, and I listened to a talk about the building of private prisons – a huge growth industry in America. The prison industry needs to plan its future growth –

how many cells are they going to need? How many prisoners are there going to be, 15 years from now? And they found they could predict it very easily, using a pretty simple algorithm, based on asking what percentage of 10 and 11-year-olds couldn't read. And certainly couldn't read for pleasure. It's not one to one: you can't say that a **literate society** has no criminality. But there are very real correlations. And I think some of those correlations, the simplest, come from something very simple. Literate people read fiction.

Fiction has two uses. Firstly, it's a **gateway drug to reading**. The drive to know what happens next, to want to turn the page, the need to keep going, even if it's hard, because someone's in trouble and you have to know how it's all going to end ... that's a very real drive. And it forces you to learn new words, to think new thoughts, to keep going. To discover that reading per se is pleasurable. Once you learn that, you're on the road to reading everything. And reading is key. There were noises made briefly, a few years ago, about the idea that we were living in a **post-literate world**, in which the ability to make sense out of written words was somehow redundant, but those days are gone: words are more important than they ever were: we **navigate the world with words**, and as the world slips onto the web, we need to follow, to communicate and to comprehend what we are reading. People, who cannot understand each other cannot exchange ideas, cannot communicate, and translation programs only go so far.

The simplest way to make sure that we raise literate children is to teach them to read, and to show them that reading is a **pleasurable activity**. And that means, at its simplest, finding books that they enjoy, giving them access to those books, and letting them read them. I don't

think there is such a thing as a bad book for children. Every now and again it becomes fashionable among some adults to point at a subset of children's books, a genre, perhaps, or an author, and to declare them bad books, books that children should be stopped from reading. I've seen it happen over and over; Enid Blyton was declared a bad author, so was RL Stine, so were dozens of others. Comics have been decried as **fostering illiteracy**.

It's tosh. It's snobbery and it's foolishness. There are no bad authors for children, that children like and want to read and seek out, because every child is different. They can find the stories they need to, and they bring themselves to stories. A hackneyed, worn-out idea isn't hackneyed and worn out to them. This is the first time the child has encountered it. Do not **discourage children from reading** because you feel they are reading the wrong thing. Fiction you do not like is a route to other books you may prefer. And not everyone has the same taste as you. Well-meaning adults can easily destroy a child's love of reading: stop them reading what they enjoy, or give them **worthy-but-dull books** that you like, the 21st -century equivalents of Victorian "**improving**" **literature**. You'll wind up with a generation convinced that reading is uncool and worse, unpleasant.

We need our children to get onto the **reading ladder**: anything that they enjoy reading will move them up, rung by rung, into literacy. And the second thing fiction does is **to build empathy**. When you watch TV or see a film, you are looking at things happening to other people. **Prose fiction** is something you build up from 26 letters and a handful of punctuation marks, and you, and you alone, using your imagination, create a world and people it and look out through other eyes. You get to

feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well. You're being someone else, and when you return to your own world, you're going to be slightly changed. Empathy is a tool for building

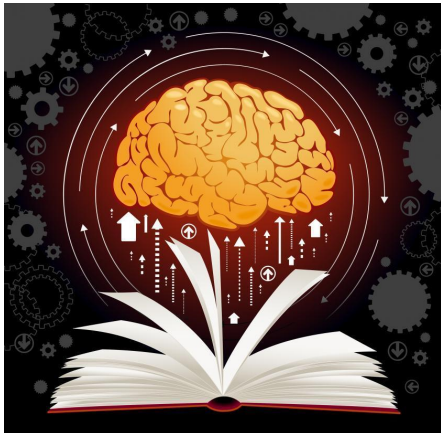


people into groups, for allowing us to function as more than **self-obsessed individuals**. You're also finding out something as you read vitally important for making your way in the world. And it's this: the world doesn't have to be like this. Things can be different.

I was in China in 2007, at the first party-approved science fiction and fantasy convention in Chinese history. And at one point I took a top official aside and asked him: Why? SF (**science fiction**) had been disapproved of for a long time. What had changed? It's simple, he told me. The Chinese were brilliant at making things if other people brought them the plans. But they did not innovate and they did not invent. They did not imagine. So they sent a delegation to the US, to Apple, to Microsoft, to Google, and they asked the people there who were inventing the future about themselves. And they found that all of them had read science fiction when they were boys or girls.

Fiction can show you a different world. It can take you somewhere you've never been. Once you've visited other worlds, like those who ate fairy fruit, you can never be entirely content with the world that you grew up in. Discontent is a good thing: discontented people can modify and improve their worlds, leave them better, leave them different.

And while we're on the subject, I'd like to say a few words about **escapism**. I hear the term bandied about as if it's a bad thing. As if "**escapist**" fiction is a cheap opiate used by the muddled and the foolish and the deluded, and the only fiction that is worthy, for adults or for children, is **mimetic fiction, mirroring the worst of the world** the



reader finds herself in. If you were trapped in an impossible situation, in an unpleasant place, with people who meant you ill, and someone offered you a temporary escape, why wouldn't you take it? And escapist fiction is just that: fiction that opens a door, shows the sunlight outside, gives you a place to go where you are in control, are with

people you want to be with (and books are real places, make no mistake about that); and more importantly, during your escape, books can also give you knowledge about the world and your predicament, give you weapons, give you armour: real things you can take back into your prison. Skills and knowledge and tools you can use to escape for real. As JRR Tolkien reminded us, the only people who inveigh against escape are jailers.

Another way to destroy a child's love of reading, of course, is to make sure there are no books of any kind around. And to give them nowhere to read those books. I was lucky. I had an excellent local library growing up. I had the kind of parents who could be persuaded to drop me off in the library on their way to work in summer holidays, and the kind of librarians who did not mind a small, unaccompanied boy heading back into the children's library every morning and working his way through the **card catalogue**, looking for books with ghosts or magic or rockets in them, looking for vampires or detectives or witches or wonders. And when I had finished reading the children's' library I began on the adult books.

Libraries are about freedom. Freedom to read, freedom of ideas, freedom of communication. They are about education (which is not a process that finishes the day we leave school or university), about entertainment, about making safe spaces, and about access to information. I worry that here in the 21st century people misunderstand what libraries are and the purpose of them. If you perceive a library as a shelf of books, it may seem antiquated or outdated in a world in which most, but not all, **books in print** exist digitally. But that is to miss the point fundamentally.

I think it has to do with nature of information. Information has value, and the right information has enormous value. For all of human history, we have lived in a time of information scarcity, and having the needed information was always important, and always worth something: when to plant crops, where to find things, maps and histories and stories – they were always good for a meal and company. Information was a valuable thing, and those who had it or could obtain it could charge for that service.

THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.“
(Chinese Proverb)

exercises your brain

i provides knowledge and information

books are a good topic of conversation

better writing skills

reduces stress, puts you in a better mood

great and free entertainment

improves concentration and focus

enriches the language and vocabulary

correlation
turtledove
ambivalence
decadence
confused
procrastination
hermeneutics
ambivalence
confabulation
hermeneutics
ambivalence

develops creativity

books pose questions to stimulate further reflection

good for memory

books are a window to the world

increases your ability to empathize with others

introduces to the unknown fantasy world

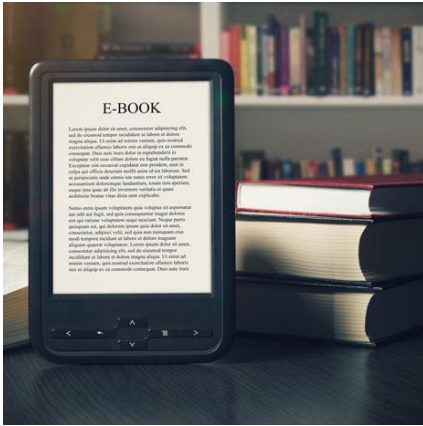
designed by: anjanika101

Benefits of Audiobooks

- * Proper word pronunciation
- * Improves listening and comprehension skills
- * Engage students in active reading
- * Increases vocabulary comprehension
- * Students can follow along with printed text
- * **Listen and learn at your own pace: slow down, fast forward, go back or bookmark a section**

Libraries are places that people go to for information. Books are only the tip of the information iceberg: they are there, and libraries can provide you freely and legally with books. More children are borrowing books from libraries than ever before – books of all kinds: **paper** and **digital** and **audio**. But libraries are also, for example, places that people, who may not have computers, who may not have internet connections, can go online without paying anything: hugely important when the way you find out about jobs, apply for jobs or apply for benefits is increasingly migrating exclusively online. Librarians can help these people navigate that world.

I do not believe that all books will or should migrate onto screens: as Douglas Adams once pointed out to me, more than 20 years before the Kindle turned up, a **physical book** is like a shark. Sharks are old: there were sharks in the ocean before the dinosaurs. And the reason there are still sharks around is that sharks are better at being sharks than anything else is. Physical books are tough, hard to destroy, bath-resistant, solar-operated, feel good in your hand: they are good at being books, and there will always be a place for them. They belong in libraries, just as libraries have already become places you can go **to get access to e-books**, and audio books and DVDs and web content.



Libraries really are the gates to the future. So it is unfortunate that, round the world, we observe local authorities seizing the opportunity to close libraries as an easy way to save money, without realising that they are stealing from the future to pay for today. They are closing the gates that should be open.

According to a recent study by the Organisation for Economic Cooperation and Development, England is the “only country where the oldest age group has higher **proficiency in both literacy and numeracy** than the youngest group, after other factors, such as gender, socio-economic backgrounds and type of occupations are taken into account”. Or to put it another way, our children and our grandchildren are less literate and less numerate than we are. They are less able to navigate the world, to understand it to solve problems. They can be more easily lied to and misled, will be less able to change the world in which they find themselves, be less employable. All of these things. And as a country, England will fall behind other developed nations because it will lack a skilled workforce.

We have an obligation to support libraries. To use libraries, to encourage others to use libraries, to protest the closure of libraries.

We all – adults and children, writers and readers – have an obligation to daydream. We have an obligation to imagine. It is easy to pretend that nobody can change anything, that we are in a world in which society is huge and the individual is less than nothing: an atom in a wall, a grain of rice in a rice field. But the truth is, individuals change their world over and over, individuals make the future, and they do it by imagining that things can be different.

We have an obligation to make things beautiful. Not to leave the world uglier than we found it, not to empty the oceans, not to leave our problems for the next generation. We have an obligation to clean up

after ourselves, and not leave our children with a world we've shortsightedly messed up, shortchanged, and crippled.

We have an obligation to tell our politicians what we want, to vote against politicians of whatever party who do not understand the value of reading in creating worthwhile citizens, who do not want to act to preserve and protect knowledge and encourage literacy. This is not a matter of party politics. This is a matter of common humanity.

Albert Einstein was asked once how we could make our children intelligent. His reply was both simple and wise. "If you want your children to be intelligent," he said, "read them fairy tales. If you want them to be more intelligent, read them more fairy tales." He understood **the value of reading**, and of imagining. I hope we can give our children a world in which they will read, and be read to, and imagine, and understand.

By Neil Gaiman

author of short fiction, novels, comic books;

lecture for the Reading Agency

/ October 14, 2013 /

the Barbican/ London

Text Assignments



Task 1

Read and study the text "Why our Future Depends on Libraries and Reading"



Task 2

Look for the answers to these questions:

1. What does Neil Gaiman mean calling himself "biased"?
2. In what connection is the prison industry mentioned in the text?
3. Comment on the author's metaphor concerning fiction: "a gateway drug to reading".
4. How does the author interpret the following sentence: "We navigate the world with words"?
5. What is the simplest way "to raise literate children" in author's mind?

6. What books are declared as “bad books” by adults? Why were comics decried as fostering illiteracy?
7. What is Neil Gaiman’s attitude towards Victorian “improving” literature?
8. Dwell on the author’s metaphor “the reading ladder”.
9. In what way does prose fiction build empathy?
10. Why had science fiction been disapproved in China for a long time?
11. Why does the author consider “discontent” to be a good thing?
12. Explain the concepts “escapist fiction” and “mimetic fiction” as seen by Neil Gaiman.
13. Comment on JRR Tolkien’s saying: “... the only people who inveigh against escape are jailers”.
14. What are the purposes of libraries according to the author? Why do people in the 21st century misunderstand what libraries are?
15. Why doesn’t the author believe that all books will migrate onto screens?
16. In what way does he compare a physical book with a shark?
17. Why is every subsequent generation “less able to navigate the world, to understand it, to solve problems”?
18. Comment on Albert Einstein’s saying: “If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Why our Future Depends on Libraries and Reading”. Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Literate society, to foster a love of reading, a gateway drug to reading, a post-literate world, to navigate the world with words, fostering illiteracy, worthy-but-dull books, “improving” literature, a reading ladder, to build empathy, self-obsessed individuals, escapism/escapist fiction, mimetic fiction, to mirror the worst of the world, the value of reading, card catalogue, books in print, a physical book, to get access to e-books, proficiency in literacy/ numeracy.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Albert Einstein, Douglas Adams, libraries/ librarians, science fiction, the Chinese, prose fiction, post-literate world, literate society, pleasurable activity, illiteracy, well-meaning adults, mimetic fiction, Victorian “improving” literature, self-obsessed individuals, escapism, JRR Tolkien.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

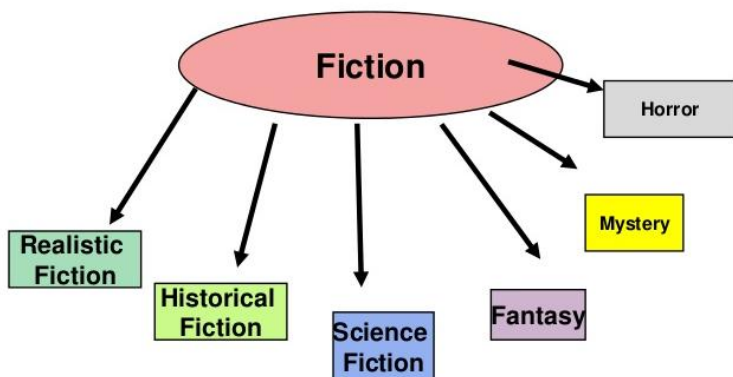
Present the information on the theme “Why our Future Depends on Libraries and Reading” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. Fiction Subgenres**Figure 2. Types of Books**

Print books continue to be more popular than e-books or audio books

% of U.S. adults who say they have ____ in the previous 12 months

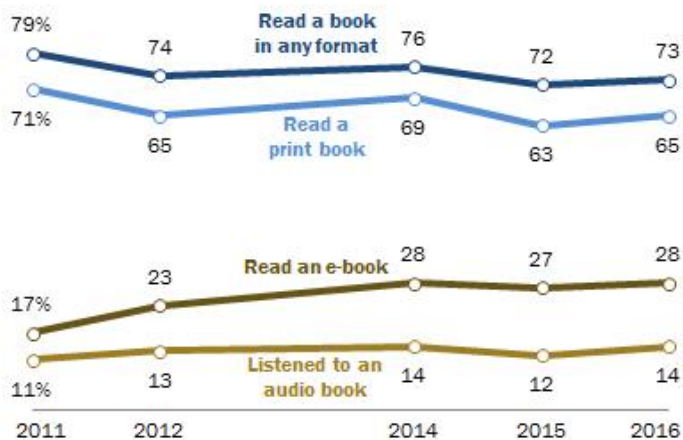


Figure 3. Benefits of reading books

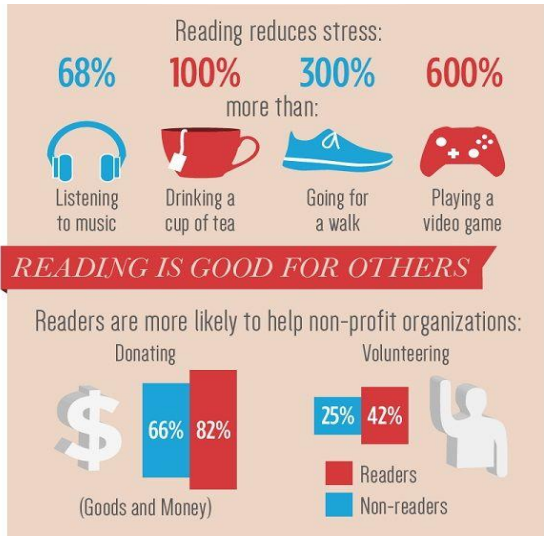


Figure 4. Preferred Fiction Genre

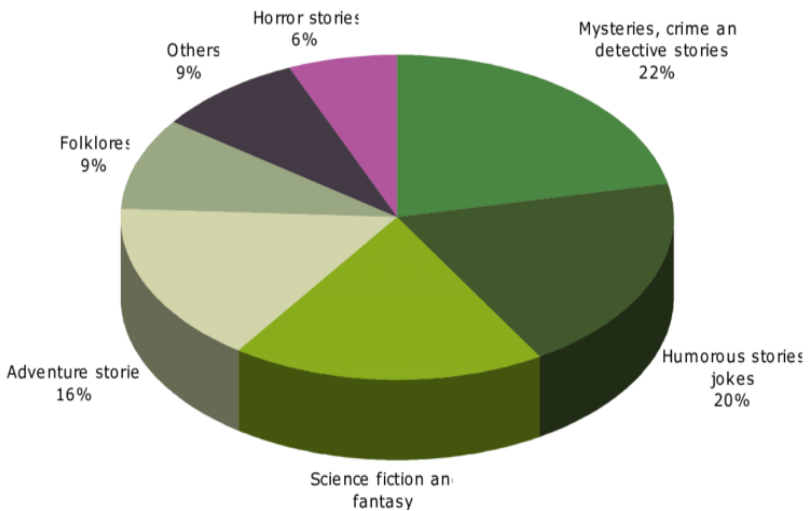


Figure 5. Problems associated with paper-book reading

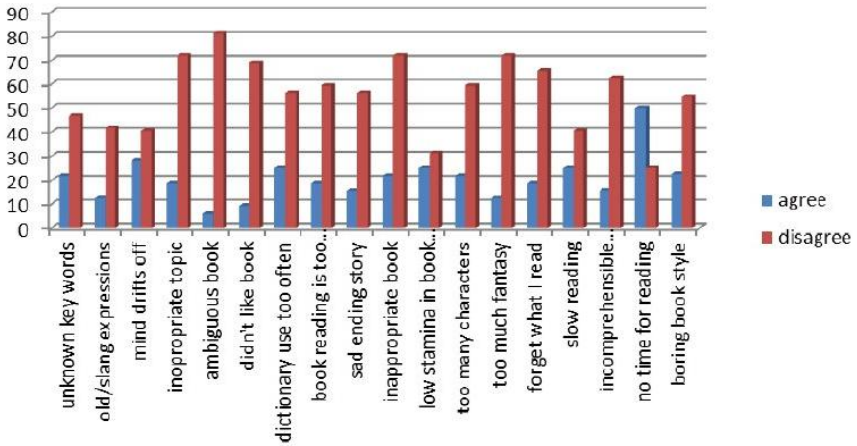
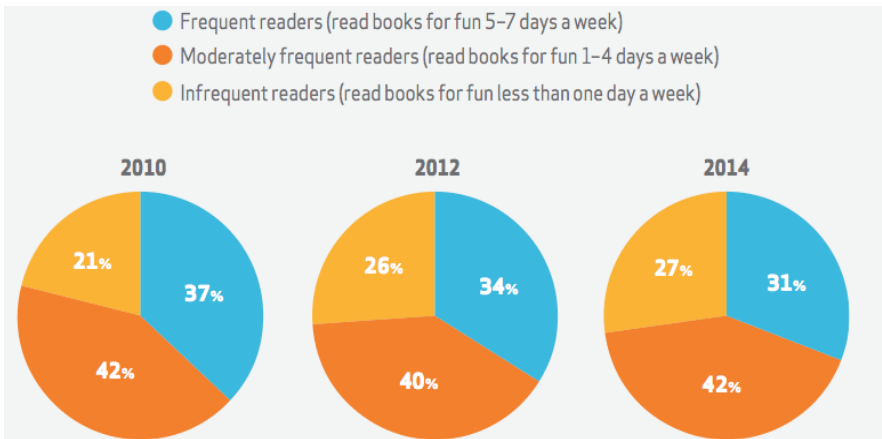


Figure 6. How many days a week do you read?



**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Books and Reading”.

Якщо хочете бути письменником, понад усе треба робити дві речі: багато читати й багато писати. Мені не відомо шляху в обхід них, шляху навпростець. Я повільно читаю, але зазвичай устигаю прочитати 70-80 книжок за рік, переважно художніх. Я читаю не для штудіювання ремесла, а тому, що люблю читати. Це те, чим я займаюся ввечері, відкинувшись у своєму блакитному кріслі. Так само я читаю художню літературу не для штудіювання мистецтва вигадування, а просто тому, що люблю історії. Однак, якимось навчанням таки відбувається. Кожна книга, яку ви починаєте, дає свої уроки, і часто погані книжки навчають вас більше, ніж хороші.

Найкраще уявлення про те, чого не робити, отримуєш, читаючи погану прозу: один роман на кшталт «Рудокопів на астероїді» вартий цілого семестру в хорошій школі літературної творчості, навіть із суперзірковими запрошеними лекторами.

Хороше письмо, зі свого боку, навчає письменника стилю, елегантності оповіді, розвитку сюжету, створенню правдоподібних персонажів і щирості. Кожного письменника в процесі його становлення має збити з ніг - чи то пак розплющити – комбінація чудової історії та чудового письма. Не можна сподіватися збити з ніг іще когось силою свого письма, доки це не станеться з тобою самим. Тому ми читаємо, або пізнати посередність і кричущу бездарність; таке пізнання допомагає нам помічати ці речі, коли вони починають закрадатися в нашу власну працю, і уникати їх.

Найбільша користь від читання полягає в тому, що воно додає процесу писання невимушеності та інтимності: по прибутті в письменницьку країну у тебе все гаразд із документами та посвідченням особи. Постійне читання введе вас у такий стан, що зможете писати охоче та не переживаючи за якість. Чим більше читаєте, тим менший ризик виставити себе дурнем за пером чи текстовим процесором.

*Про письменство/
Стівен Кінг*

**Task 3**

Read the following extract from the famous novel by Stephen King and give its literary translation.

[...] During the days Wendy would stay home and housewife, feeding Danny his bottles in the sunwashed kitchen of the four-room second-story apartment, playing her records on the battered portable stereo she had had since high school. Jack would come home at three (or at two if he felt he could cut his last class), and while Danny slept he would lead her into the bedroom and fears of inadequacy would be erased.

At night while she typed, he would do his writing and his assignments. In those days she sometimes came out of the bedroom where the typewriter was to find both of them asleep on the studio couch, Jack wearing nothing but his underpants, Danny sprawled comfortably on her husband's chest with his thumb in his mouth. She would put Danny in his crib, then read whatever Jack had written that night before waking him up enough to come to bed.[...]

In those days, Jack's drinking had still been well in hand. On Saturday nights a bunch of his fellow students would drop over and there would be a case of beer and discussions in which she seldom took part because her field had been sociology and his was English: arguments over whether Pepys's diaries were literature or history; discussions of Charles Olson's poetry; sometimes the reading of works in progress. Those and a hundred others. No, a thousand.

The competition at UNH had been fierce, and Jack carried an extra burden in his writing. He put in at least an hour at it every night. It was his routine. The Saturday sessions were necessary therapy. They let something out of him that might otherwise have swelled and swelled until he burst.

At the end of his grad work he had landed the job at Stovington, mostly on the strength of his stories - four of them published at that time, one of them in Esquire. She remembered that day clearly enough.[...] She had almost thrown the envelope away, thinking it was a subscription offer. Opening it, she had found instead that it was a letter saying that Esquire would like to use Jack's story "Concerning the Black Holes" early the following year. They would pay nine hundred dollars,

not on publication but on acceptance. That was nearly half a year's take typing papers and she had flown to the telephone, leaving Danny in his high chair to goggle comically after her, his face lathered with creamed peas and beef puree.[...]

The Shining
by **Stephen King**



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

*There it is! I dare say..... On the surface of it..... Undoubtedly.
It stands to reason. Practically speaking.... Just so. What's more....
...so to say... Fancy that! I won't deny.... Not in the least.*

1) *When I want to read a novel I write one.*

Attributed to Benjamin Disraeli (1804 - 1881)
British prime minister and writer

2) *There is no such thing as a moral or an immoral book. Books are well written, or badly written.*

Oscar Wilde (1854 - 1900)
Irish poet, playwright, and wit

3) *The true University of these days is a collection of books.*

Thomas Carlyle (1795 - 1881)
Scottish historian and essayist

4) *The good of a book lies in being read. A book is made up of signs that speak of other signs, which in their turn speak of things. Without an eye to read them, a book contains signs that produce no concepts; therefore it is dumb.*

Umberto Eco (1932 -)
Italian writer and literary scholar

5) *Books create eras and nations, just as eras and nations create books.*

Jean-Jaques Ampère (1800 - 1864)
French writer and historian

6) *A library is thought in cold storage.*

Herbert Samuel (1870 - 1963)
British statesman and philosopher

7) *All books are divisible into two classes, the books of the hour, and the books of all time.*

John Ruskin (1819 - 1900)
British art critic, writer, and reformer

8) *Books are good enough in their own way, but they are a mighty bloodless substitute for life.*

Robert Louis Stevenson (1850 - 1894)
Scottish novelist, essayist, and poet



Task 5

Do some library research and write an essay on one of the given topics:

1. No entertainment is so cheap as reading, or any pleasures so lasting.
2. How could people be encouraged to buy books and read more?
3. Imaginary meeting with your favourite British/American writer.
4. How far have television and the Internet changed people's reading habits?
5. E-books should replace paper books: will the rise of e-books result in the loss of employment and businesses?
6. Audiobooks can be a welcome addition to any activity. Audiobook as a timesaver.
7. Libraries: are they thriving or obsolescent?
8. Book-sharing: forms, aims, appropriateness.

Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 434 - 443), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Books and Libraries”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments

Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 29-36;
- from Part B tests 29-36;
- from Part C tests 29-36.



PART II

HOW TO READ FICTION

In well-chosen words and artfully arranged **imagery**, **literary fiction** tells a story about characters in conflict or expresses an emotion or idea. But how do we as readers become involved in these **narratives**?

- The scope of literary fiction

There's enormous diversity in fiction as this partial list of **genres** demonstrates: **satirical, biographical, religious, romantic, the novel of manners, naturalistic, allegorical, political, utopian, historical, regional, national epic, ethnic, family saga, experimental, and proletarian or protest.** Popular (**mass-market**) **fiction** genres include **Western, science fiction, detective, romance, and horror/occult.** If you haven't found what you want, try another genre.

- Why read fiction?

We read for entertainment and/or instruction, according to some **critics.** Others assign a slightly different purpose to novels and **short stories:** to delight and/or enlighten through the various expressions of the imagination. The first explanation emphasizes escape and **message,** while the second refers to the art of exploring and explaining the human experience. **Popular or commercial literature** may also aim to shock, amaze, or provide us with an escape from reality into another world. Understanding popular literature is easy, because it typically **employs** simple **characters, clearly resolvable conflicts,** and familiar **techniques.** But many readers find it relatively difficult to respond fully—emotionally, imaginatively, and intellectually—to all the



worthwhile aspects of literary fiction. It's possible to overcome this difficulty by responding to the techniques of fiction that writers employ.

- Responding to literary fiction

First, determine what **point of view**, or **perspective**, the writer is using. Writers most commonly use one of the following three. In **third-person omniscient**, the author tells the story, as British author Thomas Hardy does in *The Return of the Native* (1878). In first person the author lets a character tell the story, as Ralph Ellison does in *Invisible Man* (1952). In third-person central intelligence, the author filters everything through a single character's perceptions, as Katherine Mansfield does in the short story *Miss Brill*. Confusion results when the reader does not **respond to** the way the author's choice of point of view functions in a story or novel.

Next, pay attention to the **author's style**—the choice and use of words to achieve effects line by line. The point of view employed somewhat controls the style. A **first-person narrator** of average intelligence, for example, can only use words that are part of his or her vocabulary. Some other **literary devices** to notice include **figures of speech**, such as **metaphors** and **similes**; **symbolism**; major **images**; **motifs** (repetition of images), and **abrupt transitions**. Think about how these devices function in creating the author's style.

- Appreciating literature

You can enjoy literary fiction more if you have some knowledge of the development of the novel and of its different types, techniques, and styles. Reading Thomas Pynchon's massive novel *Mason & Dixon* (1997), for instance, is a richer experience if you know that the **subject matter**, **theme**, and techniques Pynchon employs have evolved since ancient times. They came down from the Greek bard Homer, to the late Middle Ages with English poet Geoffrey Chaucer, to the Renaissance era of Spanish writer Miguel Cervantes, to the Victorian era of English novelist Charles Dickens, to the modern era of Irish author James Joyce and the post-modern era of French-Algerian writer Albert Camus.

You can also enhance your experience by reading about the author and the era in which the author lived. The colorful life of American writer Ernest Hemingway **offers much insight into his work**. Another

tactic is to compare a given novel or story with others you have read. In addition, discussing authors and titles with friends will give you new perspectives on the works while turning literature into a social experience.

By David Madden
professor of creative writing/
Louisiana State University/
Baton Rouge

Text Assignments



Task 1

Read and study the text “How to Read Fiction.”



Task 2

Look for the answers to these questions:

1. What is the scope of literary fiction? Comment on the chief genres.
2. What kind of genres does mass-market fiction include?
3. What purpose do some people assign to novels and short stories?
4. Do people also read for entertainment and instruction?
5. Is it easy to understand popular literature? What means does it employ?
6. In what way can readers overcome the difficulty to respond to all the aspects of literary fiction?
7. What points of view do writers commonly use in their narration?
8. What literary works illustrating the choice of the point of view are given as examples in the text?
9. How is the concept ‘the author’s style’ defined in the text? Does the point of view control the style?
10. What kind of literary devices do authors resort to?
11. How can one enjoy literary fiction more? Comment on Thomas Pynchon’s novel “Mason & Dixon”.
12. Why is it necessary to read about the author and the era in which he lived?
13. How can one turn literature into his/her social experience?

**Task 3**

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “How to Read Fiction”. Translate them into Ukrainian.

**Task 4**

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Imagery, narrative, satirical /biographical/ religious/ romantic/ naturalistic/allegorical/political/ utopian/ historical/regional/ national epic/ ethnic/ experimental genres, the novel of manners, family saga, mass-market fiction, Western, science fiction, detective, romance, horror/occult, critic, short stories, commercial /popular literature, clearly resolvable conflicts, or perspective, third-person omniscient, first-person narrator, figures of speech, abrupt transition, motif, subject matter.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Renaissance era, the Victorian era, the modern era, the post-modern era, Ernest Hemingway, readers’ response, literary devices, point of view, commercial literature, literary genres, message, the author’s style, social experience, critics, human experience, short stories.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

**Task 7**

Present the information on the theme “How to Read Fiction” using the thematic vocabulary and your summaries as a support.



HOW TO CULTIVATE A LIFETIME READING HABIT

“To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life.” — W. Somerset Maugham.



Somewhere after “lose weight”, “stop procrastinating”, and “fall in love”, “read more” is one of the top goals that many people set for themselves. And rightly so: a good book can be hugely satisfying, can teach you about things **beyond your daily horizons**, and can create

characters so vivid you feel as if you really know them. If reading is a habit you’d like to get into, there are a number of ways to cultivate it. First, realize that reading is highly enjoyable, if you have a good book. If you have a lousy book (or an extremely difficult one) and you are forcing yourself through it, it will seem like a chore. If this happens for several days in a row, consider **abandoning the book** and finding one that you’ll really love.

Other than that, try these tips **to cultivate a lifetime reading habit**:

- **Set times.** You should have a few set times during every day when you’ll read for at least 5-10 minutes. These are times that you will read no matter what — triggers that happen each day. For example, make it a habit to read during breakfast and lunch (and even dinner if you eat alone). And if you also read every time you can, and when you go to

bed, you now have four times a day when you read for 10 minutes each — or 40 minutes a day. That’s a great start, and by itself would be an excellent **daily reading**

Reading is a conversation. All books talk. But a good book listens as well.

Mark Haddon

habit. But there's more you can do.

- Always carry a book. Wherever you go, take a book with you. When I leave the house, I always make sure to have my driver's license, my keys and my book, at a minimum. The book stays with me in the car, and I take it into the office and to appointments and pretty much everywhere I go, unless I know I definitely won't be reading (like at a movie). If there is a time when you have to wait (like at a doctor's office or at the DMV), **whip out your book** and read. Great way to pass the time.
- Make a list. Keep a list of all the great books you want to read. You can keep this in your **journal**, in a **pocket notebook**, on your personal home page, on your **personal wiki**, wherever. Be sure to add to it whenever you hear about a good book, online or in person. Keep a running list, and cross out the ones you read.
- Tech trick: create a Gmail account for your book list, and email the address every time you hear about a good book. Now your inbox will be your reading list. When you've read a book, file it under "Done". If you want, you can even reply to the message (to the same address) with notes about the book, and those will be in the same conversation thread, so now your Gmail account is your **reading log** too.
- Find a quiet place. Find a place in your home where you can sit in a comfortable chair (don't lay down unless you're going to sleep) and **curl up with a good book** without interruptions. There should be no television or computer near the chair to minimize distractions, and no music or noisy family members/roommates. If you don't have a place like this, create one.
- Reduce television/Internet. If you really want to read more, try cutting back on TV or Internet consumption. This may be difficult for many people. Still, every

*A book is a gift you can
open again and again.*

—Garrison Keillor

minute you reduce of Internet/TV, you could use for reading. This could create hours of **book reading time.**

- Read to your kid. If you have children, you must, must read to them. Creating the reading habit in your kids is the best way to ensure they'll be readers when they grow up and it will help them to be successful in life as well. Find some great children's books, and read to them. At the same time, you're developing the reading habit in yourself and spending some quality time with your child as well.
- Keep a log. Similar to the reading list, this log should have not only the title and author of the books you read, but the dates you start and finish them if possible. Even better, put a note next to each with your thoughts about the book. It is extremely satisfying to go back over the log after a couple of months to see all the great books you've read.
- Go to used book shops. My favorite place to go is a **discount book store** where I drop off all my old books (I usually take a couple of boxes of books) and get a big discount on **used books** I find in the store. I typically spend only a couple of dollars for a dozen or more books, so although I read a lot, books aren't a major expense. And it is very fun **to browse through the new books** people have **donated**. Make your trip to a used book store a regular thing.
- Have a library day. Even cheaper than a used book shop is a library, of course. Make it a weekly trip.
- Read fun and compelling books. Find books that really **grip** you and keep you going. Even if they aren't **literary masterpieces**, they make you want to read — and that's the goal here. After you have cultivated the reading habit, you can move on to more difficult stuff, but for now, go for the fun, gripping stuff. Stephen King, John Grisham, Tom Clancy, Robert Ludlum, Nora Roberts, Sue Grafton, Dan Brown ... all those popular authors are popular for a reason — they tell great stories. Other stuff you might like: Vonnegut, William Gibson, Douglas Adams, Nick Hornby, Trevanian, Ann Patchett, Terry Pratchett, Terry McMillan, F. Scott Fitzgerald. All excellent **storytellers**.

The best advice I ever got
was that knowledge is power
and to keep reading.

David Bailey

- Make it pleasurable. Make your reading time your favorite time of day. Have some good tea or coffee while you read, or another kind of treat. Get into a comfortable chair with a good blanket. Read during sunrise or sunset, or at the beach.
- Blog it. One of the best ways to form a habit is to put it on your blog. If you don't have one, create one. It's free. Have your family go there and give you **book suggestions** and comment on the ones you're reading. It **keeps you accountable for** your goals.
- Set a high goal. Tell yourself that you want to read 50 books this year (or some other number like that). Then set about trying to accomplish it. Just be sure you're still enjoying the reading though — don't **make it a rushed chore.**
- Have a reading hour or reading day. If you turn off the TV or Internet in the evening, you could have a set hour (perhaps just after dinner) when you and maybe all the members of your family read each night. Or you could do a **reading day**, when you (and again, your other family members if you can get them to join you) read for practically the whole day. It's super fun.

by **Leo Babauta**
journalist and published author

Text Assignments



Task 1

Read and study the text “How to Cultivate a Lifetime Reading Habit”.



Task 2

Look for the answers to these questions:

1. What are the top goals that many people set for themselves?
2. What can one benefit from a good book?
3. Why should a man consider abandoning a book in the judgment of Leo Babauta?
4. In what way does the author propose to acquire a daily reading habit?
5. Why does the author recommend always carrying a book?

6. Why does the author advise keeping a list of all the great books you want to read? How does it work?
7. Why does the author advise creating a Gmail account for your book list? How does such reading log work?
8. Comment on the importance of a quiet place for your reading.
9. Is the Internet or TV reduction difficult for all people?
10. Why does the author insist on reading to children?
11. Why does the author recommend keeping a log?
12. What are the benefits of going to a used book store/having a library day?
13. What is the use of reading fun / compelling books according to the author?
14. What arguments does the author adduce to make reading pleasurable?
15. Why is it necessary to create a personal blog?
16. In what cases can the process of reading become a rushed chore?
17. Why does the author reason into having a reading hour or reading day?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “How to Cultivate a Lifetime Reading Habit”. Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

To cultivate a lifetime reading habit, beyond one’s daily horizons, discount book store, to abandon the book, reading log, daily reading habit, to whip out one’s book, personal wiki, to curl up with a good book, book reading time, used books, to browse through the new books, to donate books, compelling books, literary masterpiece, storyteller, to keep smb. accountable for, reading day, to make reading a rushed chore.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

W. Somerset Maugham, pocket notebook, reading log, distractions, TV / Internet consumption, book reading time, used book store, compelling books, Stephen King/ John Grisham,/ Tom Clancy... , Vonnegut/ William Gibson... , high goal, super fun, daily reading habit.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

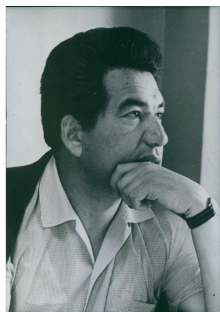
**Task 7**

Present the information on the theme “How to Cultivate a Lifetime Reading Habit” using the thematic vocabulary and your summaries as a support.



THE WRITER AND HIS VOICE

How great are the possibilities of **belles-lettres** in the **maintenance of human values**, and what values are particularly meaningful in the modern world?



Chingiz Aitmatov

As I see it, literature in a certain sense must become a **rescuing flame of purification**. Life is often filled with fuss, contradictions and follies, and sometimes it seems that salvation lies in solitude, which gives vent to spiritual energy. But the human personality renews itself only in unity with the world, with other people. Literature must take part in the search for such harmony: there are too many disuniting factors in the world, and our words must find the means to overcome them. **Spiritual values** are fragile and unprotected. Modern economic



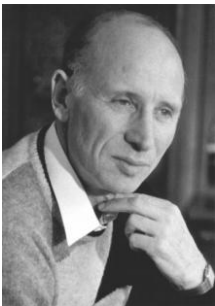
Arthur Miller

achievements give us a complex of benefits, but they also develop consumer instincts. A writer's eye must, in this respect, be **vigilant**.

It is impossible to preserve those spiritual values that are common to the whole of mankind, and to make them a requirement for everyone, to place our hopes on the whole of a previous culture alone, regardless how much we treasure and cherish it. These values must be built and stored up. In this I see the national and civic duty of writers, and tried to explain this in my novel

“Rotation”.

The main spiritual values are **forthrightness**, **candidness** and **justice**. These categories do not change with time. As for myself, I simply try to write as well and as beautifully as I can, and try to retain the **decent values** I have, I suppose. I think everybody will agree that the least we can do is to create some kind of understanding between people, to tell somebody of whom you think only as a type, as a **stereotype**, that he can consider himself a human being. This is a step towards peace. The same is the aim of our dialogue: to create fewer stereotypes and more **individuals**, and therefore **to become individualized in each other's eyes**. In our time, writers have **to keep contacts going**. We have no power particularly. It would have been better if political leaders in many countries were able to do this. But since they don't do it, I suppose, it's up to us to do it.



Micolos Sluckis

Literature, as we all know, is a means for communicating. The Russian classics had enormous impact on literature in the West, including America. For its part, the powerful literature of the US **enjoys recognition** and affection in many countries. I have been to America on three occasions and have observed an urge there, especially among young people, to take a closer look at us. The same was

happening at our meeting. Our discussions were sharp, but this is only natural. We shall hardly

settle our ideological differences, no golden age is in the offing in this sense, but we are looking for and finding ever more points of contact. The basis for cooperation is fairly large; after all, the profession of a writer, like that of a **tiller of the soil**, is strictly peaceful.



**Aleksandr
Solzhenitsyn**

I have understood and felt that world literature is no longer an abstract anthology, nor a generalization invented by **literary historians**; it is rather a certain common body and a common spirit, a living **heartfelt unity** reflecting the growing unity of mankind. What then is the place and role of the writer in this cruel, dynamic, split world on the brink of its ten destructions? After all we have nothing to do with letting off rockets, we do not even push the lowliest of hand-carts, we are quite scorned by those who respect only material power. Is it not natural for us too to step back, to lose faith in the **steadfastness of goodness**, in the indivisibility of truth, and to just impart to the world our bitter, detached observations: how mankind has become hopelessly corrupt, how men have degenerated, and how difficult it is for the few beautiful and **refined souls** to live amongst them?

But we have not even recourse to this flight. Anyone who has once taken up the **WORD** can never again evade it; a writer is not the **detached judge** of his **compatriots** and contemporaries, he is an **accomplice to all the evil committed** in his native land or by his countrymen.



Jerome Lawrence

The most **precious value** is the **dignity** of every individual. No human being should be a slave. On the other hand, nobody has the right to be a master. Every person, no matter what his colour, race or religion, is very important in the world today. We are equal, and must adhere to these principles.

Literature must speak out boldly and freely: man's **conviction** is stronger than any weapon.



Neil Gaiman

Writers must listen to the voices of their people, and the people of all countries want peace. And if governments follow the wrong path, writers must not be afraid to let them know. Writers are the **reporters of our time**; they are the **prophets of the future**.

We writers – and especially writers for children, but all writers – have an obligation to our readers: it’s the obligation to write true things, especially important when we are creating tales of people who do not exist in places that never were – to understand that truth is not in what happens but what it tells us about who we are. Fiction is the lie that tells the truth, after all. We have an obligation not **to bore** our readers, but to make them need to turn the pages. One of the best cures for a **reluctant reader**, after all, is a tale they cannot stop themselves from reading. And while we must tell our readers true things and give them weapons and give them armour and **pass on** whatever **wisdom** we have gleaned from our short stay on this green world, we have an obligation not to preach, not to lecture, not to force **predigested morals** and messages down our readers’ throats like adult birds feeding their babies pre-masticated maggots; and we have an obligation never, ever, under any circumstances, to write anything for children that we would not want to read ourselves.

We have an obligation to understand and to acknowledge that as writers for children we are doing important work, because if we mess it up and write dull books that **turn children away from reading** and from books, we have lessened our own future and diminished theirs.

Text Assignments



Task 1

Read and study the text “The Writer and his Voice”.



Task 2

Look for the answers to these questions:

1. What values are particularly meaningful in the modern world?
2. Comment on Chingiz Aitmatov's views on literature. What did he mean mentioning the phrase "the rescuing flame of purification"?
3. Is it possible to preserve the spiritual values common to the whole of mankind, and to make them a requirement for everyone?
4. What are the main spiritual values of the mankind in Arthur Miller's view? Are they changeable over time?
5. How can writers create some kind of understanding between people?
6. What did Micolás Sluckis mean comparing the profession of a writer with a tiller of the soil?
7. How did Aleksandr Solzhenitsyn characterize the world literature?
8. Why are writers scorned by men who respect only material power?
9. How did Aleksandr Solzhenitsyn enlarge on contemporary mankind?
10. What is the most precious value of every individual in Jerome Lawrence's view?
11. Comment on Jerome Lawrence's definition of writers as "the prophets of the future".
12. What kind of obligations do writers have to their readers according to Neil Gaiman's views?
13. In what way can wisdom be passed on by writers?
14. What is one of the best cures for a reluctant reader in Neil Gaiman's opinion?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic "The Writer and his Voice". Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Belles-lettres, maintenance of human /spiritual/ decent/ precious/ values, rescuing flame of purification, to be vigilant, forthrightness, candidness, stereotype, to become individualized in smb.'s eyes, to keep contacts going, to enjoy recognition, to settle ideological differences, a tiller of the soil, literary historian, a heartfelt unity, steadfastness of goodness, refined souls, to be a detached judge of one's compatriots, to be an accomplice to all the evil committed, dignity, prophets of the future, turn children away from reading, a reluctant reader, to pass on wisdom, predigested morals.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Russian classics, fiction, the prophets of the future, a reluctant reader, predigested morals, reporters of our time, detached observations, indivisibility of truth, a tiller of the soil, the literature of the US, literary historians, decent values, a rescuing flame of purification.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme "The Writer and his Voice" using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. Benefits of Reading

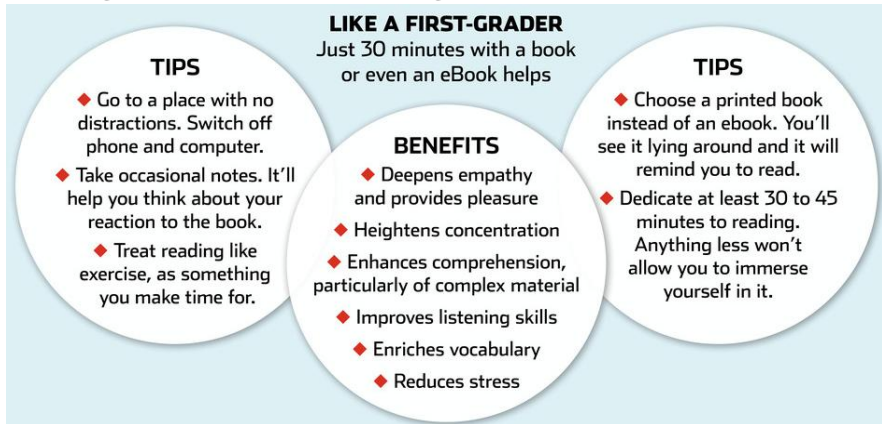


Figure 2. Reading Books for Fun

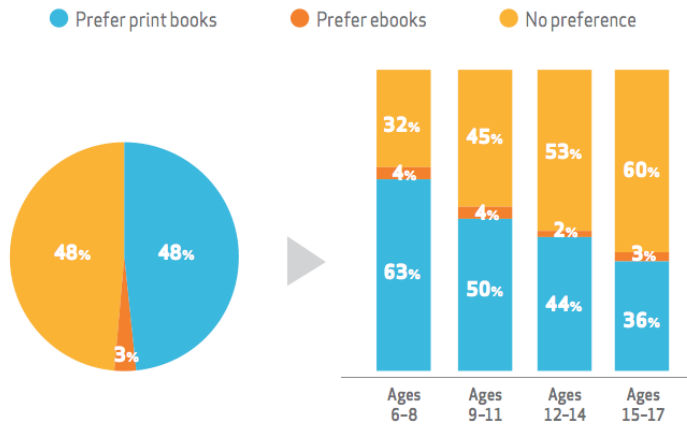


Figure 3. Things Writers Do Instead of Writing

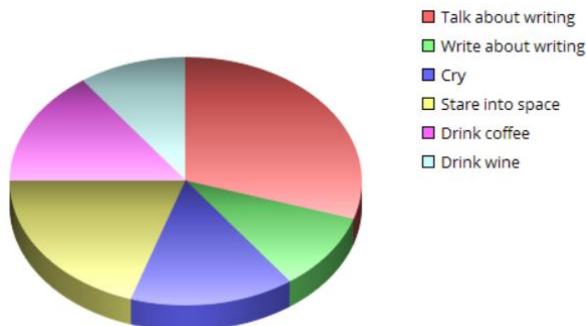


Figure 4. Writing

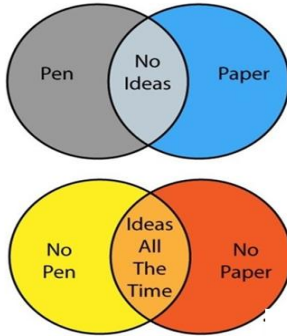


Figure 5. Book Creation

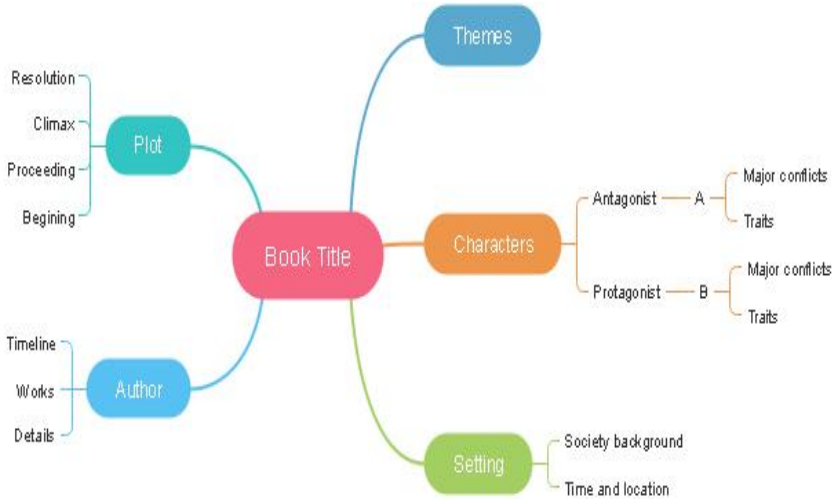
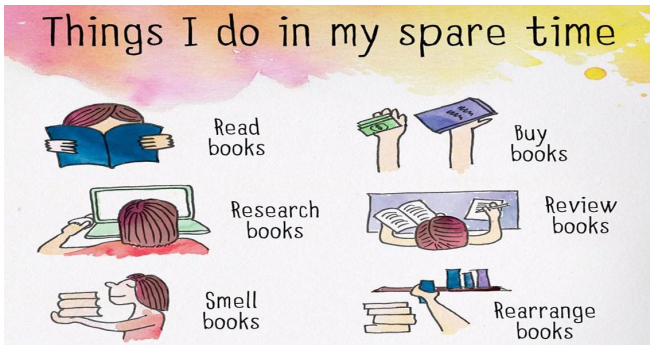


Figure 6. Bookworm



**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Books and Reading”.

Біографія кожного письменника містить спонуки та травми, відштовхуючись від яких він починає писати. Саме життя Агати Крісті нескінченно постачало їй матеріал для оповідань та романів. Ні, вона не була репортером кримінальної хронічки й не брала участь у розслідуваннях – максимум, знала особливості ліків та отрут, коли заповзялася опановувати фармакологію. Детективні сюжети авторка вигадувала, проте персонажами в них ставали добре знайомі їй люди, а події розгорталися у місцях та містах, де вона колись мешкала. Біографію Агати Крісті всуціль населяють прототипи її творів. Вона була уважним спостерігачем і саме тому її персонажі, ввібравши характери й звички реальних людей, виглядають такими повнокровними – всі, від лорда до дантиста. Водночас, чисельні мандри авторки дозволяють вписувати детективний сюжет як у звичну їй панораму невеликого англійського містечка, так і в гамір лондонського Сіті чи навіть в екзотичні декорації Близького заходу й тропічних островів.

Окремої книжки про своє письменство Агата Крісті не написала. Проте її «Автобіографія» 1965 року, поруч з неймовірно цікавими епізодами її приватного життя, містить достатньо спостережень, що стосуються загального бачення і конкретних алгоритмів її творчості. Головне, що можна зафіксувати для себе, вчитуючись у «Автобіографію», - це виняткова і нестримна любов письменниці до вигадування сюжетів, процесу, що не припинявся ніколи й ніде. Авторка дивується сама собі, коли наче збоку бачить власну постать, що йде вулицями Лондона, бурмочучи під ніс діалоги та цілі уривки із задуманої книги. Сюжети захоплюють і переповнюють її, раз виникнувши, вже не дають спокою, вона повертається до них знову і знову.

*Як писали класики/
Ростислав Семків*

**Task 3**

Read the following extract from the famous novel by Jack London and give its literary translation.

A week of heavy reading had passed since the evening he first met Ruth Morse, and still he dared not call. [...] Having shaken himself free from his old companions and old ways of life, and having no new companions, nothing remained for him but to read, and the long hours he devoted to it would have ruined a dozen pairs of ordinary eyes. But his eyes were strong, and they were backed by a body superbly strong. Furthermore, his mind was fallow. It had lain fallow all his life so far as the abstract thought of the books was concerned, and it was ripe for the sowing. It had never been jaded by study, and it bit hold of the knowledge in the books with sharp teeth that would not let go.

It seemed to him, by the end of the week, that he had lived centuries, so far behind were the old life and outlook. [...] He attempted to read books that required years of preliminary specialization. One day he would read a book of antiquated philosophy, and the next day one that was ultra-modern, so that his head would be whirling with the conflict and contradiction of ideas. It was the same with the economists.[...] He was bewildered, and yet he wanted to know. He had become interested, in a day, in economics, industry, and politics.

Martin Eden's head was in a state of addlement when he went away after several hours, and he hurried to the library to look up the definitions of a dozen unusual words. And when he left the library, he carried under his arm four volumes: Madam Blavatsky's "Secret Doctrine," "Progress and Poverty," "The Quintessence of Socialism," and, "Warfare of Religion and Science." Unfortunately, he began on the "Secret Doctrine." Every line bristled with many-syllabled words he did not understand. He sat up in bed, and the dictionary was in front of him more often than the book. He looked up so many new words that when they recurred, he had forgotten their meaning and had to look them up again. He devised the plan of writing the definitions in a note-book, and filled page after page with them. And still he could not understand. [...]

Poetry, however, was his solace, and he read much of it, finding his greatest joy in the simpler poets, who were more understandable. He

loved beauty, and there he found beauty. Poetry, like music, stirred him profoundly, and, though he did not know it, he was preparing his mind for the heavier work that was to come. The pages of his mind were blank, and, without effort, much he read and liked, stanza by stanza, was impressed upon those pages, so that he was soon able to extract great joy from chanting aloud or under his breath the music and the beauty of the printed words he had read. It was illumination, a great light in the darkness of his ignorance, and he read poetry more avidly than ever.

Martin Eden

by Jack London



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

<i>Just the other way round!</i>	<i>Obviously....</i>	<i>That reminds me....</i>
<i>Decidedly not.</i>	<i>In a way yes....</i>	<i>I quite agree here.</i>
<i>What matters is....</i>	<i>On the whole....</i>	<i>In the long run....</i>
<i>That's a fine way of putting it!</i>	<i>First....</i>	<i>Unlikely.</i>

1) *When a new book is published, read an old one.*

Attributed to Samuel Rogers (1763 - 1855)
British poet and art collector

2) *We all know that books burn—yet we have the greater knowledge that books cannot be killed by fire. People die, but books never die. No man and no force can abolish memory...In this war, we know, books are weapons.*

Franklin D. Roosevelt (1882 - 1945)
U.S. president

3) *The proper study of mankind is books.*

Aldous Huxley (1894 - 1963)
British novelist and essayist

4) *The possession of a book becomes a substitute for reading it.*

Anthony Burgess (1917 - 1993)
British writer and critic

5) *The age of the book is almost gone.*

George Steiner (1929 -)
U.S. scholar and critic

6) *A good book is the purest essence of a human soul.*

Thomas Carlyle (1795 - 1881)
Scottish historian and essayist

7) *A book is not harmless merely because no one is consciously offended by it.*

T. S. Eliot (1888 - 1965)
U.S.-born British poet and playwright

8) *A book is like a man—clever and dull, brave and cowardly, beautiful and ugly.*

John Steinbeck (1902 - 1968)
U.S. novelist

9) *A novel is a mirror which passes over a highway. Sometimes it reflects to your eyes the blue of the skies, at others the churned-up mud of the road.*

Stendhal (1783 - 1842)
French writer



Task 5

Do some library research and write an essay on one of the given topics:

1. A person should avoid reading bad books: they mislead and misguide.
2. Literature and writing is not a good and easy way to earn money.
3. How can a book challenge the time? Immortality of real masterpieces of literature.
4. Should we judge a book by its cover?

5. A well-read man is loved by all: he shows his worth at a social function.
6. A book is like everything else you consume: you see a value in it.
7. Your alter-ego in a book and where to find it.



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 434 - 443), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Reading Habits”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 37-44;
- from Part B tests 37-44;
- from Part C tests 37-44.

**TESTS IN THEMATIC VOCABULARY**

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. The pages of a book are sewn or glued together on one side and bound between hard or soft paper **BINDINGS**.

- a) prints b) jackets c) covers d) wrappers

2. Professional **SCRIBES** reproduced works either by copying a text or by setting it down from dictation.

- a) copyists b) scholars c) teachers d) printers

3. Renaissance books established the convention of the title page and the **PREFACE**.

- a) content b) prologue c) cover d) description

4. Obviously, we can't say that a **LITERATE** society has no criminality.

- a) learned b) trained c) informed d) equipped

5. The only fiction that is worthy is **MIMETIC** fiction, mirroring the worst of the world.

- a) unique b) realistic c) reflecting d) imitative

6. The oldest age group has higher **PROFICIENCY** in both literacy and numeracy than the youngest group.

- a) understanding b) experience c) professionalism d) aptitude

7. A good book can create characters so **VIVID** you feel as if you really know them.

- a) graphic b) clear c) exact d) accurate

8. Read fun and COMPELLING books that really grip you and keep you going.

- a) forcing b) thriving c) irresistible d) demanding

9. The readers became involved in the NARRATIVES covering imagery, literary fiction.

- a) descriptions b) stories c) images d) plots

10. The MASS-MARKET fiction genres include Western, science fiction, detective, romance, and horror.

- a) well-known b) dominant c) widespread d) popular

11. The purpose of reading is to delight and ENLIGHTEN through the various expressions of the imagination.

- a) educate b) learn c) entertain d) study

12. In third-person central intelligence, the author filters everything through a single character's PERCEPTIONS.

- a) view b) look c) sensation d) sense

13. Confusion results when the reader does not RESPOND to the way the author's choice of point of view functions in a story or novel.

- a) react b) perceive c) feel d) sense

14. There are a number of ways to CULTIVATE reading if it is a habit you'd like to get into.

- a) improve b) enrich c) favour d) refine

15. If a book is dull consider ABANDONING it and finding one that you'll really love.

- a) neglecting b) leaving c) living d) changing

16. If you want to read more, try cutting back on TV or Internet CONSUMPTION.

- a) influence b) browsing c) use d) work

17. It is fun to BROWSE through the new books people have donated.
a) look b) come c) get d) make
18. Find books that really COMPEL your attention and keep you going.
a) pay b) catch c) grip d) force
19. Don't make reading a rushed CHORE.
a) task b) action c) procedure d) work
20. The possibilities of BELLES-LETTRES in the maintenance of human value are great.
a) story b) prose c) narration d) fiction
21. A writer's eye must, in many respects, be VIGILANT.
a) watchful b) careful c) accurate d) precise
22. Literature is a certain common body and a living HEARTFELT unity reflecting the growing unity of mankind.
a) clear b) sincere c) just d) bright
23. A writer is not the DETACHED judge of his compatriots and contemporaries.
a) strict b) sympathetic c) apathetic d) passionate
24. One of the best cures for a RELUCTANT reader is a tale they cannot stop themselves from reading.
a) ignorant b) dull c) neglected d) unwilling
25. The "BLANK VERSE" was introduced into the English literature by Wyatt and Surrey.
a) macaronic b) free c) flat d) rhymed
26. The narrative poetry was read by LITERATE and cultured society of the court.
a) educated b) trained c) high d) elite

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

biographical argumentation owner criticism public
bibliography

critics malicious literature antagonize sources
responsibility authors

advocates lawgivers mode imitative literary
respect sense

aesthetics author engagement self-esteem
perennial issues

Literary is the reasoned consideration of works and It applies to any about Criticism can be distinguished not only from but also from other matters that may concern the student of literature: questions,, historical knowledge, and influences, and problems of method. Because often try to be, declaring which works deserve and presuming to say what they are “really” about, criticism is a target of resentment. Misguided or critics can discourage an who has been feeling his way toward a new that offends received taste. Pedantic critics can obstruct a serious with literature by deflecting attention toward inessential matters. Criticism can authors even when it performs its function well. who regard literature as needing no are less than grateful when told that their works are or incomplete. What such authors may tend to forget is that their works belong to them only in a legal The true of their works is the, which will appropriate them for its own concerns regardless of the critic. The critic’s is not to the author’s but to the public and to his own standards of judgments.

Test 3. Match the definition with the correct word:

1.	belles-lettres	a) a removable paper cover used to protect a bound book
2.	flyleaf	b) a literary genre that makes imaginative use of scientific knowledge or conjecture
3.	escapism	c) one of a series of subsections each usually devoted to one idea; each usually marked by the beginning of a new line
4.	binding	d) a room or set of rooms where books and other literary materials are kept
5.	limerick	e) a statement written as an introduction to a literary or other work, typically explaining its scope, intention, method
6.	preface	f) any of several books either bound in an identical format or part of a series
7.	pamphlet	g) a way of regarding situations and facts, and judging their relative importance
8.	paragraph	h) a slab of stone, wood formerly used for inscriptions
9.	scroll	i) literary works, essays and poetry, valued for their aesthetic rather than their informative or moral content
10.	science fiction	j) an inclination to or habit of retreating from unpleasant or unacceptable reality, as through diversion or fantasy
11.	afterword	k) the inner leaf of the endpaper of a book, pasted to the first leaf
12.	dust cover	l) a brief publication generally having a paper cover; booklet
13.	volume	m) an ancient book in the form of a parchment, papyrus
14.	perspective	n) a form of comic verse consisting of five anapaestic lines

15.	library	o) the covering within which the pages of a book are bound
16.	tablet	p) an epilogue or postscript in a book

Test 4. Find the synonyms and group them correspondingly:

Preface, tale, comic verse, appellation, writer, fiction, kind, postscript, man of letters, approval, category, motif, masterpiece, popular, story, foreword, tablet, epilogue, distinctive idea, dust jacket, binding, introduction, slab, covering, genre, heading, afterword, fable, outstanding work, sort, limerick, author, literary man, narration, belles-lettres, dust cover, recognition, title, hero, mass-market, character, scholar, protagonist, pseudonym, allegory, writing, lyric, rhyme, dramatist, troubadour, subject, legend, verse, scientist, publisher, poetry, minstrel, strophe, scald, line, literary work, playwright, narrative, editor, plot, poem, pen name, myth, parable.

Test 5. Sort out the following thematic vocabulary in three columns (some are to be used twice):

drama	poetry	prose
e.g. play	rhyme	novel
tragedy	actor	poem
Blank verse	essay	vers libre
amphibrach	playwright	plot
hymn	ode	fable
comedy	couplet	accentual-syllabic
narrative	interlude	act
apocrypha	limerick	antiutopia
sonnet	diptych	chapter
chronicle	protagonist	antagonist
saga	ballad	note
romance	epic	pamphlet
feuilleton	dactyl	footnote

summary	review	script
prologue	monologue	dialogue
treatise	scene	declamation

Test 6. Complete the following sentences with the words below:

subscription	collections	medieval	mystery
sonnets	novel	legends	historiographies
satire	romance	authors	theatre

1. Nearly all Anglo-Saxon are anonymous: twelve are known by name from sources.

2. The legends of King Arthur and the Knights of the Round Table were the first written in English since the Anglo-Saxon Chronicle.

3. Medieval plays focused on the representation of Bible stories.

4. There are four complete extant English biblical of plays from the late medieval period.

5. Swift intended his Gulliver's Travels as a social and political

6. Ben Jonson did not consider himself a man of the

7. In poetry Sir Thomas Wyatt and Earl of Surrey first attempted English

8. The original about Arthur were probably Celtic in origin.

9. The was a serious and courtly kind of literature.

10. Circulating libraries, that allowed books to be borrowed for an annual, were a further factor in the rising popularity of the





KEEPING UP TO DATE

You will learn:

- *in what way mass communicated media saturate the industrialized world*
- *why the media have enormous importance to conflict resolution*
- *how newspapers and magazines reflect their owner's policies*
- *how Ukrainian magazines, television, and newspapers are operated*
- *how news influences people's lives*
- *how deadline pressure affects the quality and accuracy of news*
- *how the various types of news media have changed over 100 years*
- *why it is necessary for a journalist to be aware of social changes*
- *when the Internet became commercial; how blogging emerged*
- *how the publishing industry suffers from the effects of new technologies*



PART I

MASS MEDIA IN MODERN WORLD

The press has always played an important role in the world. **The press** is sometimes referred to as the *Fourth Estate*. This term dates back to 18th-century Britain. It was meant to suggest that the press was a force in society and government equal to the three recognized “estates” of the time—the nobility, the clergy, and the commoners. Today the term still signifies that the press plays a special role in any system of government. These days the press is often referred to as the *media*. Like “Fourth Estate,” the term “media” reflects a certain understanding about the role of the press in society. Media literally means the various technologies that convey information—from ink on paper to telephones and television to **the Internet**. Despite its literal meaning, however, the word has come to imply information itself, and those who deal in it, more than actual **newsprint** and copper wires. In what is rightly called the Age of Information, **purveyors of information** are an inevitable influence on society and government. Mass media can be used for various purposes:

- **Advocacy** both for business and social concerns. This can include **advertising**, marketing, propaganda, **public relations** and **political communication**.
- Enrichment and education bringing up.
- Entertainment: through performance of acting, music and sports, light reading, video and computer games.
- **Journalism** – news, **blogging**, information.
- Public service **announcements**.



It is obvious that **mass communicated media** saturate the industrialized world. So they have a powerful impact on how people view the world. Nearly all of the news comes from a major **network** or newspaper. It is only the most local and personal events that are experienced first-hand. Events in a larger community, the state, the country and the rest of the world are experienced through the eyes of a journalist. The media don't only report the news; they create the news by deciding what to report. The "top story" of the day has to be picked from millions of things that happened that particular day. The media also have enormous importance to conflict resolution because they are the primary source of information regarding conflicts. If a situation doesn't make the news, it simply doesn't exist for most people. At the same time **news media** thrive on conflict. The leading story for most news programmes is typically the most recent crime or **disaster**. Conflict attracts **viewers**, listeners and readers to the media: the greater the conflict – the greater **the audience**. Very often it is in the media's interest not only **to report conflict**, but **to play it up**, making it seem more intense than it really is. Long-term conflict-resolution processes, such as mediation are not dramatic and are often difficult to understand and report, especially since the proceedings are almost always closed to the media. Thus, **conflict resolution stories** are easily pushed aside in favour of the most recent and colorful aspects of a conflict. Groups that understand this dynamic can cater to it in order **to gain media attention**. Common criteria for terrorist attacks include timing them to coincide with significant dates, targeting elites, choosing sites with easy media access and aiming for large numbers of **casualties**.



In most parts of the industrialized world the news has to be sold because a handful of giant **media conglomerates** that control most of the press place a high priority on **profitable operations**. Their CEOs (chief executive officers) are under pressure to generate high returns on their shareholders' investments. Media companies face tight budgets and **fierce competition** which often translate into less foreign correspondence, heavy reliance on **sensationalism**, space and **time constraints** and a constant need for new stories. Reporters with **pressing deadlines** may not have time to find and **verify new sources**. Instead they tend to rely on government reports, **press releases** and some **vettted sources** which are usually drawn from "reliable" companies and organizations.

The news that is reported in the West comes from an increasingly concentrated group of corporate- and individually-owned conglomerates. Currently, the majority of all **media outlets** in the United States and a large share of international outlets are owned by some corporations: Vivendi/Universal, AOL/Time, Warner (CNN), The Walt Disney Co. (ABC), News Corporation (FOX), Viacom (CBS), General Electric (NBC) and Bertelsmann. These companies' holdings include international news outlets, magazines, television, books, music and movies, as well as large **commercial subsidiaries** that are not part of the media. Many of these companies are the result of recent merges and acquisitions.

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 difficult to isolate individually, because ownership is a giant conglomerate made up of united sections of the current commercial-military-governmental complex. However, no reporter or photographer, film or **copy editor** 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.

In addition to the control exercised by owners, there are also government controls and **self-censorship**. The United States (governed by the constitution, where the First Amendment guarantees **freedom of**



the press) has maybe one of the freest presses in the world. It is one of the few countries where the right to free speech is expressly written into the constitution. Yet even the US government exerts control over the media, particularly, during

times of war or crisis. In many other countries around the world governments **impose tight restrictions** on journalists, including **penalties** ranging from fines to imprisonment and execution.

But still the importance of mass media is uncontestable. Without the media most people would know little of events beyond their immediate neighborhood. Very few individuals have the resources to stay **independently informed** of world events. With the news, however, all one has to do is turn on a television or turn to the internet. Even if it is **biased** or limited it is a picture of what is happening around the world. The more sources one compares the more accurate is the picture that can be put together. If languages skills are not a barrier, it is possible to read papers and watch **broadcasts** from around the globe. Besides you can live in the United States and watch Arab-language broadcasts from the Middle East or to get on the Internet and read scores of Chinese newspaper.

Another important benefit of a functioning mass news media is that information can be relayed quickly in times of crisis. Tornado and hurricane announcement can give large populations advance warning and allow them to take precautions and move out of harm's way. The media can publish other useful announcements: from **traffic reports** to how to avoid getting HIV. It is a **stabilizing** and **civilizing force**. Along the same lines, the news media allow elected and other officials to communicate with their constituents. Media are often used for this purpose too.



Broadcasting has been subject to regulation almost since its inception. Government involvement has always been at the national level, primarily because the broadcasting signal moves through the air without regard to political borders.

Television, magazines, and newspapers in Ukraine are all operated by both **state-owned** and **for-profit corporations** which depend on advertising, **subscription**, and other sales-related revenues. Most Ukrainian media outlets have private owners. Until 2014 the state still controlled a TV channel (First National) and a radio station (National Radio Company of Ukraine), with only marginal market shares, and there was no public service broadcaster. Local governments also own local TV and **radio stations**. In Ukraine many news outlets are financed by wealthy investors and reflected the political and economic interests of their owners.

Over 30,000 **periodicals** are officially registered in Ukraine, though most of these are inactive or have never been published. In 2009, there were around 4,000 periodicals — 2,400 newspapers and 1,700 magazines. The most **circulated publications** are leisure and infotainment magazines. The largest **news agencies** in Ukraine are:

- Ukrinform
- Ukrainski Novyny ("Ukrainian news")
- RBC-Ukraina
- LigaBusinessInform

Newspapers, magazines and **general audience mass media** are usually owned by groups affiliated with political-economic conglomerates, with serious repercussions on the independence and **impartiality of the press**.

Television and radio networks in Ukraine are divided into government-run companies and private TV and radio companies. The State TV and Radio Company operate two channels and include **editorial services** that specialize in **political analysis, socio-political programmes**, current information, youth and sports programmes. Private channels tend to broadcast music and news programmes, a lot of advertising and **talk shows**.

Text Assignments



Task 1

Read and study the text “Mass Media in Modern World”



Task 2

Look for the answers to these questions:

1. What does the term “the Fourth Estate” mean?
2. What does the term the “media” reflect?
3. For what purposes can mass media be used?
4. In what way do mass communicated media saturate the industrialized world?
5. Why do the media have enormous importance to conflict resolution?
6. How do the media use conflict? What is the media’s interest?
7. What difficulties do media companies face?
8. What are the majority of all media and international outlets in the United States owned by? What do the companies’ holdings include?
9. Do newspapers and magazines reflect their owners’ policies? Should the staff be notified of them specifically?
10. In what way are government control and self-censorship carried out?
11. Prove that the importance of mass media is uncontestable.

12. What are the important benefits of the mass news media functioning in the world?
13. How are Ukrainian magazines, television, and newspapers operated?
14. How are Ukrainian news outlets financed?
15. What are the most circulated publications in Ukraine?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Mass Media in Modern World”. Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Purveyor of information, blogging, advertising, public relations, advocacy, announcement, mass communicated media, conflict resolution stories, media conglomerates, foreign correspondence, sensationalism, press release, vetted source, media outlets, commercial subsidiary, urgent issue, copy editor, print / electronic media, self-censorship, biased, traffic reports, broadcast, state-owned / for-profit corporations, periodicals, circulated publication, news agency, general audience mass media, editorial services, socio-political programme.

Task 5



Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Fourth Estate, the Age of Information, political communication, journalism, news media, to gain media attention, to verify new sources, pressing deadline, the First Amendment, to impose tight restrictions, penalty, general audience mass media, the Internet, freedom of the press, The Walt Disney Co., fierce competition, time constraints, profitable operations, self-censorship, periodicals, political analysis.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Mass Media in Modern World” using the thematic vocabulary and your summaries as a support.



HOW NEWS GETS AROUND

News is one of the most vital products we consume. It is also one of the most perishable. The worker who contributes to the making of a car, bridge, house, or even a pair of shoes knows his effort has produced something that will endure - perhaps beyond his life-time. Not so with **the news worker**. The story on which he laboured so hard and which he wrote so eloquently will be on its way to the recycling machine a day later – if it is not used to wrap fish. By then he is gathering facts for his next story. By the same token, who can remember the words of a television or radio news announcer twenty-four hours afterward?

The fleeting quality of news helps in explaining how it is obtained, written, edited, printed and distributed. This process continues twenty-four hours a day to satisfy a worldwide demand for fresh information. On the basis of the news we get, we vote, buy, sell, make or change



plans, carry an umbrella to work, attend the theatre, go to a meeting, or write a letter to the mayor. Thus, the newspaper at the breakfast table and the eleven o'clock TV news shows are part of our lives. We want to know what's going on. The news media tell us.

To supply news, a huge army of people work around the clock throughout the world. United Press International, a globe-**circling press agency**, operates on the slogan "A Deadline Every Minute." The key word is "deadline." News is gathered under **deadline pressure**. The reporter is always aware that his story must be in the hands of his editor by a rigidly prescribed time. The editor, in turn, knows that the edited copy must be in the print shop by a specific time if it is to get into the paper. Newsmen work by the clock. As the newspapers roll off the press, **circulation trucks** are waiting to carry them to various parts of the city and to trains and planes that will take them to more distant points. The same pressure applies to broadcasting. A **television news crew** must have its film and tape at the studio by a certain time if the spot is to be aired that evening. Even magazines have to meet deadlines, although not as tight ones.

Does deadline pressure affect the quality and accuracy of the news? Of course. Reporters working at great speed in gathering and writing news stories cannot always tie up loose ends, furnish sufficient background for total comprehension, or give both sides of an issue. And **inaccuracies** may crop up. Newsmen and women often obtain information under less than ideal conditions - at the frenzied scene of an accident or above the shouts of a mob. The most conscientious of reporters is liable to miss the correct spelling of a name or get an address wrong. Also news sources don't always tell the truth and often there isn't

time to verify given statements.

But remember, editors and reporters are meeting the public demand for news shortly after events happen. They are dealing in instant history. **The news in**



and what is of topical interest from what is of little concern to the majority of his readers. And this knowledge he must keep constantly up to date by being himself an assiduous reader of newspapers and magazines.

Above all, he must have his finger on the pulse of current thought and public opinion; he must, be aware of what the great mass of men and women around him are thinking and feeling; he must never lose "the common touch", for although he himself may move in a circle whose interests are specialized, what he writes must appeal to the man in the street.

The collection of news has a highly organized business. There is hardly a corner of the world today which is not covered by the gigantic network of news-gatherers employed by the local and national newspapers and the great news agencies. Very briefly, the system operates thus. Local news is collected by the reporters and district representatives of provincial newspapers, and by the local staff correspondents of the national dailies. Events of national importance are covered by **staff reporters** of the national dailies and by special correspondents of both the national and provincial Press. In addition, home news is reported by district correspondents of the news agencies, notably the Press Association, the Exchange Telegraph and Central News. Foreign news is gathered by Reuters news agency and by the foreign correspondents employed by the national dailies and some of the larger provincial papers. **Items of interest** to particular sections of the community (e.g. trade and technical news) are gathered by a number of smaller news agencies operating in different parts of the country.

Introduction to mass communication
by **Edwin Emery**

Text Assignments



Task 1

Read and study the text "How News Gets Around"



Task 2

Look for the answers to these questions:

1. What kind of product is news?
2. What is the difference between a news worker and other workers?
3. How long does the news treatment process continue?
4. How does news influence people's lives?
5. How does a huge army of people work to supply news?
6. On what slogan does United Press International operate?
7. What does the word "deadline" mean?
8. What happens with newspapers after they roll off the press?
9. What do you know about other mass media? Do they also work under deadline pressure?
10. How does deadline pressure affect the quality and accuracy of news?
11. Why do inaccuracies crop up?
12. What is the result of the hectic pace at which news is produced?
13. What happens to a reporter who is consistently inaccurate?
14. What qualities must items of information have to be news?
15. What does the art of news-gathering call for?
16. Why does the journalist have to acquire the sense of news values?
17. How will the journalist be able to distinguish what is new from what is already known?
18. What kind of business is the collection of news?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic "How News Gets Around". Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Television/ radio news announcer, news media, globe-circling press agency, deadline pressure, reporter, editor, the news worker/newsman, print shop, to roll off the press, circulation trucks, broadcasting, television news crew, to air the spot, accuracy of the news,

an issue, to obtain information, to verify statements, columnist, editorial, "think" pieces, feature story, a fast-breaking story, wire services, speedy coverage, topicality, novelty, an item of information, hearers /readers, "hard" news, news-gathering, sense of news values, to keep up to date, current thought, public opinion, provincial newspapers, local staff correspondents, national dailies, special / district / foreign correspondents.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

United Press International, deadline, "think" pieces, speedy coverage, to double-check the facts, a fast-breaking story, "hard" news, news-gathering, news agency, national dailies, the Press Association, Reuters, foreign correspondents, columnist, accuracy of the news, broadcasting, television / radio news announcer, television news crew.



Task 6

Using the information from the text, the questions of Task 2, the thematic vocabulary of the topic (Tasks 3-4) summarize the text.



Task 7

Present the information on the theme "How News Gets Around" using the thematic vocabulary and your summaries as a support.



WHAT IS JOURNALISM?

Journalism is information. It is communication. It is the events of the day distilled into a few words, sounds or pictures, processed by the mechanics of communication to satisfy the human curiosity of the world that is always eager to know what's new. Journalism is basically news. The word derives from "journal"; its best contents are "du jour", of the day itself. But journalism may also be entertainment and reassurance, to satisfy the human frailty of a world that is always eager to be comforted

with the knowledge that out there are millions of human beings just like us. Journalism is the television picture beamed by satellite direct from the Vietnam War, showing men dying in agony. It is the television picture of a man stepping on to the surface of the moon, seen in millions of homes as it happens.

Journalism can communicate with as few people as a classroom news-sheet or a parish magazine, or as with many people as there are in the world. The cave-man drawing a buffalo on the wall of his home did so to give other hunters the news that buffaloes were nearby. The town-crier reciting the news in the market-place provided a convenient way in which a number of people could simultaneously learn facts affecting all their lives.

Today the news media are swamped by the very availability of news. There is simply more of it than ever before - unimaginably more, available to many more people. This is a transformation that has been achieved in a little over 100 years. When Admiral Lord Nelson died aboard the Victory after the Battle of Trafalgar in 1805, it took two weeks for the news to reach the Admiralty in London (a young lieutenant of the Royal Navy brought the dispatches personally, sailing in the sloop Pickle to Plymouth and then riding to London). It was some hours before important people in London heard the news, some days before it reached the other cities of Britain. There must have been outlying villages that the news took even longer to reach.





When President John Kennedy was assassinated in Dallas, Texas, in November 1963, the news of his death was known around the whole world in a matter of seconds. This profound change in **the pattern of human communication** has taken place in hardly more than one man's lifetime.

Even forty years ago, most people in the developed world obtained their news from the newspapers. The newspapers had changed little from the days of Caxton (William Caxton is thought to be the first person to introduce a **printing press** into England, in 1476, and was the first English retailer of printed books). The process of printing had hardly changed at all, and the only modernization had been in machinery to produce and distribute a greater number of copies of each **issue**. Then radio arrived. At first newspapers regarded it as a passing technical fad. One director of the Press Association returned from America in 1923 and said that "broadcasting is on the wane... People are getting so tired of it that it reminds one of the almost forgotten skating-rink craze". He was, of course, profoundly wrong. In America, the effects of radio were more rapid in appearing, due to the springing up of hundreds of small town **radio stations**. In Britain, radio was put under the control of a **non-profit-making body** financed by government-collected licence fees and charged with the duty of providing a **nationwide broadcasting service**.

The war reports of the BBC radio from 1939 to 1945 should have warned newspapers that radio could rival them in the presentation of news. But it was not until television was introduced in Britain in 1956



(with the commercially backed Independent Television Authority rivaling the BBC's **television service**) that, the television set entered 80 per cent of British homes and the way in which most people learnt their news changed radically.

Journalism is about people. It is produced for people. So how has the ordinary man's receptivity to journalism changed over time? Eighty years ago, a family might listen to a **news bulletin** on the living-room radio over breakfast. Father would read his morning paper over breakfast or on the bus or train going to work. After work, he would buy an evening paper and read it on the way home, handing it over to his wife who would read it when she had washed up after the evening meal. Then they might listen to the BBC nine o'clock radio news.

What happens now? The bedside **transistor radio** switches itself on with the alarm. Mother has her radio on in the kitchen as she cooks breakfast. The kids have their radios switched to Radio One with its mixture of pop music and **news flashes**. Father glances at the morning paper over breakfast, then get into the car and turns on "Today" as he drives to work. Mother carries the radio around the house as she dusts and makes the beds to the voice of Jimmy Young. Father buys an evening paper as he leaves work, glances at the **headlines**, then turns on the six o'clock radio news as he drives home. After eating, they turn on

the **telly** and sit down to an **evening's viewing**. Mother may read the evening paper if there is a **sports programme** on TV which she finds boring. They watch the BBC's television nine o'clock or ITN's "News at Ten".

It is an immense change. These are the people for whom journalists are working. They have **to take account of** these **social changes**, which have occurred in most countries of the world.

The **newspaperman** has to be aware of the changes in the lives of his readers. It is not enough for him to print the "**hard news**" of the evening before (most **national newspapers** start printing their **major editions** around 10 pm, with further editions for the city in which they are produced coming up until 4 am), since his readers who look at the paper over breakfast will have heard most of that and seen many of the **public figures** and significant events on television the night before. Or they will hear on the early morning **radio news items** which have become news three hours later than the latest possible edition of the morning paper.

The press has been slow **to catch on** to this change and to revise its methods of operation so that the newspaper still **has a function**. That it has a function, there can be no doubt: for the television or radio news bulletin **is tightly encapsulated**, containing only a few of the main facts in a highly abbreviated form. Newspapers are **archives, objects of record**. They can be referred to, checked back on, in a way that the television or radio news cannot. They can **describe events at greater length**, add more **relevant detail**, **give authoritative comment** from people in a position **to detect trends** and the **likely lines** in which a news story will develop. But the old concept of a **newspaper "scoop"**, the presentation of a **startling hard news story** a day before its rivals, is virtually dead-killed by radio and television.

* * *

What makes a good journalist? Many things. Even journalists will disagree on the order of importance of the qualities that go to make a good journalist. But they are all agreed that paramount in **the make-up of a journalist** is a deep and genuine interest in people - good people, bad people (who often make good news!), famous people, humble



people, rich people, poor people, old people, young people, Black people, White people - people of every type - everywhere.

A person who has not this interest in other people will never make a good journalist. So, if you are not very interested in other people and think that most people are a bit of a nuisance and you prefer not to have anything more to do with them than is necessary,

journalism is not for you. Hand in hand with this interest in people, should go the qualities of sympathy (so that you **can see the other side of an issue** even if you disagree with the person who holds it), open-mindedness (so that you do not **make a hasty ill-informed judgment**) and an inquiring mind (so that you can really **get to the bottom of the thing** you are asking about). Last, but certainly not least, the journalist needs to have humility. That does not mean that he goes around like a Sunday school teacher! But it does mean that the man who thinks he is a pretty clever chap and does not mind the world knowing about it, will never make a good journalist. The journalist - certainly the reporter - spends most of his day talking or listening to other people, and none of us is very fond of the man who is a show-off, who thinks he knows it all.

So these are the basic qualities for a journalist, but the required qualifications are very different things. Let us look at the qualifications a journalist needs. Obviously he must be well enough educated to be able to write fairly clearly in whatever language it is he hopes to work in. The best journalists write simple, plain, direct English, generally preferring short words to long ones. What about the rest of the educational qualifications for a journalist? Often it is the pupil who was fairly good at five or six subjects, and not brilliant at just one, who makes the best journalist. These sort of people seem rather better balanced, as it were,

Role of the journalist

- Inform
- Educate
- Entertain

- Watchdog
- Agent of change
- Conversation starter
- Shape public opinion
- Serve the public good
- Amplify the people's voice

for the sort of life a journalist leads - often **with a nose in half a dozen things** in one day - than the specialist, who was so interested in, say, biology, that he never took much interest in history, geography, literature and other subjects.

But of course, nobody can say exactly what the best qualifications for a **career in**

journalism are. They will vary enormously, according to the individual. There are plenty of highly successful journalists who were generally at the bottom of the class when they were at school, while many a man with a university degree has failed **to make any mark in journalism**.

Introduction to mass communication
by Edwin Emery

Text Assignments



Task 1

Read and study the text “What is Journalism?”



Task 2

Look for the answers to these questions:

1. How does the author define journalism? Find all the statements on journalism.
2. Where did the word “journalism” come from?
3. How did people begin to communicate with each other: by means of signs, sounds, pictures, or words?
4. In what connection is William Caxton mentioned in the text?
5. How have the various types of news media changed over 100 years?

6. What has brought a profound change in the pattern of human communication?
7. What changes had taken place in the process of printing before radio arrived?
8. How did the development of radio broadcasting in the USA differ from that in Britain?
9. How did newspapers regard radio at first?
10. When did the way of learning news change radically in Great Britain?
11. How did a family get news in Great Britain about 80 years ago?
12. How does a family get news nowadays?
13. Why is it necessary for a journalist to be aware of social changes?
14. What is the main function of the newspaper today according to the author? What is your opinion?
15. What is paramount in the make-up of a good journalist?
16. What other qualities necessary for a good journalist should go hand in hand with the paramount one?
17. What kind of required qualifications does a journalist need according to the author?
18. What sort of life does a journalist lead?
19. Does a university degree ensure success in journalism?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “What is Journalism?” Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Journalism, the mechanics of communication, television picture, the pattern of human communication, printing press, nationwide broadcasting service, news bulletin, news flashes, transistor radio, headlines, telly, evening's viewing, to take account of social changes,

newspaperman, "hard news", public figures, radio news items, to catch on, to be tightly encapsulated, to have a function, archives, to describe events at greater length, a relevant detail, a newspaper "scoop, to give authoritative comment, to detect trends / the likely lines, a startling hard news story, make-up of a journalist, to make a hasty ill-informed judgment, to get to the bottom of the thing, with a nose in half a dozen things, to make any mark in journalism.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

"Du jour", Admiral Lord Nelson, President John Kennedy, a passing technical fad, William Caxton, the BBC radio, "hard news", national newspapers, major editions, objects of record, a newspaper "scoop", the other side of an issue, career in journalism, a Sunday school teacher, news flashes, nationwide broadcasting service.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme "What is Journalism?" using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

Figure 1. Who Threatens the Press?



Figure 2. Popularity of Mass Media

Popularity Of Mass Media

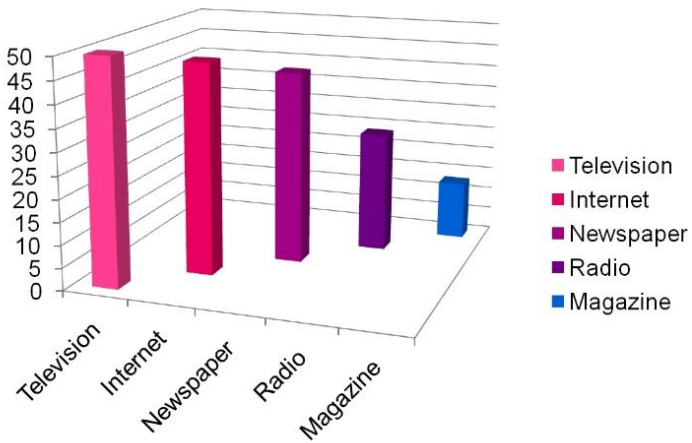


Figure 3. Sources of Information

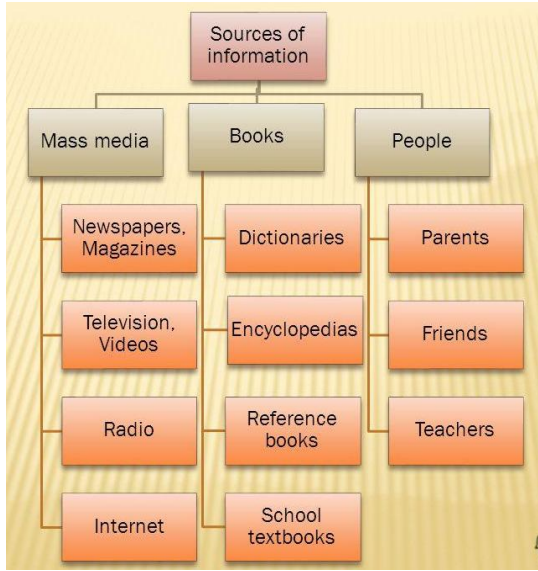


Figure 4. Free Press



Figure 5. Means of Communication

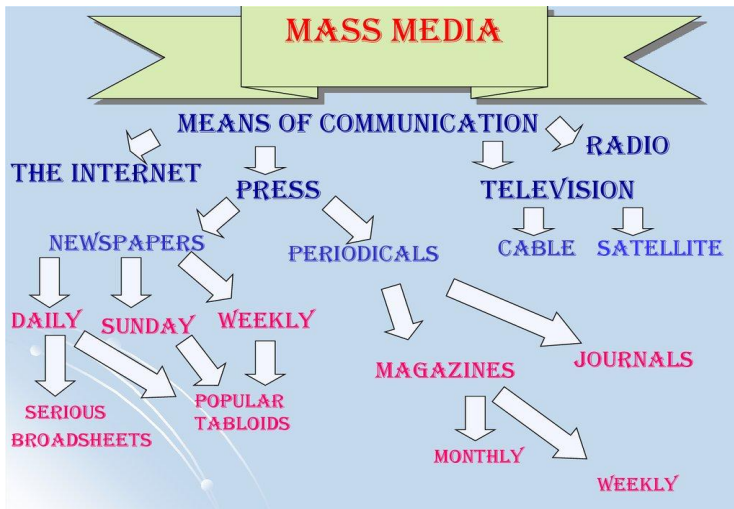


Figure 6. What makes a good journalist?

KEY SKILLS



A strong command of language



Ability to work crazy hours if needed



Ability to adapt to ever-changing environments

**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Mass Media in Modern World”.

Як відомо, в журналістиці існує багато різноманітних напрямків. Вивчаючи їх, можна наштовхнутися на таке слово як «гонзо». Гонзо-журналістика (від англ. Gonzo «божевільний», «екстравагантний») - це напрямок в журналістиці, відомий тим, що весь журналістський матеріал, що до нього відноситься, написаний в жанрі суб'єктивного, емоційно-забарвленого репортажу. Сам автор не тільки є безпосереднім учасником будь-яких подій, але нерідко й повністю вживається в образ героя, наприклад, стає байкером. У такому тексті журналіст-репортер часто висловлює лише свою особисту думку, спираючись на особистий досвід. Також відмінною рисою гонзо є наявність усіляких цитат, всіх відтінків гумору і нецензурної лексики. Здебільшого, автори торкаються проблем неприйняття будь-яких меншин, субкультур і спільнот, політики, контркультури і девіантної поведінки людей. Своєрідність гонзо-журналістики полягає в тому, що автор є центром всього події в своєму репортажі. Саме на його реакціях, почуттях, думках і емоціях будується весь текст. В такому матеріалі є тільки один погляд на ситуацію, і це погляд самого журналіста. Також велику роль відіграє й емоційність, адже будь-який текст в стилі гонзо сповнений знаками оклику та іншими емоційно-забарвленими чинниками. Відсутність певного плану, нестабільність, змішання різних стилів – все це також можна віднести до своєрідності даного стилю.

Що стосується новаторства гонзо, то воно насамперед полягає у тому, що журналісти стали відходити від шаблону стандартного репортажу, де необхідно лише висвітлити ту чи іншу подію. Тепер вони можуть сміливо висловлювати свою думку, давати оцінку і представляти ситуацію з тієї сторони, яка їм вигідна. Завдяки появі гонзо-журналістики змінилася й сама мова написаного тексту. Висловлювання стали більш сміливими і зухвалими. Правда, деколи за це карають за законом, тому потрібно бути дуже обережним, аби зуміти знайти баланс між художньою необхідністю і порушенням законів.



Task 3

Read the following extract from the famous book by Gay Talese and give its literary translation.

Most journalists are restless voyeurs who see the warts on the world, the imperfections in people and places. The sane scene that is much of life, the great portion of the planet unmarked by madness, does not lure them like riots and raids, crumbling countries and sinking ships, bankers banished to Rio and burning Buddhist nuns – gloom is their game, the spectacle their passion, normality their nemesis.

Journalists travel in packs with transferable tension and they can only guess to what extent their presence in large numbers ignites an incident, turns people on. For press conferences and cameras and microphones have become such an integral part of the happenings of our time that nobody today knows whether people make news or news makes people.[...]When the press is absent, politicians have been known to cancel their speeches, civil rights marches to postpone their parades, alarmists to withhold their dire predictions. [...]

News, if unreported, has no impact. It might as well have not happened at all. Thus the journalist is the important ally of the ambitious; he is a lamplighter for stars. He is invited to parties, is courted and complimented, has easy access to unlisted telephone numbers and to many levels of life. He may send to America a provocative story of poverty in Africa, of tribal threats and turmoil - and then he may go for a swim in the ambassador's pool. A journalist will sometimes mistakenly assume that it is his charm, not his usefulness, that gains such privilege; but most journalists are realistic men not fooled by the game. They use as well as they are used. Still they are restless. Their work, instantly published, is almost instantly forgotten, and they must endlessly search for something new, must stay alive with by-lines and not be scooped, must nurture the insatiable appetites of newspapers and networks, the commercial cravings for new faces, fashions, fads, feuds.[...]

The kingdom and the power
by Gay Talese



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

On the surface of it.... *Just the other way round.* *....so to say.....*
More than that..... *In a way.....* *It depends.....*
Actually.... *Despite this fact...* *First of all...*
If you ask me... *Most likely.* *So, we can conclude that...*

1) *All life's answers are on TV.*

Matt Groening (1954 -)
 U.S. cartoonist. Said by Homer, pater familias of "The Simpsons."

2) *TV is a chewing gum for the eyes.*

Attributed to Frank Lloyd Wright (1867 - 1959)
 U.S. architect

3) *I got tired of seeing television shows that consist of a car crash, a gunman, and a hooker talking to a black pimp. It was cheaper to do a new series than to throw out my family's television sets.*

Bill Cosby (1937 -)
 U.S. actor, author, and comedian

4) *Freedom of the press in Britain is freedom to print such of the proprietor's prejudices as the advertisers don't object to.*

Hannen Swaffer (1879 - 1962)
 British journalist

5) *Have you noticed that life, real honest to goodness life, with murders and catastrophes and fabulous inheritances, happens almost exclusively in newspapers?*

Jean Anouilh (1910 - 1987)
 French dramatist

6) *Never believe in mirrors or newspapers.*

John Osborne (1929 - 1994)
 British playwright and screenwriter

7) *Television is an invention that permits you to be entertained in your living room by people you wouldn't have in your home.*

David Frost (1939 -)
British television personality. CBS Television

8) *Why should people go out and pay money to see bad movies when they can stay at home and see bad television for nothing?*

Samuel Goldwyn (1882 - 1974)
Polish-born U.S. film producer

9) *The only qualities essential for real success in journalism are rat-like cunning, a plausible manner, and a little literary ability.*

Nicholas Tomalin (1931 - 1973)
British journalist

10) *When a dog bites a man that is not news, but when a man bites a dog that is news.*

John B. Bogart (1845 - 1921)
U.S. journalist

11) *Journalism is the only job that requires no degrees, no diplomas and no specialised knowledge of any kind.*

Patrick Campbell (1913 - 1980)
British humorous writer and editor

12) *I'm always amazed that people will actually choose to sit in front of the television and just be savaged by stuff that belittles their intelligence.*

Alice Walker (1944 -)
U.S. novelist and poet



Task 5

Do some library research and write an essay on one of the given topics:

1. Phenomenon of plagiarism in mass media.
2. The fanned scandals in the press— who gets benefits?
3. Is the 21st century radio dying?

4. Trustworthiness of contemporary TV programmes.
5. Journalism school is the only institution providing press manpower training.
6. Targeting as a core component of news story creation.
7. Journalistic ethics: where does the permissible line go?



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 444 - 463), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Mass Media in Modern World”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.



Grammar Revision Assignments

Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following

tests:

- from Part A tests 45-52;
- from Part B tests 45-52;
- from Part C tests 45-52.



PART II

THE INTERNET

The Internet is a computer-based global information system. It is composed of many interconnected **computer networks**. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information with one another and to share **computational resources** such as powerful supercomputers and **databases of information**. The Internet has made it possible for people all over the world to effectively and inexpensively communicate with one another. Unlike traditional **broadcasting media**, such as radio and television, the Internet does not have a centralized distribution system. Instead, an individual who has **Internet access** can communicate directly with anyone else on the Internet, make information available to others, find information provided by others, or sell products with a minimum overhead cost.

The Internet has brought new opportunities to government, business, and education. Governments use the Internet for internal communication, distribution of information, and automated tax processing. In addition to offering goods and services online to customers, businesses use the Internet to interact with other businesses. Many individuals use the Internet for shopping, paying bills, and **online**

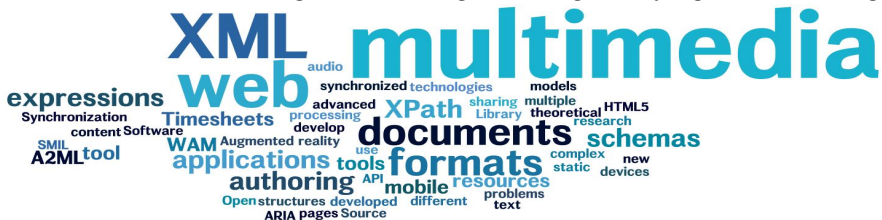


banking. Educational institutions use the Internet for research and to deliver courses to students at remote sites.

The Internet’s success arises from its flexibility. Instead of restricting component networks to a particular manufacturer or particular type, Internet technology allows **interconnection** of any kind of computer network. No network is too large or too small, too fast or too slow to be interconnected. Thus, the Internet includes inexpensive networks that can only connect a few computers within a single room as well as expensive networks that can span a continent and connect thousands of computers.

From its inception in the 1970s until the late 1980s the Internet was a U.S. **government-funded communication and research tool** restricted almost exclusively to academic and military uses. As government restrictions were lifted in the early 1990s, the Internet became commercial. In 1995 the World Wide Web (WWW) replaced **file transfer** as the application used for most **Internet traffic**. The difference between the Internet and the Web is similar to the distinction between a highway system and a package delivery service that uses the highways to move cargo from one city to another: The Internet is the highway system over which Web traffic and traffic from other applications move. The Web consists of programs running on many computers that allow a **user** to find and display **multimedia documents** (documents that contain a combination of text, photographs, graphics, audio, and video). Many analysts attribute the explosion in use and popularity of the Internet to the visual nature of Web documents. By the end of 2000, **Web traffic** dominated the Internet—more than 80 percent of all traffic on the Internet came from the Web.

Companies, individuals, and institutions use the Internet in many ways. Companies use the Internet for electronic commerce, also called **e-commerce**, including advertising, selling, buying, distributing





products, and providing customer service. In addition, companies use the Internet for **business-to-business transactions**, such as exchanging financial information and accessing complex databases. Businesses and institutions use the Internet

for **voice and video conferencing** and other forms of communication that enable people to **telecommute** (work away from the office using a computer). The use of **electronic mail** (e-mail) speeds communication between companies, among coworkers, and among other individuals. Media and entertainment companies use the Internet for **online news** and weather services and to broadcast audio and video, including **live radio and television programs**. **Online chat** allows people to carry on discussions using written text. Scientists and scholars use the Internet to communicate with colleagues, perform research, distribute lecture notes and course materials to students, and publish papers and articles. Individuals use the Internet for communication, entertainment, finding information, and buying and selling goods and services.

However, some problems remain. The most important is security. When you send an e-mail message to somebody, this message can travel through many different networks and computers. The data are constantly being directed towards its destination by special computers called **routers**. Because of this, it is possible to get into any of computers along the route, **intercept** and even change **the data** being sent over the Internet. In spite of the fact that there are many strong **encoding programs** available, nearly all the information being sent over the Internet **is transmitted** without any form of encoding, e.g. “in the clear”. But when it becomes necessary to send information over the network, these encoding programs may be useful. Some American banks and companies even conduct transactions over the Internet. However, there are still both commercial and technical problems which will take time to be resolved.

The explosive growth of the Internet has raised concerns about the creation of a “**digital divide**” between those who can afford Internet access and those who cannot. Will the poor be left behind as jobs and other opportunities in modern-day countries` economy increasingly shift to **Internet-related businesses**? Will those with Internet access enjoy educational advantages over those without such access? Should the government step in to help?

Text Assignments



Task 1

Read and study the text “The Internet”



Task 2

Look for the answers to these questions:

1. What does the term “the Internet” reflect?
2. Does Internet have a centralized distribution system like traditional broadcasting media (radio and television)?
3. What operations can an individual who has the Internet access perform?
4. What opportunities has the Internet brought to government, business, and education?
5. How is the Internet’s flexibility described in the text?
6. What kind of tool was the Internet from its inception? Did it have any restrictions?
7. When did the Internet become commercial?
8. What is the difference between the Internet and the Web?
9. What documents are called multimedia?
10. For what purposes do companies use the Internet?
11. For what purposes do institutions use the Internet?
12. For what purposes do Media and entertainment companies use the Internet?
13. For what purposes do scientists and scholars use the Internet?
14. For what purposes do individuals use the Internet?
15. What are the problems connected with the emergence of the Internet?
16. What does the phrase “digital divide” mean?

Task 3

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “The Internet”. Translate them into Ukrainian.

Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Computer networks, computational resources, databases of information, broadcasting media, Internet access, online banking, interconnection, government-funded communication/ research tool, file transfer, Internet traffic, a user, multimedia documents, e-commerce, business-to-business transactions, voice / video conferencing, electronic mail, online news, live radio / television programs, online chat, router, to intercept the data, to telecommute, encoding programs, digital divide, Internet-related business.

Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The World Wide Web, the Internet, Web traffic, e-mail, digital divide, router, online chat, broadcasting media, multimedia documents, e-commerce, voice and video conferencing, live radio and television programs, intercept the data, Internet-related business, “highway system”, computer network, online services, educational institutions, delivery service.

Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

Task 7

Present the information on the theme “The Internet” using the thematic vocabulary and your summaries as a support.

the next. **The content on a blog**, yet, has the potential to offer something new each day, week, or month. Depending on the blog owner's publishing schedule.

In the early 2000s, blogging emerged in all different phases when several political blogs were born. Also, blogs with how-to manuals began to appear. Established institutions began to note the difference between the journalism and blogging. In early stages, blogs became **mainstream**, as news services began using them as tools for outreach and opinion forming. It became a new source of information. Businesses saw a good way to improve customer's level of satisfaction. Through blogging, companies **keep** clients and customers **up to date**. The more people visit your blog, the more **exposure** and trust your **brand** gets. **Personal** and **niche bloggers**, saw the potential to reach to more people interested in specific topics. Through a blog, visitors can comment and interact with a blogger or a brand which helps create the network of loyal followers.

A **blogger** is someone who runs and controls a blog. He or she shares his or her opinion on different topics for a **target audience**. Once a blog gets enough attention and **fans**, a blogger can look into ways of monetizing his or her blog. Through the blog, he can offer his services and sell products. In recent times, bloggers have become famous for various reasons. An alternative career or job to many, more people are choosing to join the ranks. So who are bloggers? These are individuals who love sharing parts of their lives with people. They post various topics from arts, home designs, carpentry, and finance articles. Bloggers are mobile and don't need to be in one place. They live on the internet!

Most people today are creating blogs for various reasons. Every human being has its story to tell. Hence, through the internet, bloggers can communicate to a larger group of people. Blogs allow people to talk about any topics and express their opinion. One can find some bloggers writing on every activity that took place during the day. These may range from **small issues** such as waking up, to **major issues** like human rights and climate changes! Some blogging examples:

- Lifestyle blog
- Health and fitness

- Travel and adventures
- Beauty and fashion
- Food and cooking
- Mom or dad diary
- Technical information
- DIY blog
- Gamer blog

Besides, many bloggers, particularly those engaged in **participatory journalism**, are **amateur journalists**, and thus they differentiate themselves from the **professional reporters** and **editors** who work in **mainstream media organizations**. Other bloggers are **media professionals** who are publishing online, rather than via a TV station or newspaper, either as an **add-on** to a traditional media presence (e.g., hosting a radio show or writing a column in a paper newspaper), or as their **sole journalistic output**. Some institutions and organizations see blogging as a means of "getting around the filter" of media "gatekeepers" and pushing their messages directly to the public. Many mainstream journalists, meanwhile, write their own blog. The first known use of a blog on a news site was in August 1998, when Jonathan Dube of *The Charlotte Observer* published one chronicling Hurricane Bonnie.

Blogging Pros & Cons

Pros

- Great for getting found online
- Best way to establish credibility, authority and trust
- Readers can subscribe and automatically get updates
- You can control the site with minimal technical skill
- Your articles get published whenever you want with no gatekeeper

Cons

- Basic set-up requires some technical skill
- Customized set-up requires technical and design resources
 - Customized set-up can cost \$500-\$3,000
- Requires planning & significant time commitment
- Requires comfort with writing

Education for Personal Trainers – June Internship Program Course Review



“A master is judged not on how many they teach- but how many masters they leave.” After 3-days of learning, training and note taking at the studio, we welcome 12 new trainers to the ranks of Enterprise Interns. In June we had existing clients step up and take on the course, as well as trainers’

[Read More...]

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First Name*
Last Name*
Mobile*
Email*
No. 1 Goal:

ENQUIRE NOW!

Search this website... **SEARCH**

Blogs have also had an influence on minority languages, bringing together scattered speakers and learners; this is particularly so with blogs in Gaelic languages. Minority language publishing (which may lack economic feasibility) can find its audience through inexpensive blogging. **Blog-based books** have been given the name **blogook**. A prize for the best blog-based book was initiated in 2005, the Lulu Blooker Prize. However, success has been elusive offline, with many of these books not selling as well as their blogs.

Text Assignments



Task 1

Read and study the text “Blogging”



Task 2

Look for the answers to these questions:

1. What does the term “blog” reflect?
2. What sort of items do blogs include nowadays? What are the standard features and structure of a blog?
3. Is there any difference between a blog and a website? Do they perform the same function?
4. Is there any difference between the content on a static site and content on a blog?

5. How did blogging emerge?
6. Why did blogs become mainstream in early stages?
7. Under what circumstances does a brand get exposure and trust?
8. What can visitors do through a blog?
9. When can a blogger look into the ways of monetizing his or her blog?
10. Who are bloggers? Why have they become famous in recent times?
11. What issues can be covered on a blog? Give some examples of blogging.
12. What kind of difference is there between journalism and blogging?
13. How do some institutions and organizations see blogging?
14. In what way have blogs had an influence on minority languages?
15. What books have been given the name “blook”?

Task 3



Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Blogging”. Translate them into Ukrainian.



Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Blog, blog posts, navigation bar, sidebar, profile, website, updates, static site, mainstream, mainstream media organization, to keep smb. up to date, (niche) blogger, target audience, the content on a blog, fan, participatory journalism, amateur journalist, professional reporter / editor, media professionals, add-on, sole journalistic output, blook.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Blog-based books, target audience, the Lulu Blooker Prize, brand, mainstream media organizations, opinion forming, the content on a blog, blog posts, sidebar, profile, navigation bar, website, static site, "gatekeepers", Gamer blog, DIY blog, blogger, exposure.

**Task 6**

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.

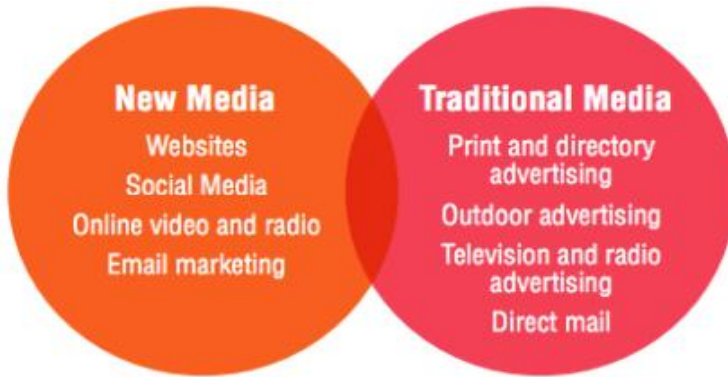
**Task 7**

Present the information on the theme "Blogging" using the thematic vocabulary and your summaries as a support.

**NEW MEDIA VERSUS TRADITIONAL MEDIA**

New technologies have developed so quickly that executives in traditional media companies often cannot retain control over their content. For example, when **music-sharing website** Napster began enabling users to exchange free music files over the Internet, **peer-to-peer file sharing** cost the music industry a fortune in lost of CD sales. Rather than capitalize on the new technology, music industry executives sued Napster, ultimately shutting it down, but never quite managing to stamp out **online music piracy**. Even with legal **digital music sales** through **online vendors** such as Apple's iTunes Store, the music industry is still trying to determine how to make a large enough profit to stay in business.

The publishing industry has also suffered from the effects of new technology (although **newspaper readership** has been in decline since the introduction of television and radio). When newspapers began developing online versions in response to competition from **cable television**, they found themselves up against a new form of journalism: **amateur blogging**. Initially dismissed as unreliable and biased, blogs such as *Daily Kos* and *The Huffington Post* have **gained credibility** and



large readerships over the past decade, forcing traditional journalists to **blog** and **tweet** in order to keep pace (which allows less time to check that sources are reliable or add **in-depth analysis** to a story). Traditional newspapers are also losing out to **news aggregators** such as Google News, which profit from providing links to journalists' stories at major newspapers without offering financial compensation to either the journalists or the news organizations. Many newspapers have **adapted to the Internet** out of necessity, fighting **falling circulation figures** and slumping **advertising sales** by offering websites, blogs, and **podcasts** and producing news stories in video form. Those that had the foresight to adapt to the new technology are breathing a sigh of relief; a 2015 Pew Research Center report found that more Americans receive their news **via the Internet** than from newspapers or radio sources, and that the Internet is the third most popular news source behind national and local television news.

New media have three major advantages over **traditional media**. First, it is immediate, enabling consumers to find out the latest news, weather report, or stock prices at the touch of a button. Digital music can be **downloaded** instantly, movies can be ordered via **cable or satellite on-demand services**, and books can be read on **e-readers**. In an increasingly fast-paced world, there is little need to wait for anything. The second advantage is cost. Most online content is free, from blogs and social networking sites to news and **entertainment sources**. Whether readers are willing to pay for content once they are used to **receiving it for free** is something that the *The New York Times* set to find out in 2016, when it introduces a **metered fee model** for its **online**

paper. Finally, new media is able to reach the most remote parts of the globe. For example, if a student is looking for information about day-to-day life in Iran, there is a high probability that a personal web page about living in that country exists somewhere on the Internet. Around three-fourths of Americans, half of Europeans, and just over one-fourth of the world's population overall **have Internet access:** Internet World Stats, “Internet Usage Statistics,” <http://www.internetworldstats.com/stats.htm>. This widespread reach makes the Internet an ideal **target for advertisers**, who can communicate with their **desired niche audiences** via **tracking devices** such as **profile information** on **social networking sites**.

Traditional Media	Social Media
Fixed, unchangeable	Instantly updatable
Commentary limited and not real time	Unlimited real-time commentary
Limited, time-delayed bestseller list	Instant popularity gauge
Archives poorly accessible	Archives accessible
Limited media mix	All media can be mixed
Committee publishers	Individual publishers
Finite	Infinite
Sharing not encouraged	Sharing and participation encouraged
Control	Freedom

So the summarized advantages and disadvantages of modern media are the following:

- Modern media delivery has numerous advantages, including the speed at which content is delivered, the widespread reach of the Internet, and the low cost—most online content is free. The sheer amount of information available online has caused many critics to claim the **information overload** is bad for people's health; however, studies have not substantiated this theory. **Online media delivery** enables a wide range of voices and **perspectives** to be heard via blogs

and social networking sites. These sites are also changing the way knowledge is consumed: from a one-way system (for example, through passively reading newspaper articles) to a dynamic process that involves an **entire online community**.

- Modern media delivery also has several disadvantages. Not all web pages are reliable sources of information; many **are subject to user error** (for example, on sites such as Wikipedia) or bias (for example, on **partisan political blogs**). The Internet also has economic disadvantages; it widens the **digital divide** between those who have access to the technology and those who do not (usually older people, people of lower economic means or educational status, or people in developing countries with poor infrastructure), and causes problems for traditional media, which are finding it difficult to profit from digital technology.

* * *

From the earliest time people have been trying to do several things simultaneously. They can read a book, cook dinner, talk on the phone, and do many other things at the same time. As car has become available, the time of **multitasking** has increased: people drive, listen radio, eat, and smoke in the cars at the same time.

Now an arsenal of new technology (from notebook computers to **cellular phones** and **portable televisions**) makes it possible for everyone to multitask all day. The computer industry introduced the word "multitasking" to the vocabulary. **Mainframe computers** that handled networks were the original multitaskers. Apple's and Microsoft's software turned millions of personal computers into multitaskers. Today millions of people can set their personal computers to multitask while they are themselves multitask: talking on the phone, receiving faxes, and looking through newspapers at the same time.

While multitasking is not bad for computers, it may be a bad thing for some people. Psychologists say it is possible for the human brain to process two or more tasks at the same time, but only one of them receives sharp attention. Multitasking makes stressful lives of people

more stressful. Experts say that although a lot of people believe that multitasking enhances their productivity, in fact it can reduce it.

Because of the limitation of human brain, multitasking can lead to many mistakes. Indeed, a person who is doing several things at the same time may put the wrong number in a **spreadsheet** or send a message to the wrong e-mail address. Moreover, people on the other end of the line don't usually like to talk to a person who is doing something else while talking to them. It may alienate the people from the multitasker.

Multitaskers also like to do more than one thing at once even their leisure time. They cannot watch television without reading newspaper or have dinner without watching TV.

Now multitasking takes place nearly everywhere. A lot of businessmen and managers are never far from their notebook computers and cellular telephones. They are almost always doing two or three things at once, driving and dialing, speaking and typing on keyboard of their computers. On airplanes they are using their notebook computers to answer e-mail messages. While driving, they are speaking on their cellular phones. "Why wait?" they ask. "That's the world we live right now".



Text Assignments**Task 1**

Read and study the text “New Media Versus Traditional Media”.

**Task 2**

Look for the answers to these questions:

1. Why cannot traditional media companies retain control over their content?
2. What is online music piracy?
3. How does the publishing industry suffer from the effects of new technology?
4. Why do traditional journalists have to blog and tweet?
5. In what way do traditional newspapers lose out to news aggregators? How have they adapted to the Internet?
6. What is the first main advantage of new media over traditional media?
7. What is the second chief advantage of new media over traditional media?
8. What is the third principal advantage of new media over traditional media?
9. Is most online content free?
10. In what way do the social networking sites change the way knowledge is consumed?
11. What are the basic advantages of new media over traditional media?
12. What is multitasking?
13. In what way do people and computers multitask?
14. Does multitasking really enhance people’s productivity?
15. What is psychologists’ viewpoint concerning multitasking?

Task 3

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “New Media Versus Traditional Media”. Translate them into Ukrainian.

Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

New media, traditional media, to have Internet access, music-sharing website, peer-to-peer file sharing, online music piracy, online vendor, newspaper readership, amateur blogging, to gain credibility, in-depth analysis, news aggregator, to adapt to the Internet, falling circulation figures, advertising sales, via the Internet/ blogs, cable/satellite on-demand services, e-reader, to be downloaded, entertainment sources, to receive smth. for free, a metered fee model, online paper, target for advertisers, desired niche audiences, digital divide, tracking devices, profile information, social networking sites, podcast, mainframe computers, online media delivery, perspectives, multitasking, to be subject to user error, partisan political blog.

Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Google News, digital music sales, Napster, online music piracy, amateur blogging, e-reader, metered fee model, desired niche audiences, online paper, economic disadvantages, tracking devices, profile information, digital divide, entire online community, information overload, multitasker, partisan political blog, Wikipedia.

Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “New Media Versus Traditional Media” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 7).

Figure 1. Facebook Connections

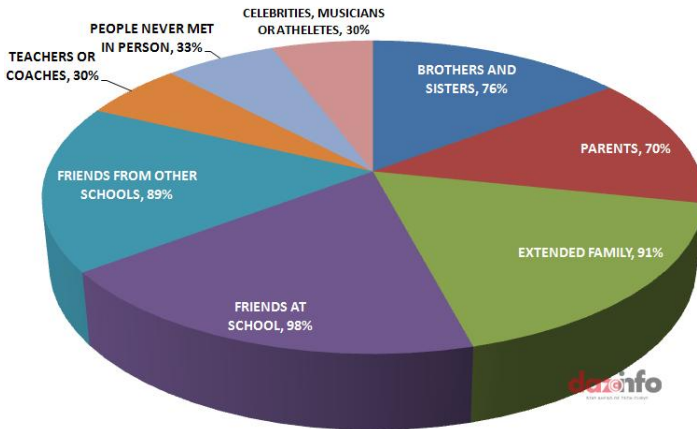


Figure 2. Monthly Website Survey

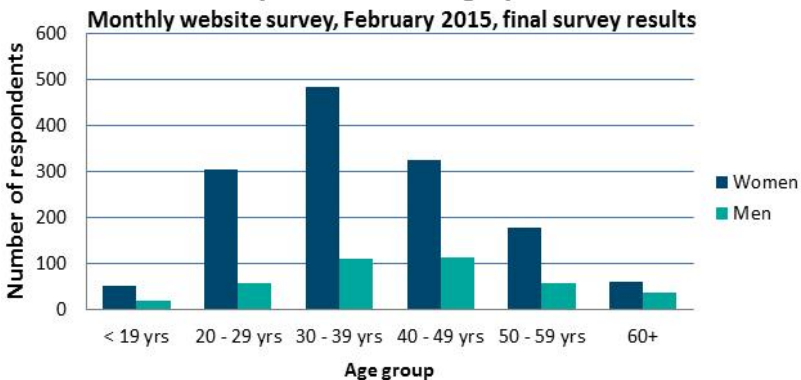


Figure 3. Emotional Drain



Figure 4. What Happens in an Internet Minute

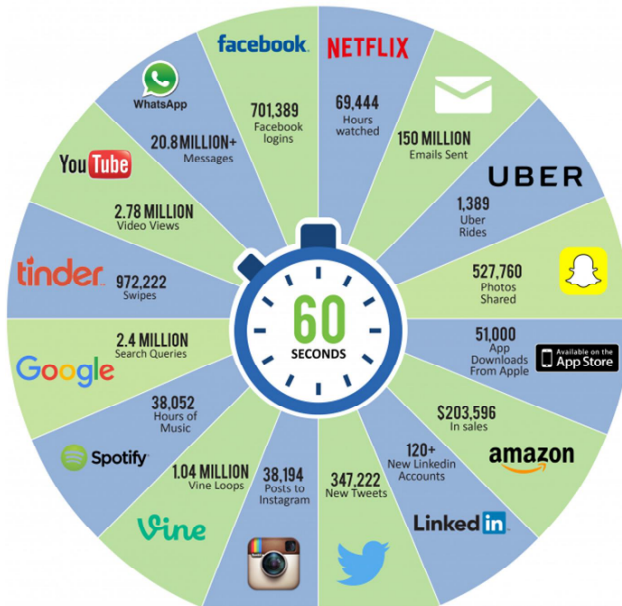


Figure 5. Smartphone Addiction

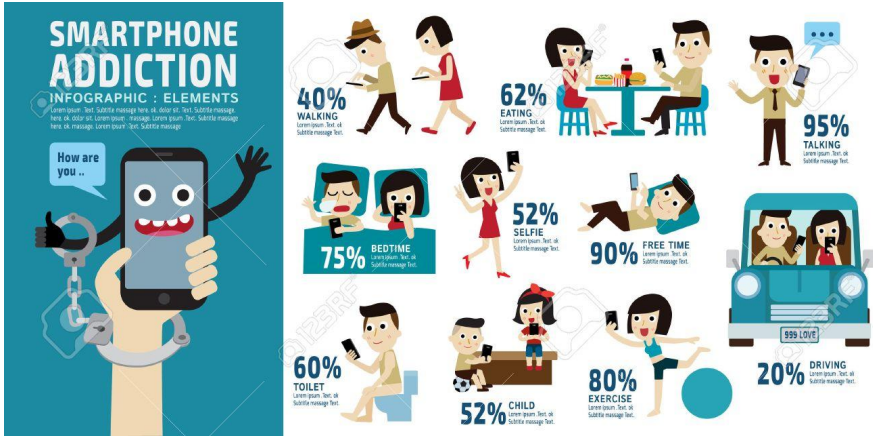
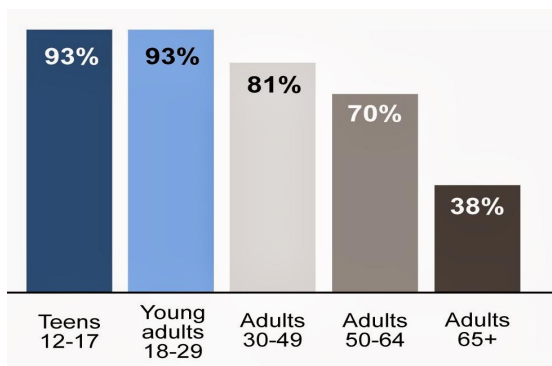


Figure 6. Social Media: advantages and disadvantages



Figure 7. The Internet by Age Groups**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Mass Media in Modern World”

Вебінар походить від двох слів «мережа» і «семінар». Іншими словами, вебінар — це семінар, який проходить по мережі інтернет. Такі онлайн-семінари поділяються на власне вебінари, які передбачають двостороння взаємодія учнів і викладача, веб-конференції і веб-касти, де односторонне: один читає лекції, інші просто слухають і дивляться. Як правило, на вебінарі комунікації проходять за наступною схемою: лектор, перебуваючи перед комп'ютером і використовую мікрофон і веб-камеру, спілкується з аудиторією. Також він може демонструвати таблиці, графіки, малюнки і презентації в цифровому форматі. Учасники слухають лекцію, спілкуються з викладачем та між собою в текстовому чаті. Крім цього лектор відповідає на коментарі і питання в режимі онлайн. Після завершення всім учасникам вебінару розсилається запис уроку. Одна з основних переваг вебінару – це висока ступінь інтерактивності. Слухачі залучені в процес навчання, задають питання для пояснення незрозумілих моментів, на які відразу ж отримують відповіді. На відміну від звичайного семінару, слухачі вебінару по його закінченні отримують запис, який пізніше можна

використовувати при закріпленні матеріалу. Запис вебінару видається навіть тим, хто не встиг до нього підключитися.

Також важливу роль відіграє значна економія часу. Учасникам і лектору не треба витратити час на дорогу до місця проведення семінару. До всього іншого вони можуть знаходитися в різних містах, або навіть країнах. Бути присутнім на вебінарі ви можете, знаходячись зручному для вас місці – на відпочинку, вдома або в офісі.

Проте у цієї форми навчання є і суттєві недоліки. Як би не старався лектор, але під час вебінару не досягається такий же емоційний зв'язок, як під час живого спілкування. А це досить важливий аспект, від якого залежить ефективність навчання. Оскільки вебінар — це новий інструмент для проведення тренінгів та конференцій, багато лекторів, звиклих до роботи з живою аудиторією, просто губляться перед монітором. В результаті цього пропадає ритм і драйв виступу. Також іноді трапляється, що учасники і лектор знаходяться в різних часових поясах. Якщо для лектора вебінар починається в 14.00, то для деяких учасників може починатись в 23.00, а це не зовсім зручно.



Task 3

Read the following extract from the famous book by Kate Fox and give its literary translation.

[...]There are many other, much more subtle social uses of mobile phones, some of which do not even involve talking on the phone at all – such as the competitive use of the mobile phone itself as a status-signal, particularly among teenagers, but also in some cases replacing the car as a medium for macho ‘mine’s better than yours’ displays among older males, with discussions of the relative merits of different brands, networks and features taking the place of more traditional conversations about alloy wheels, nought-to-sixty, BHP, etc.

I have also noticed that many women now use their mobiles as ‘barrier signals’ when on their own in coffee bars and other public places, as an alternative to the traditional use of a newspaper or magazine to signal unavailability and mark personal ‘territory’. Even

when not in use, the mobile placed on the table acts as an effective symbolic bodyguard, a protector against unwanted social contact: women will touch the phone or pick it up when a potential ‘intruder’ approaches. One woman explained: ‘You just feel safer if it’s there – just on the table, next to your hand . . . Actually it’s better than a newspaper because it’s real people – I mean, there are real people in there you could call or text if you wanted, you know? It’s sort of reassuring.’ The idea of one’s social support network of friends and family being somehow ‘inside’ the mobile phone means that even just touching or holding the phone gives a sense of being protected – and sends a signal to others that one is not alone and vulnerable.

This example provides an indication of the more important social functions of the mobile phone. I’ve written about this issue at great length elsewhere, but it is worth explaining briefly here. The mobile phone has, I believe, become the modern equivalent of the garden fence or village green. The space-age technology of mobile phones has allowed us to return to the more natural and humane communication patterns of preindustrial society, when we lived in small, stable communities, and enjoyed frequent ‘grooming talk’ with a tightly integrated social network of family and friends. In the fast-paced modern world, we had become severely restricted in both the quantity and quality of communication with our social network. Most of us no longer enjoy the cosiness of a gossip over the garden fence. We may not even know our neighbours’ names, and communication is often limited to a brief, slightly embarrassed nod, if that. Families and friends are scattered, and even if our relatives or friends live nearby, we are often too busy or too tired to visit. We are constantly on the move, spending much of our time commuting to and from work either among strangers on trains and buses, or alone and isolated in our cars. These factors are particularly problematic for the English, as we tend to be more reserved and socially inhibited than other cultures; we do not talk to strangers, or make friends quickly and easily.

Watching the English/The Hidden Rules of English Behaviour
by Kate Fox



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

*Nothing of the kind! I quite agree here. That explains it.
Looks like that. Just the reverse! As a matter of fact.... In short....
Don't you think.... I have no idea. Hardly. However...*

1) *The Internet is becoming the town square for the global village of tomorrow.*

Bill Gates(1955 -)
The principal founder of Microsoft Corporation

2) *The Internet is the world's largest library. It's just that all the books are on the floor.*

John Allen Paulos (1945 -)
An American professor of mathematics

3) *Getting information off the Internet is like taking a drink from a fire hydrant.*

Mitch Kapor (1950 -)
An American entrepreneur

4) *Give a person a fish and you feed them for a day; teach that person to use the Internet and they won't bother you for weeks.*

Anonymous

5) *The Internet is the first thing that humanity has built that humanity doesn't understand, the largest experiment in anarchy that we have ever had.*

Eric Schmidt (1955 -)
American software engineer

6) *The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life.*

Andrew Brown (1955-)
British journalist, writer, and editor

7) *Television to brainwash us all and Internet to eliminate any last resistance.*

Paul Carvel (1964-)
Belgian journalist

8) *A journey of a thousand sites begins with a single click.*

Anonymous

9) *Blogs seem to have two magnetic poles, one attracting friends, the other repulsing relatives.*

Robert Brault (1963 -)
American operatic tenor

10) *The 'Net is a waste of time, and that's exactly what's right about it.*

William Gibson (1948 -)
An American-Canadian speculative fiction writer

11) *I had a life once... now I have a computer.*

Anonymous

12) *The Internet is a shallow and unreliable electronic repository of dirty pictures, inaccurate rumors, bad spelling and worse grammar, inhabited largely by people with no demonstrable social skills.*

Anonymous



Task 5

Do some library research and write an essay on one of the given topics:

1. One of the disadvantages of modern media delivery is the lack of reliability of information on the Internet. Do you think online journalism (including blogging) will ultimately become a respected source of information, or will people continue to rely on traditional news media?
2. Do employers have the right to use social networking sites as a method of selecting future employees?
3. What is likely to happen to the print industry in the future? How is print media transitioning into the digital age?

4. Think of three examples of traditional or new media. What are the advantages and disadvantages of each type of medium?
5. Does the main source of news vary according to age group? Which group uses the Internet as a source of information the most?
6. The consequences of social networking in terms of privacy and employment.
7. What are the effects of smartphone applications on modern media?

Task 6



Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 444 - 463), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Internet”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.



Grammar Revision Assignments

Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 53-60;
- from Part B tests 53-60;
- from Part C tests 53-60.



TESTS IN THEMATIC VOCABULARY

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. In the Age of Information **PURVEYORS** of data are an inevitable influence on society and government.

- a) holders b) presenters c) producers d) suppliers

2. Media literally means the various technologies that **CONVEY** information.

- a) impart b) inform c) produce d) supply

3. News media **THRIVE** on conflict.

- a) grow b) prosper c) live d) feed

4. Very often it is in the media's interest not only to report conflict, but to **PLAY** it UP.

- a) divert attention b) distract attention
c) attract attention d) allay attention

5. In most parts of the world the news has to be sold because a handful of giant media **CONGLOMERATES** control most of the press.

- a) corporations b) agencies c) blocks d) services

6. Media companies face fierce competition which often translates into less foreign **CORRESPONDENCE**.

- a) the hard news b) the latest news
c) the vetted news d) the biased news

7. If the news is **BIASED** or limited, still it is a picture of what is happening around the world.

- a) urgent b) local c) brief d) one-sided

8. If languages skills are not a barrier, one can read papers and watch BROADCASTS from around the globe.

- a) records b) reports c) transmissions d) archives

9. Newspapers and magazines are usually owned by groups with serious repercussions on the independence and IMPARTIALITY of the press.

- a) fairness b) involvement c) bias d) bigotry

10. News is one of the most PERISHABLE products we consume.

- a) stable b) transitory c) durable d) lasting

11. The SPOT was to be aired the following evening.

- a) performance b) news c) periodical d) material

12. The deadline pressure affects the quality and ACCURACY of the news.

- a) exactness b) urgency c) loyalty d) allegiance

13. This spot is of TOPICAL interest to the majority of the readers.

- a) real b) genuine c) uncovered d) burning

14. Most people in the developed world used to OBTAIN their news from the newspapers.

- a) get b) look for c) search d) draw from

15. William Caxton was the first English RETAILER of printed books.

- a) editor b) tradesman c) producer d) deliverer

16. Fifty years ago, a typical British family listened to a NEWS BULLETIN on the living-room radio over breakfast.

- a) local news b) daily news
c) weekly news d) latest news

17. The SCOOP of the week was the Presidential election in Ukraine.

- a) publicity b) sensation c) commercial d) material

18. Many companies use the Internet for business-to-business TRANSACTIONS.

- a) reports b) deliveries c) calls d) deals

19. Bloggers POST various topics from arts, home designs, carpentry, and finance articles.

- a) put up b) put out c) put down d) put around

20. Many bloggers, particularly those engaged in PARTICIPATORY journalism, are amateur journalists.

- a) joint b) common c) voluntary d) general

21. Some blogs have gained CREDIBILITY and large readerships over the past decade.

- a) success b) recognizability c) trust d) doubt

22. Online media delivery enables a wide range of voices and PERSPECTIVES to be heard via blogs and social networking sites.

- a) drawings b) drafts c) sounds d) images

Test 2. Fill in the blanks with the following words. You may use each word only once:

essays	journalism	daily	newspaper	publishing
issues	weekly	features	editor	success
fiction	rival	poetry	sales	writers

The Daily News was a national newspaper in the United Kingdom.

It was founded in 1846 by Charles Dickens, who also served as the newspaper's first Charles Dickens was a supporter of the Liberal Party and in 1845 he began to consider the idea of a daily newspaper that could compete with *The Times*.

The Daily News was conceived as a radical to the right-wing *Morning Chronicle*. The paper was not at first a commercial

Dickens told his friends that he missed writing novels and after seventeen he handed it over to his close friend, John Forster. The new editor had more experience of and under his leadership increased.

Over the years many of the leading with Liberal opinions contributed to the , including figures such as Charles Mackay, Harriet Martineau, George Bernard Shaw, Henry Massingham and H.G. Wells.

Besides, for the last 20 years of his life, Dickens was to edit his own magazine. *Household Words* published topical..... , , short and by a variety of writers, including Elizabeth Barrett Browning, Wilkie Collins and Mrs Gaskell.

Test 3. Match the definition with the correct word:

1. headlines	a) a programme given special prominence on radio or television as indicated by attendant publicity
2. multitasking	b) the means of communication that reach large numbers of people, such as television, newspapers, and radio
3. flash	c) a journal written on-line and accessible to users of the internet
4. media	d) an audio file similar to a radio broadcast, which can be downloaded and listened to on a computer
5. journalism	e) a computer network designed so that computers can send information directly to one another without passing through a centralized server
6. router	f) a person in charge of one section of a newspaper or periodical
7. radio	g) an edition of a magazine, newspaper, etc.

8.	scoop	h) a person who uses the internet regularly
9.	feature	i) a device that allows packets of data to be moved efficiently between two points on a network
10.	peer-to-peer	j) an electronic device designed to receive, demodulate, and amplify radio signals from sound broadcasting stations
11.	dailies	k) any sensational piece of news
12.	onliner	l) a short news announcement concerning a new event
13.	issue	m) the carrying out of two or more tasks at the same time by one person
14.	podcast	n) the main points of a television or radio news broadcast, read out before the full broadcast and summarized at the end
15.	editor	o) a daily publication, especially a newspaper
16.	blog	p) the profession or practice of reporting about, photographing, or editing news stories for one of the mass media

Test 4. *Find the synonyms and group them correspondingly:*

Number, scoop, user, ceremony, onlooker, pressman, publicity, issue, news, admirer, transmission, announcement, anchorperson, proceedings, celebrity, subscriber, viewer, advertising, reporter, the rushes, sensation, information, telecast, feature, the dailies, broadcast, newsperson, bulletin, supporter, magazine, boom, host, transactions, journal, build-up, presenter, report, journalist, commercial, programme, correspondent, star, solemnity, abonent, fan, spectator, house.

Test 5. Complete the following sentences with the words below:

Facebook	shows	advertising	information
print	programme	technicians	medium
television	comics	networking	billboards
channels	e-mail	users	pamphlets
broadcast	games	outdoor	music
			radio

1. Through , one can create social awareness about many social and economical..... like AIDS, Child Abuse, Female Feticide, and so on.
2. Television..... organize different TV..... which focus on making people aware of the harsh realities of life.
3. Any..... can be successful, if theinformation is disseminated at grassroots level.
4. Social..... platforms like have brought people closer to each other.
5. media transmit information electronically, via such media as film, , recorded..... , or television.
6. media transmit information via physical objects, such as books, , magazines, newspapers, or
7. Each mass..... has its own content types, creative artists, , and business models.
8. media transmit information via such media as AR , , flying billboards - signs in tow of airplanes.
9. Video provide a common gaming experience to millions of across the globe.
10. Teachers can contact the entire class via the by sending one





POLITICAL SYSTEMS

You will learn:

- *why the Monarch has the real legislative power in Great Britain nowadays*
- *how most officials are elected in the USA*
- *in what way the Declaration of Independence establishes the United States*
- *into how many branches the state power in Ukraine is divided*
- *why the EU is crucial for the UK's economy*
- *why the USA foreign policy is important for the rest of the world*
- *how the world community fights terrorism*
- *how the state demographic policy should be carried out to solve the problem of depopulation*

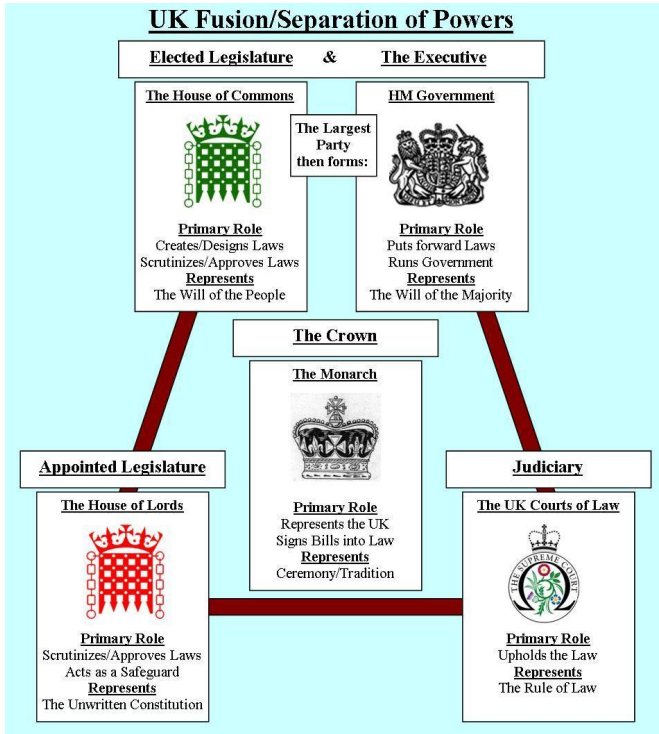
laws or **raising the army** without Parliaments' approval. Since 1689 the power of Parliament has grown steadily while the power of the monarch has weakened.

The present British monarch is Queen Elizabeth (since 1953). **Primogeniture**, the passing of the throne to the eldest son when a monarch dies, has been **the rule of succession**, and when there are no sons, the eldest daughter **ascends** the throne. This was the case when Elizabeth II succeeded to the throne in February 1952 upon the death of her father, George VI. Her husband, Prince Philip, has the title of Prince Consort, but no rank or **privileges**. The current **heir** to the throne is Elizabeth II's eldest son, Charles, Prince of Wales. According to the Act of Settlement of 1701, only Protestants are **eligible** to succeed to the throne. A **regent** may be appointed to rule for the **sovereign** if he or she is underage or incapacitated.

Britain is a **democracy**. Men and women over 18 have the right to vote, but it is not **compulsory**. They have the right to elect a Member of Parliament (M.P.) for their electoral area (**constituency**). Most M.Ps belong to a different political party. Although there is no limit to the number of political parties, and at present there are more than 100 of them, Britain in reality has a two-party system of government, since most people vote either Labour or Conservative.

Political and Legal Systems

- **Political system:** A set of formal institutions that constitute a government. It includes legislative bodies, political parties, lobbying groups, and trade unions. The system also defines how these groups interact with each other.
- **Three major types of political systems:**
 - Totalitarianism
 - Socialism
 - Democracy
- These categories are not mutually exclusive



The party that wins the most **seats** in a general election forms the **government** and its leader becomes the Prime Minister, the head of the government. He or she usually takes policy decisions with the agreement of the Cabinet of Ministers. The power of the Cabinet, in its turn, is controlled by the Parliament, for no **bill** can become law until it is passed by an Act of Parliament.

All important bills are presented to the House of Commons (**the lower chamber** of the Parliament, all 650 members of which are elected by people), where they are explained and debated. If they receive a majority vote they go to the House of Lords (**the upper chamber** consisting of 800 **hereditary** or **life-time peers, clergy, and supreme judges**) and after that to the monarch to be signed. Although a bill must be supported by all three bodies, the House of Lords has only limited powers, and the monarch has not refused to sign any bill for about 200 years. The monarch always acts on the advice of the Prime Minister, so

the House of Commons is the main **law-making body** while the Cabinet of Ministers and the government are the main **executive bodies**.

Scotland and Wales have their own governments: the Scottish Parliament in Edinburgh and the Welsh Assembly in Cardiff. Both opened in 1999.

In Northern Ireland the situation is more complicated. Because of the need to deal with politically inspired violence and **terrorism**, the Government assumed **direct rule** over Northern Ireland in 1972. Since then, several plans have been put forward by the successive governments in an effort to establish an administration acceptable both to Protestant and Roman Catholic Communities.

There are 14 British overseas territories in which Britain is responsible for their defence, internal security and foreign relations. British policy is to give independence to those overseas territories that want it, and not to force it on those which do not. The territories include British Virgin Islands, Cayman Islands, Falkland Islands, Gibraltar and some others. According to this policy Britain returned Hong Kong to China in 1997.

Great Britain is a member of the Commonwealth which is a voluntary association of independent states that originated as a result of dismantling of the British Empire after 1945. The British monarch is the Head of the Commonwealth and also the Head of State of 16 member countries such as Australia, New Zealand, Canada, the Bahamas and some others.



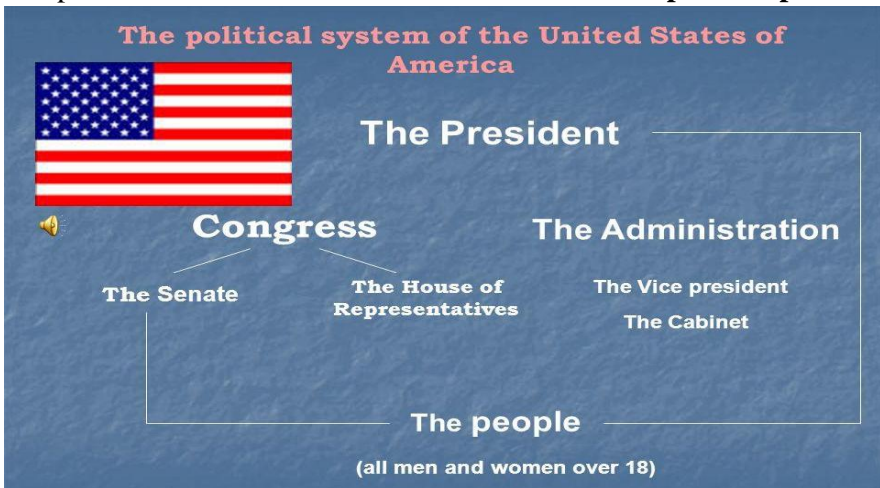


THE POLITICAL SYSTEM OF THE UNITED STATES OF AMERICA

The USA is a **federal union** of 50 states. The **basic law** is the constitution, which prescribes the structure of national government and lists its **rights and fields of authority**. Each state has its government and all of them have the dual character of both Federal and State government.

The political system of the USA is divided into three branches: **judicial, legislative** and **executive**. Each branch holds a certain degree of power over the others, and all take part in the governmental process. **Political system** of USA is very interesting, because it differs from the political system of many European countries. Most officials in America are elected from single-member districts and win office by beating out their **opponents** in a system for determining winners called "first-past- the-post" — the one who gets the most votes wins, and there is no proportional accounting. Only one party is in power, the other is out.

Unlike Britain but like most nation states, the American political system is clearly defined by basic documents. The Declaration of Independence of 1776 and the Constitution of 1789 form the foundations of the United States federal government. The Declaration of Independence establishes the United States as an **independent political**



entity, while the Constitution creates the basic structure of the federal government. Both documents are on display in the National Archives and Records Administration Building in Washington, D.C.

The US Constitution has proved to be a remarkably **stable document**. If one accepts that the first 10 **amendments** were in effect part of the original constitutional settlement, there have only been 17 amendments in over 200 years. One of the major reasons for this is that - quite deliberately on the part of its **drafters** - the Constitution is a very difficult instrument to change.

The Constitution sets the basic form of government: it has three branches — legislative, executive and judiciary. Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. Congress makes all laws, and each house of Congress has the power **to support** or **reject** a bill offered by the other. When they both pass a bill on which they agree, it is sent to the president for his signature. Only after that a bill becomes a law.

The members of the House of Representatives are elected for two years, and one-third of the Senators are elected every two years for six-year terms of office. Each state, regardless of the population, has two **senators**, while the House of Representatives has more members from more populated states.

The president of the USA is elected every four years to a four-year term of **office**, with no more than two full terms allowed. As the head of state, the president represents the country abroad, entertains **foreign leaders**, and addresses the public. As director **of foreign policy**, he appoints **foreign ambassadors** and makes **treaties** with other nations. The president also serves as **commander-in-chief** of the armed forces and as head of his political party.

The judiciary branch is represented by the Supreme Court and federal courts at the national level.

There is one more very important part of the American political scene — the **political parties**. Today the United States has two major political parties: the Democratic party and the Republican party. Both these parties have supporters among a wide variety of Americans. There are other smaller parties in the US, but none of them has enough popular support to win a presidential **election**.

Comparison of UK & US System

UK

- In a parliamentary government, the executive derives from the legislature
- The executive is formed by the party with the most seats in the House of Commons
- Fusion of powers
- The PM chooses his cabinet from the legislature (Lords and Commons)
- Parliament can remove the Government on a vote of no confidence
- Date of the election is called by the PM
- Bi-cameral, but the Commons predominates

US

- In the United States, the chief executive (the President) is directly elected by the people. The USA is therefore a Presidential system
- The President is not a member of the legislature (called Congress), and neither are any of his Cabinet members
- Separation of powers
- Fixed term elections
- Also bi-cameral, but equal powers between the two chambers
- US system can result in legislature-executive deadlock

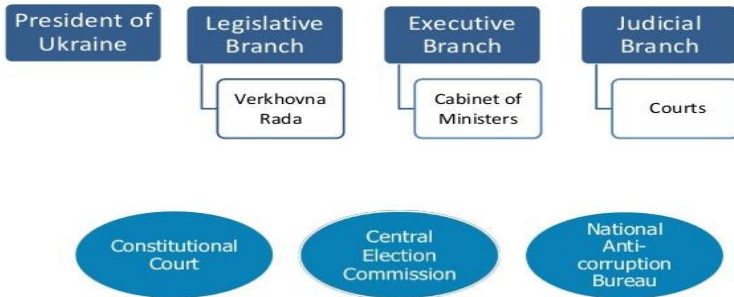


THE POLITICAL SYSTEM OF UKRAINE

Ukraine is a **sovereign state** whose **independence** was declared on August 24, 1991. Before that it was one of the 15 republics of the former Soviet Union. The country has a democratic political system which means that its executive branch is headed by the president with strong powers, and its legislative branch is represented by a national parliament.

The Constitution of Ukraine **designates** the President as the Head of State, acting on its behalf. The President is a **guarantor** of national sovereignty, **territorial integrity**, **adherence** to the Constitution, human and civil rights and **freedoms**. The President is elected by the citizens of the state on the basis of equal and direct **universal suffrage** through a **secret vote**. The term of presidential office is five years. Only a citizen of Ukraine, aged 35 or more, who was residing in Ukraine for ten years before the elections, has voting rights and speaks state language, may be elected President. President may hold his/her post no longer than two **consecutive terms**. The president is the commander-in-chief of the military forces and can issue orders, called **edicts**, without the approval of the parliament.

Government Structure in Ukraine



Ukraine's parliament, called Verkhovna Rada (the Supreme Council), is the nation's law-making body. It has one chamber consisting of 450 members who are elected by voters at general elections to a five-year term. Every citizen of Ukraine over 18 has the right to vote in the elections.

Judicial power in Ukraine is represented by the Supreme Court and the Constitutional Court.

The president is assisted by a Cabinet of Ministers whose **responsibilities** lie in the areas of **foreign affairs, home policy, economy, science and technology, industry, law and humanitarian matters**. The Cabinet is headed by the Prime Minister who is appointed by the president and approved by **the majority** of the Parliament. The Cabinet of Ministers commonly referred to as the Government of Ukraine is the highest body of state executive power in Ukraine. The Cabinet is a **collegiate body** consisting of the Cabinet's **presidium** composed of five individual and several ministries that are represented by their respective minister.

Its actions are based on the Constitution, laws of Ukraine and presidential orders. The Government is responsible to the Verkhovna Rada of Ukraine, to which it also must report. In practice, this dependency results in parliamentary appointment of a Prime Minister. The candidate is proposed by the **parliamentary coalition** to the President and then the President **submits** an **official nomination** back to Verkhovna Rada for a formal approval vote. The Prime Minister, following his appointment, nominates other members of the Cabinet (ministers) for **approval** by the



Verkhovna Rada, except the Ministers of the Foreign Affairs and of Defense who are nominated by the President.

Thus, the state power in Ukraine is based on the division of **authority** into legislative, executive and judicial branches, and Ukraine can be called a country with a **parliamentary-presidential form** of government.

Ukraine has a **multi-party system** with numerous political parties, in which no one party often has a chance of **gaining power** alone, and parties must work with each other to form **coalition governments**. There are a variety of political parties in Ukraine; they currently number more than 130. The most influential are the Social-Democratic Party of Ukraine (united), the Rukh, the People's Democratic Party (NDP) and the Socialist party. The President of Ukraine does not belong to any of the parties.

Text Assignments

Task 1



Read and study the texts “The political systems of the United States of America, of the United Kingdom of Great Britain and Northern Ireland and of Ukraine”.



Task 2

Look for the answers to these questions:

1. What are the powers of the monarch in the UK?
2. What do the letters MP stand for?

3. What is “a reading” in Parliament?
4. What does the concept ‘primogeniture’ mean?
5. What is the Cabinet? Who chooses the Cabinet of Ministers?
6. To whom does the supreme legislative power belong in Great Britain?
7. What are Parliament’s main functions?
8. To whom does the executive power belong in Great Britain?
9. What are the main responsibilities of the Ministers of the Cabinet?
10. Are there many political parties in Great Britain? What are they?
11. What lords does the House of Lords comprise?
12. Does the Monarch have the real legislative power in Great Britain nowadays?
13. What is the basic law in the USA?
14. Into what branches is the political system of the USA divided?
15. How are most officials elected in the USA?
16. In what way does the Declaration of Independence establish the United States?
17. What is Congress made up of?
18. What term of office do the members of the House of Representatives have?
19. What term of office does the president of the USA have?
20. What are the major political parties in the USA?
21. What does the concept “democratic political system of government” mean?
22. What institution is the nation's law-making body in Ukraine?
23. What responsibilities does the Cabinet of Ministers of Ukraine have?
24. What institution is the Government responsible to in Ukraine?
25. What form of government is established in Ukraine?
26. Does the President of Ukraine belong to any party?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Political Systems”. Translate them into Ukrainian.

**Task 4**

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Parliamentary monarchy, coronation, assembly, nobles, primogeniture, to ascend the throne, an heir to the throne, regent, the sovereign, constituency, a bill (to support\ reject a bill), the lower chamber, the upper chamber, life-time peers, clergy, supreme judge, executive body, law-making body, terrorism, federal union, the basic law, an official, an opponent, independent political entity, amendment, senator, term of office, to make treaties, commander-in-chief, election, a sovereign state, a guarantor, territorial integrity, universal suffrage, secret vote, consecutive term, an edict, home policy, foreign affairs, collegiate body, parliamentary coalition, multi-party system.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Norman Conquest, the British Parliament, the House of Commons, the House of Lords, Magna Carta, Queen Elizabeth II, constituency, the Prime Minister, the lower chamber, the upper chamber, "first-past-the-post", the Declaration of Independence of 1776, the Constitution of 1789, Congress, the House of Representatives, the Senate, consecutive term, foreign ambassador, commander-in-chief, the judiciary branch, the Verkhovna Rada, the Cabinet of Ministers, presidium, parliamentary coalition, the President (of Ukraine\ of the USA), elections.

Task 6

Using the information from the texts, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the texts.

Task 7

Present the information on the theme “The political systems of the United States of America, of the United Kingdom of Great Britain and Northern Ireland and of Ukraine” using the thematic vocabulary and your summaries as a support.

Thematic Assignments**Task 1**

Observe the following diagrams and pictures and comment on them (Figures 1 - 6).

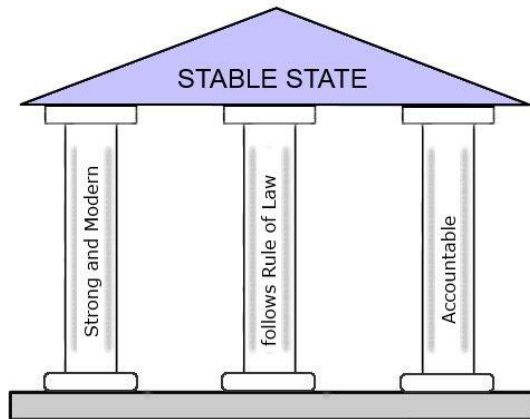
Figure 1. Stable State**Figure 2. Political Parties of the UK**

Figure 3. The US Government



Figure 4. State System of Great Britain

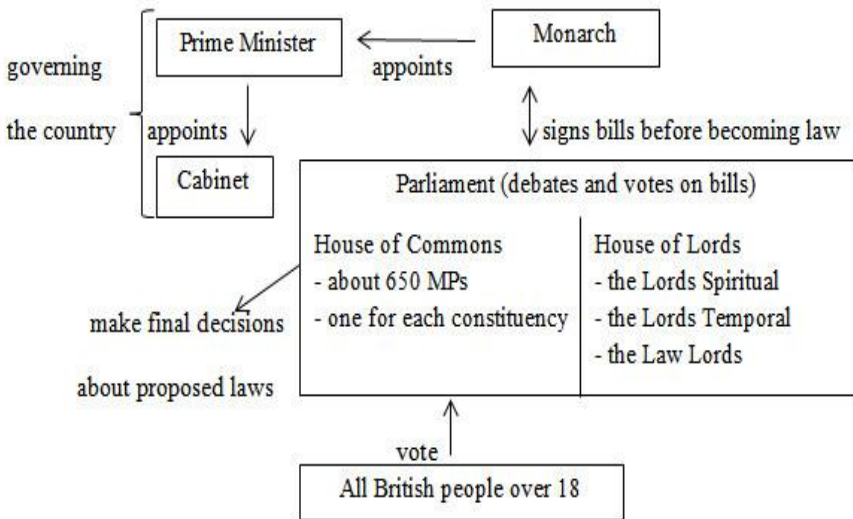


Figure 5. Government Structure in Ukraine

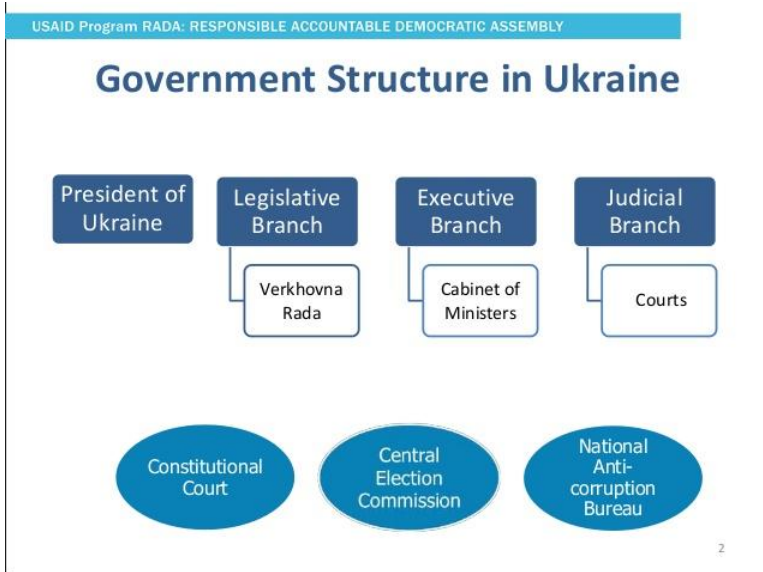


Figure 6. Democracy



**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Political Systems”.

Палата лордів – це верхня палата Парламенту Великобританії. Точна дата заснування Палати лордів відсутня у правовій літературі, однак вже у XI та XII сторіччях королі скликали ради як допоміжний орган управління. Попервах ці ради склалися з найвпливовіших баронів англійського королівства та церковників. Ці ради мали допомагати королю у питаннях оподаткування населення, а також вносити пропозиції щодо прийняття деяких законів. Право засідати у раді швидко стало спадковим для багатьох баронів, через що Палата стала включати не стільки васалів короля, скільки синів його лордів. Протягом XIII сторіччя король почав запрошувати до цього відомства деяких буржуа та дворян. В XIV сторіччі барони та представники церкви відокремилися від дворян та буржуа. Таким чином, в Англії було створено дві палати: Палату общин та Палату лордів. Формально Палати були рівноправними, однак право встановлювати оподаткування швидко закріпилося за Палатою общин. Попри це, Палата лордів завжди була могутньою та впливовою частиною британського парламенту. Єдиним часом в історії Великобританії, коли Палата лордів не існувала, стали роки англійської революції (1649-1660). Починаючи з 1399 року Палата лордів виконувала функції вищої судової інстанції у державі. З 1876 року судові функції виконувались апеляційним комітетом палати, що складався з 12 лордів-суддів, довічних перів з юридичним досвідом.

**Task 3**

Read the following extract from the famous play by Jack London and give its literary translation.

STARKWEATHER: This man Knox is a dangerous character - one that I am not pleased to see any of my family take up with. He is not a gentleman.

MARGARET: He is a self-made man, if that is what you mean, and he certainly hasn't any money.

CONNIE: (Interrupting.) He says that money is theft - at least when it is in the hands of a wealthy person.

STARKWEATHER: He is uncouth - ignorant.

MARGARET: I happen to know that he is a graduate of the University of Oregon

STARKWEATHER: (*Sneeringly.*) A cow college. But that is not what I mean. He is a demagogue, stirring up the wild-beast passions of the people.

MARGARET: Surely you would not call his advocacy of that child labor bill and of the conservation of the forest and coal lands stirring up the wild-beast passions of the people?

STARKWEATHER: (*Wearily.*) You don't understand. When I say he is dangerous it is because he threatens all the stabilities, because he threatens us who have made this country and upon whom this country and its prosperity rest.

MARGARET: The captains of industry - the banking magnates and the mergers?

STARKWEATHER: Call it so. Call it what you will. Without us the country falls into the hands of scoundrels like that man Knox and smashes to ruin. He is a sentimental dreamer, a hair-brained enthusiast. It is the foolish utterances of men like him that place the bomb and the knife in the hand of the assassin.

MARGARET: He is at least a good man, even if he does disagree with you on political and industrial problems. And heaven knows that good men are rare enough these days. When I think of all the misery and pain which he is trying to remedy - I can see in him only a power for good. He is not working for himself but for the many. That is why he has no money. You have heaven alone knows how many millions - you don't; you have worked for yourself.

STARKWEATHER: I, too, work for the many. I give work to the many. I make life possible for the many. I am only too keenly alive to the responsibilities of my stewardship of wealth.

MARGARET: But what of the child laborers working at the machines? Is that necessary, O steward of wealth? How my heart has ached for

them! How I have longed to do something for them - to change conditions so that it will no longer be necessary for the children to toil, to have the playtime of childhood stolen away from them. Theft - that is what it is, the playtime of the children coined into profits. That is why I like Howard Knox. He calls theft theft. He is trying to do something for those children. What are you trying to do for them? He is not working for himself but for the many. That is why he has no money. You have heaven alone knows how many millions - you don't; you have worked for yourself.

STARKWEATHER: Sentiment. Sentiment. The question is too vast and complicated, and you cannot understand. No woman can understand. That is why you run to sentiment. That is what is the matter with this Knox - sentiment. You can't run a government of ninety millions of people on sentiment, nor on abstract ideas of justice and right.

Theft

by Jack London



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

Personally, I.... The way things are.... The point is that....
I mean to say... In the long run.... Obviously....
On the surface of it.... Well, I never! Just the other way round.
Suppose... so to say..... What's more....

1) *Government is a referee; it shouldn't try to be a player in the game.*

Attributed to Ronald Reagan (1911 -)
 U.S. president and actor

2) *The less people know about what is really going on, the easier it is to wield power and authority.*

Charles Prince of Wales (1948 -)
 British heir apparent

3) *Better the occasional faults of a government that lives in a spirit of charity than the consistent omissions of a government frozen in the ice of its own indifference.*

Franklin D. Roosevelt (1882 - 1945)
U.S. president

4) *There is no finer investment for any community than putting milk into babies.*

Winston Churchill (1874 - 1965)
British prime minister and writer

5) *Nothing is as dangerous for the state as those who would govern kingdoms with maxims found in books.*

Cardinal Richelieu (1585 - 1642)
French churchman and statesman

6) *Man is by nature a political animal.*

Aristotle (384 BC - 322 BC)
Greek philosopher

7) *A government that is big enough to give you all you want is big enough to take it all away.*

Barry Goldwater (1909 - 1998)
U.S. politician



Task 5

Do some library research and write an essay on one of the given topics:

- 1) What are the advantages and disadvantages of the monarchy and republican state systems?
- 2) What is your image of a perfect president of the country?
- 3) Are there any possibilities of creating one global country in the world?
- 4) What would be the concept of your own party if you intended to create one?
- 5) What are the pros and cons of decentralization of authority?

- 6) Trace the historical evolution of Ukrainian state (starting from Kyivska Rus).
- 7) Is the presence of the oligarchy in the government bodies reasonable?

Task 6



Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 464 - 477), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Political Systems”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 – 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 61-68;
- from Part B tests 61-68;
- from Part C tests 61-68.



PART II

CURRENT NATIONAL AND INTERNATIONAL POLITICAL TRENDS OF UKRAINE

“Every man seeks in society comfort, use, and protection” – these words belong to the world-famous English philosopher, **statesman** and lawyer Francis Bacon. It means that contemporary person cannot ignore the problems of the **community** he lives in and the world problems as a whole. As far as our country is concerned with the establishment of **independence** in 1991 (to be more exact, on August 24, 1991) and after **economic recession** during 1990th certain changes and achievements in **domestic** and **foreign policy** may be observed.

In the sphere of domestic policy the democratic system of power has been established in Ukraine. It is based on European values and democratic traditions, **market economy**, respect of human rights and freedoms of mass media. In Ukraine like in any other democratic state a highly **competitive political environment** has been developing. Sometimes it leads to high **political debates** in Parliament.

The state power in Ukraine is divided into 3 branches:

- Lawmaking
- executory
- judiciary

The powers of the President of Ukraine are stipulated by Chapter V of the Constitution of Ukraine. It defines the rights and responsibilities of the President as Head of State, the **election procedure**, and provides for the possibility of his/her **dismissal** from



office and **termination** of his/her powers. President has a right to prevent any actions of the **legislative, executive and judicial branches** of power that directly or indirectly **infringe** the fundamental Law of Ukraine.

President is **the Guarantor** of state sovereignty and **territorial integrity** of Ukraine. These powers **are stipulated** to the President by Article 102 of the Constitution of Ukraine. The President **is empowered to revoke** acts of government bodies and branches of power in order to protect citizens' rights and freedoms.

Presidential powers within domestic policy are stipulated by Article 106 of the Constitution of Ukraine. The President of Ukraine issues **decrees and orders**, which are binding on the territory of Ukraine.

President is the Commander-in-Chief of the Armed Forces of Ukraine in accordance with Article 106 of the Constitution of Ukraine. President heads the National Security and Defense Council of Ukraine.

Chapter IV of the Constitution defines the status, rights and responsibilities of the Parliament and Chapter VI defines the same aspects for the Cabinet of Ministers. The process of improvement of balance of powers between the President, the Parliament and the Cabinet of Ministers has been continuing. The constitutional reform has been widely discussed recently. For this purpose the National Constitutional Board has been created by the President of Ukraine.



In the sphere of foreign policy Ukraine has been strengthening its positions. Speaking of the foreign policy of our state it is clear that Ukraine is anxious for maintaining good-neighbour relations with its **adjoining states**. However such relations are not always equal and stable.

European **integration** is the main priority in the foreign policy of Ukraine. Its efforts are aimed at moving Ukraine closer to the EU (European Union). Besides the necessary steps were made **to advance the process** of Ukrainian accession to WTO (World Trade Organization) and as a result on the 16th of May 2008 Ukraine joined the WTO.

Euro-Atlantic integration lies in protecting Ukraine's security interests, participating in building up Euro-Atlantic area of stability and security, integration into NATO (North Atlantic Treaty Organization).

At the level of bilateral relations Ukraine's aim is to establish friendly relations with the neighboring states respecting the sovereignty and territorial integrity of these countries.

At the level of multilateral relations Ukraine conducts active policy in the framework of global and regional organizations. Ukraine is an active participant in the work of the UN (United Nations). Besides it is a member of the OSCE (Organization for Security and Cooperation in Europe).

At the level of economic relations the key point of Ukrainian policy is the expansion of Ukrainian goods and services on the markets in the Middle East, Latin America, Asia and Africa.

To sum up everything said above Ukraine will continue developing friendly and **constructive cooperation** with our **strategic partners** who consider Ukraine as an equal partner and friendly state.

Thus, the main trend of foreign policy in Ukraine is to live in peace with the rest of the world community, to co-operate with other countries and participate in European and world structures through membership in the United Nations Organization and other international political, economic and cultural organizations.



CURRENT NATIONAL AND INTERNATIONAL POLITICAL TRENDS OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom is home to the world's most dominant language, an **influential player** in the international scene with a permanent seat in the United Nations' Security Council and membership to the European Union and the NATO. In addition, the United Kingdom is an important global **trading nation** and has one of the most equipped and well trained armed forces in the world. The emergence of new **demographic** and **economic power** in the world has brought new shapers to influence at the **international scene**. The complexity of the security issues with **terrorism issues** and the pace of changes in different regions of **strategic importance** to the UK national interests present some serious challenges that the British Government has to deal with.

The United Kingdom has maintained a special relationship with the United States, which is not a symbolic relation based on **historical bonds**; it is a deep relationship which is centred around a strong depth of cooperation and trust. The National Security Agency's (NSA) communication leaks have proved the level of cooperation and trust between the two nations compared to their relations with any other countries.



Whatever the direction this takes, the EU is undoubtedly **crucial** for the UK's economy. 2015 saw over 48.5% of UK exports going to the EU and 52% of its imports coming from the EU. It is worth noting that this was significantly higher only 10 years ago, when the numbers were 62% and 59%, respectively. Could it be that this **decline in trade** presents one of the reasons for the UK **evolving position** towards the EU? The BRICS (Brazil, Russia, India, China and South Africa), on the other hand, are becoming increasingly significant to British trade. UK exports to those countries have increased by 53% since 2007. Other **trade targets** for the UK include Turkey, Indonesia, Mexico and South Africa with which the UK aiming to double its trade at different time frames. Trade was crucial in the recovery of the British Economy and there are still plenty of opportunities in different part of the world to engage in trade.

The **diminishing influence** of UK in matters of international security can be seen especially in the Middle East with the lack of **propositional role** in Middle East peace process, **the backlash** of the **controversial invasion** of Iraq, lack of resources. According to some MPs' views the UK has made a series of errors in the region starting from the Iraq war and ending with intervention in Libya. However, the UK remains a major economic partner to the Gulf states, and continues **to exert some influence** there. Although the Gulf states are perceived as cash cows for the British economy, they are still far from it. Only the United Arab Emirates appears in the list of the top 20 destinations of British exports.

* * *

The Foreign and Commonwealth Office (FCO) is a department of the Government of the United Kingdom. It is responsible for protecting and promoting British interests worldwide. The head of the FCO is the Secretary of State for Foreign and Commonwealth Affairs, commonly abbreviated to "Foreign Secretary" This is regarded as one of the four most prestigious positions in the Cabinet – the Great Offices of State – alongside those of Prime Minister, Chancellor of the Exchequer and Home Secretary. The chief responsibilities of the FCO are the following:

- **safeguarding** the UK's national security by countering terrorism and **weapons proliferation**, and working to reduce conflict

- building the UK's **prosperity** by increasing exports and **investment**, opening markets, ensuring access to resources, and promoting **sustainable global growth**
- supporting British **nationals** around the world through modern and efficient **consular services**

Its main policy goals are:

- **countering terrorism** and weapons proliferation and their causes
- preventing and **resolving conflict**
- promoting a low carbon, high-growth, global economy
- developing effective **international institutions**, in particular the United Nations and the European Union.

The British Government created the Conflict, Stability and Security Fund (CSSF) on 1 April 2015. It is a **pool of money**, over £1 billion pounds per year, for **tackling conflict** and **instability** overseas. It is part of the government's official development assistance. The CSSF funds a broader range of activities to help prevent conflict that affects **vulnerable people** in the world's poorest countries, and tackle threats to British security and interests from instability overseas. This will include actions the UK delivers directly or through third parties to help prevent conflict and instability, and support **post-conflict reconciliation**. It is designed to enable the British Government to tackle **the root causes** of conflict abroad with various national and regional programmes including, developing human rights training, strengthening local police and judiciaries, and facilitating political reconciliation and local peace processes.





CURRENT NATIONAL AND INTERNATIONAL POLITICAL TRENDS OF THE UNITED STATES OF AMERICA

“When America sneezes, the world catches a cold.” The expression might be a bit of a cliché, but it’s still accurate: what happens in the US affects other countries. Which is why whether you live in London or Luanda, US foreign policy matters. But it’s a foreign policy that’s coming under increasing attack – from those opposed to so-called American values and from Americans themselves. A 2015 poll from Pew Research found that 52% of Americans wanted the US to “mind its own business internationally” – up from just 20% in the 1960s, at the height of the Cold War. Three years after this poll was taken, the temptation to lean towards **isolationism** is still there, according to experts from the Global Agenda Council on the United States.

“The economic, political and security **strategy** that the United States has pursued for more than seven decades, under Democratic and Republican administrations alike, is today widely questioned by large segments of the American public and is under attack by leading political candidates in both parties,” they wrote in the *Washington Post*. And this, they argue in a new **white paper**, is a mistake. For while the liberal world order – in large part shaped by US foreign policy – has not been without its problems, it has also produced huge benefits for many people. “The past 70 years have seen an unprecedented growth in prosperity, lifting billions out of poverty ... democratic government has





spread to over 100 nations ... and peace among the great powers has been preserved,” the white paper notes.

In the same white paper, experts from the council identify four trends that could define the future of US foreign policy – and with it the future of the **liberal world order** it has helped create.

- The push for global economic reform

The **multilateral institutions** established in the wake of World War II have played a key role in framing today’s **liberal economic order**. And after the financial crisis, they are needed more than ever. “A multilateral economic institution in which Benelux countries have a greater voting share than China cannot expect to play a central role in the global economic order of the 21st century,” the white paper notes. And as one of the largest **shareholders** in all these institutions, the US should be leading the way in bringing about change, which could define its foreign policy strategy in the years ahead.

- A changing security landscape

It’s not just **the economic landscape** that has changed: the security one has, too. After decades of relative peace, at least compared with previous generations, the past couple of years have seen **cross-border aggression** in Europe, tensions between regional powers in the South China Sea, and an increased Islamic **terror threat**. In the past, the responsibility for navigating these challenges would have fallen to the US. But, according to the white paper, defense budget cuts mean this might no longer be possible: “As a result of budget cuts, America’s ability to continue playing this vital role in all these theatres is increasingly in question.”

- America's energy revolution

Once the world's largest net oil importer, the US is today the world's largest producer of oil and gas. It is an **energy revolution** – and it has big implications for US foreign policy. This revolution could, for example, be an opportunity **to reinforce relationships** with European and Asian allies, allowing them to lose their dependence on other sources of energy.

- The private sector

America's most valuable foreign policy asset is not its economic clout or its **military capacity**. Far more influential is its role as a cultural leader. More than ever, people want to send their children to US universities and countries want to create their own Silicon Valley. But unlike its other areas of influence, these are more difficult for the US government to control: "These soft assets of education, innovation and **entrepreneurship** are not controlled by Washington but, rather, reside in complex networks of private actors." Whether the US government can work with the private sector to capitalize on this soft power will determine the shape of its foreign policy for years to come.

4 trends that will define the future of US foreign policy

Stéphanie Thomson

Text Assignments

Task 1



Read and study the texts "Current National and International Political Trends of Ukraine/ The United Kingdom of Great Britain and Northern Ireland/ The United States of America".



Task 2

Look for the answers to these questions:

1. What caused the changes and achievements in domestic and foreign policy of Ukraine?
2. What is the democratic system of power in Ukraine based on?
3. What does competitive political environment mean?

4. Into how many branches is the state power in Ukraine divided?
5. What are the powers of President of Ukraine stipulated by Chapter V of the Constitution of Ukraine?
6. What Chapter of the Constitution of Ukraine defines the status, rights and responsibilities of the Parliament?
7. What does Chapter VI define?
8. What is the main priority in the foreign policy of Ukraine?
9. What is Ukraine's aim at the level of bilateral relations?
10. What is Ukraine's aim at the level of multilateral relations?
11. What is the key point of Ukrainian policy at the level of economic relations?
12. What role does the United Kingdom play in the international scene?
13. What are the serious challenges the British Government has to deal with?
14. Why is the EU crucial for the UK's economy?
15. What do the trade targets for the UK include?
16. Where is the diminishing influence of UK in matters of international security seen?
17. What connection do the Gulf states have with the British economy?
18. What is the Foreign and Commonwealth Office mainly responsible for?
19. What are the chief responsibilities of the FCO?
20. What range of activities does the CSSF fund?
21. Why is the USA foreign policy important for the rest of the world?
22. What does isolationism mean?
23. How has the white paper estimated the US foreign policy for the past 70 years?
24. What are the four trends that could define the future of the US foreign policy?
25. What is the role of the multilateral institutions in the framing of today's liberal economic order?
26. In what way has America's security landscape changed?
27. What importance does the energy revolution have for the US foreign policy?
28. What does America's most valuable foreign policy asset besides its economic clout and military capacity?

Task 3

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Political Systems”. Translate them into Ukrainian.

Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Statesman, independence, economic recession, competitive political environment, political debates, election procedure, termination, territorial integrity, decrees and orders, bilateral relations, multilateral relations, strategic partners, international scene, trade target, investment, weapons proliferation, to counter terrorism, to resolve conflict (to tackle conflict), international institutions, vulnerable people, post-conflict reconciliation, isolationism, white paper, shareholder, security landscape, cross-border aggression, terror threat, energy revolution, to reinforce relationships, military capacity, entrepreneurship.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Isolationism, the President of Ukraine, the Constitution of Ukraine, territorial integrity, the Cabinet of Ministers, vulnerable people, European integration, the European Union, North Atlantic Treaty Organization, bilateral relations, multilateral relations, the United Nations, constructive cooperation, the Gulf states, the Foreign and Commonwealth Office, weapons proliferation, post-conflict reconciliation, white paper, energy revolution, Islamic terror threat.

Task 6

Using the information from the texts, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the texts.

**Task 7**

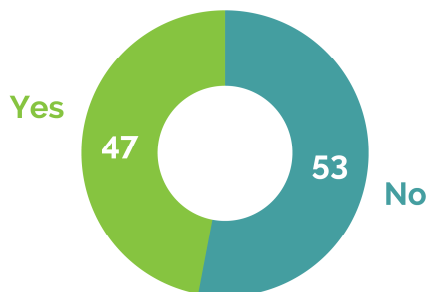
Present the information on the theme “Current National and International Political Trends of Ukraine/ The United Kingdom of Great Britain and Northern Ireland/ the United States of America” using the thematic vocabulary and your summaries as a support.

Thematic Assignments**Task 1**

Observe the following diagrams and pictures and comment on them (Figures 1 - 7).

Figure 1. Public opinion poll: Scottish independence**Scottish independence**

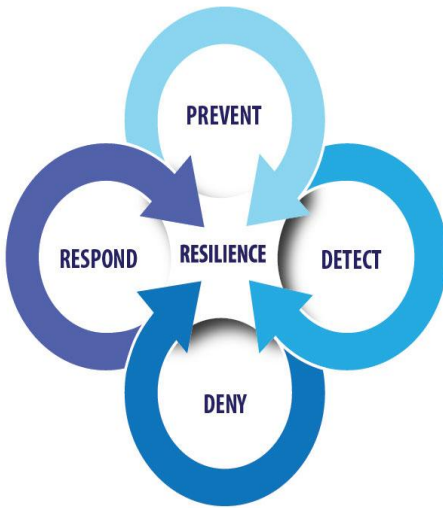
Should Scotland be an independent country? %

**Figure 2. On the issue of terrorism**

**TERRORISM
HAS NO
RELIGION.**

Figure 3. Framework of Canada’s Counter-Terrorism Strategy

FRAMEWORK OF CANADA’S COUNTER-TERRORISM STRATEGY



AIM

To counter domestic and international terrorism in order to protect Canada, Canadians and Canadian interests.

PRINCIPLES

1. Building resilience
2. Terrorism is a crime and will be prosecuted
3. Adherence to the rule of law
4. Cooperation and partnerships
5. Proportionate and measured response
6. A flexible and forward-looking approach

Figure 4. Poverty Rate

“In the last 30 years the proportion of the World population living in extreme poverty has...”

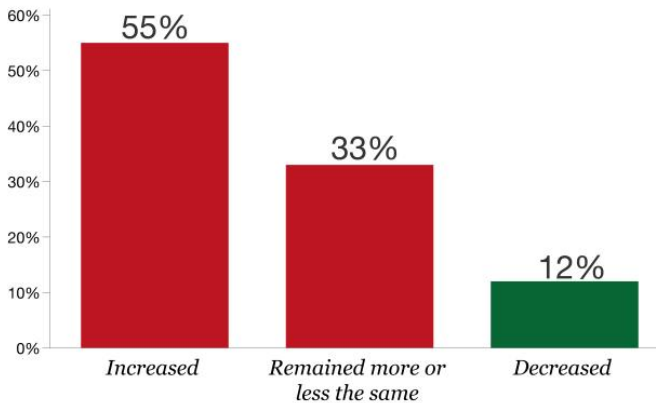
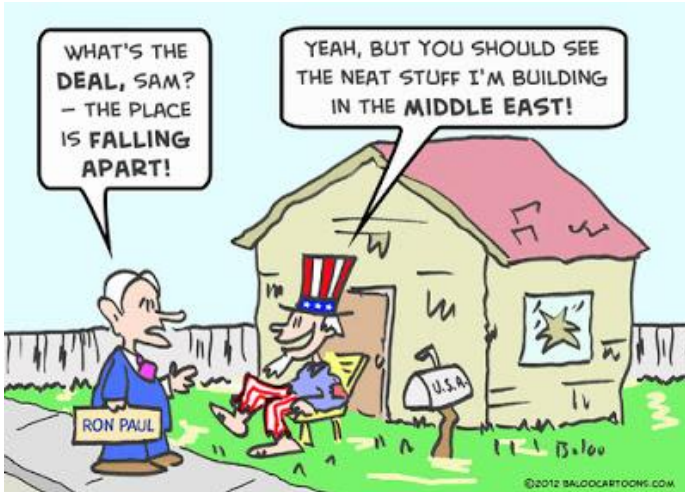


Figure 5. Domestic/Foreign Policy



Domestic Policy-Making is So Boring! Waging War is So Much Funnier!

Figure 6. Sustainability

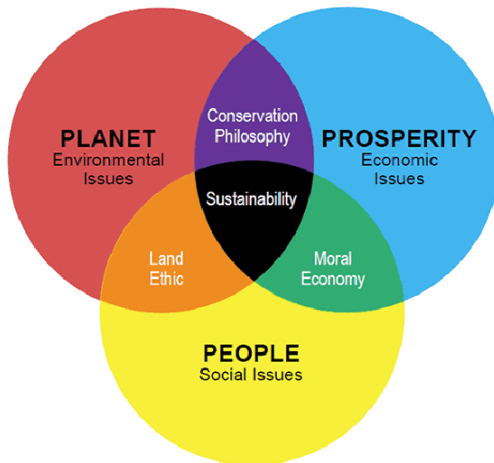
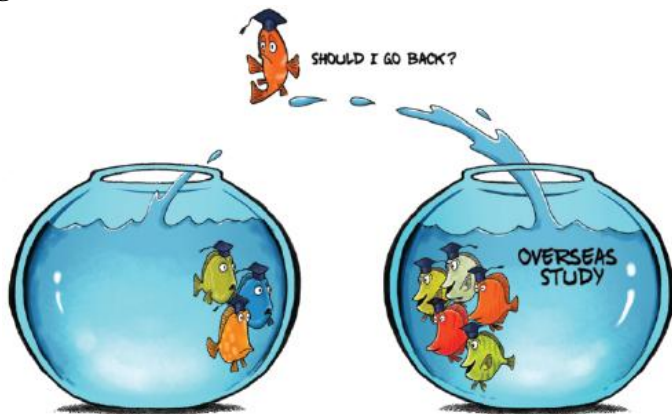


Figure 7. Brain Drain**Task 2**

Translate the following text into English using the thematic vocabulary of the topic “Political Systems”.

Прем'єр-міністру Великої Британії Терезі Мей вдалося заручитися підтримкою більшості членів свого кабінету стосовно плану взаємодії Лондона з Європейським Союзом після впровадження плану «Brexit». Перемовини тривали кілька часів та відбулися у позаміській резиденції прем'єрів – Чекерс, що у графстві Бекінгемшир.

Мей отримала схвалення проекту щодо створення зони вільної торгівлі між Великою Британією та ЄС, що передбачає безбар'єрний оборот промислових товарів, а також сільгосппродукції. При цьому британський сектор послуг не матиме настільки широкого доступу до європейських ринків.

План Мей передбачає чітку позицію щодо одного з найсуперечливіших питань, а саме – декларує відсутність перевірок на кордоні між Ірландією та Північною Ірландією. Багато з положень Белфастської угоди 1998 року, що поклала край багаторічному кривавому конфлікту щодо статусу регіона, спираються саме на відсутність контролю на кордоні.

Крім того, передбачається, що ЄС і Велика Британія розроблять «спільну інституційну базу» задля послідовного трактування правових угод між ними. У Великій Британії останнє слово лишатиметься за місцевими судами – «зважаючи на прецедентне право ЄС» у відповідних областях. Тим не менш, Європейський суд у Люксембурзі перестане відігравати роль найвищої інстанції для Лондона, тобто його рішення можна буде обжалувати.

Зрештою, кабінет Мей ухвалив принцип «застосовувати британські тарифи та продуктову політику до британських товарів, а тарифи і норми ЄС – до продукції, що передбачається для Європейського Союзу».

Голова делегації ЄС на перемовинах щодо «Brexit» Мішель Барньє у Twitter вже схвально відгукнувся щодо досягнутих рішень, проте відзначив: «Ми цінуємо ці пропозиції та подивимося, наскільки вони реалістичні та реалізуються на практиці».

Британці висловилися на користь виходу країни зі складу ЄС на референдумі у червні 2016 року, підтримавши його 52 відсотками голосів. Опозиційні, проєвропейські налаштовані британські політики вимагають провести повторний референдум, зважаючи на те, що багато хто з мешканців не усвідомлював наслідків свого рішення у 2016 році.



Task 3

Read the following extract from the famous novel by Ray Bradbury and give its literary translation.

"Everyone must leave something behind when he dies, my grandfather said. A child or a book or a painting or a house or a wall built or a pair of shoes made. Or a garden planted. Something your hand touched some way so your soul has somewhere to go when you die, and when people look at that tree or that flower you planted, you're there. It doesn't matter what you do, he said, so long as you change something from the way it was before you touched it into something that's like you after you take your hands away. The difference between the man who just cuts lawns and a real gardener is in the touching, he said. The lawn

cutter might just as well not have been there at all; the gardener will be there a lifetime."

Granger moved his hand. "My grandfather showed me some V-2 rocket films once, fifty years ago. Have you ever seen the atom-bomb mushroom from two hundred miles up? It's a pinprick, it's nothing. With the wilderness all around it."

"My grandfather ran off the V-2 rocket film a dozen times and then hoped that some day our cities would open up and let the green and the land and the wilderness in more, to remind people that we're allotted a little space on earth and that we survive in that wilderness that can take back what it has given, as easily as blowing its breath on us or sending the sea to tell us we are not so big. When we forget how close the wilderness is in the night, my grandpa said, some day it will come in and get us, for we will have forgotten how terrible and real it can be. You see?"

Granger turned to Montag. "Grandfather's been dead for all these years, but if you lifted my skull, by God, in the convolutions of my brain you'd find the big ridges of his thumbprint. He touched me. As I said earlier, he was a sculptor. 'I hate a Roman named Status Quo!' he said to me. 'Stuff your eyes with wonder,' he said, 'live as if you'd drop dead in ten seconds. See the world. It's more fantastic than any dream made or paid for in factories. Ask no guarantees, ask for no security, there never was such an animal. And if there were, it would be related to the great sloth which hangs upside down in a tree all day every day, sleeping its life away. To hell with that,' he said, 'shake the tree and knock the great sloth down on his ass.'"

Fahrenheit 451
by Ray Bradbury



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

The fact is that... I dare say..... I take it for granted that....
So far..... More than that..... In a way.....
It depends..... Actually.... Nothing of the kind!
I quite agree here. That explains it.

1) *That form of government is best in which every man, whoever he is, can act best and live happily.*

Aristotle (384 BC - 322 BC)
 Greek philosopher

2) *The best reason why Monarchy is a strong government is that it is an intelligible government. The mass of mankind understand it, and they hardly anywhere in the world understand any other.*

Walter Bagehot (1826 - 1877)
 British economist and journalist

3) *A severe though not unfriendly critic of our institutions said that "the cure for admiring the House of Lords was to go and look at it."*

Walter Bagehot (1826 - 1877)
 British economist and journalist

4) *Nor is the Peoples Judgment always true:
 The Most may err as grossly as the Few.*

John Dryden (1631 - 1700)
 English poet, playwright, and literary critic

5) *When the President does it, that means it is not illegal.*

Richard Nixon (1913 - 1994)
 U.S. president

6) *Freedom of men under government is to have a standing rule to live by, common to every one in that society...and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man.*

John Locke (1632 - 1704)
 English philosopher

7) *Government has no other end but the preservation of property.*

John Locke (1632 - 1704)

English philosopher



Task 5

Do some library research and write an essay on one of the given topics:

1. Should European states receive refugees from the Middle East?
2. Will the social structure of the state, patterns of social behavior and the culture of the country in whole change in connection with the influx of refugees from the Arab world?
3. What forms of assistance should the developed countries render to the countries suffering from internal armed conflicts?
4. Describe how the world community fights terrorism.
5. The causes and effects of the “brain drain” phenomenon in Ukraine.
6. How did the Cold War between the US and the USSR in the 1960s and 1980s affect the political situation in the world?
7. How should the state demographic policy be carried out to solve the problem of depopulation?



Task 6

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 464 - 477), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Political Trends”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.

- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following

tests:

- from Part A tests 69-76;
- from Part B tests 69-76;
- from Part C tests 69-76.



TESTS IN THEMATIC VOCABULARY

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

- The official head of the state is the SOVEREIGN.
 - ruler
 - defender
 - monarch
 - governor
- The supreme LEGISLATIVE power in the country belongs to Parliament.
 - lawgiving
 - executive
 - local
 - sovereign
- The executive power is ENTRUSTED to the Cabinet.
 - proved
 - sent
 - given
 - delegated
- The Cabinet consists of the most important ministers of the CROWN.
 - community
 - chamber
 - kingdom
 - house

5. The Prime Minister selects the other Ministers whom he wishes TO TAKE CHARGE of the chief government departments.

- a) to take place b) to take measures
- c) to take possession d) to take the lead

6. The Cabinet drafts and proposes all important LEGISLATIONS.

- a) laws b) petitions c) papers d) charters

7. If a Minister finds he cannot agree on the policy of the Cabinet, he RESIGNS.

- a) surrenders b) quits c) drops out d) resents

8. From time to time there is a “RESHUFFLE” of Ministers.

- a) regrouping b) reordering c) removing d) recovering

9. Secretary of State for the Home department is responsible for the MAINTENANCE of law and order.

- a) keeping b) ruling c) passing d) excepting

10. Secretary of State for Defence is responsible for the general policy of social development, family ALLOWANCES, retirement and war pensions.

- a) care b) budget c) expenses d) benefits

11. Chancellor of the Duchy of Lancaster performs any special duties ASSIGNED to him by the Prime Minister.

- a) signed b) entrusted c) rejected d) proposed

12. The Conservative Party UPHOLDS the values of tradition, free enterprise and privatization.

- a) approves b) delegates c) supports d) resents

13. Although the Crown gives its royal ASSENT to legislation, this is a mere formality.

- a) signature b) consent c) trust d) attention

14. Today the British monarchy serves as a FIGUREHEAD for the state.

- a) honorary head b) artificial head
c) chief head d) nominal head

15. The British monarchy has been a HEREDITARY position since the 9th century.

- a) honorable b) assigned c) ancestral d) permanent

16. According to the Act of Settlement of 1701, only Protestants are ELIGIBLE to succeed to the throne.

- a) entitled b) abolished c) accepted d) allowed

17. As the official head of state, the monarch formally SUMMONS Parliament and the ministers of the Cabinet.

- a) dismisses b) calls c) appoints d) controls

18. The monarch BESTOWS honors and awards, such as knighthoods and peerages.

- a) Grants b) appoints c) signs d) distributes

19. Members of the House of Commons are elected from geographical CONSTITUENCIES determined by population.

- a) points b) latitudes c) spots d) areas

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

fair source democratically suffrage sentenced
convicted peers denied bankruptcy boundary
detained clergy illegal constituencies

The House of Commons is the of real political power in the United Kingdom. Its members are elected by universal of citizens over the age of 18. Certain groups that are the right to vote, however, include members of the House of

Lords, some mental health patients, prisoners, and those of corrupt or election practices in the previous five years. In addition, certain persons are excluded from standing for election to the House of Commons. They include; from the Church of England, the Church of Scotland, the Church of Ireland, or the Roman Catholic Church; people sentenced to more than a year in prison; and those with unpaid bills. Members of the House of Commons are elected from geographical determined by population, and each MP represents approximately 60,000 people. Four permanent commissions exist, one each for England, Wales, Scotland, and Northern Ireland. Their purpose is to keep the constituencies equal and the boundaries..... .

Test 3. Match the definition with the correct word:

1. bill	a) a public vote on an official proposition;
2. sovereign	b) a practice which by long-established usage has come to have the force of law;
3. peer	c) the quality or state of being efficient; competence; effectiveness;
4. heir	d) the hearing and determination of an industrial dispute, by an impartial referee selected or agreed upon by the parties concerned;
5. legislation	e) plans or work to better the social or economic conditions of various underprivileged groups;
6. resignation	f) the right of an eldest son to succeed to the estate of his ancestor to the exclusion of all others;
7. election	g) a person exercising supreme authority; a monarch

8. defence	h) any person who carries on some tradition, circumstance, etc., from a forerunner;
9. subsidy	i) the act or process of making laws;
10. welfare	j) an addition, alteration, or improvement to a document;
11. custom	k) the act of providing with accommodation;
12. primogeniture	l) a formal document stating one's intention to resign;
13. amendment	m) a person who holds any of the five grades of the British nobility: duke, marquess, earl, viscount, and baron;
14. arbitration	n) a financial aid supplied by a government, as to industry, for reasons of public welfare, the balance of payments;
15. housing	o) resistance against danger, attack, or harm; protection;
16. efficiency	p) a statute in draft, before it becomes law;

Test 4. *Find the synonyms and group them correspondingly:*

Monarch, government, session, high, regrouping, charge, national, crown, department, secretary, legislative, chamber, lord, sitting, examination, sovereign, state, lawgiving, house, peer, inspection, administration, office, meeting, lawmaking, responsibility, supervision, ministry, service, subject, minister, supreme, reshuffle.

Test 5. Match the principal functions of the members of the Cabinet with their offices:

- a) Lord Chancellor
- b) Chancellor of the Duchy of Lancaster
- c) Secretary of State for Transport
- d) Secretary of State for Energy
- e) Secretary of State for Foreign and Commonwealth Affairs
- f) Secretary of State for the Home department
- g) Secretary of State for Education and Science
- h) Secretary of State for the Employment
- i) Secretary of State for Trade and Industry
- j) Secretary of State for Defence

1. is responsible for the management and maintenance of royal palaces, parks and forests in Lancashire; he performs any special duties assigned to him by the Prime Minister.

2. is responsible for atomic energy research, the construction and maintenance of power stations, coal, gas, and electricity and oil industries.

3. is the Speaker of the House of Lords, head of the judiciary and the keeper of the Great Seal.

4. is responsible for the construction and maintenance of roads, road traffic and safety, railways, inland waterways, state airports.

5. is responsible for the conduct of relations with foreign governments, with Commonwealth and the Republic of Ireland; controls the Foreign Service.

6. is responsible for universities, colleges and schools, teacher training and research in these spheres.

7. is responsible for the maintenance of law and order, efficiency of the police, treatment of offenders, prisons, and care of children and young persons, civil defence; he supervises the fire Services, controls immigration.

8. is responsible for employment exchanges, industrial training, arbitration of industrial disputes, the inspection of working conditions and safety.

9. is responsible for the control of exports and imports, the development of overseas trade and of commerce, standards of weights and measures, management and development in various branches of industry.

10. is responsible for the general policy of social development, family allowances, retirement and war pensions, sick-pays, general medical services and public health.





LAW AND CRIME

You will learn:

- *in what way disputes were settled in earlier times*
- *who the ancient judges were*
- *how the concepts “a trial”, “a jury trial”, “a bench trial” are interpreted*
- *how the police concept classifies the delinquent*
- *in what way authorities prevent juvenile delinquency*
- *how the concept “human rights” is interpreted*
- *in what way the most significant human rights instruments are operated*
- *how many constitutional documents there have been in the history of Ukraine*



PART I

COURTS AND TRIALS

A **court** is a tribunal, often as a government institution, with the authority **to adjudicate** legal disputes between parties and carry out the administration of justice in **civil, criminal, and administrative matters** in accordance with the rule of law. In both common law and civil law legal systems, courts are the central means for dispute resolution, and it is generally understood that all persons have an ability to bring their **claims** before a court. Similarly, the rights of those **accused** of a crime include the right to present a **defense** before a court.

The system of courts that interprets and applies the law is collectively known as the **judiciary**. The place where a court sits is known as a **venue**. The room where court proceedings occur is known as a **courtroom**, and the building as a **courthouse**; court facilities range from simple and very small facilities in rural communities to large buildings in cities.

The practical authority given to the court is known as its **jurisdiction** (Latin *jus dicere*) – the court's power to decide certain kinds of questions or **petitions** put to it. According to William Blackstone's *Commentaries on the Laws of England*, a court is constituted by a minimum of three parties: the *actor* or **plaintiff**, who complains of an injury done; the *reus* or **defendant**, who is called upon to make satisfaction for it, and the *judex* or judicial power, which is to examine the truth of the fact, to determine the law arising upon that fact, and, if any injury appears to have been done, to ascertain and by its





officers to apply a **legal remedy**. It is also usual in the superior courts to have **barristers**, and **attorneys** or **counsels**, as assistants, though, often, courts consist of additional barristers, **bailiffs**, reporters, and perhaps a **jury**.

The term "the court" is also used to refer to the presiding officer or officials, usually one or more **judges**. The judge or **panel of judges** may also be collectively referred to as "the bench" (in contrast to attorneys and barristers, collectively referred to as "the bar"). In the United States, and other common law jurisdictions, the term "court" by law is used to describe the judge himself or herself.

A **trial** is a coming together of parties to a dispute, to present information (in the form of **evidence**) in a **tribunal**, a formal setting with the authority to adjudicate claims or disputes. Where the trial is held before a group of members of the community, it is called a **jury trial**. Where the trial is held solely before a judge, it is called a **bench trial**.

Trials can also be divided by the type of dispute at issue.

- Criminal trial

A **criminal trial** is designed to resolve **accusations** brought (usually by a government) against a person accused of a crime. In common law systems, most criminal defendants are entitled to a trial held before a jury. Because the state is attempting to use its power to deprive the accused of life, liberty, or property, the rights of the accused afforded to criminal defendants are typically broad.

- Civil trial

A **civil trial** is generally held **to settle lawsuits** or civil claims—non-criminal disputes. In some countries, the government can both **sue** and be sued in a civil capacity.

- Administrative hearing and trial

Although **administrative hearings** are not ordinarily considered trials, they retain many elements found in more "formal" trial settings.



When the dispute goes to judicial setting, it is called an administrative trial, to revise the administrative hearing, depending on the jurisdiction.

- Labor trial

Labor law (also known as employment law) is the body of laws, administrative rulings, and precedents which address the legal rights of working people and their organizations. As such, it mediates many aspects of the relationship between trade unions, employers and employees. There are two broad categories of labour law. First, collective labour law relates to the tripartite relationship between employee, employer and union. Second, individual labour law concerns employees' rights at work and through the contract for work. The labour movement has been instrumental in the enacting of laws protecting labour rights in the 19th and 20th centuries. Labour rights have been integral to the social and economic development since the industrial revolution.

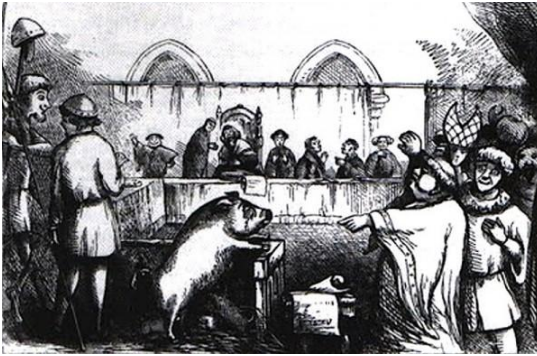
Some other kinds of processes for **resolving conflicts** are also expressed as trials. For example, the United States Constitution requires that, following the **impeachment** of the President, a judge, or another federal officer by the House of Representatives, the subject of the impeachment may only be removed from office by a trial in the Senate.

In earlier times disputes were often settled through a **trial by ordeal**, where parties would have to endure physical suffering in order to prove their **righteousness**; or through a **trial by combat**, in which the winner of a physical fight was deemed righteous in their cause.



EARLY COURTS

The recognized existence of even primitive courts implies a relatively high degree of social organization and the need for systematic **adjudication** of disputes on the basis of established customs and consciously formulated rules of **social conduct**. Archaeologists and anthropologists have established the existence of courts in simple societies over wide areas of Asia, Africa, and Europe; courts were not as



widespread among the Native Americans of North and South America. Primitive courts formed part of a complex social structure in which administrative, judicial, and religious functions were intermingled. These courts were held in the

open or in **religious temples**. More often than not, the judges were **priests**. Those who attended were considered part of the court, whether or not they had an immediate interest in the **proceedings** or in the judgments rendered. The proceedings consisted in large part of **rituals** designed to secure the **redress of grievances** presented by individuals against other individuals.

In the highly developed civilizations of antiquity, notably those of Assyria and Egypt, **judicial** and **executive** functions were undifferentiated and were centralized in the monarch as head of state. Insight into the structure and functions of Babylonian courts of the 18th century bc was obtained when the ancient legal document known as the Code of Hammurabi was discovered early in the 20th century. A highly developed judicial system existed also among the ancient Hebrews.

In the judicial system of ancient Athens, a unique feature, introduced by the **lawgiver** Solon in the 6th century bc, was the right of aggrieved **litigants** to appeal the decisions of **magistrates** to the people of Athens, assembled as a *hēliaia* (“public assembly”). In later years, these **assemblies**, referred to as **heliastic** courts, became courts of first resort presided over by magistrates who prepared **cases** for trial. The heliastic courts subsequently became unwieldy, and they were divided into sections called dicasteries.



The evolution of courts in ancient Rome was marked by the development of a complex structure in which criminal, civil, and other jurisdictions were differentiated and were exercised by separate courts and officials. **Violations** of criminal law were **prosecuted** by the state; higher and lower courts were organized; the right of appeal was juridically guaranteed; and a corps of professional jurists was established for the first time in the history of Mediterranean civilization. After Christianity became the state religion of Rome, the **ecclesiastical courts**, previously established by Christians who had refused to have recourse to **pagan courts**, became a part of the Roman legal system. As the Roman Empire disintegrated, the ecclesiastical courts survived and assumed jurisdiction over **secular affairs**.

Text Assignments



Task 1

Read and study the texts “Courts and Trials” and “Early Courts”



Task 2

Look for the answers to these questions:

1. What kind of institution is a court?
2. What are the general court facilities?
3. Comment on the concepts “jurisdiction” and “judiciary”.
4. What people are involved in the court procedure?
5. Comment on the concepts “a trial”, “a jury trial”, “a bench trial”.
6. How can trials be divided by the type of dispute at issue?
7. What were the ways of settling disputes in earlier times?
8. What implies the recognized existence of even primitive courts?
9. Where were the ancient courts held? Who were the ancient judges?
10. Where were judicial and executive functions centralized in the highly developed civilizations of antiquity?
11. What kind of institutions were the heliastic courts?
12. What kind of institutions were pagan and ecclesiastical courts?

Task 3

Note down from the texts phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Law and Crime”. Translate them into Ukrainian.

Task 4

Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Judiciary, legal disputes, to bring a claim before a court, court proceedings, petition, a legal remedy, the bench, adjudication, the bar, evidence, to resolve accusations, secular affairs, criminal defendant, lawgiver, ecclesiastical courts, to deprive the accused of liberty, to settle lawsuits, employment law, trade unions, to be prosecuted, impeachment, social conduct, trial by ordeal, trial by combat, the redress of grievances, pagan courts.

**Task 5**

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The Code of Hammurabi, heliastic courts, Christianity, primitive courts, magistrates, proceedings, to prove one’s righteousness, religious temples, the impeachment of the President, the industrial revolution, labour rights, to settle lawsuits, to deprive the accused of life, criminal trial, a legal remedy, William Blackstone's *Commentaries on the Laws of England*, to present a defense.

Task 6

Using the information from the texts, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the texts.

**Task 7**

Present the information on the theme “Courts and Trials” using the thematic vocabulary and your summaries as a support.



LAW ENFORCEMENT AND THE YOUTHFUL OFFENDER

Juvenile delinquency is not a new invention; it is old as time. Socrates is alleged to have observed: “The children now love luxury. They have bad manners, contempt for authority; they show disrespect for elders, love chatter in place of exercise. They no longer rise when their elders enter the room. They contradict their parents. Chatter before company. Gobble up dainties at the table, and tyrannize over their teachers.” History also suggest that the separation of juvenile and **adult offenders** dates back almost 2500 years, as early as fifth century B.C. under Roman Law. Thus, as far back as 451 B.C., juvenile crimes existed. Although juvenile delinquency has a long history, **youthful crime** is now so alarming in extent and kind that we must modify our approach to juvenile offenders. Just how serious is the problem. In the last ten years, crime in the United States has increased four times faster than the national population! The problem is much more chilling when one refers to statistics relating to juvenile crime. More crimes are now **committed** by children under fifteen than by over twenty five! Reports from the National Council on Crime and Delinquency and from the Federal Bureau of Investigation show a staggering upsurge in the number of juveniles **arrested** for serious crimes.

So and what is juvenile delinquency? Juvenile delinquency means different things to different people. To some, a juvenile delinquent is a boy or girl arrested for a **law violation**. To others, a single appearance in juvenile court identifies the delinquent. To many, the term covers a variety of **antisocial behaviors** that offends them, whether or not the law is violated. Juvenile delinquency describes a large variety of youths in trouble or on the verge of trouble. The delinquent may be anything from a normal mischievous youngster to a youth that is



involved in a law violation by accidents. Or he may be a vicious **assaultive** person who is **habitual offender** and is **recipient** of some gratification from his **conduct**. As a blanket term, delinquency is like the concept of illness. A person may be ill and have polio or measles. The illness is different, the cause is different, and the treatment is different. The same is true of delinquency. Like illness, delinquency describes many problems that develop from varied causes and require different kinds of treatment. So legally speaking, then, a juvenile delinquent is a child who commits any act that would constitute a crime if done by an adult and who is **adjudicated** as such by an appropriate court.

The police concept classifies the delinquent as the *statistical delinquent* and *personality-disordered* delinquent. The **statistical delinquent** is a youngster who is involved in a delinquent act through impulsiveness or **immaturity**. As an example, he is involved in an automobile **theft** without, at that time, realizing the consequence of his actions. Such actions usually occur “on the spur of the moment” while the individual is involved with other youngsters. This youngster is not a **recidivist** and responds to agency services provided. However he is a “statistic” because this impulsive delinquent act is reported by the **arresting agency** and, in some cases, in a **subsequent referral** to the juvenile court. On the other hand, the **personality-disordered** delinquent is the youth who is often involved in a series of antisocial acts that necessitates, in most instances, a referral to the juvenile court and, in most cases, **custodial care** or some type of official help. So attempting to define a delinquent is extremely difficult.



When using the term juvenile delinquency properly, one realizes that almost everything a youngster does that does not meet with the approval of individuals or groups may be referred to as a delinquent act. For purposes of research, evaluation, or statistical records,

Juvenile Delinquents

- Juvenile delinquent is defined as a youth who commits an act that would be considered a crime if committed by an adult
- Characteristics of juvenile Delinquent
 - Socially assertive
 - Defiant
 - Ambivalent about authority
 - Resentful
 - Hostile
 - Suspicious
 - Destructive
 - Impulsive
 - Lacking of self-control

such popular usage is not acceptable. There are ambiguities and variations in definitions of delinquency in the United States. Many of the states do not agree on the description of a juvenile delinquent. **Statutory language** is extremely broad and covers virtually any form of antisocial conduct by juveniles. In virtually all states, **moral judgements** of the community are an important ingredient in defining a delinquent. Many children may **be tried** for not only violations of state statues or municipal **ordinances** but also for **noncriminal behavior** such as **incurability**, **truancy**, and the use of **obscene language**. These are crimes which, if committed by an adult, would result neither in arrest nor court appearance.

Delinquency is often the result of a combination of *factors*, some of which may be founded in environment of the child and others within the child himself. So before turning to the various theories of delinquency causation that are discussed before, it is important to point out the *correlative factors* of delinquency. Correlative factors relative not only to the physical contexts of delinquency, but to the **social-psychological climates** closely associated with delinquency. The correlatives of delinquency are: age, sex, poverty, and social class membership, primary group and schools.

- **AGE FACTOR.** If the causal roots of delinquency are debatable, there can be no argument about the age factor. No matter what the category of time or delinquency statistics and they are both highly

variable and both open to serious question one striking trend appears again and again: there is an ever higher proportion of offenders among those of young age. The statistics do seem to justify the following sets of conclusions:

(1) The crime rate is highest during or shortly before adolescence.

(2) The age of maximum criminally varies with the type of the crime (the age group of fifteen to nineteen years has the highest official rate for theft auto; the age group twenty to twenty-four has the highest official **rate of robbery, forgery** and rape; and the age group thirty-five to thirty-nine has the highest rate for **gambling** and **violation of narcotic drug laws**).

(3) The age of first delinquency and the type of crime typically committed at various age varies from the area to area in cities, the age of first criminality is low in areas of high rather than low delinquency (boys aged ten to twelve commit robberies in some areas of large cities, while the boys of the same age commit only **petty thefts** in less delinquent areas).

(4) The age of maximum general criminality for most specific offences is higher for females than for males. This trend is growing in many states and the importance of early **rehabilitative procedures** before the individual **is remanded** to adult **penal custody** is gaining wide support. Individualized treatment can best be accomplished, it is being recognized, when individual is still young.

- **SEX FACTOR.** Boys are apprehended for offences approximately 3.5 times more frequently than are girls. The underlying reasons are not



difficult to locate. It is because of role-behavior difference and **status distinctions** accorded to adolescence in the American culture, the society expects girls to act differently than boys, and surrounds their behavior with

restrictions that act as barriers to delinquent activity. Delinquency among boys is induced largely by opportunities presented by the environment, while among girls delinquency is due more often to emotional **maladjustments** and **personal inadequacies**.

- *POVERTY*. Now few of the variables associated with crime and delinquency have been more misunderstood than that of poverty. Contrary to early investigations, recent studies indicate almost “null” relationship between poverty and delinquency. This does not mean, however, that conditions of poverty no longer **breed crime** and delinquency. Low economic status is not a direct cause of delinquency. It is rather one of many variables that more or less automatically “go together,” (including broken families, **suicide**, certain types of **psychosis**, and **alcoholism**). But correlations and cause-and-effect relationships are not necessarily synonymous. To be “poor but honest” is, in fact, the rule than the exception.

- *SOCIAL-CLASS MEMBERSHIP*: Despite the professed democratic idea of a “classless” society, a realistic appraisal of the contemporary social-economic map dictates an irrefutable fact: Americans are stratified into hierarchical system of power, prestige, and value-oriented groupings. Awareness of social stratification groupings is unnecessary so long as people life styles, values, ideals, motivations, and **social intercourse** are limited to sets of clique of like-minded, similarly oriented people. American lower-class and middle-class subcultures differ from one another at highly significant points. But the most crucial differences, in terms of delinquency, relate to the vastly different **childrearing techniques** and social values instilled in children by the two classes. Where the middle class typically stresses **parent/children relationship** geared to love and dependence through late adolescence, the lower class tend to give their children physical and psychological freedom well before the adolescence years. It is far from surprising, then, that delinquency finds far more fertile ground in the lower class sectors of the typical city and particularly in those that are situated in slum areas.

The juvenile justice system has many segments. Police, courts, **correctional institutes**, and **aftercare services** (the correctional process that deals with the juvenile after institutionalization). The

interrelationship between various segments of the system is, apparently, the most significant problem in the juvenile justice system. In other words, the system is no more systematic than the relationship between police and court, court and probation, **probation** and correctional institutes, correctional institutes and aftercare services. In the absence of functional relationship between segments, the juvenile justice system is vulnerable to fragmentation and ineffectiveness. As previously noted, delinquency is a phenomena as old as history and as complex as nuclear physics. Its causes are multiply, and the emphasis shifts with the changes in society. Not all delinquents cast from the same mold: they are individual human beings with all their differences. Because there are so many possible causes of delinquency, a wide variety of factors tend to be held responsible separately or in combination. The individual himself, his family, his neighbors, his school, his church, his place of residence, his government an endless list which is, thus, the reason for ambiguities in theories. The result: everyone is responsible for delinquency and, of course, when everyone is responsible for something, no one really is. Traditionally, all efforts in prevention have been aimed toward containing and repressing **incipient delinquents** through **law enforcement agencies**. In recent years, there have been strong efforts to improve rehabilitative processes for already identified delinquents so that the amount of recidivism might be reduced.

So the way to solve the delinquency problem is to prevent boys and girls from becoming delinquents in the first place. Society is not solving that problem because the emphasis is not placed on that all-important job: prevention. Moreover, it appears that society is blocked by a psychological wall of fallacies which keep everyone busy with impractical plans that are doomed to fail right from the start. The **correctional program** in the United States seems to be content with treating individual delinquents after they have already committed delinquent acts, while such programs overlook most entirely the factors that contribute to delinquency. Society must find a way to correct the **faulty home** and **environment** before child becomes a police case. It is both unfair and impractical to rely upon a few private agencies to do this large-scale, complex public job.



The primary responsibility of law enforcement is the control and prevention of crime and delinquency through the enforcement of laws that are necessary for the good order of society. Since many criminal are committed by **minors** under the age of eighteen years, a large proportion of police works involves the **detection, investigation, apprehension,** and referral of these juveniles. In addition, law enforcement agencies are concerned with minors who come to their attention for noncriminal reasons. The initial handing of **neglected children,** for example, is often a police matter; and police officers also have the responsibility of dealing with **runaway,** incorrigible, and **wayward** youngsters. In almost every aspect of their work with juveniles, the police must have contact with at least one other agency in the community. It must be recognized that the police services are only a part of the total community effort to promote the welfare of children and young people.

Law enforcement and the youthful offender
by Edward Eldefonso

Text Assignments



Task 1

Read and study the text “Law Enforcement and the Youthful Offender”

**Task 2**

Look for the answers to these questions:

1. Comment on Socrates words as for the children of his days.
2. Since what time have juvenile crimes existed?
3. What is the age of the contemporary young offenders in the US?
4. What is juvenile delinquency?
5. What is delinquency compared with in the article?
6. Characterize a typical juvenile delinquent.
7. How does the police concept classify the delinquent?
8. What is the policy of some states in the USA concerning the definition of a juvenile delinquent? Do all the states fully agree with the description of a juvenile delinquent?
9. What are the main factors of delinquency?
10. Comment on the age factor.
11. Comment on the sex factor.
12. Comment on the poverty factor.
13. Comment on the factor of social-class membership.
14. What other factors should be taken into consideration concerning the possible causes of delinquency?
15. What efforts should be made to prevent juvenile delinquency?

**Task 3**

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Law and Crime”. Translate them into Ukrainian.

**Task 4**

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Law enforcement, neglected children, robbery, forgery, gambling, truancy, minors, faulty home, correctional program, incipient delinquent, aftercare services, childrearing techniques, value-oriented groupings, maladjustment, rehabilitative procedures, penal custody, petty theft, social-psychological climate, obscene language, statutory language, incorrigibility, subsequent referral, recidivist, habitual offender.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The juvenile justice system, Roman Law, institutionalization, Socrates, lower-class subcultures, middle-class subcultures, social-class membership, poverty, sex factor, age factor, statistical delinquent, personality-disordered delinquent, Federal Bureau of Investigation.



Task 6

Using the information from the text, the questions of **Task 2** and the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Law Enforcement and the Youthful Offender” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 9).

Figure 1. Aims of Punishment

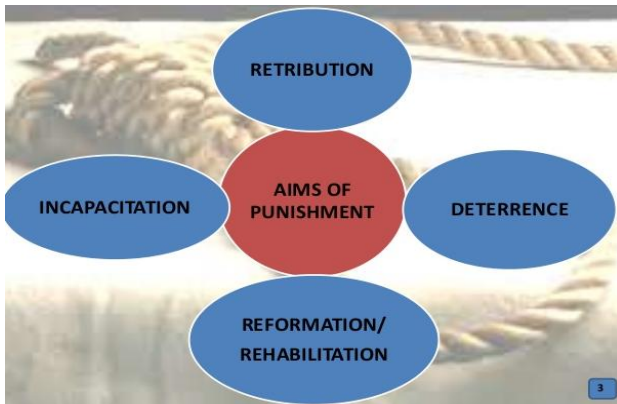


Figure 2. Bullying Law

Bullying Law:

Should Bullying Be A
Criminal Offense & How
Should It Be Punished?

**Figure 3. Crime Prevention**

PREVENTION

- *Education*
- *Recreation*
- *Community involvement*
- *Creation of special programs*
- *Parent-Child Interaction Training Program*
- *Bullying Prevention Program*



Figure 4. The Role of Juveniles in Violent Crime

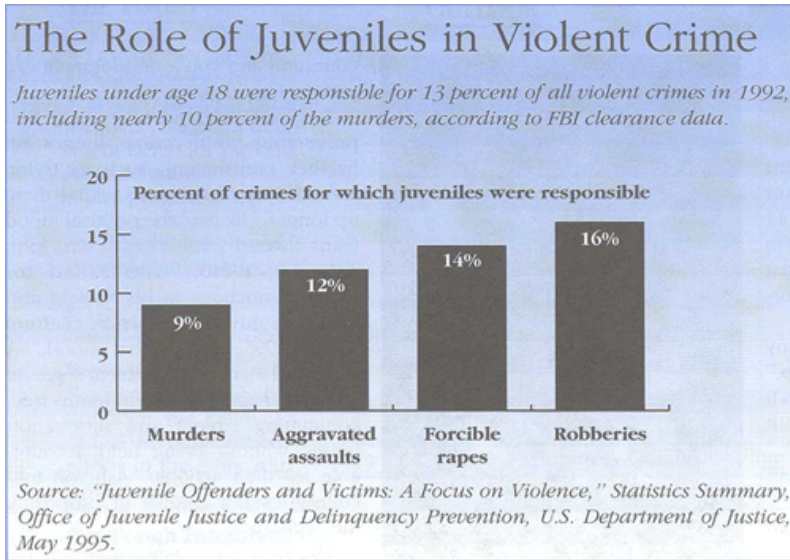


Figure 5. Pattern of Case Filings

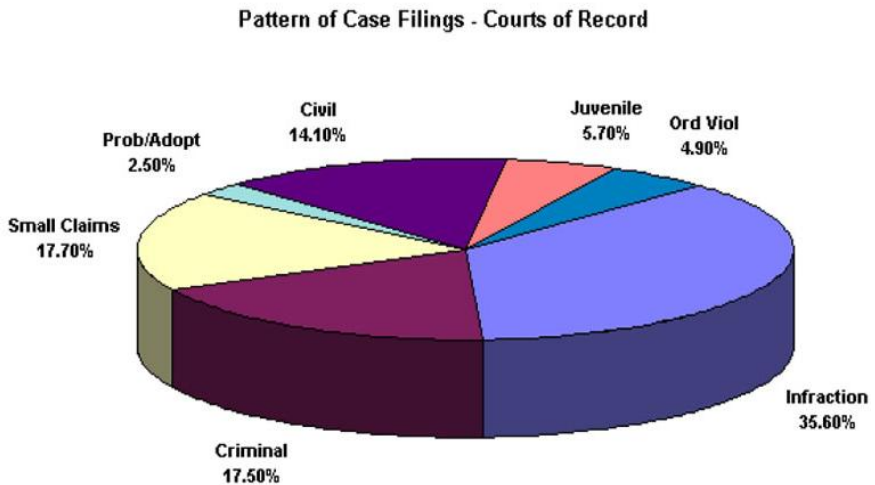


Figure 6. Courtroom

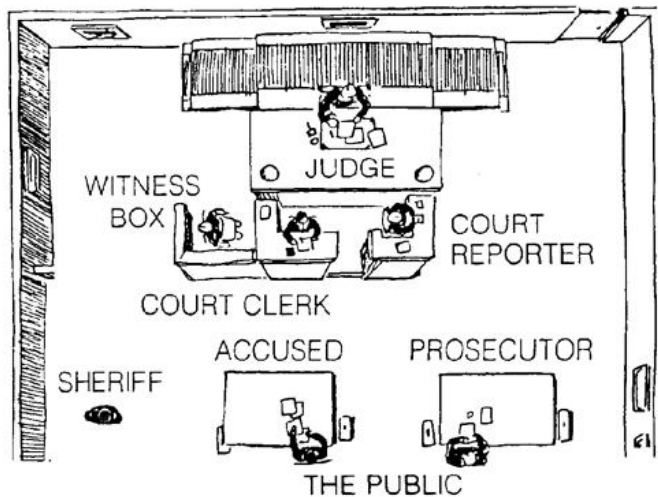


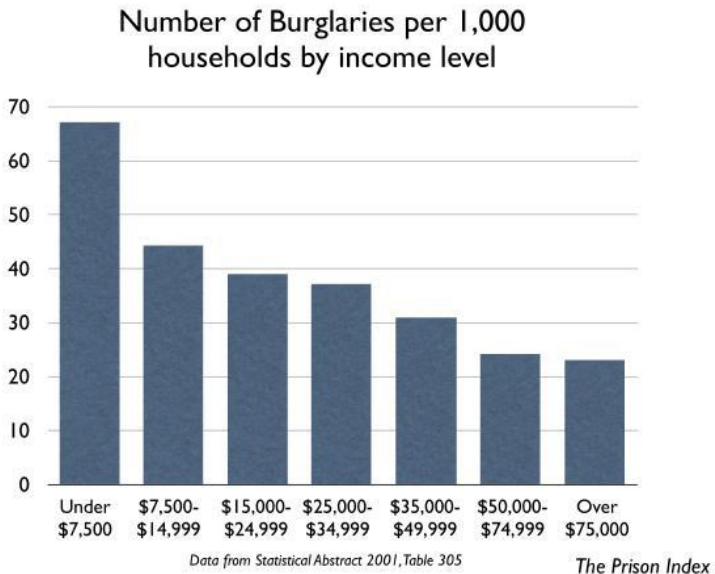
Figure 7. Jury Duty



Figure 8. Factors which Involve Juvenile Delinquency



Figure 9. Burglaries Statistics





Task 2

Translate the following text into English using the thematic vocabulary of the topic “Courts and Trials”.

У Великобританії існує декілька юридичних систем. Законодавство, судова влада та юридичні професії Північної Ірландії та Шотландії відрізняються від тих, що існують в Англії та Вельсі. Усі вони об'єднані професійною організацією – Спільнотою юристів. Суспільство має право встановлювати національні стандарти поведінки та освіти, а також виконує ряд інших функцій. Воно представляє соліситорів у контактах з владою та іншими структурними підрозділами та сприяє правовим реформам й обговоренню нового законодавства.

Баристери – це юридичні консультанти, що пропонують спеціалізовані послуги адвокатів або ж радників у ділах, що стосуються судових процесів. Хоча більшу частину адвокатської роботи виконують соліситори, баристерів часто запрошують до ведення справи, оскільки вони володіють значним досвідом у веденні таких справ у судах. У вищих судах адвокатами можуть виступати лише баристери.

Соліситори – незалежна юридична професія. Роль соліситорів закладається у надаванні широкого спектра юридичних послуг, включно з веденням справ клієнтів у суді, юридичним обслуговуванням населення, представників бізнесу й інших професій, а також іноземних клієнтів. Майже 90% соліситорів веде приватну практику самостійно або з партнерами. Для того, щоб розпочати самостійне ведення справ, соліситор має бути атестованим як мінімум 3 роки. У розпорядженні соліситорів знаходиться широкий адміністративний апарат – вони використовують переваги інформаційних технологій та телекомунікацій задля швидкого та ефективного надання послуг. Зараз багато фірм працює 24 години на добу, аби надати негайну юридичну допомогу своїм клієнтам у будь-якій частині земної кулі.

**Task 3**

Read the following extract from the famous short story by Agatha Christie and give its literary translation.

The trial of Leonard Vole for the murder of Emily French aroused widespread interest. In the first place the prisoner was young and good-looking, then he was accused of a particularly dastardly crime, and there was the further interest of Romaine Heilger, the principal witness for the prosecution. There had been pictures of her in many papers, and several fictitious stories as to her origin and history. The proceedings opened quietly enough. Various technical evidence came first. Then Janet Mackenzie was called. She told substantially the same story as before. In cross-examination counsel for the defense succeeded in getting her to contradict herself once or twice over her account of Vole's association with Miss French; he emphasized the fact that though she had heard a man's voice in the sitting-room that night, there was nothing to show that it was Vole who was there, and he managed to drive home a feeling that jealousy and dislike of the prisoner were at the bottom of a good deal of her evidence. [...]

Formidable and ponderous, counsel for the defense arose. He put it to her that her story was a malicious fabrication from start to finish, that she had not even been in her own house at the time in question, that she was in love with another man and was deliberately seeking to send Vole to his death for a crime lie did not commit.

Romaine denied these allegations with superb insolence. Then came the production of the letter. It was read aloud in court in the midst of a breathless stillness. "Max, beloved, the Fates have delivered him into our hands! He has been arrested for murder – but, yes, the murder of an old lady! Leonard, who would not hurt a fly! At last I shall have my revenge. The poor chicken! I shall say that he came in that night with blood upon him – that he confessed to me. I shall hang him. Max – and when he hangs he will know and realize that it was Romaine who sent him to his death. And then – happiness, beloved! Happiness at last!"

There were experts present ready to swear that the handwriting was that of Romaine Heilger, but they were not needed. Confronted with the letter, Romaine broke down utterly and confessed everything.

The Witness for the Prosecution
by Agatha Christie



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

<i>Precisely so.</i>	<i>On the contrary!</i>	<i>It may surprise you but I...</i>
<i>For one thing...</i>	<i>It's like this....</i>	<i>Putting it mildly....</i>
<i>Things do happen.</i>	<i>I'm in two minds.</i>	<i>Highly probable.</i>
<i>By the way....</i>	<i>I don't mind telling you...</i>	<i>That's it!</i>

1) *The law-courts of England are open to all men, like the doors of the Ritz Hotel.*

Attributed to Charles John Darling (1849 - 1936)
British judge and writer

2) *I have come to regard the law courts not as a cathedral but rather as a casino.*

Richard Ingrams (1937 -)
British journalist

3) *Let no guilty man escape, if it can be avoided...No personal considerations should stand in the way of performing a public duty.*

Ulysses S. Grant (1822 - 1885)
U.S. general and president

4) *If there were no bad people there would be no good lawyers.*

Charles Dickens (1812 - 1870)
British novelist

5) *Money makes even a bastard legal.*

Anonymous
Hebrew proverb

6) *Man, when perfected, is the best of animals, but, when separated from law and justice, he is the worst of all.*

Aristotle (384 BC - 322 BC)
Greek philosopher

7) *Law is a form of order and good law must necessarily mean good order.*

Aristotle (384 BC - 322 BC)
Greek philosopher

8) *He who opens a school door, closes a prison.*

Victor Hugo (1802-1885)
French writer



Task 5

Do some library research and write an essay on one of the given topics:

1. Salary ratio of judges to the level of corruption in the judiciary.
2. Is a jury trial more objective than a bench trial?
3. Did the abolition of the death penalty in Ukraine and other countries justify itself?
4. The reformatory function of imprisonment is just fiction.
5. Is the school capable of correcting juvenile offenders or their cases should be handled by the court?
6. Poverty and crime: inevitability or optionality?
7. Adequate family upbringing as one of the means of crime reduction.

**Task 6**

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 478 - 497), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Law and Crime”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments

Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 77-84;
- from Part B tests 77-84;
- from Part C tests 77-84.

PART II



HUMAN RIGHTS

The concept ‘**human rights**’ refers to “*the basic rights and freedoms, to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression and equality before the law.*” The United Nations Universal Declaration of Human Rights states: “*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*”

On the whole the existence, **validity** and the content of human rights continue to be a debatable subject in philosophy and political science. Legally, human rights are defined in **international law** and further in **domestic laws** of many states. However, for many people the doctrine of human rights goes beyond law and forms a **fundamental moral basis** for regulating the contemporary **geo-political order**. In fact, for them they are democratic ideas.

The history of human rights covers thousands of years and draws upon religious, cultural, philosophical and legal developments throughout recorded history. Several ancient documents included the concepts that may be considered to be human rights. Among them are: the Cyrus cylinder of 539 BC (a **declaration of intentions** by the Persian emperor Cyrus the Great after his conquest of the Neo-Babylonian Empire); the Constitution of Media of 622 AD (drafted by Muhammad to mark a **formal agreement** between all the significant tribes and families of Media – Muslims, Jews and Pagans); the English



BASIC CATEGORIES OF HUMAN RIGHTS

- Right to Dignity
- Fundamental Freedoms
- Right to Equality
- Political Rights
- Fair Trial (due process)
- Solidarity Rights
- Protection of Groups at Risk



Magna Carta of 1215 (which limited the powers of the monarchy and had a significant impact on the international and **constitutional law**). Besides there was the British Bill of Rights of 1689, the United States Declaration of Independence of 1776 and

the French Declaration of the Rights of Man and of the Citizen of 1789. The establishment of the International Committee of the Red Cross (Geneva Convention of 1864) laid the foundations of International **humanitarian law**.

Many groups and movements have managed to achieve profound social changes over the course of the 20th century in the name of human rights. Appalled by the **barbarism** of the Second World War, the UN General Assembly adopted the Universal Declaration of Human Rights (UDHR) in 1948. While not **legally binding**, it urged member nations to promote a number of human, civil, economic and social rights, asserting that these rights are part of the “*foundation of freedom, justice and peace in the world.*”

In 1966 the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) were adopted by the United Nations, between them making the rights contained in the UDHR binding on all states that have signed this **treaty**, creating **human rights law**. Since then numerous other treaties have been offered at the international level. They are generally known as human rights instruments. Some of the most significant are:

- Convention on the Elimination of All Forms of Racial Discrimination (CERD) – adopted in 1966, entered into force in 1969;

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) - entered into force in 1981;
- United Nations Convention Against Torture (CAT) – adopted and entered into force in 1984;
- Convention on the Rights of the Child (CRC) – adopted and entered into force in 1989;
- International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW) – adopted in 1990.

There are many countries in Africa accused of **human rights violations** by the international community and NGOs (Non-Governmental Organization). Many countries in the Americas, such as United States, Colombia, Cuba and Venezuela, have been accused of human rights violations. A number of Asian countries are accused of serious human rights abuses by the international community and human rights organizations. Australia has been criticized at various times for its **immigration policies**, treatment of **asylum seekers**, treatment of its **indigenous population** and foreign policy. Only very few countries do not commit significant human rights violations, according to Amnesty International. In their 2004 human rights report the Netherlands, Norway, Denmark, Iceland and Costa Rica are the only countries that did not violate at least some human rights significantly.



THE CONSTITUTION OF UKRAINE

The political system of Ukraine, its laws, its **home** and **foreign policy**, the rights and **duties** of its **citizens** are established, based and guaranteed by the Constitution. There have been several previous constitutional documents in the history of Ukraine (1710, 1918, 1919, 1929, 1937, 1978). The new Constitution of Ukraine as an independent, **sovereign**, democratic, social and **legal state** was adopted by the Verkhovna Rada on June 28, 1996 as the Fundamental Law of the country.



The main points of the 1996 Constitution are.

- The land, air space, water, mineral and other natural resources are the property of Ukrainian people.
- The **state language** of Ukraine is Ukrainian.
- The **state symbols** are the State Flag, the State Emblem and the State Anthem.
- The capital of Ukraine is Kyiv.
- Every person has the right to free development of his/her personality as long as there are no violations of the rights and freedoms of other individuals.
- All citizens have equal Constitutional **rights and freedoms** and are equal before the law.
- There are no **privileges** or **restrictions** based upon race, colour of skin, **political** and other **beliefs**, gender, **ethnic** and **social origin**, property, position, **ownership**, place of residence, language or religion.
- Citizens of Ukraine have the right to freedom of thought and speech, **free expression of views and beliefs**, of **conscience** and religion.
- The Church and religious organisations are separated from the state, and schools are separated from the Church.
- Citizens of Ukraine **are guaranteed** the rights to life, **personal inviolability**, **non-interference** in private and family life, free choice of residence, work, rest, education, **social security**, housing and **health protection**, medical care and **insurance** and **legal assistance**.
- The right of private property is inviolable.

- Defence of the Motherland, its independence and **territorial integrity**, respect to the State Symbols are the duties of Ukrainian citizens.
- Citizens who have reached the age of 18 have the right to vote and are guaranteed free expression of their **vote**
- The parliament, the Verkhovna Rada, is the only body of legislative power in Ukraine.
- The President of Ukraine is the head of the state and speaks on behalf of it.
- The highest body of the **executive power** is the Cabinet of Ministers, which is responsible to the President and **accountable** to the Verkhovna Rada. The Cabinet of Ministers **resigns** when a new president is elected.
- Justice in Ukraine is exercised entirely by courts, and administered by the Constitutional Court and courts of general jurisdiction. The Supreme Court is the highest juridical body of **general jurisdiction**.
- The territorial structure of Ukraine is composed of 24 regions (oblasts), cities, districts, towns, settlements and villages. Kyiv has a special status.

The Constitution of Ukraine consists of 15 **chapters** and 161 **articles**. The day of its **adoption** is a state holiday — the Day of the Constitution of Ukraine.

Text Assignments

Task 1



Read and study the texts “Human Rights” and “The Constitution of Ukraine”.



Task 2

Look for the answers to these questions:

1. What does the concept “human rights” refer to?
2. What does the United Nations Universal Declaration of Human Rights state?

3. Where are human rights defined legally?
4. What does the doctrine of human rights mean for many people?
5. What were the ancient documents which included the concepts considered to be human rights?
6. The establishment of what committee laid the foundations of International humanitarian law?
7. What are the basic categories of human rights?
8. What were the reasons for the adoption of the Universal Declaration of Human Rights (UDHR) in 1948?
9. What are the most significant human rights instruments?
10. What countries are accused of human rights violations?
11. What countries don't commit significant human rights violations?
12. What items are established, based and guaranteed by the Constitution?
13. How many constitutional documents have there been in the history of Ukraine?
14. When was the new Constitution of Ukraine adopted?
15. What are the main points of the 1996 Constitution?
16. How many chapters and articles are there in the new Constitution of Ukraine?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Human Rights” and “The Constitution of Ukraine”. Translate them into Ukrainian.

Task 4



Find in the texts the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

International law, domestic laws, human rights, validity, geopolitical order, a declaration of intentions, a formal agreement, humanitarian law, barbarism, human rights violation, immigration policy, asylum seekers, indigenous population, foreign policy, adoption,

home policy, citizens, sovereign state, state language, state symbols, rights and duties, political beliefs, social origin, ownership, freedom of conscience, personal inviolability, insurance, legal assistance, territorial integrity, executive power, general jurisdiction.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

The United Nations Universal Declaration of Human Rights, treaty, the Cyrus cylinder, human rights instruments, the Constitution of Media, the English Magna Carta, the British Bill of Rights, the UN General Assembly, convention, human rights violations, the Verkhovna Rada, non-interference, legal assistance, the right to vote, the President of Ukraine, the Cabinet of Ministers, the Supreme Court, the Day of the Constitution.



Task 6

Using the information from the texts, the questions of **Task 2** and the thematic vocabulary of the topic (**Tasks 3-4**) summarize the texts.



Task 7

Present the information on the theme “Human Rights” and “The Constitution of Ukraine” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 7).

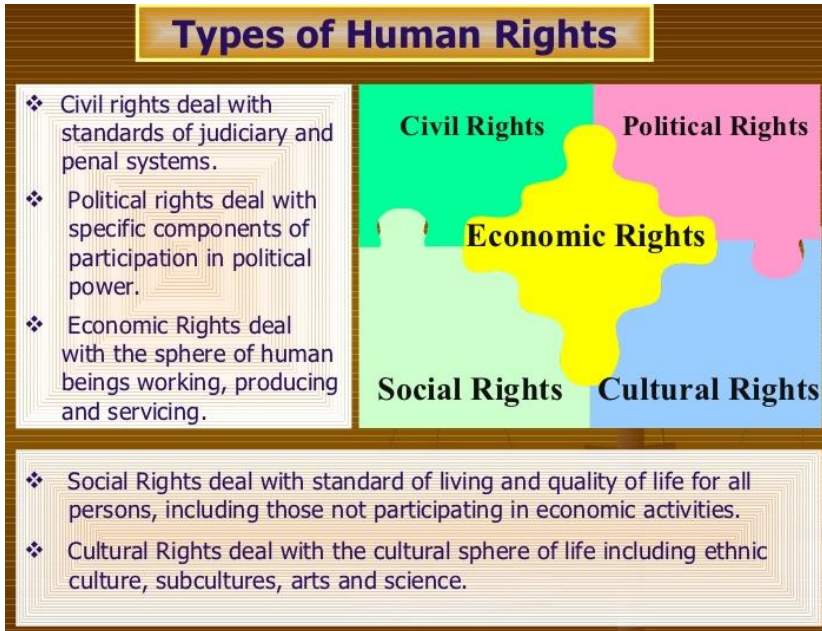
Figure 1. Types of Human Rights**Figure 2. Human Rights**

Figure 3. Health and Human Rights

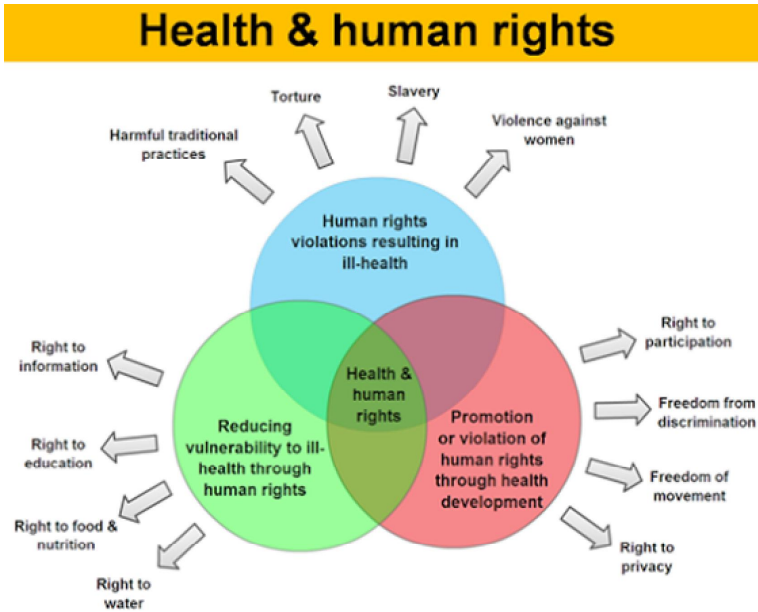


Figure 4. Types of Violence



DISCUSSION

Types of Violence

Level Type(s)	Personal	Interpersonal/ community	National	Global
Direct/Physical	Suicide, drug abuse	Domestic violence, violent crimes	Civil war, violent crimes, human rights abuses	Conventional war, nuclear war, human rights abuses
Structural	Powerlessness, alienation, low self-esteem, anxiety	Local inequalities, poverty, hunger, prejudice, cultural domination, racism, sexism, religious intolerance	National inequalities, poverty, hunger, prejudice, cultural domination, racism, sexism, religious intolerance	Global inequalities, poverty, hunger, prejudice, cultural domination, racism, sexism, religious intolerance

Figure 5. Religious Discrimination



"You don't need religion to have morals. If you can't determine right from wrong, then you lack empathy, not religion."

**SORRY,
NO MUSLIM
CUSTOMERS
THANK YOU.**

Figure 6. Gender Discrimination

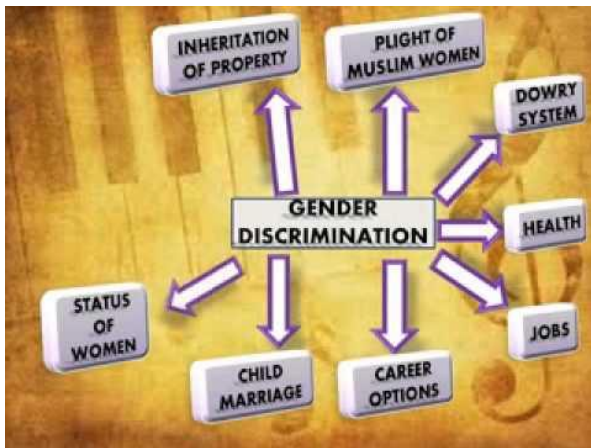
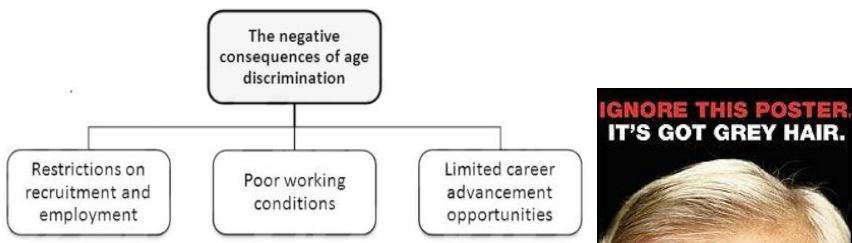


Figure 7. Age Discrimination



Task 2

Translate the following text into English using the thematic vocabulary of the topic “Human Rights and The Constitution of Ukraine”.

Коли гетьман І. Мазепа помер у вигнанні, після довгих суперечок між прихильниками незалежності України 5 квітня 1710 року новим гетьманом було обрано поплічника Мазепа, генерального писаря П. Орлика. Він народився 11 жовтня 1672 року під Вільнюсом, у родині емігрантів з чеської шляхти. Рано втративши батька, він закінчив Києво-Могилянській колегіум та опанував українську, давньогрецьку, латинську, шведську, німецьку, французьку та турецьку мови. Будучи освіченим правознавцем та політиком, П. Орлик швидко пройшов шлях від кафедрального писаря Київської митрополії до генерального писаря Війська Запорізького. Він розумів, що від самого початку своєї діяльності йому доведеться бути гетьманом у вигнанні, а тому, аби стати справжнім гетьманом України, треба визволити її з-під іноземного гніту.

Для реалізації своїх замислів П. Орлик підготував проект нових, досконаліших та привабливіших демократичних законів стосовно республіканського, демократичного строю в Україні. Проект було названо «Пакти та конституції законів і вольностей Війська Запорізького». Оригінальність та значення Конституції П Орлика позначається поєднанням загальнодемократичних принципів із козацькими традиціями Запорізької Січі. У шістнадцятьох пунктах проекту в дуже стислій формі розкрито внутрішні та зовнішні питання стосовно політичного життя України. У перших пунктах йдеться про релігію, територію та кордони, стосунки з Кримом, Запорізьку Січ. Наступні пункти констатують повну незалежність України від Польщі та Росії. У них передбачається правління обраного країною гетьмана, який спирається у своїх рішеннях на раду старшин. Тричі на рік – на Різдво, Пасху та Покрова – гетьман має збирати велику раду, де братимуть участь старшини, полковники, сотники, радники з

полків, представники Запорізької Січі тощо. Ця рада – парламент – призначена для рішення найважливіших державних питань.

Державними фінансами мав керувати не сам гетьман, а його підскарбій. Усі органи влади мають керуватися виключно законами. Також демократизація передбачалася і для політики. Козацькій старшині заборонялося наймати вільних козаків та простолюдинів для господарських робіт, а також силою забирати землі. Підіймалося питання щодо рівномірного розпорядження податків між посполитими, козаками та міщанами. Накладалася заборона на зловживання владою.

«Пакти» підтверджував шведський король Карл XII, який становився протектором Української держави.



Task 3

Read the following extract from the famous novel by Ray Bradbury and give its literary translation.

"Now let's take up the minorities in our civilization, shall we? Bigger the population, the more minorities. Don't step on the toes of the dog lovers, the cat lovers, doctors, lawyers, merchants, chiefs, Mormons, Baptists, Unitarians, second generation Chinese, Swedes, Italians, Germans, Texans, Brooklynites, Irishmen, people from Oregon or Mexico. The people in this book, this play, this TV serial are not meant to represent any actual painters, cartographers, mechanics anywhere. The bigger your market, Montag, the less you handle controversy, remember that! All the minor minor minorities with their navels to be kept clean. Authors, full of evil thoughts, lock up your typewriters. They did. Magazines became a nice blend of vanilla tapioca. Books, so the damned snobbish critics said, were dishwater. No wonder books stopped selling, the critics said.

But the public, knowing what it wanted, spinning happily, let the comic books survive. And the Three dimensional sex magazines, of course. There you have it, Montag. It didn't come from the Government down. There was no dictum, no declaration, no censorship, to start with, no! Technology, mass exploitation, and minority pressure carried the trick, thank God. Today, thanks to them, you can stay happy all the time,

you are allowed to read comics, the good old confessions, or trade journals."

"You must understand that our civilization is so vast that we can't have our minorities upset and stirred. Ask yourself, What do we want in this country, above all? People want to be happy, isn't that right? Haven't you heard it all your life? I want to be happy, people say. Well, aren't they? Don't we keep them moving, don't we give them fun? That's all we live for, isn't it? For pleasure, for titillation? And you must admit our culture provides plenty of these."

"Coloured people don't like Little Black Sambo. Burn it. White people don't feel good about Uncle Tom's Cabin. Burn it. Someone's written a book on tobacco and cancer of the lungs? The cigarette people are weeping? Bum the book. Serenity, Montag. Peace, Montag. Take your fight outside. Better yet, into the incinerator. Funerals are unhappy and pagan? Eliminate them, too. Five minutes after a person is dead he's on his way to the Big Flue, the Incinerators serviced by helicopters all over the country. Ten minutes after death a man's a speck of black dust. Let's not quibble over individuals with memoriams. Forget them. Burn them all, burn everything. Fire is bright and fire is clean."

Fahrenheit 451
by Ray Bradbury

Task 4



Comment on the views presented in following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

<i>Looks like that.</i>	<i>Just the reverse!</i>	<i>As a matter of fact....</i>
<i>In short....</i>	<i>What beats me is....</i>	<i>I want to press the point...</i>
<i>They say (that)...</i>	<i>Naturally!</i>	<i>Strictly speaking...</i>
<i>It's outrageous!</i>	<i>Definitely.</i>	<i>To come back to...</i>

1) *Some people's idea of free speech is that they are free to say what they like, but if anyone says anything back, that is an outrage.*

Sir Winston Churchill (1874 – 1965)
British politician and statesman

2) *Be the change you want to see in the world*

Mahatma Gandhi (1869 – 1948)

The leader of the Indian independence movement against British rule

3) *When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw*

Nelson Mandela (1918 – 2013)

South African anti-apartheid revolutionary, politician, and philanthropist

4) *No one is born hating another person because of the colour of his skin or his background or his religion.*

Nelson Mandela (1918 – 2013)

South African anti-apartheid revolutionary, politician, and philanthropist

5) *Human rights are not a privilege conferred by government. They are every human being's entitlement by virtue of his humanity.*

Mother Teresa (1910 - 1997)

Albanian-Indian Roman Catholic nun and missionary

6) *I am in favor of animal rights as well as human rights. That is the way of a whole human being.*

Abraham Lincoln (1809 - 1865)

The 16th President of the United States

7) *Freedom of expression is the foundation of human rights, the source of humanity, and the mother of truth.*

Liu Xiaobo (1955 – 2017)

Chinese literary critic, writer, poet, human rights activist and Nobel Peace Prize laureate

8) *Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures.*

Albert Einstein (1879 - 1955)

German-born theoretical physicist and Nobel Peace Prize laureate

9) *If you believe in equal human rights you are a feminist.*

Anonymous

**Task 5**

Do some library research and write an essay on one of the given topics:

1. Freedoms and human rights in modern society.
2. Should human rights be limited by law to some extent?
3. Should education be fee-paying?
4. Education is a right, not a service.
5. Can subcultures be considered as a form of realization of the right to participate in cultural life?
6. Should freedom of views and beliefs expression be limited by law to some extent?
7. Is it reasonable to introduce compulsory health insurance?
8. Should the local citizens` rights be discriminated in favour of refugees` interests?

**Task 6**

Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 478 - 497), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Human Rights”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments

Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 85-92;
- from Part B tests 85-92;
- from Part C tests 85-92.

**TESTS IN THEMATIC VOCABULARY**

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. The Great Council **PRESIDED** over all serious trials.
a) managed b) chaired c) controlled d) considered
2. The king's laws were **IN FORCE** everywhere.
a) in operation b) in function c) in strength d) in ability
3. Another change which William I introduced was the **ABOLITION** of the great earldoms.
a) reconstruction b) demolition c) rearrangement d) abatement
4. The royal Sheriffs **ADMINISTERED** justice in the shire.
a) performed b) controlled c) carried d) acted
5. Each Norman noble swore an **OATH** of allegiance to the king and became the king's vassal.
a) word b) promise c) vow d) fidelity
6. People **CONVICTED** of some crime in the low court can appeal to the Lords.
a) sentenced b) suspected c) imprisoned d) caught

7. Some of the ways in which the judges DEALT OUT justice seem barbarous today.

- a) administered b) kept c) practiced d) held

8. People were flung into a pond and if they sank to the bottom, they were pronounced INNOCENT.

- a) sentenced b) guiltless c) culpable d) blameworthy

9. Another method of deciding disputes was TRIAL by battle.

- a) controversy b) assize c) court d) test

10. There was also trial by ordeal; here, an ACCUSED person had to undergo certain tortures.

- a) charged b) imprisoned c) sentenced d) suspected

11. If that person managed to ENDURE them, then he was judged innocent.

- a) survive b) overcome c) undergo d) take

12. In the royal courts decisions were given by judges who heard EVIDENCE from a panel of twelve local men.

- a) proofs b) witness c) claim d) testimony

13. Lord Chancellor directs the activities of the Lords of Appeal and makes the final JUDGMENT on special legal questions.

- a) verdict b) answer c) statement d) remark

14. County Courts deal with the rent RESTRICTIONS, workmen's compensations, and the adoption of children.

- a) subsidies b) benefits c) limitation d) allowance

15. The Police Courts deal with BREACHES of the peace and other petty offences.

- a) maintenance b) establishment c) regulation d) violation

16. The members of the jury must not CONDEMN an accused person before all the evidence on both sides has been heard.

- a) convict b) support c) imprison d) suspect

17. Today, the duty of a JURY is to judge the case being tried before it with complete fairness.

- a) defendants b) assizers c) prosecutors d) lawyers

18. The jury service requires taking an active part in seeing that the laws are properly applied and OBEYED.

- a) used b) held c) complied d) done

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

recommendations	welfare	scheme	slaves
benefits	handicapped		contributions
workhouse	institution	law	employers
commission	insurance		orphans

Before the twentieth century, was considered to be the responsibility of local communities. The “care” provided was very often very poor. An especially hated in the nineteenth century was the, where the old, the sick, the mentally and were sent. People were often treated very harshly in workhouses, or even as virtual, to equally harsh During the first half of the twentieth century a number of welfare were introduced. These were a small old-age pension (1908), partial sickness and unemployment (1912) and unemployment benefits conditional on regular and proof of need (1934). The real impulse for the welfare state came in 1942 from a government, headed by William Beveridge, and its report on “social insurance and allied services”. In 1948 the National Health Act turned the report’s into and the National Health Service was set up.

Test 3. Match the definition with the correct word:

1.	insurance	a) a breaking or violation of obligation, law;
2.	judge	b) a group of, usually twelve, people sworn to deliver a true verdict according to the evidence upon a case presented in a court of law;
3.	court	c) the findings of a jury on the issues of fact submitted to it for examination and trial;
4.	assize	d) a person who institutes or conducts legal proceedings in a criminal court;
5.	jurisdiction	e) the amount of monetary or other returns, either earned or unearned, accruing over a given period of time;
6.	trial	f) matter produced before a court of law in an attempt to prove or disprove a point in issue, such as the statements of witnesses, documents, material objects;
7.	jury	g) a person against whom an action or claim is brought in a court of law;
8.	verdict	h) an institution or organization set up to provide help, money to those in need;
9.	evidence	i) an amount of something, money or food, given or allotted usually at regular intervals;
10.	prosecutor	j) a periodical journey around an area, as made by judges;
11.	breach	k) the judicial examination of the issues in a civil or criminal cause by a competent tribunal; the determination of these issues in accordance with the law;
12.	defendant	l) an authority having power to adjudicate in civil, criminal, military, or ecclesiastical matters
13.	charity	m) system of providing financial protection for property, life, health against specified contingencies;

14.	allowance	n) a public official with authority to hear cases in a court of law and pronounce judgment upon them;
15.	income	o) the right or power to administer justice and to apply laws;
16.	circuit	p) a trial or judicial inquest;

Test 4. Find the synonyms and group them correspondingly:

Magistrate, crimeless, tribunal, act, ordeal, jurisdiction, convicted, guilty, judge, bench, felon, attorney, plot, guiltless, culpable, principle, adversary, sentence, testimony, judicature, justice, law, criminal, trial, verdict, evidence, statute, opponent, cognizance, blameless, court, condemned, innocent, offender, prosecutor, conspiracy, action, unguilty, competence.

Test 5. Complete the following sentences with the words below:

allowances law sentence crime jury
 judge random injustice verdict list
 decision say right force stand vagabonds custom

1. The will pass in a week.
2. The new..... comes into..... On September 25.
3. The modern is completely free to make whatever it considers to be the right one.
4. The members of modern juries are men and women chosen at from the of those entitled to vote.
5. The right to vote gives men and women a in the making of laws.
6. The to appeal against a is a protection for the individual citizens against the danger of
7. Persons convicted of can appeal first to the Court of Appeal.

8. If both the Court of Criminal Appeal and the House of Lords agree with the verdict then it must

9. The family were granted to help poor people bring up their children.

10. It was the to brand with the letter “V” on their shoulders.



MAN AND MUSIC



You will learn:

- *why definitions of music change over time*
- *how the British music developed*
- *how the Beatles revolutionized English and international music forever*
- *in what forms the English folk music existed during the 19th and 20th centuries*
- *how music, body, and soul are connected*
- *how compassion and empathy can be cultivated during musical training*
- *how students of music learn craftsmanship*
- *in what way music study enhances teamwork skills and discipline*
- *how music provides children with a means of self-expression*



THE WORLD OF MUSIC

Music is an artful arrangement of sounds across time. This definition is obviously very broad, but a narrower one would exclude too much. Music is part of virtually every culture on Earth, but it varies widely among cultures in style and structure. Definitions of music can change dramatically over a short time, as they have across the world during the 20th and 21st centuries.

Listening to jazz and developing an individual improvisational style is key in jazz music. Great **jazz artists** fashion a unique manner of playing that expresses their **musical personality**. Jazz **performance** requires dynamic creativity, great knowledge of the **jazz forms**, and an elusive ability to distill life experience into musical expression.

Can music exist without sound? Some philosophers argue that music should be defined as a kind of “mental image” and that the physical aspects of sound are simply by-products of this image. If you think you can have a **musical experience** by imagining the sound of a **piece of music**, then you think music can exist without sound. But most musical experiences involve producing or listening to physical characteristics of sound such as **pitch** and **timbre** (quality comparable to texture or color in sight).

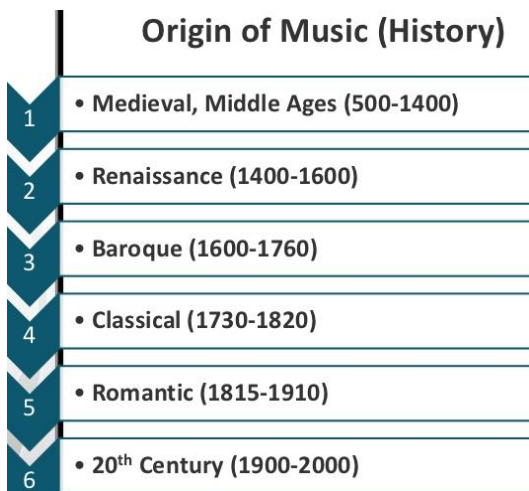
Is the **tape-recorded sound** of a large metal-stamping machine music? Are 4 minutes and 33 seconds of silence music? Is the activity of reading a list of hundreds of seemingly unrelated objects, activities,



and states of mind music? Each of these “works”, as well as many other sounds (or nonsounds), has been copyrighted as a musical composition, performed, and recorded in the 21st century. One of the legacies of 21st century music is to have blurred the definition of music as never before.

Other experts argue that whether any particular **pattern of sounds** (or our mental image of this pattern) is or is not music hinges on the musical culture into which we were born and in which we have grown up. In other words, whether sounds are music or not has more to do with learning than with anything about the physical characteristics of the sounds or the inborn characteristics of people. An American or European, hearing for the first time a **Javanese gamelan** performance or singing by the Ewe people of West Africa, might feel disoriented and disappointed by the unfamiliar and seemingly meaningless sounds of these kinds of music. Similarly, Javanese or Ghanaian listeners might feel disappointed when they first hear the music of Austrian **composer** Franz Schubert or the songs of a popular **rock group**, and they might find these equally meaningless.

Like language, another arrangement of sounds, music is a uniquely human form of communication with well-developed rules of construction much like grammar. Some language experts would say that you can listen to someone speaking a language you do not understand and still know whether the speaker is excited or tired, angry



or delighted. You would be making **interpretations** based upon the speech patterns: loud or soft, high-pitched or low-pitched, rapid and bitten off, or slow and smooth. Corresponding to these elements of speech are **musical variables** such as **dynamics** (force and volume), **register** (range of music or voice),

mode (arrangement of a set of tones), and **articulation** (such as **staccato**, meaning abrupt and crisp; or **legato**, smooth and even). On the other hand, most people would agree that a meaningful conversation can only take place when both the speaker and the listener speak the same language. The conversation becomes even more meaningful when the parties are talking about something or someone they both know well.

Although there is no general agreement as to exactly what music communicates or how it communicates it, some individuals and governments have believed that music possesses great powers of communication. Most ancient Greek philosophers believed that listening to music based on certain of the modes in use at the time was beneficial to the development of a young person's character, and warned that listening to music based on certain other modes would have harmful effects. For centuries Chinese beliefs about music were influenced by the philosophy of Confucius, which music was not to entertain but to purify one's thoughts.

Voice and Musical Instruments

Before mass media made it possible to share music worldwide, most **musical cultures** could be identified through several practices. These included the instruments used in musical performance, the structural components of the music such as scales, and recognizable **performance practices** such as bending notes in a certain way. The many technological developments in musical recording and delivery systems during the 20th and 21st centuries have helped to blur the boundaries between these cultures.

The **voice** is the most important element in the music of some cultures, while **instrumental sounds** are more important in others. According to some historians, Western music has steadily changed in this regard. Before the 17th century, **vocal music** was the predominant **performance medium**. Vocal and **instrumental music** coexisted on essentially an equal basis during the next century. Instrumental music predominated during the 19th and 20th centuries.

celebrations. Many Serbian soldiers learned to play **the trumpet** as part of military training, and the instrument has become a symbol for southern Serbs. **Brass bands** play an eclectic mix of **military marches** and traditional **folk dance tunes** featuring asymmetric rhythms.

Wind instruments, or **aerophones**, produce sound in several ways. The performer's lips may produce the vibration, as with brass instruments. The vibration may be produced by a column of air split across a sharp edge (**flutes, pipes, whistles**). Or the vibration may be produced by one or two reeds, as with instruments such as the **clarinet, saxophone, oboe, bassoon**, or the Korean oboe called a **piri**.

Electronic instrument, or **electrophone**, refers broadly to any means of generating, modifying, or amplifying musical sounds electronically. Thus any instrument played through an **amplifier** becomes an electronic instrument. The term most often refers to instruments that generate sound electronically.

Although there were experimental electronic instruments in the early 20th century, **sound synthesizers** and **computer-based music composition, arrangement, recording**, and distribution have only in recent years become accessible to a broad segment of the population.

During the 20th and 21st centuries, most music has become accessible worldwide through a technological revolution that has produced **high-quality sound and video recording**, radio and television, and computers. It is difficult to overstate the importance of these innovations on musical cultures around the world. It has become possible to record music of the many musical cultures in the world, including music that has traditionally been learned and passed on orally. On the other hand, the boundary lines among many cultures, and between subcultures, have shifted dramatically and in some cases have disappeared. There has always been some **cross-fertilization** among musical cultures, and this is often a sign of healthy cultural and artistic growth. One well-known example is the **musical mixture** of Hispanic and Germanic cultures in the American Southwest during the 19th century, which produced the **conjunto** or Tex-Mex style still popular in the region today. Traditional conjunto bands perform at social dances and consist of a **virtuoso accordionist**, a **banjo sexto**, **bass**, and drums.

Genre

- Genre is an expressive style of music
- It identifies different musical sounds belonging to a particular category & type of music.
- Examples of music genres are: opera, gospel, jazz, hip-hop, pop, r'n'b, jazz, cultural, punk, classical, reggae, rap, funk metal & many more.

Computer technology may seem an unlikely research tool for a literature professor hoping to better understand William Shakespeare's plays or for an artist creating a painting. Increasingly, however, computers and software are becoming essential tools for literary criticism, academic publishing, music composition, and sometimes even for the creation of fine art.

It has been almost impossible for at least the past few decades to find a **folk-level musical culture** within which listeners are exposed to only the music of their own culture and no other. In the early 1980s, an Australian **music scholar** traveled through the Australian outback for two days looking for a remote Aboriginal village where he could study non-Western **music listening habits**, only to find that most of the villagers regularly listened to Western popular music on their portable tape cassette players. Our global culture is producing a **musical multiculturalism** that takes a number of forms. **Hybrid musical forms** cross the boundaries between classical and folk or pop subcultures within the various cultures they bridge. For example, South Indian **cine**, or **motion-picture music**, combines Indian and Western musical instruments and mixes classical Indian melodies with Western rock-and-jazz-influenced **accompaniments**. Popular benga music of Kenya and **juju music** of Nigeria illustrate how Western instruments such as the electric guitar and electric bass have been employed in place of traditional instruments of the region. Juju has established itself as the most popular contemporary music form in Nigeria. And since the

1980s, the music has build up a strong following in Europe and North America. Juju is a blending of Western instrumentation (electric guitars, **pedal steel guitars**) with elements of traditional **religious** and **secular music** culture (“talking drums,” gourd shakers, **single-string violin**, praise songs).

With all of the cross-fertilization among musical cultures, some people worry that music will eventually drift toward a single, **global music** that is bland and unvaried. Others argue that there is a growing countermovement to preserve the diversity of **cultural heritages**, including traditional musical genres.

Text Assignments



Task 1

Read and study the text “The World of Music”



Task 2

Look for the answers to these questions:

1. Why do definitions of music change over time?
2. What does jazz performance require?
3. Can music exist without sound?
4. What are the extremes of the music of the 21th century?
5. What examples of music mistreatment by different peoples can you give?
6. When can people feel disoriented and disappointed by the sounds of music?
7. Compare music with a language.
8. What was the power of music concerning the teaching purposes in old times?
9. What kind of music was predominant performance medium before the 17th century?
10. What kind of music was predominant performance medium during the 19th and 20th centuries?
11. What does calypso music include?
12. What are the two most important elements of music? When did they predominate?

13. What instruments do we refer to the percussion family?
14. What instruments do we refer to the wind family?
15. When does an instrument become electronic?
16. What are the pluses and minuses of technological revolution in music?
17. What is the role of computers in modern artistic life?
18. What is a “musical multiculturalism”?
19. How do you understand the term “cross-fertilization”?
20. In what way do Hybrid musical forms cross the boundaries between various cultures?
21. Will traditional musical genres be preserved in future?

Task 3



Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “The World of Music”. Translate them into Ukrainian.

Task 4



Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Performance practice, folk dance tunes, interpretation, military marches, musical experience, a piece of music, tape-recorded sound, pattern of sounds, composer, performance medium, vocal music, instrumental music, festival, carnival celebration/parade, praise song, accompaniment, percussion family, membranophones, idiophones, wind instruments/aerophones, electronic instruments/ electrophones, amplifier, sound synthesizer, computer-based music composition, arrangement, cross-fertilization, folk-level musical culture, music listening habits, multiculturalism, motion-picture music, secular music, global music.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Greek philosophers, Confucius, Franz Schubert, the Ewe people of West Africa, legato, staccato, instrumental sounds, drumming, calypso, carnival parade bands, folk dance tunes, military marches, amplifier, arrangement, interpretation, Hispanic and Germanic cultures, hybrid musical forms, juju music of Nigeria, cultural heritages.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “The World of Music” using the thematic vocabulary and your summaries as a support.



BRITISH MUSIC

Traditional British Music

England has produced some of the world’s best music throughout history. In fact, as a country, England has spearheaded some of the world’s most significant **musical movements** and **trends**. Since its earliest days, English music has been particularly diverse and culturally relevant. It was made up of **religious music**, **folk music**, **classical music** and many other styles. There were **styles** designed for the wealthy and elite and others for the working class and the poor. English music was particularly influenced by European movements. However, there are also many trends and styles that originated from within the country itself. Notable examples are the **Celtic chants** and the **medieval carols**.



During the 16th Century, the Protestant Reformation hit England, introducing an increased tendency towards religious music. This restricted certain events that had been associated with music in the past and forced local **musicians** and **composers** to create distinct styles for **worship**, **nationalism**, and so on. The **court music** maintained its integration with Europe, while **opera** dominated other areas.

The Baroque era of the 17th and 18th centuries was characterized by formalized **orchestral classical music** that was **ornamental**, dramatic and complex. The Baroque style was especially popular amongst the royals and the elite, but was certainly not limited to these ones.

Folk music was the music of the people and was, therefore, distinctive to England (i.e. different to the folk music of Northern Ireland, Scotland and Wales). This dynamic style evolved over the years and reflected the personal experiences of the immigrants, working classes and more esteemed classes. Folk music existed in various forms from the medieval times right through until the industrialization of the society during the 19th and 20th centuries. The folk style usually involved a combination of **song** and **dance**. This **musical form** has



experienced several revivals over the years. Today, there continue to be folk artists, who combine a traditional style of **storytelling** with more modern media (such as **electronic equipment**, for example).

In the 1800's, **brass bands** were introduced and used to convey the typical classical styles of music in a more fun and modern way. This was largely brought about by the social and economic changes experienced by England at the time.

Then, during the 1930's, American **jazz music** infiltrated the English market. This forced the creation of local bands and **musicians**, who explored and experimented with their **genres**, styles and **audiences**. The radio belted out popular **dance tunes** and every occasion to celebrate was marked by the presence of vibrant music and dancing. By 1962, the English people were accustomed to using music as an expression of joviality and joy. However, The Beatles revealed an entirely new perspective on **musical entertainment** in this year.

This 60's band was the most popular of its time, luring young and old to their performances and hitting global charts over and over again. Their songs were catchy, displayed excellent **musical abilities** and sometimes broke the bounds of conservatism. Indeed, John Lennon, Paul McCartney, George Harrison and Ringo Starr revolutionized English and international music forever.





The London Beatles Store contains all kinds of memorabilia as well as other merchandise. (contributed: **O. Kovalenko**)

The British Invasion

The British Invasion was a musical movement of the mid-1960s composed of British **rock-and-roll** (“**beat**”) groups whose popularity spread rapidly to the United States. The Beatles’ triumphant arrival in New York City on February 7, 1964, opened America’s doors to a wealth of British musical talent. What followed would be called the second British Invasion. Like their transatlantic counterparts in the 1950s, British youth heard their future in the frantic **beats** and suggestive **lyrics** of American rock and roll. But initial attempts to replicate it failed. Lacking the indigenous basic ingredients—**rhythm** and **blues** and **country music**—of rock and roll, enthusiasts could bring only crippling British decorum and diffidence. The only sign of life was in the late 1950s skiffle craze, spearheaded by Scotland’s Lonnie Donegan. **Skiffle groups** (like the Beatles-launching Quarrymen) were **drummerless acoustic guitar-and-banjo ensembles, jug bands** really, who most often sang traditional American folk songs, frequently with more spirit than instrumental polish.



By 1962, encouraged by the anyone-can-play populism of skiffle and self-schooled in the music of Chuck Berry, Elvis Presley, Eddie Cochran, Buddy Holly, and Muddy Waters, some British teens had a real feel for the rock-and-roll idiom. Blending that with such local traditions as **dancehall**, pop, and **Celtic folk**, they formulated **original music** they could claim, play, and sing with conviction. Young groups with **electric guitars** began performing and writing **up-tempo melodic pop**, fiery rock and roll, and Chicago-style electric blues.

Liverpool became the first hotbed of the so-called “**beat boom**.” With the Beatles, other exuberant male quartets such as the Searchers, the Fourmost, and Gerry and the Pacemakers launched “Merseybeat,” so named for the estuary that runs alongside Liverpool. The Beatles first reached the British **record charts** in late 1962. By 1964 Greater London could claim the Rolling Stones, the Yardbirds, the Who, the Pretty Things, Dusty Springfield, Peter and Gordon, Chad and Jeremy, and Manfred Mann.

Manchester had the Hollies, Wayne Fontana and the Mindbenders, Freddie and the Dreamers, and Herman’s Hermits. Newcastle had the Animals. And Birmingham had the Spencer Davis Group and the Moody Blues. Bands sprang up from Belfast to St. Albans, with more inventive artists arriving to keep the styles moving forward, including the Small Faces, the Move, the Creation, the Troggs, Donovan and many others. While the beat boom provided Britons relief from the postimperial humiliation of **hand-me-down rock**, the Beatles and their ilk brought the United States more than credible simulations.



They arrived as foreign ambassadors, with distinctive accents (in conversation only; most of the groups sang in “American”), slang, fashions, and personalities. The Beatles’ first film, *A Hard Day’s Night* (1964), further painted England as the centre of the (rock) universe. American media took the bait and made Carnaby Street, London’s trendy fashion centre in the 1960s, a household name.

From 1964 to 1966 the United Kingdom sent a stream of **hits** across the Atlantic. Behind the conquering Beatles, Peter and Gordon (“A World Without Love”), the Animals (“House of the Rising Sun”), Manfred Mann (“Do Wah Diddy Diddy”), Petula Clark (“Downtown”), Freddie and the Dreamers (“I’m Telling You Now”), Wayne Fontana and the Mindbenders (“Game of Love”), Herman’s Hermits (“Mrs. Brown You’ve Got a Lovely Daughter”), the Rolling Stones (“[I Can’t Get No] Satisfaction” and others), the Troggs (“Wild Thing”), and Donovan (“Sunshine Superman”) all topped Billboard’s singles chart. These charming invaders had borrowed American rock music and returned it—restyled and refreshed—to a generation largely ignorant of its historical and racial origins.

Text Assignments**Task 1**

Read and study the text “British Music”

**Task 2**

Look for the answers to these questions:

1. In what genres did the British music develop?
2. What trends and styles of music originated in England?
3. What music styles originated from within the country itself?
4. What kind of music prevailed in England in the 16th century?
5. What kind of composition was the orchestral classical music of the 17th and 18th centuries?
6. In what way did instrumental music become engaged for various functions?
7. In what forms did the English folk music exist during the 19th and 20th centuries?
8. How did jazz music influence the English music market?
9. When were brass bands introduced?
10. What kind of musical movement was The British Invasion?
11. What contribution did The Beatles make to the pop-music world?
12. In what way did The Beatles revolutionize English and international music forever?
13. What kind of music did skiffle groups play?
14. Where was “beat boom” originated?
15. What British hits emerged from 1964 to 1966? Were they popular across the Atlantic?

**Task 3**

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “British Music”. Translate them into Ukrainian.



Task 4

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Musical movement, trend, Celtic chants, medieval carols, musician, composer, court music, opera, orchestral classical music, electronic equipment, musical form, brass bands, jazz music, dancehall, audience, musical abilities, ensemble, dance tune, country music, musical entertainment, beat, lyric, skiffle group, record charts, hit.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Celtic chants, medieval carols, court music, The Baroque era, The Beatles, The British Invasion, classical music, “beat boom”, Liverpool, electric guitar, Celtic folk, Elvis Presley, country music, rock-and-roll, American jazz, storytelling style, ornamental music, hit, religious music, electronic equipment, worship, jug band, the British record charts.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “British Music” using the thematic vocabulary and your summaries as a support.



BENEFITS OF MUSIC EDUCATION

Music is a very powerful subject. It has been used since the Greek times for healing, communication, relaxation and for enjoyment. Even before birth we are aware of our mother's heartbeat and during infancy are relaxed by the song of a **lullaby**. Every day everybody hears some form of **musical pitch** or **rhythm** and it can even be found in nature such as how birds communicate through a **song-like speech**.

- Students of the arts learn **to think creatively** and to solve problems by imagining various solutions, **rejecting outdated rules and assumptions**. Questions about the arts do not have only one right answer.
- Recent studies show that students who study the arts are more successful on standardized tests such as the SAT. They also achieve higher grades in high school.
- A study of the arts provides children with an internal glimpse of other cultures and teaches them **to be empathetic** towards the people of these cultures. This development of **compassion and empathy**, as opposed to development of greed and a **“me first” attitude**, provides a bridge across **cultural chasms** that leads to respect of other races at an early age.
- Students of music learn **craftsmanship** as they study how details are put together painstakingly and what constitutes good, as opposed to mediocre, work. These standards, when applied to a student’s own work, demand a new **level of excellence** and require students **to stretch their inner resources**.
- In music, a mistake is a mistake; the instrument is in tune or not, the notes are well played or not, the **entrance** is made or not. It is only by much hard work that a successful performance is possible. Through music study, students learn the **value of sustained effort** to achieve excellence and the concrete rewards of hard work.
- Music study **enhances teamwork skills** and discipline. In order for an orchestra to sound good, all players must work together harmoniously towards a single goal, the performance, and must commit to learning music, **attending rehearsals**, and practicing.
- Music provides children with a means of **self-expression**. Now that there is relative security in the basics of existence, the challenge is to make life meaningful and to reach for a higher stage of development. Everyone needs to be in touch at some time in his life with his core, with what he is and what he feels. **Self-esteem** is a by-product of this self-expression.
- Music study develops skills that are necessary in the workplace. It focuses on “doing,” as opposed to “observing”, and teaches students

how to perform, literally, anywhere in the world. Employers are looking for **multi-dimensional workers** with the sort of **flexible** and **supple intellects** that music education helps to create as described above. In the music classroom, students can also learn to better communicate and cooperate with one another.

- Music performance teaches young people **to conquer fear** and to take risks. A little anxiety is a good thing, and something that will occur often in life. Dealing with it early and often makes it less of a problem later. **Risk-taking** is essential if a child is to fully develop his or her potential. Music contributes to **mental health** and can help prevent risky behavior such as teenage drug abuse.
- An arts education exposes children to the incomparable.

Music is a powerful tool and as seen can dramatically improve and enrich everybody. It makes sense **to push music education** and to allow young generations to gain these wonderful benefits - higher intelligence through **increased creative thinking**, problem solving and physically stronger brains, a **higher perception of life** including better attitudes, strong desires to achieve and fulfill and higher self-esteem, better developed discipline, study skills, **concentration**, communication and **team skills** which transfer from education through to career and a better understanding of communities and society.



10 Health Benefits of MUSIC

1 Reduces Stress & Anxiety

2 Improves Immune Functioning

3 Motivates to Exercise More

4 Enhances Blood Vessel Functioning

5 Lowers Blood Pressure

6 Decreases Pain

7 Improves Sleep Quality

8 Boosts Memory

9 Improves Recovery in Stroke Patients

10 Helps You Eat Less

Top 10 Home Remedies

Text Assignments**Task 1**

Read and study the text “Benefits of Music Education”

**Task 2**

Look for the answers to these questions:

1. What aim has music pursued at all times?
2. Is there any connection between music, body, and soul?
3. In what way can early musical training help to develop brain areas involved in language and reasoning?
4. What kind of link is experienced between music and spatial intelligence?
5. How do students of the arts learn to think creatively?
6. Is there any connection between music and the SAT?
7. In what way can compassion and empathy be cultivated during musical training?
8. How do students of music learn craftsmanship?
9. Should the value of sustained effort be learnt?
10. In what way does music study enhance teamwork skills and discipline?
11. How does music provide children with a means of self-expression?
12. What skills are necessary in the workplace? How can music study develop such skills?
13. What role does music performance play in conquering young people’s fears?
14. What are the summarized benefits of music education?

Task 3

Note down from the text phrases and word combinations in bold letters corresponding to the thematic vocabulary of the topic “Benefits of Music Education”. Translate them into Ukrainian.



Task 4

Find in the text the following concepts; check your ability to explain them in English, and add them to your working vocabulary:

Musical pitch, lullaby, health therapy, stress relief, musical training, spatial intelligence, to reject outdated rules/ assumptions, “me first” attitude, cultural chasms, level of excellence, to stretch one’s inner resources, the value of sustained effort, to enhance teamwork skills, multi-dimensional workers, flexible/supple intellects, higher perception of life, risk-taking, increased creative thinking.



Task 5

Write all you can (What? When? Where? How?) about the following concepts and proper names:

Music education programs, the Greek times, spatial intelligence, song-like speech, health therapy, the SAT, cultural chasms, craftsmanship, “me first” attitude, to attend rehearsals, self-expression/self-esteem, multi-dimensional workers, risk-taking, concentration, mental health, teamwork skills.



Task 6

Using the information from the text, the questions of **Task 2**, the thematic vocabulary of the topic (**Tasks 3-4**) summarize the text.



Task 7

Present the information on the theme “Benefits of Music Education” using the thematic vocabulary and your summaries as a support.

Thematic Assignments



Task 1

Observe the following diagrams and pictures and comment on them (Figures 1 - 7).

Figure 1. Music genres

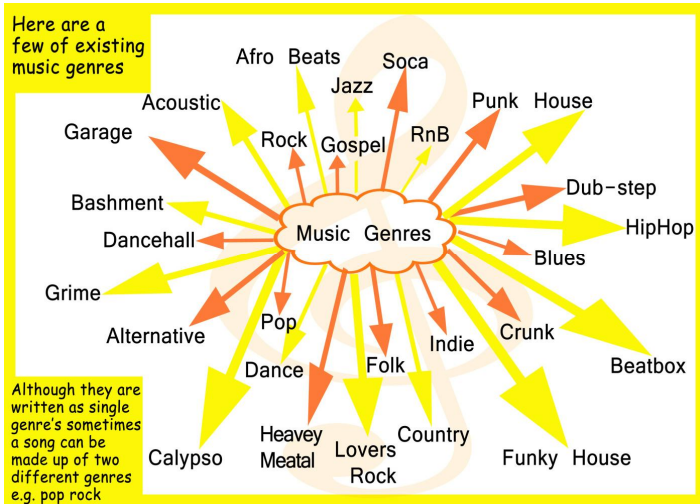


Figure 2. Music Preferences

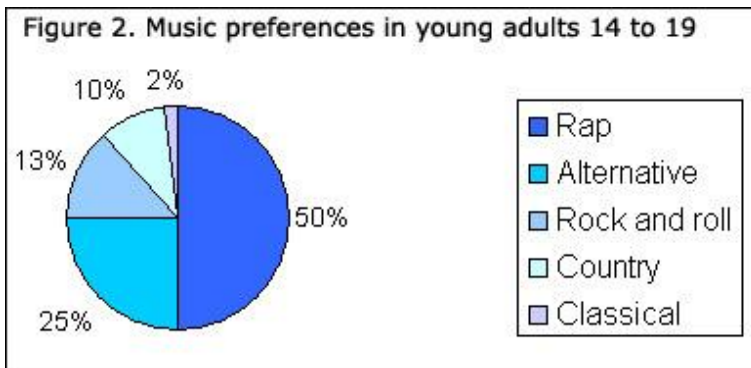


Figure 3. Benefits of Music



Figure 4. Music and Plant Growth

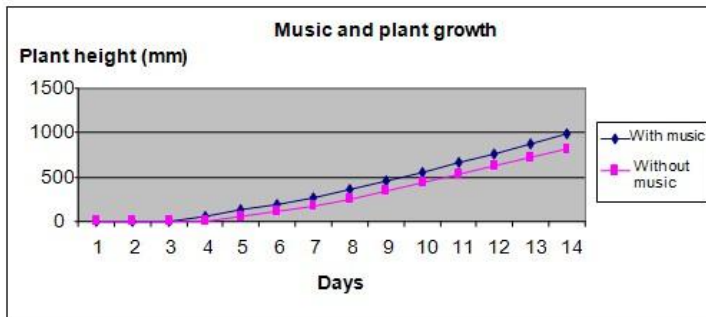


Figure 5. Harmful effect of Health on Using Headphones



Figure 6. Music and Psychics

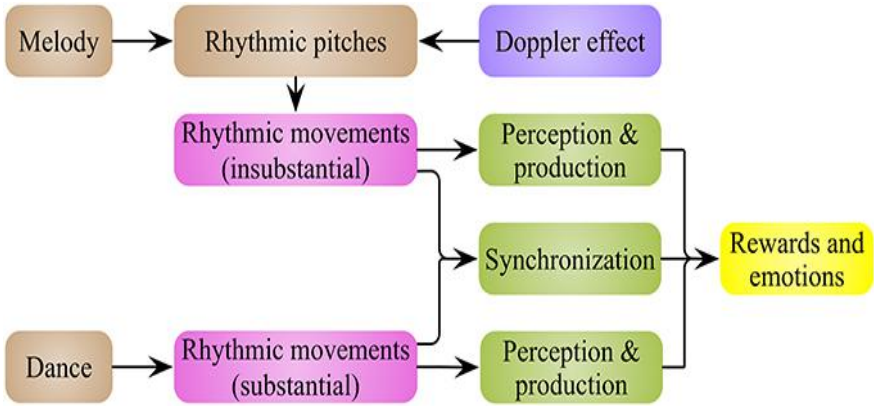
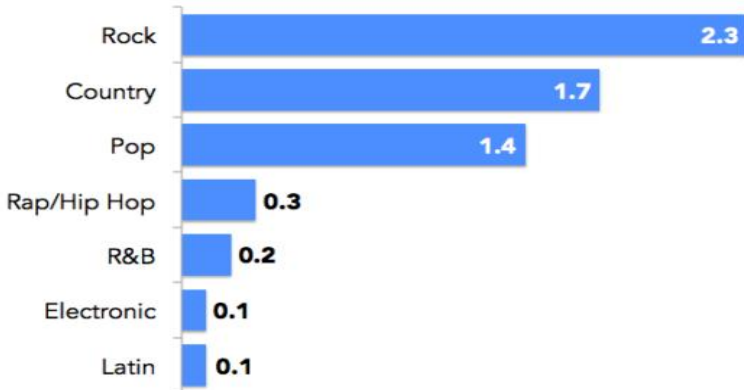


Figure 7. Most popular Genres of Music

Most popular genres across the top 100 DMAs

Concert events per 100k capita, by genre





Task 2

Translate the following text into English using the thematic vocabulary of the topic “Man and Music”

Девіда Бові вважають одним із найвпливовіших діячів культури двадцятого сторіччя. Він запам’ятався своїй аудиторії не лише як музикант, що доклав зусиль до розвитку майже кожного існуючого музичного напрямку, але й як художник, продюсер, композитор і актор. Хоча й не був віртуозом, Девід володів багатьма музичними інструментами: саксофоном, гітарою, клавішними, губною гармонікою, кото, мандоліною, альтом, скрипкою, віолончеллю та стилофоном. Також знімався у кіно — його фільмографія налічує понад 30 фільмів. Цікаво, що Бові міг стати сером, але відмовився від лицарського титулу тричі. На його думку, «така винагорода суперечить поглядам, які декларуються у піснях». Девіда Бові вважають «людиною багатьох облич»: серед його сценічних образів особливої популярності набули прибулець із космосу Зіггі Стардаст, педантичний Худий Білий Герцог, прихильник електроніки Натант Адлер, а також допоміжні образи з пісень на кшталт Майора Тома.

Потяг до мистецтва був сенсом життя митця. Він настільки серйозно ставився до творчого процесу, що використав для останнього перформансу власну смерть. Кліп на композицію «Lazaruz», в якому Девід у образі хворого прикутий до ліжка, розпочинається словами «подивись, тепер я на небесах». Наприкінці кліпу Бові ховається у шафі й зачиняє за собою двері. Через два дні після релізу кліпу у мережі YouTube Девід Бові назавжди покинув Землю.



Task 3

Read the following extract from the famous book by Nick Mason and give its literary translation.

I had been introduced to Ron through Sam Jonas Cutler. Sam had given up a career as a special needs teacher to become a tour manager. His earlier skills no doubt helped him greatly in his involvement with

the world of rock'n' roll: he had worked with the Rolling Stones on their 1969 tour of the US, including the ill-fated free concert at Altamont, and later with the Grateful Dead.

Ron Geesin is a talented musician and arranger, as well as a virtuoso performer on banjo and harmonium, when his style might best be described as ragtime poetry on speed. He had also built for himself what was effectively one of the first electronic home studios. Ron, who was not much older than us, but appeared significantly wiser with his demeanour of a wild-bearded professor, had a basement in Elgin Crescent in Notting Hill where he pursued his craft, surrounded by a collection of recording machines, spools, miles of tape, and a number of bespoke and proprietary musical devices.

Although this might sound chaotic, one of Ron's great strengths was that he was very well organized. Working with recorded music on tape has one inherent and major problem: all tape looks exactly the same, which is a logistical nightmare. Unless you keep very close tabs on which bit of tape has been transferred from one spool to another and immediately keep a record of the changeover, it can take you days to find the piece of tape you need again. Due to his meticulous organizational skills, Ron never seemed to have a problem laying his hands on the correct piece. [...]

Ron seemed an ideal choice to create the arrangements on 'Atom Heart Mother'. He understood the technicalities of composition and arranging, and his ideas were radical enough to steer us away from the increasingly fashionable but extremely ponderous rock orchestral works of the era. At the time arrangements of such epics tended to involve fairly conservative thinking; classical music graduates had been indoctrinated with a lack of sympathy for rock and 'crossing over' was still seen as something of a betrayal of their years of discipline and training. The good news was that with Ron at the helm, it was unlikely that we'd end up with 'The London Symphonic Philharmonia Plays Pink Floyd'.

Inside Out/A Personal History of Pink Floyd
by Nick Mason



Task 4

Comment on the views presented in the following quotations: express your agreement or disagreement. Use the given conversational formulas as a support to your statements:

I (don't)/believe (that).. It's not a bad idea, but... Moreover...
Frankly speaking... So, we can conclude that... Despite this fact...
If you ask me... First of all... I agree completely.
A good example of this is ... Anyway... I may be wrong, but...

1) *Music produces a kind of pleasure which human nature cannot do without.*

Confucius (551 BC - 479 BC)
Chinese philosopher, administrator, and moralist

2) *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.*

Edward Elgar (1857 - 1934)
British composer, conductor, and violinist

3) *Music will express any emotion, base or lofty, she is absolutely unmoral.*

George Bernard Shaw (1856 - 1950)
Irish playwright

4) *All festivals are bunk. They are for the purpose of attracting trade to the town. What that has to do with music, I don't know.*

Thomas Beecham (1879 - 1961)
British conductor and impresario

5) *A good composer does not imitate; he steals.*

Igor Stravinsky (1882 - 1971)
Russian-born U.S. composer

6) *Music to me is a sound sensation, assimilation, anticipation, adulation, and reputation.*

Duke Ellington (1899 - 1974)
U.S. jazz bandleader, pianist, and composer

7) *Music must never offend the ear; it must please the hearer. In other words, it must never cease to be music.*

Wolfgang Amadeus Mozart (1756 - 1791)
Austrian composer

8) *Music is going to break the way. It's like the waves of the ocean. You can't just cut out the perfect wave and take it home with you. It's constantly moving all the time.*

Jimi Hendrix (1942 - 1970)
U.S. rock musician

9) *Education in music is most sovereign, because more than anything else rhythm and harmony find their way to the inmost soul and take strongest hold upon it, bringing with them and imparting grace, if one is rightly trained.*

Plato (428 BC - 347 BC)
Greek philosopher



Task 5

Do some library research and write an essay on one of the given topics:

1. Trace the evolution of music and its role in the development of civilizations.
2. Dwell on the ability of music to create different types of moods (sombre, melancholy, horror, fun, joy, anger, etc.)
3. Give some examples of popular music genres and explain their spread all over the world.
4. What aspects of music are commonly taught in music institutions?
5. How has music influenced your life in terms of fashion, language, mental health?
6. State three unique instruments in your opinion and explain why their sounds impress you.

7. What are the benefits of conducting musical education at different levels of study?
8. Explain the similarities and differences between poetry and music.
9. Choose some defining (crucial) moment in your life affected by music and describe how it has changed your life.

Task 6



Look through the newspaper and magazine articles taken from the contemporary English-speaking periodicals (See Supplementary Part I, pp. 498 - 520), choose the one and do the given assignments:

- Read the article.
- Note down phrases and word combinations corresponding to the thematic vocabulary of the topic “Man and Music”, translate them into Ukrainian.
- Make a synopsis of the article using the Guide to Newspaper Article Analysis (See Supplementary Part I, pp. 369 - 372):
- Make up some questions covering the subject matter of the article; use them for the further group discussion (work in groups of 3 or 4).
- Give an accurate translation of the article (or its extract of about 1800 printed characters) preserving its structure, style and manner of presentation.
- *Do some library research (if necessary) and write your own article within the framework of the given subject matter using the thematic vocabulary.

Grammar Revision Assignments



Familiarize yourself with practical assignments in Supplementary Part II (p. 521-560) and do the following tests:

- from Part A tests 93-100;
- from Part B tests 93-100;
- from Part C tests 93-100.



TESTS IN THEMATIC VOCABULARY

Test 1. *Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase:*

1. Some of the records had very imaginative designs on their **SLEEVES**.
 a) faces b) jackets c) covers d) flyleaves

2. The acoustics in the concert hall were very poor so it was necessary to **AMPLIFY** voices of the performers.
 a) increase b) reinforce c) expand d) exaggerate

3. Music provides a bridge across cultural **CHASMS**; it leads to respect of other races at an early age.
 a) gap b) link c) balance d) track

4. It is only by much hard work that a successful **RENDERING** is possible.
 a) improvisation b) action c) performance d) play

5. Great jazz **ARTISTS** fashion a unique manner of playing that expresses their musical personality.
 a) performers b) composers c) arrangers d) amateurs

6. Jazz performance requires dynamic creativity and great knowledge of the jazz **FORMS**.
 a) modes b) scheme c) skills d) variations

7. Music **HINGES** on the musical culture into which we were born and in which we have grown up.
 a) focuses b) depends c) relies d) rests

8. Corresponding to the elements of speech are musical variables: dynamics, **REGISTER**, mode, and articulation.
 a) level b) pattern c) volume d) compass

MAN AND MUSIC

9. According to the philosophy of Confucius music was not to entertain but to PURIFY one's thoughts.

- a) clean b) cleanse c) tidy d) refresh

10. Before the 17th century vocal music was the predominant performance MEDIUM.

- a) means b) way c) mode d) pattern

11. A group of drummers followed the king on his travels and performed in FESTIVALS where he was in attendance.

- a) concerts b) sessions c) meetings d) feasts

12. The term "electronic instrument" most often refers to instruments that GENERATE sound electronically.

- a) produce b) send c) release d) set

13. The tune was played with thrilling VELOCITY.

- a)rate b)beat c)vein d)stress

14. The radio BELTED OUT popular dance tunes and every occasion to celebrate was marked by the presence of vibrant music and dancing.

- a) illuminated b) emitted c) announced d) broadcasted

15. The Beatles revealed an entirely new perspective on musical ENTERTAINMENT.

- a)performance b)amusement c)show d)concert

16. Their songs were CATCHY, displayed excellent musical abilities and sometimes broke the bounds of conservatism.

- a) loud b) bright c) easy d) tricky

17. England has spearheaded some of the world's most significant musical TRENDS.

- a) tendency b) direction c) tastes d) modes

18. The notable examples of original music are the Celtic CHANTS and the medieval carols.

- a) long songs b) complex songs c) simple songs d) short songs

Test 2. *Fill in the blanks with the following words. You may use each word only once:*

artistic	rhythm	musicians	chant
liturgy	records	portion	polyphonic
organum	singing	repertory	composer
pitch	traditions	plainsong	originator

While musical life was undoubtedly rich in the early Medieval era, as attested by depictions of instruments, writings about music, and other....., the only of music which has survived from before 800 to the present day is the liturgical music of the Roman Catholic Church, the largest part of which is called Gregorian..... . Pope Gregory I, who gave his name to the musical repertory and may himself have been a....., is usually claimed to be the of the musical of the..... in its present form. Most of the chant repertory was composed anonymously in the centuries between the time of Gregory and Charlemagne. During the 9th century several important developments took place. First, there was a major effort by the Church to unify the many chant, and suppress many of them in favor of the Gregorian liturgy. Second, the earliest..... music was sung, a form of parallel known as Third, and of greatest significance for music history, notation was reinvented after a lapse of about five hundred years, though it would be several more centuries before a system of and notation evolved having the precision and flexibility that modern..... take for granted.

Test 3. Match the definition with the correct word:

1.	ensemble	a) a style of playing performed smoothly and connectedly in which no perceptible gaps are left between notes
2.	skiffle	b) a short simple melody in which several words or syllables are assigned to one note, as in the recitation of psalms
3.	lyric	c) a style of playing characterized by short abrupt sounds
4.	amplifier	d) a group of soloists singing or playing together
5.	percussion	e) pop or rock music characterized by a heavy rhythmic unit
6.	chant	f) an adaptation of a piece of music for performance in a different way, on different instruments from those for which it was originally composed
7.	secular music	g) a subordinate part for an instrument, voices, or an orchestra
8.	music	h) a joyful hymn or religious song, celebrating the birth of Christ
9.	accompaniment	i) an electronic device used to increase the strength of the signal fed into it
10.	synthesizer	j) a piece of music, usually in four beats to the bar, having a strongly accented rhythm
11.	carol	k) any sequence of sounds perceived as pleasing or harmonious
12.	legato	l) composition not concerned with or related to religion
13.	staccato	m) a short poem of songlike quality
14.	arrangement	n) a style of popular music of the 1950s, played chiefly on guitars and improvised percussion instruments

MAN AND MUSIC

15. march	o) the family of instruments in which sound arises from the striking of materials with sticks, hammers, or the hands
16. beat	p) an electrophonic instrument, usually operated by means of a keyboard and pedals

Test 4. *Find the synonyms and group them correspondingly:*

Ornamental, audience, bandmaster, concert, rehearsal, beat, tune, tour, festival, impresario, ensemble, arrangement, jacket, applause, guest performances, entertainment, show, chant, decorative, spectators, sleeve, group, aria, chart, hip-hop, manager, acoustic backing, orchestra, melody, house, song, rhythm, rap, theme, performance, run-through, clapping, celebration, conductor, band, variety, rendering.

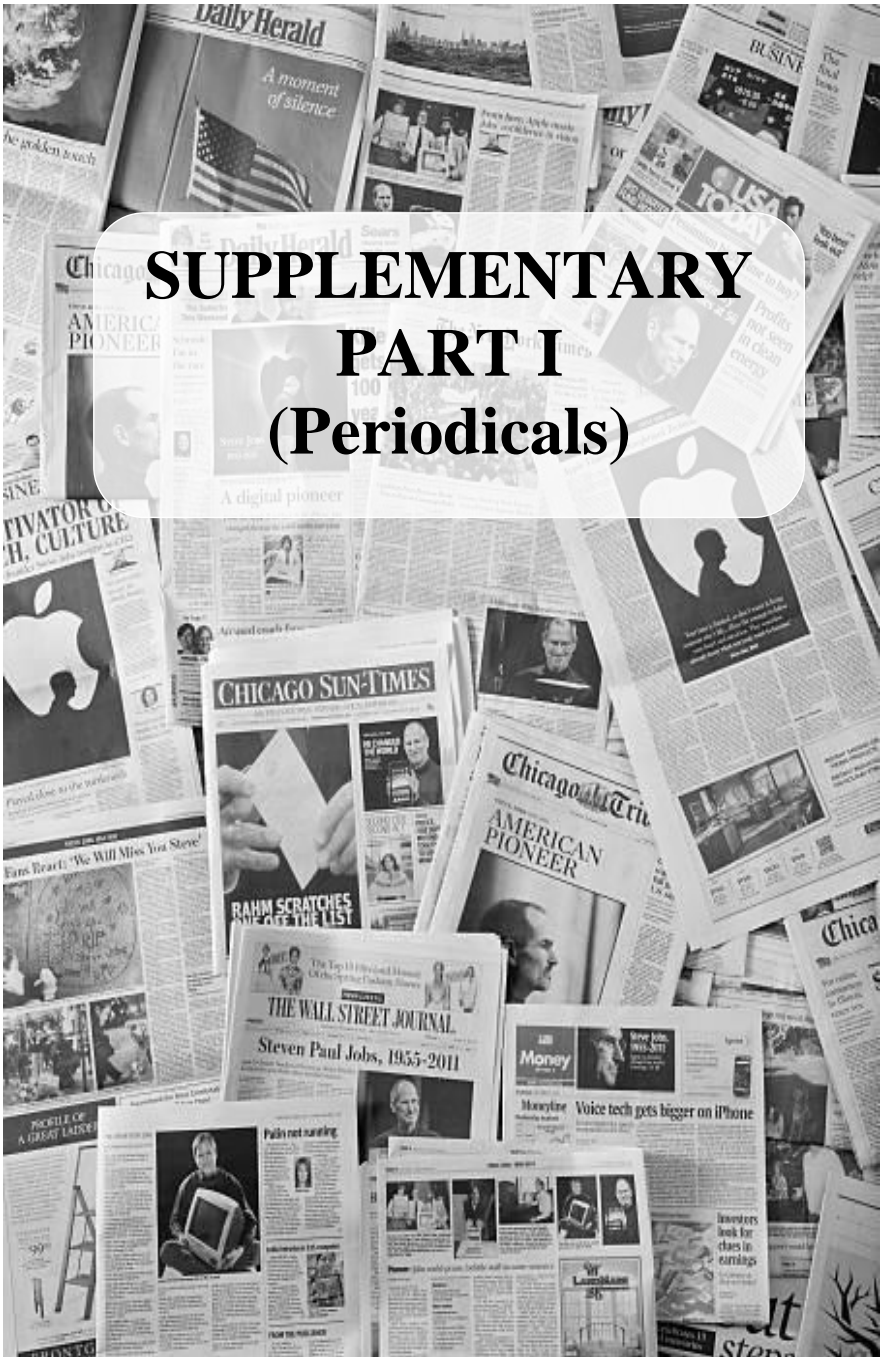
Test 5. *Complete the following sentences with the words below:*

volume sounds accompaniment pitch
vocal pace repertoire operatic
orchestration chants the lute instrument
melody notation music voice making
 composers polyphony

1. The music of the Classical period is characterized by obvious with
2. The..... of the Venetian school included the development of occurred around 1600.
3. It is probable that the first musical was the human itself.
4. Saint Gregory, is said to have organized a huge..... of that developed during the first centuries of the Christian church.

5. For a long time, musical consisted of the..... or note that was to be sung.
6. was more difficult to compose than the monophonic chant.
7. was established as the standard instrument for family music during the 16th century.
8. The distinguishing characteristic of the Baroque era was the emphasis on contrast of, texture, and..... in the music.
9. During the beginning of the Baroque period, as a companion for and music, the orchestra evolved.
10.Composers tried to get new or different..... out of the instruments already in use.





**SUPPLEMENTARY
PART I
(Periodicals)**

SUPPLEMENTARY PART I

GUIDE TO NEWSPAPER ARTICLE ANALYSIS

A. Questions for article analysis:

1. What event led to the writing of the article?
2. What is the main idea of the article?
3. Select several facts (arguments) which support the main idea.
4. Does the author provide enough factual material to support his ideas: quotes witnesses, provides statistics, states his sources of information? Was he an eyewitness to events; or was the information obtained through a news service?
5. Is the reportage, in your opinion, true, balanced or biased? Explain.
6. Are different viewpoints presented? Is this article an editorial (author's own ideas)? Is it informative, convincing, balanced?
7. What do you think of the article and its point of view? Explain.

B. Clichés for article analysis:

The title of the article is headlined...	Заголовок статті винесений на першу шпальту ...
The article dwells on/ touches upon smth...	У статті розглядається...
The purpose of the article is to ...	Мета статті – ...
The article highlights the idea that....	У статті наголошується на тому, що...
The author dwells on the importance of....	Автор наголошує на важливості...
The author draws the reader's attention to....	Автор звертає читацьку увагу на ...
The author comments on....	Автор коментує...

SUPPLEMENTARY PART I

The author reviews the events....	Автор розглядає події...
The article gives wide coverage....	Стаття дає широке охоплення...
The article gives much comment on...	Стаття дає багато коментарів щодо...
The article carries comment on...	Стаття містить коментар щодо..
The author starts by telling the readers...	На початку статті автор повідомляє читачам...
The author is in favour of...	Автор підтримує...
The author is opposite to...	Автор виступає проти...
The author takes a critical view...	Автор критично оцінює...
The author stresses/ points out	Автор наголошує/зазначає
The author reports at length...	Автор надає розлогу інформацію про...
In this connection/ in this respect....	У зв'язку з цим / В цьому плані...
Speaking about it's necessary to mention/ note that.....	Говорячи про... необхідно згадати / відмітити, що...
Analyzing the situation in... it's necessary to emphasize that....	Аналізуючи ситуацію, що склалася у ... необхідно підкреслити, що ...
Further the author reports....	Далі автор повідомляє...
The article goes on to say...	Пізніше у статті йдеться про...
There is every reason to believe....	Є всі підстави вважати...
It was disclosed that...	Було визначено, що...
The author comes to the conclusion that....	Автор доходить висновку, що...
The article concludes by saying...	Стаття закінчується словами / думкою...

C. Thematic vocabulary for article analysis (sample):

1	to cover the news /news coverage	висвітлювати новини/висвітлення новин
2	to give a complete background service	давати повне пояснення підґрунтя подій
3	to provide eye-witness descriptions	описувати події як очевидець
4	to conjure up the atmosphere	відтворювати атмосферу
5	an informative article	змістовна стаття
6	to have a nose for the news	вміння оцінити новину
7	sensational news	сенсаційні новини
8	urgent issue	терміновий випуск
9	biased news	необ'єктивні, упереджені новини
10	to gain media attention	звертати на себе увагу ЗМІ
11	to air the spot	висвітлювати місце подій (у новинах)
12	think piece	оглядова стаття, що містить дискусії та аналіз подій
13	feature story	тематична стаття; документальний нарис
14	a fast-breaking story	подія, що розвивається швидко
15	topicality	актуальність, гострота
16	novelty	новизна
17	an item of news/ an item of information	повідомлення, новина
18	hard news/hard information	влучні, конкретні, надійні, обґрунтовані новини

SUPPLEMENTARY PART I

19	current thought	загальна (загальноприйнята) думка на даний момент
20	to give authoritative comment	давати офіційні коментарі
21	to take account of social changes	давати оцінку змінам у суспільстві
22	to catch on	стати модним, завоювати популярність
23	to describe events at greater length	описувати події у повному масштабі
24	a relevant detail	важлива, ґрунтовна деталь
25	a newspaper scoop	сенсаційна новина
26	column	колонка, постійний розділ
27	a startling hard news story	надзвичайно достовірна інформація
28	to get to the bottom of the thing	дійти до суті справи
29	news flash	термінове повідомлення
30	to present news	подавати новини
31	to give priority to smth	надавати чомусь першорядного значення
32	a topical article on (medicine)	стаття на тему (на медичну тему)
33	feature	рубрика
24	readership	читачі, читацька аудиторія
25	a new angle of approach	новий погляд, точка зору на щось
36	to detect trends	виявляти загальний напрям, тенденцію

Select the university with the E-Factor

University of East London students benefit from unique experiences and opportunities - and these help them to stand out when it comes to their future



WITH campuses situated between Canary Wharf's financial services hub, Shoreditch's creative start-ups, and an emerging arts and business boom in Docklands and Stratford, the University of East London's students are reaping the benefits.

It's little wonder UEL student Farhana Begum, 20, was picked to be one of just 15 Mayor of London's entrepreneurship interns. "I really wanted to do an internship for the experience, so I jumped at the chance to apply for the Mayor's

MAKING A DIFFERENCE TO STUDENTS - AND THE COMMUNITY

UEL's drive to combine academic quality with entrepreneurship opportunities and civic engagement has taken root in east London.

UEL's Royal Docks School of Business and Law operates a community-focused free legal advice centre. People in the community who cannot pay for legal advice can get help from qualified

solicitors and support from UEL law students. They have even set up a partnership with an autism charity in Essex to provide free legal help for people with autism, which has attracted the support of a national law firm who want to lend a hand.

The centre provides valuable experience, for students, too.

Entrepreneurship Programme," says Begum, a second-year accounting and finance student at UEL's Royal Docks School of Business and Law.

"I'm planning to take a year out to do a work placement for my third

year, and I'd like to start a business around finance in the future."

She even got to meet the Mayor of London, Sadiq Khan, and discuss

entrepreneurship in London with him and the other interns.

In fact, entrepreneurship is on the rise like never before. According to the Federation of Small Businesses, there were a record 5.5 million private sector businesses at the start of 2016, an increase of 97,000 since the previous year.

Which is good news for people like management graduate Mahyar Rahmantalab. He won UEL's annual entrepreneurship competition, E-Factor, held at One Canada Square last year.

A BUSINESS LAUNCHPAD

With a Dragons' Den format and a business start-up package worth £20,000, it has helped launch the businesses of current UEL students and graduates.

Rahmantalab's business-to-business company, Pomegranate, brings top restaurant chefs and quality local food producers together.

"The best thing about E-Factor was that it allowed me to stress-test my idea - now I'm going to go ahead and make my business happen," he says.

Started 12 years ago, E-Factor has given more than 200 students the opportunity to turn

business proposals into a reality. But that's not all. UEL's Centre for Innovation, Management, and Enterprise provides students with opportunities to network and receive expert guidance.

It's something that mature student Theresa Yemisi Williams has used to enhance her studies and turn her life around. She has just finished her degree in events management at UEL, and is looking forward to graduating this year. Theresa organised a conference involving several housing associations last November.

The conference looked at an innovative scheme called Housing First, which aims to address the problem of homelessness - a subject which is close to her heart.

Before coming to UEL, she was struggling to pay her mortgage, but was reluctant to ask for help, and ended up sleeping in her car for two weeks. She has since been given a fresh start and now rents a house with her children.

"I've been given a second chance at education, doing something I love, and I want to do a master's

degree, too, so I can better help those affected by homelessness," she says.

Zain Umar, 23, completed his LLB law degree last year, and won a place on the Civil Service Fast Track scheme.

"It was thanks to UEL's careers service inviting students to an event about working at the Civil Service," he says. "The UEL careers team went the extra mile for students, getting Civil Service staff to meet with us and give advice about the application process. They also arranged a mock assessment day which was great preparation."

Places are available this September in a range of subjects, from bioscience and business to education and early childhood to psychology and sport.

• *To start a degree this September, call UEL's Clearing Hotline today, 8am-8pm, on 033 00575599*

Niki Chesworth

Experience the real business world

All of Pearson College London's pioneering degrees are powered by industry engagement - including employment experiences you may not get at a traditional uni

WHEN Nicola Porter's son David went through Clearing, after changing his mind about his choice of degree, she was glad he did his research.

"He came across Pearson College London and saw it as a real opportunity to do something fresh and employment-focused rather than a traditional academic degree," she says, adding that the college is "the way of the future".

David agrees, adding: "I had opportunities I would not have otherwise received at other traditional universities - industry days, founding a social enterprise and a guaranteed internship."

That is because business is part of Pearson College London's DNA.



David has since graduated with a first-class honours degree in Business & Enterprise, and one of his legacies is Pearson College London's innovative and pioneering Business Incubator, which he helped to launch.

The Incubator offers free space for 12 months to an Edtech start-up in exchange for allowing business students to get involved in the business's projects - providing an amazing opportunity for learning, development and valuable business insights.

This is just one example of the initiatives that help students to gain real-world experience by becoming immersed in the

business world, learning from real-life events in real time.

This year, Pearson College London is cementing its reputation as provider of highly relevant degree courses by launching its Centre for Industry Engagement,

which will centralise the work it does in this area, including: Internships: all full-time Pearson Business School students are guaranteed at least one placement with a leading firm subject to academic approval. **Industry partnerships:** Pearson College London's 100-plus industry partners - which include Unilever, IBM and Direct Line - are a vital part of designing and delivering degree

modules to ensure they equip graduates with the skills employers want and need.

Pioneering programmes: These include the “8th day scheme”, which allows entrepreneurs, start-ups and small businesses to undertake the projects they would do if they had an extra day in the week by partnering them with undergraduates.

Pearson College London is also a preferred choice for employers planning degree apprenticeships, and is working with leading employers including L’Oreal to deliver these.

SECURE A PLACE TODAY

There are a limited number of Clearing places available to start in September for degrees in business

management, enterprise, accountancy, marketing and law. The Clearing entry tariff is 112 UCAS points (BBC at A-level or equivalent). If you have fewer points than this, you can complete a Business School Workshop to secure a place.

THE PEARSON DIFFERENCE

If you want to stand out in the jobs market, you need an education that stands out, too:

- All Pearson College London’s degrees are designed, developed and delivered with industry partners, to immerse you in the real world of work.

- Students don’t just learn about their area of study - they gain experience from and get access to the best of the best, both in the classroom and by

visiting the college’s partner organisations’ locations, too.

- As the only college run by a FTSE100 company, Pearson College London has unrivalled access to more than 100 top employers.

- Students benefit from high contact hours per week, reflecting what life is like in the business world.

- The links Pearson College London has with some of the biggest businesses in the world opens doors - ensuring students graduate with the skills required to succeed.*

- One hundred per cent of their degree graduates in work or further study within six months after graduation.

Niki Chesworth

SUCCESS - IN THEIR OWN WORDS

PEARSON College London graduates are highly employable and have gone on to some amazing careers. Here, three of them share the reasons why:

- “Industry days, career events and talks, studying in a corporate environment as well as the nature of the course assignments have provided me with an all-round experience of understanding the business world better” - **Sophie Preece, IBM business consulting graduate scheme.**



“The advantage it gave me was to break down the barrier between education and the business/real world” - **Jack Preston, graduate scheme at Notonthehighstreet.com**



- Pearson does this wonderful thing of helping you realise you can be more. They offer you challenges, the tools to face them, and show you how to make the first step’ **Kevin Nyatoro, sales excellence business Analyst, Microsoft.**



Daily Mail

COMMENT

Exam success and the student debt crisis

THE Mail congratulates all the hardworking A-level pupils who yesterday achieved the grades they need to find jobs or go to university.

But their justified celebrations must not distract from the profound problems which persist within our education system.

After years of rampant grade inflation, this should have been the year in which the reforms advanced by Michael Gove as Education Secretary finally began to take effect, including tougher exams in subjects such as English, chemistry and history.

But regrettably, the 'all must have prizes' culture has triumphed once again, as pass marks have been adjusted down so students don't 'miss out' - a decision which will undermine this long overdue effort to restore rigour to the system.

Then there is university funding. The Mail accepts there is no alternative but to charge tuition fees for students who benefit from higher education.

But there is no justification whatsoever for the stratospheric interest rates charged on student debt which, at 6 per cent, are more expensive than a bank loan.

After graduating with average debts of £50,000, students face bigger repayments if they earn a higher salary - a huge disincentive to seek better paid work. Worse, many are still pushed into courses which little enhance their earning potential.

Meanwhile, the university gravy train continues unchecked, as vice chancellors and legions of managers are paid salaries far in excess of the Prime Minister.

So is it any wonder that so many students feel so aggrieved? Or that they are tempted by Jeremy Corbyn's hollow promise to 'deal with' their debts and abolish fees?

Ministers must confront these issues, or risk alienating an entire generation.

Public exam results? Not for university snowflakes

By Eleanor Harding

Education Correspondent

CAMBRIDGE students are to be given the chance to opt out of appearing on public notices displaying their grades after campaigners claimed it could affect their mental health.

The tradition of ‘class lists’, as they are known, spans 300 years and sees exam results posted on boards outside the university’s Senate House every year.

The practice was seen the most efficient way of letting students know their results, and in recent years has been regarded as

a way of celebrating their achievements. But campaigners have said the lists are ‘damaging’ to welfare, trigger depression and ‘promote a culture of shaming’.

The issue has divided opinion among students, with many saying they would be sad if the tradition was swept away. The move comes amid a mounting drive towards protecting students’ mental health while at

university. Critics have said that while those with genuine mental health issues must receive support, going too far risks creating a ‘snowflake generation’ incapable of handling adulthood.

Currently, applications from students wanting to have their names removed are only considered in ‘exceptional circumstances’. Under the proposed system, every student would be able to simply tick a box which states they wish to opt out.

The decision was made earlier this week by the University Council and looks set to be in place by the end of the academic year. Martha Krish, students’ union education officer, said the lists had caused ‘distress and harm to countless students and said the was ‘a massive improvement’.

Last year student Nicholas Taylor, of the campaign Save the Class List, said: ‘I think it is a fantastic tradition... If you are part of a bigger institution at an ancient university which goes back 800 years, then your results should be public.’

‘Open Britain’ needs to have more masters of language

Anne
McElvoy



Comment

THE chap in the Piraeus car hire firm was explaining the route out of town. “Second turn at the roundabout, not the big one with the concrete stones but the one shaped like a teardrop.” His fluency was a joy to behold.

What hope of finding such easeful polyglots in Britain in the years ahead? Exam results season takes me back to sitting in the school car park, waiting for the results of modern languages that could catapult us keen state-school linguists into chosen universities. It opened careers for us, growing up far from London, which would have been unthinkable without the ability to speak in other tongues.

One of my friends from that era is a landscape gardener in Greece, one became an expert on Vladimir Putin and another on Spanish poetry translation. German, French and Russian are my most useful resources.

But we are losing the battle to enthuse younger linguists. This year, exam boards have been so concerned about native speakers monopolising the top grades that Ofqual has insisted that exam boards drop the grade boundary marks. So two-fifths of German entries get an A or A star.

That sounds excessively high - but Ofqual reckoned just under a fifth of the top scorers spoke German as their native language. Ofqual will need to move fast to end the skew towards unfairly rewarding native speakers.

If we think A-level grades look too generous, consider the falling-off in language entries over the past decade - only the truly motivated seem to be trying the lesser-studied languages.

Flogging every pupil to do GCSE languages, as the E-Bacc for five core subjects did, was a well-intentioned error. It has not primed sixth-form linguists, nor do we use technology well enough to take the pain out of early-stage learning, even though apps such as Duo Lingo make it easier. “What German vocab are you doing today?” I ask the 13-year-old. “Pm learning to go on a date,” is the reply.

The horizons of linguists are wide and the opportunities likely to grow as there are fewer skilled linguists for employers to choose from. Good universities are also quietly desperate for linguists, so much so that they are scouting for ab initio degree students who will take on a new language or mix one with another subject. People take risks only when they realise that sweating over verb conjugations or odd noun declensions gets easier with one language under your belt.

The monoglot logic is that English is so vital that everyone else will learn it. But do you want to sit in a negotiation in which you hear only what the other side would like you to hear? We travel more for pleasure and work, and yet study languages less. At a time when we need to hang on to openness, that’s a loss we shouldn’t shrug about.

Anne McElvoy is senior editor at The Economist

Failing to get the exam results you want could be the best thing that happens to you —just look at me

IT HAS been decades since my exam results day, yet even now, when those words are uttered I am back at college again draped in false bravado but secretly terrified. I can see my acne, smell Lynx Africa from every orifice, feel the cut of my Chipie chinos and I am convinced that failure would be the worst thing that could ever happen, that there would be no point in continuing. I would have let myself and my family down so deeply that the shame would be too much to bear. I believed then that being 17 was for ever.

I never spoke about these memories, even when I was invited to schools to address young adults. Instead I would do the usual: a self-aggrandising snorefest of how great the next few years would be and a “don’t forget to have fun” with a PS — work really hard because getting a first-class degree is really important if you want to do law, etc. etc.

Rob Rinder



I trotted this script out to young people and parents who had invested everything in getting their children to do well by successfully jumping them through

the obligatory academic hoops. By using this language I ended up playing an unfortunate part in spreading the toxic myth that a CV full of starry A-levels is the automatic gateway to a future of eternal joy.

I was doing my usual schmaltzy pep talk recently when I came to those two words “results day” and I stopped. I flashed back to myself as an unhappy, spotty teenager of limited academic success and wondered what I wished someone had said to me at that moment. I could think of only one simple message: none of it matters. Not one tiny bit.

I reminded that room (and myself) of some of the extraordinary men and women who have been leaders in politics, commerce and law who haven’t got an A-level, GCSE or a 10-metre swimming certificate to rub together. There are the obvious ones, of

course, such as Richard Branson, self-proclaimed “the dumbest person at school” until he dropped out. But how many young people know that Jo Fairley, the co-founder of Green & Black chocolate, the youngest-ever UK magazine editor and health entrepreneur, left school at 16 with the modest ambition of becoming a secretary? Former Prime Minister John Major left school at 16 with a mere three O-levels, and even Einstein was expelled for being “a rebel and a dunce”.

I confessed to that audience that I hadn’t the foggiest what I got in my own exams. Whatever they were, they fell short of me getting into Oxford, which I was convinced was the end of my

**

The more pressure we put on results, the more we detract from what turns young people into good citizens

world. It wasn't, of course. It was just the start. I told the truth at that moment because I am convinced that the more pressure we place on the single moment of exam results, the more we detract from nurturing the intellectual and emotional range that turns young people into successful adults and good citizens. More than exam results, what matters most is their character, their capacity to recognise when their feelings of hurt, rejection and failure are getting in the way, to acknowledge them and move on.

I am, of course, genuinely pleased for those who have done well. It is fantastic to have worked hard and to have seen the results. But education is also about things that cannot be graded; most importantly, about how young people can weave their talents, identity and personality into the baffling and ever-evolving world around them.

Whether it’s a place at the university of your dreams or a daunting period of confusion that lies ahead of you, the most important thing is your capacity to be resilient and determined. If, like me, you didn’t get what you were hoping for, it might just be the best thing that has ever happened to you.

A great new alternative to university in the capital

Worried about tuition fees and getting into debt at uni? Or are you wondering if your degree will be practical enough to get you into the world of work? Morley College London's HNDs could be for you



As a qualification, HNDs are highly respected by employers. That is because they are less about abstract theory and instead are more vocational, providing the practical skills needed in the world of work.

They are also significantly cheaper than a degree, with annual fees of £6,000 compared to £9,000 plus at most universities, and the other positive is that they only take two years - although you do have the option of topping up to a degree.

This September, Morley College London - one of the oldest and largest institutions of its type - is launching its new HND programme of six courses designed to give you a strong grounding for your future career.

What is so exciting about this development is that Morley has a fantastic reputation, having offered specialist education and training to adults in Lambeth and Southwark for almost 130 years.

It already has some amazing facilities, great specialist teaching staff and a brilliant location- perfect if

you already live in London and perhaps want to work part-time while studying.

So what is on offer?

BUSINESS STUDIES

If you're a budding entrepreneur with a great business idea, or you want to get the right skills to climb the corporate ladder more quickly, taking an HND in Business will set you off on the right foot.

Morley College London's course will help you to become an effective business practitioner and prepare you for a range of business-related careers, ensuring you are familiarised with different aspects of business activity and enabling you to design and implement business plans with confidence.

The HND covers everything from large-scale business activities, like creating marketing plans and managing business projects, to everyday procedures such as staff recruitment, workforce management, and interactions with

agents like unions, other businesses and the Government.

It's a great option if you want to run your own business, work in marketing, or become a business analyst or consultant.

HEALTH AND SOCIAL CARE

The health and social care sector is the largest in the UK and set to grow further, with an estimated two million new employees to be needed by 2022.

This important and rewarding sector is highly competitive, so it's vital that you get the right kind of training to build the career you want.

Morley's HND in Health and Social Care not only provides you with a solid foundation in a range of career options in the sector, including research and analytical skills, but it also offers you the opportunity to study in purpose-built learning spaces, including a fully equipped, peaceful complementary therapy room in a quiet part of the college, and a modern science lab that is perfect for individual and group work in the fields of Biology, Chemistry or Health Studies.

Morley will also help you secure a 200-hour work placement as part of

se, giving you valuable real-world work experience in your I chosen field before you even graduate. If you want to work in midwifery, nursing, childcare or complementary therapy, this is an excellent step in the right direction.

ARTS AND MUSIC

Morley College also has a deep historical connection to the worlds of the arts and music, reaching back to its origins as part of what is now known as the Old Vic.

Its new HND programme also builds on this heritage, with courses in Fashion, Ceramics, Performing Arts and Music Performance or Production starting this September - all designed to help you transform your passion into a successful career.

SEE FOR YOURSELF

Find out more about all the HNDs starting this September at Morley College London by going to its Higher Education Open Day this Saturday, August 19, from 12.30pm-2.30pm. Details can be found at morleycollege.ac.uk/events

Niki Chesworth

Yes, you can afford to study in London

If you live in the capital and don't want to move away for your degree, there is an affordable, employment-focused and flexible option - Arden University

WHAT do you want to achieve by going to university? Most graduates hope that their study will lead to a great job with the pay and prospects that make a degree worthwhile.

However, you cannot escape the news that students starting this September will be leaving uni with at least £50,000 of debt, on average, and no guarantee of a graduate-level job. If you choose to study in the capital, your costs and debt will be even higher.

But there is an alternative - one that is much more affordable, and one that enables you to leave uni with three years of employment experience and get a head start on the career ladder.



This is why Arden University is seeing applications increase at a time when overall university application numbers are on the decline.

If you are having second thoughts about starting at a traditional, high-debt/low-learning hours university, it is not too late to change your mind.

MORE AFFORDABLE

By condensing your learning into two or three days a week, Arden University's blended degrees enable you to work and gain valuable experience for the rest of the week - or you can learn online and work full-time.

Not only does this make a degree much more affordable (£18,495 for a three-year blended undergraduate course and £12,825 if you study remotely), you can further reduce your costs by living at home.

You can also make yourself more employable, perhaps by working in the sector of your choice on your free days. You are earning, you can help fund your degree, which means less debt.

SUPPORTIVE TEACHING

On your days on campus, you will benefit from condensed learning - unlike more

traditional universities where, on some courses, your 10 or 12 contact hours are spread across five days.

When you are not in the classroom you will benefit from that all-important personal tuition time, as well as learning alongside other students - so you can still enjoy the student experience and get the support you need.

If you want to work during the week, you can opt for online learning with support via email or over the phone.

A GREAT NEW CAMPUS

Arden University has three campus facilities in London including Tower Hill and Holborn - all close to great transport links, making it easy for you to combine earning and learning.

This autumn sees the opening of an exciting new modern campus in Ealing, minutes from

Ealing Broadway station. With a dedicated computer suite, quiet study areas equipped with PCs, breakout areas, courtyards, private landscaped gardens and a light environment, students should find this an inspirational place to learn.

The High Street and Ealing Broadway Shopping Centre are close by, so this is also a lovely part of London to socialise and shop in, as well as study.

MAKE THE RIGHT CHOICE

Razzel Tayeh applied to Arden to study an LLB (Hons) Law at the Tower Hill campus after deciding the traditional, high-cost degree was not for her.

Here, she shares her tips on tackling Clearing, saying: "It really is not

too late to change your mind and change your future."

Take a moment to think: Consider where you want to be in three or four years' time. How much debt will you have? Will you be ready for work? Find a course where you can get an education and work experience.

Ring up and ask for advice:

Some universities will accept direct applications like Arden, or you can go through UCAS. Don't be afraid to call up and speak to them directly - some personal advice from their admissions staff will help you make the right choice.

Keep an open mind:

Don't be put off just because you're not very familiar with a particular university. There are more options than you might think, and what you originally chose over a year ago might not be the right choice any more.

Niki Chesworth

Words of advice: Arden student Razzel Tayeh



You've got a place, now where will you live?

Do not forget to ask about student accommodation when you are talking to universities about places in Clearing - or you could find that you miss out

MOST students want to live in halls during their first year at uni. It helps them to settle and it can be easier to make friends. The accommodation is usually of a good standard and in a convenient location.

While you should not choose a university purely because it can guarantee you accommodation, it could be the deciding factor.

A few universities guarantee Clearing students places in halls, including Brunei University. "We realise how important it is for students to have a place in halls during their first year," says Ruth Lucas-Levitt, head of accommodation at Brunei. "That's why we guarantee Clearing students a place in halls, providing they apply for a room by the end of August.

"Living in halls, you can make friends for life or even meet your future partner. And being so close to the university support services can help you throughout your course."

The University of Sheffield and University of Aberystwyth also offer accommodation guarantees, but you will need to accept a place soon.



Big move: Aberystwyth is one university with a first-year accommodation guarantee

If the university offers no such guarantees, then apply as soon as you can for accommodation. You may get lucky.

For example, Leeds University allows you to apply two days after you have accepting your Clearing offer, and while there are no guarantees, says "we are confident we will be able to help you find accommodation" although it warns that this will not be allocated until September 6, so you may still have to hunt for somewhere to live.

Do not be too picky. Surveys show that even those who end up in the "cheap and cheerful" budget accommodation are generally happy - they are forced to meet other people rather than locking themselves away in their rooms, and have more cash in their pockets.

Bristol, for example, had 290 non-guaranteed applicants last year and of these, 190 were offered places at

University-allocated accommodation. Sometimes, you may need to share.

In 2016, a total of ISO students had to share a room at the very start of term. By the end of November, all students who wanted their own room had been moved. Some temporary sharers chose to stay sharing for the rest of the year.

The university's advice is: "Please keep an open mind. These temporary shares are very short-term, can be a great way to meet new people and, because you pay a reduced fee while sharing, it's a cost-saving option, too."

If you still have no luck, you will have to find your own accommodation.

If you do not know anyone to share with, the Accommodation Office and Students Union can put you in touch with other students. Some universities host special house-mate events, including the University of Bristol, where you can stay in a hall of residence to meet others in the same position.

What about money? Cost is a key factor. A report by the NUS has found that the cost of purpose-built student

accommodation rose 23 per cent between the 2009/10 and 2015/16 academic years and shows no sign of getting cheaper.

Some students are looking for cost-saving alternatives, such as house-shares. Alejandro Artacho, CEO and co-founder of property website Spotahome, says: "The increase in costs is driving more students to look for cost saving alternatives, such as flat-sharing."

The cost of student accommodation in London varies between £214 and £350 per week for a double room. In comparison, the average weekly rent for a room on Spotahome is £142.50.

Read the small print:

Before agreeing to accommodation, check if there are any extras to pay for, how much notice you have give if you are not happy and other terms and conditions.

Paying for halls: Have you got £2,000 to £3,000 spare? If you are going through Clearing, you might have to pay for accommodation before you get your student loan. Can you manage it?

Niki Chesworth

Work or study? No need to choose

Evening-taught degrees at Birkbeck, University of London are increasingly popular with those who don't want to quit their jobs to gain qualifications

BIRKBECK students are proud of the prestigious reputation of their University of London qualifications - but that isn't the only thing attracting record numbers of students.

The opportunity to study at London's evening university while using the daytime to build professional experience is vital for today's ambitious students who don't want to choose between career or university.

It is now accepting applications through Clearing for certificates of higher education; foundation degrees; and BA, BSC and LLB degrees across its five schools: Arts; Business, Economics and Informatics; Law; Science; and Social Sciences, History and Philosophy.

Students are taught by leading academics who are active in their own fields and whose teaching has been awarded silver in the national Teaching Excellence

Good progress:
student George Knoerr



Modern facilities:

Birkbeck has a lot to offer its students and services all open late

Framework. It means students learn about the very latest developments and can apply this knowledge in their workplace.

"Engaging with the latest ideas and a wide variety of opinions is really important for our students, who come from a range of backgrounds, bringing knowledge and ideas from their different cultures, careers and experiences," says Dr Melissa Butcher, reader in Social and Cultural Geography. "My students learn as much from one another as they do from me."

Dr Butcher is part of Birkbeck's Clearing admissions team this year: "We are helping lots of students, who often have questions about what our degrees involve and what it's really like to study in the evening." Birkbeck's Clearing team is available to speak to students up to the start of term on Monday, October 2. New students are invited to workshops and events to help them prepare for study and settle into the College.

Birkbeck's facilities include a state-of-the-art library, arts and performance spaces and study support seminars and workshops, while opportunities to socialise are ample: the College has a bar and coffee shops, and students can use the sports, swimming, music and other facilities at Student Central, the University of London student centre, next door to Birkbeck's main Bloomsbury building.

The College has lively campuses in central and east London, giving students easy access to the city's cultural, political, legal and financial hubs. All of Birkbeck's facilities and support services are geared around evening study and are open late. Birkbeck staff are used to supporting students who are juggling study with work, family and other commitments, and understand the pressures students face.

For those who are looking to use their time in the day to progress in their careers, move into a new area or even launch their own business, Birkbeck offers support in CV writing, interview preparation, entrepreneurship and networking through the Careers and Employability Service, the in-house recruitment service Birkbeck Talent, and the Enterprise Pathways programme, available to all students.

George Knoerr, who studies BSc Computing at Birkbeck, said: "Thanks to studying in the evening, I am still able to work full-time and can progress my career on an academic and professional level at the same time. After enrolling, I also found a new job that was more closely related to the degree I was studying and I could impress my new employer both with the commitment I could demonstrate to my career development and also the knowledge that I was bringing to the job from my study at Birkbeck."

Eleanor Martin, who runs Birkbeck Talent, agrees: "Employers are often impressed by our students' ability to combine work and study and value the contribution this enables them to make to the companies they work for."

For people thinking of making the next step and applying to Birkbeck during Clearing, Dr Butcher has this advice: "When applying, we want to know why you are interested in a particular course or discipline, and how you can show that you have the drive and ambition that our students are known for."

Find out more at bbk.ac.uk/clearing or call the hotline on 020 39070700 until 6pm today and 9am-6pm tomorrow. From Monday until the start of term, it will be open Monday to Thursday 12pm-6pm and Fridays 12pm-5pm

Niki Chesworth

Having doubts about all that debt?

Another route:
OU student Nicole Luque



TWO-THIRDS of people believe too many people go to university because it is seen as the “done” thing, and more than half would skip university if they could get the same-job and salary straight out of school.

The findings from the Army, to promote its A-level entry officer scheme, probably come as no surprise to anyone daunted by the cost of a degree.

What may be a surprise is that you do not have to go to university to land a well-paid job. While some jobs - such as becoming a doctor or a teacher - require a degree, many don't.

While those who go to uni do benefit from an earnings premium, so do those who take the higher apprenticeship route - which can often lead to a degree or an equivalent qualification.

The lifetime earnings gap between the two is just 1.8 per cent, according to research conducted by Barclays and the Centre for Economics and Business Research and in some sectors, such as the arts, media and publishing, apprentices earn even significantly more than graduates thanks to the real-world experience they gain while training.

So how do you get a degree without the debt?

Spending at least three years for a degree that might not lead to a graduate-level job, but will leave you with around £50,000 of debt is daunting. Have you considered these alternatives?

NEED HELP TO DECIDE?

- For advice on taking your next step call the Exam Results Helpline 0808 100 8000.
- For info on a wide range of alternative career paths visit the Nationalcareersservice.direct.gov.uk site or call 0800100 900.
- For guides to apprenticeships and on-the-job training visit notgoingtouni.co.uk and ratemyapprenticeship.co.uk

Degree or higher-level apprenticeship: An increasing, but still relatively small, number of employers offer these. Not all of them lead to degrees.

Tough competition for places means you may need to withdraw your application to university and then work while waiting for a place.

According to RateMyApprenticeship.co.uk the top employers for higher apprenticeships are GSK, Nomura, IBM, CGI and Stannah. Other firms offering them include Deloitte, EY, Barclays and CapGemini.

Vocational professional qualifications: These top sectors are accounting and finance - particularly AAT, which can lead on to Chartered Accountancy status - which you can start at a range of employers straight from A-levels.

These are much more role specific than a degree, with qualifications usually awarded by professional bodies. For example, Deloitte's Bright Start Higher Apprenticeships can lead to Chartered *Institute* for IT professional certifications, as well as Institute of Chartered Accountants of England and Wales qualifications.

Degree at a non-traditional uni: The other alternative to the traditional university route is a part-time, evening- only or blended learning - a mix of online and on campus - at either college, the Open University or one of the newer universities, such as Arden.

If your A-level results are not great, you can start with a Foundation Degree and then move on to a BA or BSc. Or you can start with an HND, at colleges such as Morley College London, and then progress on to a top-up one-year degree programme.

The fees are about a third less and you can earn while you learn to fund living costs, while gaining valuable experience. Juggling work and study is hard work and requires discipline. But providers such as Birkbeck, University of London, specialise in this type of teaching, so will give you lots of support.

'I'M STUDYING AS AN APPRENTICE' Nicole Luque, 24, did not get the A-level grades she was hoping for, so instead of going to uni, she started work in a shop, where she found out about the Open University's chartered managers degree apprenticeship with the British Institute of Facilities Management.

She admits that working and studying requires commitment, but says: "I can study around my job and can ask for time off whenever it is needed. This year, I have already attended three face-to-face workshops.

"During the evening, I talk to tutors and other students via the OU's Chat- Box system - so there's a lot of interaction and face time involved."

'I WANTED TO GET INTO WORK' Second Lieutenant Nathan Weaver, 23, says: "After A-levels, I wanted to get stuck into work straight away, rather than go to university as I was concerned about costs.

"Having passed out from Sandhurst, the Army has now given me the opportunity to study mechanical engineering at university and pay for my three-year degree."

Both the Army and the RAF have A-level entry officer training schemes (starting salaries of around £26,000) which can lead to a degree or equivalent qualification without any student debts.

Niki Chesworth

Pressured to go to uni? Do it your way

Now your results are in, it's time to decide on the next step. But you don't have to go to university. Two people who have taken the AAT route share their experiences

ARE the momentous choices you are now facing making you feel ill?

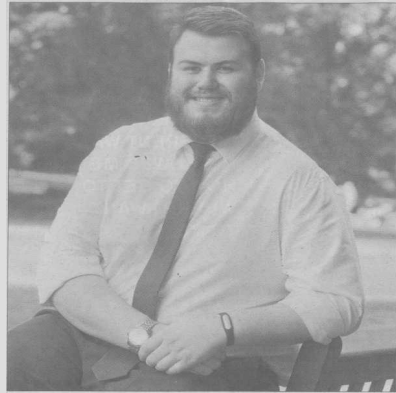
Well, you are not alone. Half of the 16 to 19-year-olds surveyed by AAT (Association of Accounting Technicians) said that the stress caused by deciding what their future career choice should be had affected their health.

Nearly three in 10 admitted they were struggling to sleep, nearly a quarter said they were either over- or under-eating, and nearly a fifth were suffering from panic attacks.

Leaving school or college could be one of the most nerve-wracking moments of your life and the choices you have to make are not easy - particularly when everyone else seems to have an opinion.

A DIFFERENT PATH

About two in three of the 16 to 19-year-olds surveyed told AAT that they had "experienced pressure from their school or college to go to university". One in four said that this pressure was "significant". No wonder so many young people believe that they have to take this path-even if they do not necessarily feel it is the right option for them.



Smart move: Thomas Brinsley and Bola Lawal, inset left, both recommend AAT

WOULD you rather take on £28,000 of student debt just for your tuition fees, or have no debt and a starting salary as a trainee of more than £23,000 a year?

Before you answer, you need to know that both options could lead to exactly the same type of professional career in finance.

Now you know that, the obvious choice is "no debts".

This debt-free option is AAT - and it can even lead to chartered accountancy status more quickly than taking the degree route.

So, in a few years' time, you could find yourself further up the career ladder than other school leavers now heading off to uni.

While they will start their careers saddled with debt, you will have been earning for several years, and perhaps have even started to save up for your first home.

As an AAT trainee, life is busy.

You will be combining learning on the job with studying part-time.

However, the financial boost is good. According to the 2017 AAT Salary and Careers survey, student members in London earn an average annual income of £23,250.,

Bola Lawal, 22, from Essex, is someone who decided to take a different route from university into the career she wanted. Her story might inspire you to make your own decision about your own future.

After she finished her A-levels at college, she had the option of going to university, but instead decided to take an alternative route by studying for an apprenticeship in accountancy with AAT.

Lawal says: “I had the choice of going to university, but decided to opt out of it because of the debt and because I believed that studying for a professional qualification like AAT would strengthen my chance of becoming a successful accountant, by giving me better understanding of the industry and expanding my knowledge of the profession.”

As part of her apprenticeship, she worked as an accountant, and the company she worked for regularly gave her time off to go to college to study, and also time off when it was time for her to take her exams.

So Lawal combined working and studying - earning at the same time as learning the skills she needed to become an accountant. By doing both at the same time, she already had work experience and knew how to apply the knowledge gained from studying to the job role immediately.

She adds: “I would recommend AAT training because it provides you with the skills and understanding that employers require, and it opens up more opportunities for you.”

Mark Farrar, CEO of AAT, says: “It is encouraging to see there is recognition among some young people such as Bola that high-level vocational routes such as apprenticeships are a viable option that leads to rewarding career paths.”

Another student, Thomas Brinsley, wanted to move into a finance role, but did not want to go to university. “Since a degree or the equivalent is so important within finance, I thought that this would impact my career, until I found AAT and their different ways to study,” he says. “Studying an AAT qualification allows me to apply for positions that I wouldn’t have been able to enter any other way, and has made me much more effective with communication and time management.”

AAT qualifications are open to everyone regardless of previous experience or exam success, and can also put students on a fast track to becoming a chartered accountant.

- *Find out more at aat.org.uk/es*

Niki Chesworth

A-level results show reforms have not helped students

CONGRATULATIONS to the many students who, despite having dealt with the stress and pressure of rushed-in exam reforms, have done so well in their A-levels.

It is encouraging that more students are studying maths and sciences. And good that entries to Stem subjects continue to rise — although it would be good if more girls chose to study these subjects. But the continued fall in students studying French, Spanish and German, and this year English, is worrying as these are all important in a global market.

However, changing the assessment of A-levels so they focus on high- stakes exams taken at the end of two years of study does not allow students to demonstrate their ability properly and puts them under huge pressure. Coursework and

other non-exam assessments are a better way for students to demonstrate their skills, and help lower-attaining students and those with special educational needs and disabilities show their achievements. Teachers report increases in mental health issues among students who have multiple qualifications assessed through end- of-course exams.

We are also seeing the narrowing of the options available to students. Decoupling AS-levels from A-levels has led to most students now only studying three subjects post-16, which gives them a less broad curriculum than previously.

Mary Bousted
 Joint general secretary,
 National Education Union





Anna Davis
Education
Editor

Dear Mary

SITTING a high-stakes exam that tests two years' worth of knowledge and will determine whether you can go to university is the stuff of many people's nightmares. This year students were asked to do just that in 11 more "toughened-up" subjects – where coursework has been scrapped and modules replaced by a final exam.

You are right to say students are under huge pressure. But some people thrive in this environment and prefer an all-or-nothing test to spending

months endlessly perfecting their coursework.

Some have suggested that the reforms have put boys at an advantage. Since results from the new exams were first published last year boys have started to score slightly more A* and A grades than girls — although girls continue to outperform boys in all other grades.

The reforms, brought in by former Education Secretary Michael Gove, were designed to make A-levels more rigorous and better prepare students for university. Only time will tell who benefits from this, and what impact the reforms will have on this "guinea pig" generation.

Anna

**University first as sign
 language is recognised as
 'foreign' tongue**

Anna Davis Education Editor

A LEADING London university will recognise sign language as a foreign language for the first time, it was announced today.

University College London will treat students with qualifications in British Sign Language (BSL) the same as those with traditional foreign languages from September.

The university is the only one in the country to demand that undergraduates start with a basic level of foreign language competence - such as a C-grade

language GCSE - no matter which subject they study. It offers extra classes to those who don't meet the requirement. But now students who have studied sign language will also be accepted.

A spokeswoman for UCL said: "It is thought that the recognition of British Sign Language as a modern foreign language will also benefit UCL students from particular specialisms who may come into contact with deaf signers in their future careers, such as doctors, speech and language therapists or teachers."

The Government recognised BSL as a language in its own right in 2003.

There's still time to get

The first day of Clearing is always frantic. However, only one in five of those going to university via this route have accepted a place already... that means you are not alone if you are still looking.

By Niki Chesworth

BY NOW you should know your grades, whether or not you are in Clearing and, more importantly, if you still want to go to university this September.

However, you might not know what you are studying or where.

You are not alone. Around four in five of those going to university via UCAS Clearing are yet to secure a place. However, do not be complacent. Places do fill up fast and are offered on a first-come basis.

Also, the sooner you apply, the more likely it will be that you manage to secure a place in university accommodation, or halls.

You might even have time to visit (many unis have open days this weekend) to get a feel for what it will be like to spend the next three years in a particular city or town and perhaps even talk to the tutors (just to double-check you are making the right choice).

If you are having second thoughts about your chosen subject, talk to the admissions teams and also search UCAS carefully. Read about course modules and what they cover and check what happens to students once they graduate. Do they go into the career paths that interest you?



Double delight: Twins Himmat and Arjun Sohail, Harry and Thomas Ashton-Key and Catherine and Henry Darlison celebrate their A-level results at Peter Symonds College, Winchester, yesterday

Changed your mind? You can ask to be released from your place at your firm or insurance choice. Once this has happened you can then go through Clearing. Check the UCAS website first, to make sure there are places available on alternative courses.

Did better than expected? Now you have got over the shock and finished celebrating, you could consider Adjustment to upgrade your choice of degree or uni. You can keep the place you already have while you look around. But you need to act fast. Note that universities that do not enter Clearing may offer places through Adjustment. You might need to check individual university websites to find out more. Enter Adjustment on UCAS Track so universities can see your application and act fast — places go quickly. Adjustment ends August 31 and you only have five 24-hour slots to use this service... it's complicated, but worth it.

Want to defer? You will need to talk to the university directly. You will also have to give a reason why. Deferring commits you to a particular course next year — so you need to be sure it is the right one for you. If not, you will have to start applying again

next year. If you are planning a gap year, make sure you do something useful. Sitting at home playing video games will not enhance your life chances!

Haven't applied yet? You can apply to universities directly through Clearing. So it is not too late.

Not sure you want to go?

There are some great alternatives to university. Degree-level apprenticeships (a degree without the debt while you are paid to train) as well as more vocational paths (AAT for accountancy) can get you ahead faster than going to uni first.

This week job site Indeed surveyed the jobs you can do without a degree and found that Ethical Hacker came out top, with double the average annual salary of £56,547.

Also in the top 10 best paid jobs that do not require a degree are pilot at £32,691 and head chef at £30,867.

Remember it is better to change your mind now than a few months into your course. So if in doubt, speak to an advisor. Try the National Careers Service on 0800100 900 (nationalcareersservice.direct.gov.uk).

Set sights on an outstanding education

Clearing is your chance to upgrade your future - and you can't aim higher than gold, the rating given to the University of Northampton

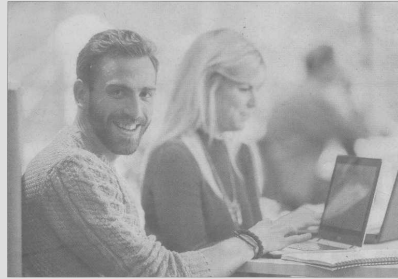
CLEARING is your opportunity to make a life-changing choice. So, before picking up the phone and calling the Clearing hotlines, take a few minutes to check out which universities are going to offer you the best teaching, with outstanding academic support and great employment prospects.

The Government's new Teaching Excellence Framework (TEF) provides an official rating of the quality of UK universities. The University of Northampton is one of a select group of institutions which received gold, the very highest possible rating for teaching excellence under this framework.

It has some places available during Clearing, so you could soon be benefiting from the highest-quality teaching.

"We may be one of the youngest universities in the UK, but are officially one of the best," said its vice chancellor, Professor Nick Petford.

"We offer our students an experience that many promise, but few can deliver."



Personalised approach: the student experience at the University of Northampton is tailored to individuals

While quality teaching is vitally important, it is not the only thing that sets Northampton apart. The TEF judges also found that its provision was "outstanding" in a number of other areas, including the personalised student experience, academic support, the quality of assessment and feedback and the university's approach to involving students in research, scholarship and professional practice.

STUDENT-CENTRED LEARNING

The university has an increased focus on seminars or tutorials to allow closer interaction between students and teaching staff, with this more personalised student experience being recognised as "outstanding" by the TEF.

This ‘blended’ approach to learning makes the most of students’ time and puts them at the centre of their own learning by giving them more opportunity to ask questions, delve deeper into their subject, and ultimately have a learning experience that will benefit them after they graduate.

EMPLOYABILITY A PRIORITY

One of the reasons Northampton was judged to have outstanding outcomes in terms of the numbers of students going on to employment or further study is that employability is embedded across the entire student experience.

Wray Irwin, head of the University of Northampton Centre for Employability and Engagement, says: “From course content and design, to bringing in employers to talk about their sector, as well as providing internships and placements to all students - with 60 per cent of courses having these inbuilt - we ensure that students gain the current skills and competencies employers are looking for.”

YOU CAN MAKE A DIFFERENCE

Another key feature of a University of Northampton education is that you will be encouraged to make a difference.

The university is focused on creating social change, and that means getting involved with volunteering or work placements during your course, which makes you more employable and able to make a contribution to society.

“Our Changemaker offering helps graduates to build their careers over a lifetime as it teaches them how to adapt and change by using their skills in a different way by working with

a social enterprise or charity - or even starting their own charity,” says Irwin. “Changemaker also helps them to understand how their activities can effect positive social, environmental and cultural change so they are an active participant in the world around them. “We have had graduates go along to interviews where all they have been asked about is their experiences and how they apply their skills in different ways. This is what makes a Northampton education different.”

AN OUTSTANDING EXPERIENCE

How a university supports you - with your studies, to find a job and to benefit from some amazing experiences - is also an important factor. The TEF judges felt this was another area where Northampton was “outstanding”.

Ann Shelton-Mayes, executive dean, student experience, says: “This is down to a commitment of staff to an excellent student experience. We have a mission to transform lives and inspire change.

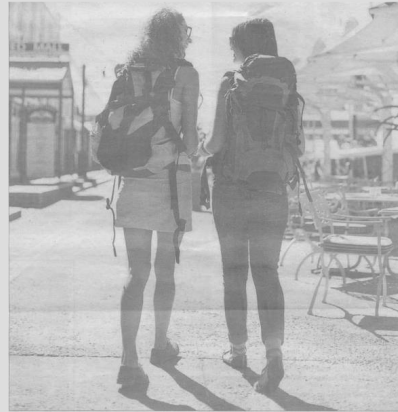
“This involves course design, and we are coming towards the end of a four-year plan to design every single element of every course - with student and sector involvement - to make sure each has aspirational targets and is professionally oriented and industry-relevant.

“We have a strong commitment to ‘active blended learning’, with more interaction between lecturers and students and in smaller groups. You will find the student experience - from tuition and assessments to employability plans - is personalised. At Northampton, you’re known as an individual.”

Niki Chesworth

You don't have to go to uni just yet

In two minds about whether you still want to go to university this year or defer instead? Or perhaps you just want to make the most of the next month before beginning your studies? Travelling abroad is a great way to discover more about yourself, enjoy memorable experiences and boost your employability, writes **Hatty Copeman**



FROM InterRailing across Europe to joining a tour for a month or taking a year out to make a difference, travelling abroad is a fantastic way to get ahead of other students and broaden your horizons.

However, having a productive and positive travel experience depend^a a lot on what you decide to do, and what you want to do afterwards.

Think ahead to how the experience can help your employability. Surveys show that employers believe those who have taken a gap year are more confident, creative, flexible and proactive.

Gaining relevant work experience abroad was seen as good for those entering the competitive world of business (82 per cent) or teaching (77 per cent), according to a survey from booldng.com.

Creative industries liked volunteering and charity work (68 per cent), as well as learning new skills or languages (65 per cent).

“The quality of the experience and how you turn that into a relevance for an employer - how you talk about it - is what will improve your chances of getting a job,” says Chris Rea, higher education services manager at Prospect.

Taking a directed gap year is also great opportunity to work out what you want to do afterwards and avoid making an expensive mistake.

According to The Year Out Group, one in 10 reconsider going to university after a gap year, and change direction' entirely based on their experiences.

ESCAPE BEFORE STARTING UNI

Graduates who have good language skills, can appreciate cultural differences and have a global mindset are sought-after by employers. So even if you are only spending a few weeks travelling, think about how the experience can add to your skill-set.

InterRail is a great way to enjoy travelling across Europe on high-speed trains, with just one ticket for up to one month.

You can visit everything from the mountains to the sun-soaked beaches and the bustling cities, and decide last-minute where you want to go.

You can also save time and money on accommodation by kipping on the night trains - falling asleep in Paris and waking up in Rome. Visit interrail.eu/ to find out more.

If you do not have a bunch of mates with any money left after the summer, you can go on a group tour, such as Europe in 14 days organised by firms like STA Travel (£1,127). Or wait for a late deal - once children go back to school, prices for package holidays and flights plummet.

DEFER YOUR PLACE

A “gap” doesn’t have to be for an entire year. You can defer your place to start in the spring, as many universities, such as London Metropolitan University, offer January start dates.

Check with your Admissions Officer first, as some courses do not allow deferrals.

Note that a deferred entry only means you will be considered for an offer for the following year.

According to Which? University: “If you’re planning to apply to a competitive course, you may find that you are in a stronger position if you apply during your gap year, with your qualifications already achieved, rather than applying for deferred entry with predicted grades.

.....
 ‘The quality of the experience is what will improve your chances of getting a job’

VOLUNTEERING ABROAD

Volunteering overseas gives you a great mix of adventure, travel and valuable work experience, which will make you stand out as a candidate when applying to university or for a job.

Go with a company that offers a structured programme - it is also safer.

Note that these schemes are not always cheap - £2,350 for five weeks on Operation Raleigh, rising to £3,450 for 10 weeks, but you will get to work in remote communities in some of the most incredible areas of the world. The International Citizenship Service is Government-backed, so could be more affordable - but you will need to raise at least £800.

Volunteering schemes are also incredibly popular, so you may have to wait to find a place. To make the most of your “gap”, and to fund your volunteering abroad, you will probably need to work, too. Again, try to pick a role that will enhance your chances of getting into uni next year.

WORKING ABROAD

A mix of travel, living in a different country, perhaps learning a new language while gaining valuable employment skills, is going to really set you above other candidates.

Make sure you understand visa requirements - for example, the two-year student visa available in Australia – before travelling, and try to have work lined up. Otherwise, you could travel a long way to find that you run out of money and have to return home.

Want time out? Here's what to do, and what you should avoid

WHICH? University has some dos and don'ts for your time out...

Do: gain some relevant experience. For certain degree courses, it may even be an essential - or at least highly desirable - requirement to have a year out to gain experience. Social work, medicine and veterinary medicine are good examples.

Do: maintain or improve your skills. Whatever you plan to study, it's a good idea to keep up the skills you've acquired in your subject to date, as well as ideally spending time building and developing them.

In order to prove they are well prepared for their studies, applicants holding offers for mathematics or languages degrees who are taking a gap year are strongly recommended to undertake work that maintains their mathematics or language skills during their year out.

Do: earn some money to fund your studies. University is expensive.

Using your gap year as an opportunity to save up some money will only be viewed positively by admissions tutors.

Saving up to fund your studies, according to the University of Sheffield, "reflects very well on you as

an individual, as you are demonstrating social responsibility".

Do: spend some time "discovering yourself". This could be time spent backpacking round Europe or further afield, getting involved in a local community project, or even just learning a new skill or hobby.

You have probably been in full-time education from the age of five, so why not take a break? There are plenty of adventures to be had while gaining new skills and experiences that cannot be gained in the classroom.

Don't: waste it. However you decide to spend your gap year, make sure that it is a constructive use of your time. Don't just spend the year having a good time and not doing anything that will add value to your time at university - it won't do you, or your application, any favours.

The best way to avoid wasting your gap year is to ensure that you plan out your time effectively.

Do your research well in advance to avoid any unexpected pitfalls, such as costs for travelling or volunteering that you can't afford to meet, or not getting a work experience application in on time.

CAM RESULTS BETTER (OR WORSE) THAN EXPECTED?



MORE than 500,000 teens found out their A-level results yesterday - but you don't have to get an A* to be a star.

In fact, even for those with brilliant results, university is not the be all and end all, with just 24 per cent of employers preferring to hire graduates.

Indeed, 49 per cent would rather choose an applicant with a relevant apprenticeship under their belt, according to a new study by the Association of Accounting Technicians.

This means you can still get on to the right career path without getting the marks — or the student debt.

We have teamed up with the National Careers Service Exam Results Helpline to answer two of the most common worries after the results arrive.

I didn't get the results I wanted -1 am devastated.

Remember, everything will be OK. If you don't get the grades you expected, it may be quite a shock but the best thing you can do is stay calm and focus your energy on figuring out your next steps.

Seek advice from the experts, because while families, friends and teachers are well-meaning they won't necessarily know all the options.

Call our free Exam Results Helpline on 0800 100 900. It is open 8am-10pm, seven days a week.

ALICE ARMSTRONG is among the first people to train as a software developer on an apprenticeship instead of going to university.

The 26-year-old, of Newham, East London, got a place on the Makers Academy software engineering training scheme.

Alice says: "Coding apprenticeships will be very popular in the future, because of how accessible it makes the industry for people who didn't consider it an option earlier." Makers Academy graduates can expect to earn between £30,000 and £35,000 in London for their first job. Those taking part in

Makers Apprenticeships earn around £18,000 to £25,000 while getting a year's training.

See makers.tech/become/apprentice.

If your heart is set on university but you've lost your conditional offers, try clearing.

Last year, almost 65,000 students found a place.

Visit digital.ucas.com/search — but be quick — as courses fill up fast.

My results are better than I expected - what do I do now? Explore any new options. Consider a different uni, or degree apprenticeships where employers pay for you to study while you work for them.

But if you want to stick to your original plan, carry out the finishing touches — accept your uni or college place or apply for an apprenticeship.

Get the financial support you need in place and

make sure you are ready to start the new academic year or the next part of your career journey.

And celebrate your success — spend time enjoying the moment with loved ones.



APPRENTICESHIPS and Skills Minister Anne Milton says: I want to say a huge congratulations to everyone receiving their results this week. I also want to let you know there are more choices for you and ways to get into work than ever.

There are now high-quality apprenticeships available in a range of exciting industries including aerospace, fashion, nuclear and teaching - and up to degree level, too.

Doing an apprenticeship means you can earn while you learn and get a headstart in the workplace over your peers. What's not to like?

Call the National Apprenticeships Service helpline on 0800 100 900, or look at our Find An Apprenticeship service ongov.uk.

FORGET MARS & CARS

Musk has set up secret school for kid geniuses

MATTHEW FIELD

LONDON Elon Musk, the billionaire Tesla founder, invests in cars, rockets and tunnels and even hopes to colonize Mars, but he has one venture that he has kept secret at his SpaceX campus.

He has founded a school called Ad Astra, at his offices in Hawthorne, Calif., dedicated to child geniuses.

Unlike other schools in the U.S., its loose curriculum focuses on projects that most fascinate the entrepreneur, from artificial intelligence and machine ethics to robotics and coding.

In a move that might horrify some parents, there is no room for foreign languages or sports.

Musk founded the experimental school three years ago to “exceed

traditional school metrics on all relevant subject matter through unique project-based learning experiences,” according to a regulatory filing document discovered by the tech website *Ars Technica*.

While he is normally happy to publicize his ventures — most notably, his recent efforts to help rescue 12 young soccer players from a cave in Thailand — Ad Astra has been kept secret as a mostly private venture.

It educates children aged from seven to 14 and started with a class of eight, including Musk’s own children. It has since grown to around 40 students made up of gifted applicants and the children of SpaceX employees.

According to the filing, the school is funded entirely by Musk. The document reveals that the school emphasizes “ability over age” for group projects, study of science, math, engineering and ethics.

It adds the school will develop “remarkable people imbued with a strong sense of justice.” It can cater to up to 50 students at a time.

There is little else to even prove that the school exists. A website for Ad Astra has just a home page and one link, for children’s parents.

In a rare interview last year, Joshua

Dahn, the headmaster, revealed a few insights. According to him, the school day is from 8:30 a.m. to 3:30 p.m., although it is intensive with “no down time.” Classes focus on projects rather than disciplines.

Students learn to code in multiple software languages. No spoken languages are taught, based on Musk’s belief that computers will soon help humans instantly communicate in any language. Sports are nowhere on the timetable.

Children from seven to 14 work together.

“We take the most precocious kid we can find who can keep up with kids who are a bit older,” said Dahn, who described one problem-solving exercise, called “The Lake,” which involves students discussing a town with a factory that is polluting the local water and killing wildlife.

The factory employs everyone in town, and voters keep in power the politicians who favour the factory. Students are asked: who is most to blame for the pollution — the voters, the politicians or the factory owners?

There are no grades awarded; children are simply given critical and honest feedback.

London Daily Telegraph

Boys outperform girls when coursework carries less clout

*Rosemary Bennett,
Nicola Woolcock*

Boys emerged as the winners in this summer's A levels, clinching more top grades than girls for the first time in almost two decades.

Their success was put down to radical changes to the exam system, which were considered to favour their way of working. Course work and regular testing, and mid-point AS levels, have been stripped away and the result rides on the final exams at the end of two years in the reformed A levels.

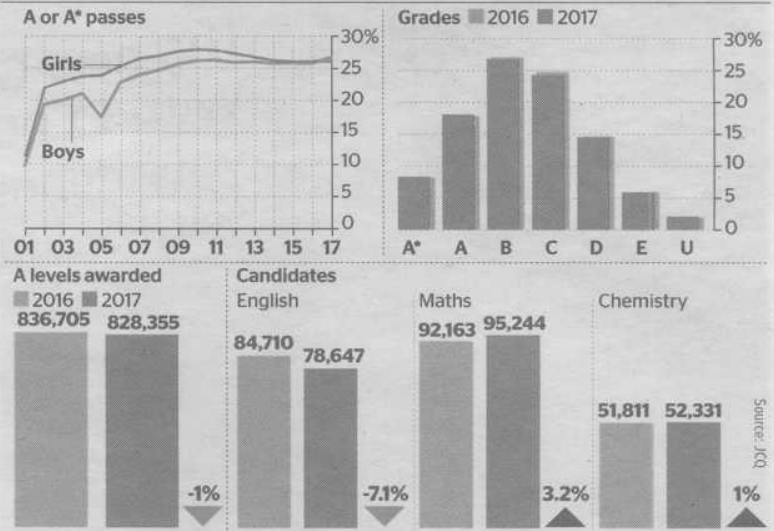
Boys scored 0.5 percentage points higher than girls in As and A*s. The gap has been narrowing in recent years but stood at 0.3 percentage

points in girls' favour last year. At its height, in 2004, it stood at almost 3 percentage points.

The gap in the 13 reformed A levels, which range from English to Chemistry, was even more marked. Both girls and boys gained 24.3 per cent As and A*s compared with a lead of 0.9 percentage points in girls' favour last year.

Boys are thought to do better at cramming, enjoy the bravura of exams and have a more cavalier attitude to coursework. Girls are generally more conscientious and better at working steadily and consistently, so have done well on regular tests and coursework. The content of the 13 reformed subjects

Exam breakdown



is also considered more “boy-friendly”, with a higher content of maths included in science subjects such as biology.

While boys have closed the A-level gap, *they* have a way to go when it comes to getting a university place where the gender gap on admissions, already wide, grew this year.

Almost a third of 18-year-old girls (31.7 per cent) have gained places this year, up from 31.3 per cent last year. Among 18-year-old boys, 22.9 per cent have been offered places this year compared with 22.6 per cent last year.

Ucas, the university admissions service, calculates that young women are now 39 per cent more likely than their male peers to go to university, compared with 38 per cent last year.

Nick Hillman, director of the Higher Education Policy Institute, called the gender admissions gulf a national scandal. “Everyone knows there is a problem and yet there are no policies in place to address it,” he said.

In a blow to ministers, the rate of improvement of sending disadvantaged teenagers to university appears to be slowing. The proportion of the poorest fifth of pupils heading to university rose from 16.1 per cent of the cohort last year to 16.5 per cent this year. A source close to Ucas said:

.....

Gender choice

Exam boards may adapt the system they use to compare the grades of boys and girls and include a category for students who do not identify with either gender.

In future non-binary pupils may have

“The data suggests this is slowing down.

”Universities must run schemes to encourage poorer children to apply. There are also government initiatives to boost the numbers. Historically, pupils from families with no tradition of going to university tend to attend newer, less prestigious universities.

Today’s figures show that while numbers placed at so-called high-tariff universities have risen by 1 per cent, and at middle-tariff institutions by 2 per cent, numbers for lower-ranking universities have fallen by 3 per cent in a year.

Les Ebdon, director of Fair Access to Higher Education, said: “I am delighted that there has, once again, been a rise in the number of young people from the most disadvantaged backgrounds getting the grades they need to secure places in higher education. I applaud their effort and dedication.

“Unfortunately, some young people have exam results today that do not reflect their potential, because they have been held back by socio-economic or educational disadvantage. Universities and colleges have a key role to play in working with schools to give support.”

.....

the option of telling the Joint Council for Qualifications that they do not wish to be classed as either male or female.

Sharon Hague, senior vice-president of Pearson Qualifications, the exam board, said that it was working with Stonewall, the gay rights charity, on the

best way to record gender diversity. "This is something that young people feel strongly about," she said.

If the plans go ahead, a third category for gender would be added to the results tables. Exam boards would also allow students who have received their results to change their gender classification

afterwards. Since 2010, the number of children under the age of ten referred to the NHS as a result of transgender feelings has more than quadrupled and many schools have adopted a more flexible approach towards uniforms.

Pupils drop English and history as big push for science pays off

Rosemary Bennett Education Editor
Nicola Woolcock
 Education Correspondent
Oliver Moody Science Correspondent

Teenagers are deserting English and history at A level in droves and embracing science in all its forms.

Entries for English language fell by 10.2 per cent and history by 8.1 per cent. Mathematics, chemistry and physics, with their promise of well-paid jobs, are soaring in popularity, with maths by far the most popular A-level subject.

Some 33 per cent of all entries this year were in so-called Stem subjects: science, technology, engineering and maths. A decade ago, the proportion was 24.8 per cent.

The shift is the result of a concerted push on Stem subjects led by successive governments and business leaders, who say that Britain needs such skills for the economy to flourish.

There was speculation that schools had persuaded weaker candidates to avoid English and history, which have been toughened up in a series of reforms. Experts said that this was probably a marginal factor. Physics, chemistry, computing and economics have also been reformed and all attracted a sharp rise in candidates, with the biggest increase coming in computing, up by 33 per cent on last year.

Head teachers and experts warned that the country would become a "nation of techno-nerds" if schools were unable to add arts and humanities to the mix, whether through formal study or extracurricular activities.

Some 95,244 pupils took maths, with 16,172 taking further maths as well. This compares with 67,965 a decade ago. Biology was the second most popular subject, followed by psychology. Chemistry was more popular than history for the first

time, at 52,331 entries compared with 50,311.

The fall in English literature was among the most marked declines. Until 2013 it was the most popular A level. Now it is sixth, with 46,411 entries. When English language is added in, there were 78,647 entries, down 7.1 per cent on last year.

Sir David Cannadine, president of the British Academy, said that he was deeply worried by the trend. “Studying subjects such as history puts the whole of human experience in context and help us to understand cultures, societies and why humans behave as they do. There is not a challenge facing the world today which can be solved by looking through a scientific lens alone,” he said.

These skills would become even more important after Brexit, he said. “Skills such as the ability to appraise evidence critically, to persuade, negotiate, and unravel complexity will be crucial. We shouldn’t force students down a narrow path.”

Jane Lunnon, head teacher of Wimbledon High School, said that she feared the new style of A levels, which encourage deep study rather than breadth, could make the situation worse. “We must ensure we maintain breadth of approach, breadth in attitude and cultural richness. We do not want a nation of techno-nerds,” she said.

The science community welcomed the results. Frank Kelly, chairman of the Royal Society’s advisory committee on mathematics education, said that he was delighted.

“Mathematics is essential for understanding the modern world and provides the foundations for economic prosperity,” he said.

Charles Tracy, head of education at the Institute of Physics, said: “These qualifications will prove to be an excellent foundation for students’ next steps, setting them up for life.” Some 36,578 pupils took physics, up 3.5 per cent.

Only political studies bucked the trend. Although still a small course, entries rose by 13 per cent to 17,523. Sharon Hague, senior vice-president of Pearson Qualification Services, suggested that Brexit, President Trump and other major world events had increased young people’s interest in politics.

Overall top A-level grades rose for the first time in six years. A* and A grades were awarded to 26.3 per cent of entries, up by 0.5 percentage points compared with last year.

Philip Collins, page 27

Letters, page 30

Leading article, page 31

Results, pages 54-55



App stops teenagers ignoring their parents

Katie Gibbons

Thanks to one fed-up father, the days of teenagers simply ignoring texts from their parents could be over.

Nick Herbert, 45, has developed an app that takes over a smartphone screen and sounds an alarm that only stops when the recipient replies to a text. Parents install the app on their own devices and are notified when their child sees the message or are informed that the child's phone is turned off.

Mr Herbert, a digital product manager from West Wickham, southeast London, built the ReplyASAP messaging app after becoming frustrated that his 13-year-old son was always playing on his smartphone but never replied to text messages.

Mr Herbert acknowledged that some teenagers could find the app intrusive but said that there had been positive feedback from parents. He added: "As they are teenagers I realise they aren't going to be massively keen. My son hasn't really said anything negative about the app. It is all about him understanding why it's there."

The app is available to download and costs 99p to send messages to one person, £2.49 to track four people and £6.99 for ten. It joins the growing supply of products aimed at concerned — or overbearing—parents who are keen to keep tabs on their children.

On average, British children own their first mobile phone by the age of seven, a tablet at eight and their first smartphone by ten, according to a consumer survey. A recent report found that British teenagers spent more time on the internet than any other group in the world, leading them to become more unhappy and vulnerable to mental health problems.

Many parents unable to ban smartphones altogether are relying on apps to curb their use.

Those fed up with their children playing too many games or accessing social media at the dinner table can install Phonesheriff, a popular app that allows them to shut down and lock their child's phone from their own device.

Another app, MamaBear, is designed for parents of new drivers or teenagers with friends who have recently gained their licences. When downloaded on to both the parent's and teenager's devices it allows the parent to monitor the speed of the vehicle in which their child is travelling.

Perhaps the ultimate control app is Mspy, which gives full access to everything a child is doing on a smartphone — who they call, what they text, which apps they use, and their GPS location.

EDUCASHUN NEWZ

Class war

A MONTESSORI primary school in Hampshire has lost two headteachers and most of its pupils in the past year and is embroiled in a row over the use of the school for National Citizenship Service courses for teenagers.

Resonate Hants, a company offering “the experience of a lifetime” to 15 to 17 year olds, used the grounds and rooms of Norman Court during the summer term for workshops and social action projects. Parents say pupils were squeezed out of school spaces to make way for the NCS scheme, and a school music and dance concert was cancelled because NCS was using the dining hall and other rooms needed to host the event.

The longstanding Norman Court Prep School was closed in 2012 and sold due to falling numbers of pupils. The Norman Court Montessori School, which opened in the same Georgian mansion in 2014, is an independent school run by a community interest company whose founder and sole director is Susan Hartley-Raven, also the school’s chair of trustees. Hartley-Raven is also one of three owners of Resonate Hants.

Trustees tried to reassure parents that the NCS activities are a big money-spinner for the school, and accounts for 2016 show Resonate paid £93,000 into school accounts for use of the site, mainly during the summer holiday. However, the trustees accepted that “it brings logistical challenges for the short period of overlap with the school term”.

Previous head teacher Hamish McKeown quit and left teaching altogether in December 2016. His replacement, Andrew Hammond, started on 1 April and resigned on 13 June after disagreement with the trustees. Parents called in the Independent Schools Inspectorate, which ran an emergency inspection. This revealed that the school, which was only licensed to teach under 11s, was teaching pupils up to 14 years old.

In a further letter to parents last month, the trustees insisted “we have learnt lessons here. The way that NCS and the school work together in future is being completely reviewed and reassessed.” However, many parents had already withdrawn their children and correspondence seen by the *Eye* suggests fewer than 10 pupils will to start the new school year in September.

Watch this

Top marks for this brainy bunch

Child Genius
Channel 4, 8pm

Richard Osman is back, as are the country's most gifted youngsters, who with their enquiring minds, a motivation to learn and an interest in the world around them are certainly an inspiration to most folk these days, who, let's face it, get their knowledge via social media.

This is the fifth series of the annual search for Britain's brightest eight- to 12-year-old, which is organised in association with British Mensa. However, it's not just about the questions and giving viewers the chance to pit their wits against the clever kids. The series also follows the children and their families and offers us an insight into what it's like to be a gifted youngster, and the different ways their parents deal with the challenges involved.

The programme also stokes the age-old nature-versus-nurture debate, and ponders whether kids are just born bright or if their intellectual ability is at least partly down to parental encouragement.



Little thinkers: Richard Osman puts a new batch of pint-sized poindexters to the test

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In tonight's opening edition we meet some of this year's contestants, including siblings Fabio, aged nine, and 12-year-old Olivia, from London. Their mum Susan is one particular parent who believes she is playing a key role in both her children's success, but she certainly has her favourite. "I'm 100 per cent behind the boy," she admits. However, the brother-and-sister duo face a tough first challenge here as they tackle the Spelling and Complex Linguistic Memory rounds, which test the participants' ability to recall the Latin- and Greek-derived scientific names of 60 fruit and vegetables.

PARENTING

Whit you tan do if your child is the class holly

In many instances bullying is an adaptive behaviour, professor says

Sheryl Ubelacker

THECANADIAN PRESS



Little Johnny may not be a perfect angel, but his parents believe he's a pretty good kid all around. But then comes a call from the principal that bursts that particular bubble: their son has reportedly been bullying other kids — a complete no-no given many schools' zero-tolerance policies for such behaviour.

So why do kids bully and what are parents to do?

In many instances, bullying is an adaptive behaviour for a child, teen or adult, says Tony Volk of Brock University, pointing to U.S. President Donald Trump as a particularly glaring example.

"The first thing that predisposes people to doing it is that it's effective at getting what you want in many cases," says the professor of child and youth studies at the St. Catharines university.

Younger children in elementary and middle schools are more likely to engage in bullying, which decreases in prevalence as children grow older, says PREVNet, a group of 130 Canadian researchers and 62 national youth organizations. **dreamstime**

"They want to get something out of it—popularity, sex, resources, the best place at lunch. And if you're able to do it well, it often comes with relatively few costs, especially in the short run," he says, noting however that the price for victims of bullying is often much higher, leading to what can be long-term effects on mental and physical health.

Psychiatrist Dr. Susan Baer, medical director of outpatient mental health services at BC Children's Hospital, says a common reason for some children and teens to target someone in their peer group, for instance, is because they feel powerless in other

aspects of their life. Bullying is a means of obtaining power, she says. "Other things can be wanting to gain social standing or attention, admiration from friends. Interestingly, one of the more common (reasons) is being bullied themselves. And sometimes, there can be sort of a culture either that the child has been exposed to in the home or in the school." Still, it's not always clear whether a child is being actually bullied or if they are on one side of what would be considered merely conflict with another.

The first step is to understand what lies behind the behaviour. Learn more at thestar.com/life

Vaping teens 4 times more likely to smoke

TEENAGERS who use electronic cigarettes are four times more likely to move on to tobacco, a study found.

The research is the first UK evidence that vaping may act as a gateway to smoking.

E-cigarettes contain liquid nicotine that is heated into vapour, avoiding the harm caused by tobacco smoke.

Around three million British adults have used e-cigarettes in the decade or so they have been on the market.

Health experts agree the devices are much, safer than smoking tobacco. They are thought to help 22,000 people quit smoking each year, and there are plans to make them available on NHS prescriptions.

But some say there are unresolved safety concerns.

US studies have warned teenagers who use the gadgets are more likely to 'graduate' to tobacco later.

British doctors have insisted there is no evidence that this is the case in the UK. But the latest study, in the BMJ journal Tobacco Control, suggests for the first time that the 'robust association' between vaping and smoking exists here as well.

Experts led by Leeds University staff examined survey responses from 2,836 pupils at 20 schools in England,

By **Ben Spencer**
Medical Correspondent

aged 13-14, and a year later, at 14-15. Among those who had never smoked but had tried an e-cigarette, 34 per cent tried smoking tobacco over the year. Among those who had not smoked and never used an e-cigarette, only 9 per cent tried tobacco.

The scientists pointed out they asked only whether pupils experimented with tobacco - meaning some may have tried it only once.

Study leader Professor Mark Conner of Leeds University said that

'A strong predictor'

among teenagers who had never smoked, 'use of e-cigarettes was a strong predictor that within 12 months they would have tried a conventional cigarette'.

But Professor Linda Bauld of Stirling University said: 'This study does not provide evidence that using e-cigarettes causes young people to become smokers...smoking among young people in the UK is at an all-time low.'

It is illegal in the UK to sell e-cigarettes to under-18s.



WITHOUT TRUST, SOCIAL MEDIA WILL CONTINUE ITS SLIDE

Social media share prices took a beating at the end of this past week, with Facebook investors losing US\$120-billion of share value and Twitter ones losing US\$5-billion. Both of these companies lost 20 per cent of their value in a day, along with Snapchat, which lost 5 per cent.

Are investors waking up to what consumers already know, that social media has passed its peak? Facebook and Twitter have grown rapidly on the promise of greater connectivity. Along with the benefits, however, the dark side of these new technologies has come to the surface and consumer trust is eroding fast.



"The route to long-term success is based on serving the needs of one's consumers, not on manipulating and exploiting them for short-term results," writes Saul Klein.

"WHAT WAS ONCE SEEN AS A BOON TO FREE SPEECH HAS CREATED A PLATFORM FOR VITRIOL AND ONLINE BOLLYING."

The annual Gustavson Brand Trust Index shows how social media brands are perceived by consumers. Of 299 brands surveyed in Canada in 2018, Twitter ranked No. 296, Facebook ranked No. 295, and Snapchat was No. 294. These are also among the brands that Canadians are least likely to recommend.

If we recognize that people don't want to do business with brands they don't trust, the overinflated growth projections of social media brands was clearly an illusion. Now that it is becoming clear that the emperor has no clothes, we should expect continuing turbulence in the social media space. Continuing large increases in subscriber growth are unlikely to materialize unless the companies do something about the way they are perceived.

What was once seen as the advent of a new era of free and open communications has

into a nightmare of manipulation, loss of privacy and hate-speech.

Rather than new media creating strong alternatives to traditional channels, allowing a greater diversity of views with governments and other powerful stakeholders having less control over access to information

site has happened.

Authoritarian regimes are now more able to control content and manipulate readers and viewers. Without legitimate gatekeepers, truth has evaporated, and it is becoming increasingly difficult for consumers to distinguish fake news from any other kind.

What was once seen as a benign tool for individuals to stay in contact with one another, build communities around common interests and share experiences, has become a vehicle for unscrupulous agents to use personal information to target and shape opinion.

ROUGHING IT WITH THE KIDS

Ethan Rotberg

There are so many good reasons to go camping—it’s quality time with friends and family, it’s an affordable vacation, and, maybe most importantly, it allows you to escape your hectic city life.

If you grew up tent camping, you’re probably excited to take your own children on their first camping trip. Even though your kids will assuredly appreciate the great outdoors eventually, there are still a few things to consider before you go.

Tim Dea knows a few things about camping with kids. In addition to being the marketing & communications manager for Edmonton’s Rainbow Valley Campground, Dea was taking his two sons camping from the time they were just babies. He shares some tips to help you make the most of the experience.



If you grew up tent camping, you're probably excited to take your own children on their first camping trip.

Choosing the right spot: One of the first things you might look for is a campground with easy access. Dea would choose somewhere within about an hour from Edmonton, avoiding long road trips that can be tough with small children.

Besides getting there in one piece, you can also ensure the campground has the amenities to make things easy and fun for kids.

“We always looked for a place that had a decent playground, were the washrooms clean, did things work when they were supposed to work,” Dea said.

Frontcountry campgrounds can also offer amenities like showers, snack bars and swimming pools.

Be prepared: Preparation takes a new importance when going with young children. Make sure you’re prepared for rain, for hot weather or cold weather.

And while you’ll have plenty of time to explore the great outdoors, having some distractions for kids can be helpful.

“You can get so much stuff that can keep kids entertained that you don’t

have to keep plugged in,” Dea said. “It’s interesting the amount of gadgets you can get — and it’s all pack-able and foldable.”

It’s also helpful when kids know what to expect before the trip, Dea says.

“It’s the fear of the unknown,” he said. “We set up the tent in the backyard so they got used to being in there. So that acclimatization is helpful, they see it’s not some scary thing.”

Dea also mentions that if you’re new to family camping, you can test it out by going with another family.

“We always went with others who had some, or a lot, of experience camping with kids,” he said. “That way if you forgot anything, someone else may have brought that thing.”

Surge in exclusions of autistic pupils set to be halted after landmark legal ruling



Provoked": **Reece Earle and his mother Sarah**

THE mother of a boy with autism temporarily excluded from school said staff needed to better understand the condition to help prevent aggressive behaviour.

Reece Earle was temporarily excluded from Acton High School after lashing out when targeted by bullies.

His mother, Sarah Earle, explained that Reece, 13, who is a top-level sprinter in his age group,

Mother's battle with school after son lashed out

had reacted in self-defence.

It was only after Ms Earle repeatedly complained to the school that they agreed to attach to his file a note explaining that Reece had autism and had been provoked by another child.

Ms Earle explained that Reece often got into trouble when he did not understand things and "shut down", a term used to describe how autistic children can become unresponsive when pressurised. "Children like Reece, when they shut down, will not reflect on their actions. You cannot deal with it at that time, you need to give them time to calm down or come home," she said.

A spokesperson for the school said two independent investigations had found that it had followed correct procedures, and that Reece had been taken out of the school after two temporary exclusions.

Sian Bayley

CAMPAIGNERS are calling for better training for schools to deal with children with autism.

It follows a surge in the number of pupils with the condition who have been suspended, and a legal ruling this week which found students were being too easily removed from schools.

Figures released by charity Ambitious About Autism show a 61 per cent increase in pupils with autism temporarily excluded in the capital since 2011. It rose from 315 in 2011/12 to 515 in 2015/2016. Ten pupils were expelled in each of the two academic years.

Nearly half of pupils excluded on both a permanent and temporary

basis have special educational needs (SEN), official figures show.

Alison Worsley, director of external affairs at Ambitious About Autism, said children with autism were the most likely SEN group to be suspended.

She said: "This is a disproportionate and alarming rise and a worrying sign that children with autism are being let down by our education system. The current independent review into school exclusions must examine why pupils with autism are so much more at risk of missing vital education time."

The charity was today joined by the National Autistic Society in calling for urgent change after a judge this week branded the current policy of excluding autistic children for aggressive behaviour "repugnant".

Upper Tribunal judge Alison Rowley said schools should not treat

aggressive behaviour as "criminal or antisocial" when it was a result of a child's condition and "not a choice". Ruling in favour of a boy identified as L, who was temporarily excluded in 2016 for hitting a teaching assistant, she said a regulation under the Equality Act that allows schools to exclude pupils for aggression was incompatible with human rights legislation.

Jane Harris, director of external affairs at the National Autistic Society, said that before this ruling schools were able to exclude pupils who have a "tendency to physical abuse", "even if that behaviour came about because a school had failed to make adaptations for their condition". She called the ruling "a powerful recognition of the rights of autistic children".

A Department for Education spokesperson it would be considering the judgment and its implications.

Let's talk about stress, baby

HOW TO SPEAK TO KIDS ABOUT MENTAL HEALTH

SEND A WHATSAPP

Jo says: "Nowadays you don't always have to talk about mental health face-to-face.

"Teenagers might appreciate a text, an email or a WhatsApp.

"I suffered a bereavement recently and, while I didn't feel ready to talk about it, I really appreciated hearing the ping of the phone with people messaging to make sure I was OK.

"The medium doesn't matter. The important thing is that you reach out and ask, 'Are you OK?'"

GIVE TIME

Jo says: "Time is a huge pressure for parents. While not every parent has days off over the summer holidays, it might be a good opportunity to find extra time to sit and talk with your teenagers.

"Perhaps they are less busy than they are when they are at school. We'd really encourage parents to bring up the topic when they can.

"We've done research with parents and many feel they don't know enough. But you don't need to be an expert to explore this topic.



"It's OK not to know everything. Just ask, 'Have you learnt about this at school?' or 'Have you and your friends experienced this?'"

TALK CELEBS

Jo says: "A great way of raising the issue is to say, 'Did you see that star opening up about their mental health?' or 'Did you see that storyline on EastEnders about mental health?'"

"Talking about something you have seen in the news, or on the television, is a good way of showing teenagers it is not a taboo subject.

"We should be talking about mental health like it's everyday and ordinary. We know it is common.

"One in ten young people will have a mental health diagnosis by 16. We wouldn't balk at talking about our physical health.

"We are looking for a change in generation so the young people of today will become adults who find it OK to talk about mental health. They will then reach out for help much earlier.

“This means the prognosis going forward is much, much better.

“If they hold these things in and don’t feel they can talk about it, it can escalate.”

GO SHOPPING

Jo says: “Nine times out of ten you have some of your most interesting conversations when you are out shopping, driving or doing the school run.

“It means you are not sitting at home, pulling up a chair and saying, ‘Let’s have a chat about mental health’. It doesn’t have to be that formal. Teenagers are more likely to open up if they feel relaxed. It also means you are not overplaying the issue but it is coming up in a more natural way.”

LEAD BY EXAMPLE

Jo says: “As we grow up we look to our peers. But we also look to the adults around us to pick up behavioral cues and what is OK to do and not do.

“It’s exactly the same when we are talking about mental health.

“If something comes on TV and you think it was interesting then try, ‘This happened to me or my friend’.

“Being open creates a culture where young people can look to adults and know it’s OK to seek help if you need to.

“It’s also good to let’s e>d went> demonstrate that you take measures to look after your mental health.

“Any protective factors are good, whether running is your thing, or if it is taking ten minutes out of your day to go for a walk.

“If you explain you are doing it

because your mental health is important to you, then it sets a good example for young people.”

LISTEN

Jo says: “It’s great if you feel able to talk about mental health. But if no one is properly listening in a way that is non-judgmental and open, it won’t help a great deal. Listening is one of the most important things you can do.

“If you want to be a good listener, ask open questions. Make sure that whatever you hear, you are being non-judgmental as you will encourage them to open up.

“Go at their pace. Don’t push for more if someone is not ready.”

SEEK HELP

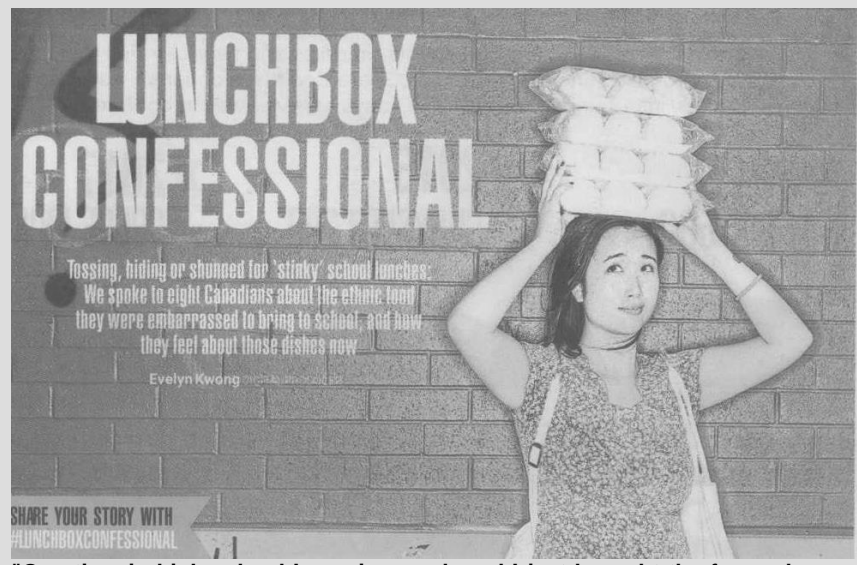
Jo says: “It can be hard to know when your child needs help, or if they are having normal issues associated with growing up.

“Generally speaking, we know better than anyone else and you probably know what is normal for them. If there is something you feel worried about, you think it’s been going on for more than three or four weeks and it’s a real change for your child, then you may need to seek help.

“The first thing to do is to try to have a conversation with your teenager.

“Hopefully you can agree a plan together and get a better idea of what is going on.

“Usually the first port of call is your GP but there are also lots of charities around that can offer support and advice.”



"One time in high school I was in a rush and I just brought the frozen baos. That day, I got so many comments about how it smelled, how it looked, how weird it was," says Christine Vu.

**Christine Vu, 28,
PR at Momofuku**

The lunch: The food is char siu bao, it's a Chinese dish. My parents bought it frozen. We called it banh bao in Vietnamese, and this is what my sister and I lived off of.

Why was it embarrassing? I always made my own lunches because my parents both worked full time. I'd bring basic lunches, like ham sandwiches. I didn't bring Vietnamese food, or Asian food to school, because I subconsciously got really good at separating my ethnic home life from school life because I went to a predominantly white school.

But one time in high school I was in a rush and I just brought the frozen baos. That day, I got so many

comments about how it smelled, how it looked, how weird it was, and it was embarrassing. Someone even asked me to throw it away I did have an older student stick up for me, and all they had to say was 'it smells good,' and that made everyone shut up. I had never thought about it, but after that, I never brought it back to school.

Growing up in Fort McMurray, Alta., I didn't really experience that much racism, but it was a different kind of racism where if you didn't do things the way they did, you would feel othered. It was almost more shocking that way, because I never knew I was looked at differently until I brought these to school. It made me look at my own friends differently, and made me re-evaluate

people that I hung around with. As a teenager, I didn't know how to articulate what was wrong or how to speak up for myself.

What would you say looking back? My parents worked really hard and they didn't really have time to provide anything else. When I was getting teased, I wish I just said something myself, instead of waiting for someone else to say something, because there might not have been someone there to say anything at all. It was my own friends who were making comments, and I should have been comfortable enough to say something.

No one should be saying stuff like that anyway. At the time of the lunchroom incident, I didn't tell my parents because I didn't think they would get it. Now, being mothered is something I know they understand, too. Food was just one of many things that made us different as a Vietnamese family in Fort

McMurray. As hard as it was at times, I wouldn't change a thing.

Submissions have been edited for clarity and length.

'I remember being told by a teacher to go to the kitchen and eat it - alone': Read the other confessionals
at thestar.com/food

Let's keep A levels but scrap outdated GCSEs

Our education system caters well for the gifted minority but is badly letting down those unsuited to academic exams

Philip Collins



@PCOLLINSTIMES

Benjamin Disraeli was the first, in 1880, to make education compulsory until the age of ten. David Lloyd George extended it to 14 at the end of the Great War. The wartime coalition made it 15 in 1944 and Ted Heath raised it to 16 in 1972. Then Gordon Brown decided that the age at which

you can leave education or training should be 18. Even so, while a third of that age group had a nervous time yesterday receiving A-level results, two thirds were not even involved. The way we abandon those who never get to do A levels is the biggest problem in Britain's education system.

The usual controversialist's strategy come mid-August is to ruin the achievement of A-level students by pointing out that the examination has been hopelessly corroded by grade inflation and that A levels are the wrong qualifications in any case,

as they force students to specialise too soon. All told, the whole endeavour has been a waste of time and there is little point, all those blonde girls being so clever at physics just so they can get their pictures on the front page of the paper.

There is a column that writes itself here but every last one of these accusations is wrong and, more importantly, entirely beside the main point. The problem with A levels is not that they are not good qualifications. It is that yesterday was an important day for too few students.

The British system of examinations recalls the sage advice of WC Fields: "If at first you don't succeed, try, try again. Then quit. No use being a damn fool about it." Before 1951 students took a course towards a school certificate followed by, for the gifted who made it through a further two years, the higher school certificate. In 1951, the two school certificates were replaced by the O and A level respectively but it was already clear there was a problem. In 1944, Churchill's education secretary Rab Butler had divided schooling between grammars and secondary moderns and, after the war, Clement Attlee's Labour government forbade any school other than a grammar from entering pupils for external examinations under the age of 17.

Secondary moderns objected to the exclusion and, to cater for those less academically able pupils who were

Those voters who took A levels do not want the currency devalued

struggling with the pass or fail nature of the O level, Harold Wilson's government introduced, in 1965, the certificate of secondary education (CSE). This rapidly became a sort of lesser O level, a signal of the absence of academic virtue. The O level catered for the top 20 per cent and the CSE for the next 40 per cent. You won't need the top marks in CSE maths to work out that those numbers left a problem quite apart from the O level and CSE split.

In 1988, the Thatcher government turned about face and tried to integrate all students into a single examination at 16. The combined general certificate of secondary education (GCSE) replaced the sheep-and-goats system of O levels and CSEs. The GCSE presented a new problem, which was that it was stretched across such a range of abilities that the grading rubric had to be expanded, including the addition, under John Major, of an A* at the top.

Throughout the random walk of reform the system did just one thing well. It processed the gifted minority through to A level, which qualification in turn processed them efficiently into university: just 12 per cent of 18-year-olds in the 1960s, rising to 20 per cent by 1990.

The Butler system was always supposed to have a third part, a technical curriculum, to complement the grammars and secondary moderns, but the technical schools never materialised. It was no surprise that the 40 per cent who did not fit

ended up doing very badly in public examinations at 16, if they bothered turning up at all. It didn't always matter. Semi-skilled work was abundant and the training offered in employment was adequate.

The annual celebration of A-level results sits on the top of this mess, which means that too few people are gaining qualifications at that level. There is a clean and bold solution which is to abolish the whole lot of it. The solution is not an isolated change to the A level but a comprehensive reform. Just get rid of public examinations at the age of 16. Most countries don't bother and neither should we. When the school leaving age was ten, 14,15 or 16 there was, perhaps, some elementary sense to ensuring that pupils did not leave school without a certificate to wave at employers. Not that they all did and not that they all, back in the day, actually needed one.

These days that slim justification for any public examinations at 16 has gone. Assessment does not have to be external. It is important that pupils are assessed throughout their school careers as there is ample evidence that tracking progress helps to husband success but there is no reason why that has to involve a set of examinations at the age of 16.

The pre-1951 school certificate, or some modern version, could be reinstated to ensure progress in English and mathematics were good enough. If we wanted to be truly radical we could stipulate, for all but the tiny minority who really do not



Pupils are sitting too many public examinations during their school years

have the capacity to pass, that anyone failing the school certificate should keep taking it until they succeed. But there is no need for the curriculum to come to a full stop at 16 and then begin again.

This change has always fallen foul of the crucial voters who did A levels themselves and whose children do A levels and do not want the currency devalued. In 2004, a former chief inspector of schools, Mike Tomlinson, conducted a major review of the curriculum which recommended a four-part diploma for 14 to 19-year-olds to replace the

Every prime minister has fuked this examination question

current system. It was an attempt to include everyone in a single system while permitting the specialisation that is the necessary response to the variety of talents. When this idea reached Tony Blair he instantly worked out that abolishing A levels just before a general election was pretty poor politics. David Cameron always concluded the same.

The A level is a good exam and it has a place within a viable system. Abolish the GCSE and devise a new curriculum under a single banner

which permits students to follow a pure academic or an applied course and then also allows them to specialise or stay broad to suit. Maths and English would be compulsory throughout, as would some form of civics in which students could learn why Jeremy Corbyn's attitude towards Venezuela matters.

Every prime minister until now has fuked this examination question. Theresa May perhaps does not have the will or the strength to do it but she might as well try before she quits.

How being a Darent helps :o give our memories a vital boost

By **Colin Fernandez**
Science Correspondent

THINKING about your children could boost your memory, a study suggests.

Researchers believe the improvement is explained by the need to use more brain power to protect offspring.

In tests they found memory was more important in child- raising than in finding a mate.

Ralph Miller, who led the study at Binghamton University, New York, said the findings were explained by evolution. 'Our ability to think and memorise information arises from our nervous systems,' said the psychology professor.

'As our nervous systems are a product of evolution, one can reasonably expect that how well we memorise information today is Influenced by natural selection

that occurred among our ancestors long ago.'

He and his colleagues asked subjects to imagine they were living in the ancient grasslands of Africa, and to remember words such as rock, apple, ball and stick. They were asked to rate the relevance of each item to their chances of survival.

When presented with a scenario that involved raising children, they remembered many of the words. But in a task involving finding a mate, the recall rate was not so high.

The scientists said while both activities relate to survival, our ancestors may not have realised mating could result in children. Professor Miller added: 'The specific functioning of our brains is strongly Influenced by genes that were selected from among our ancestors.'

Celebrate A-levels, then remind students about the real world

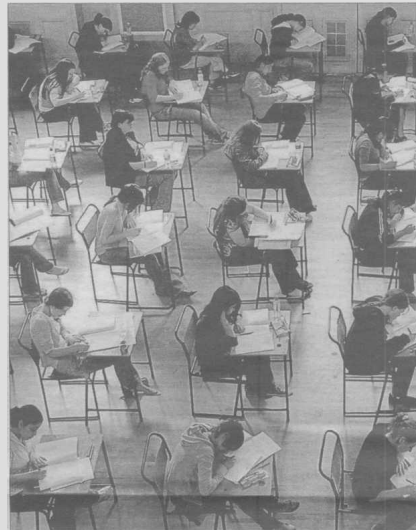
With the march of technology, the exam system is just a small part of the education our children need



Tony Little

SO THE results are in. Pass rates in the new “tough” A-level subjects are down a little. Cue anxious debate. It seems to be a peculiarly British custom I that there should be an annual bout of self-flagellation in mid-August when public exam results are aired. This year, even before the results were published, there has been talk about further grade inflation, “loose” marking and confusing grades.

There is some substance in all these concerns. Over the years there has undoubtedly been grade inflation but that in itself is not an issue; grading is always relative. I cannot remember a year when there have not been concerned voices talking about some aspect of the process. This can be healthy, but these are all relatively minor concerns. What matters is whether our young people are being properly equipped to face a worryingly uncertain world with well-grounded confidence.



Heads down:

A-levels and GCSEs are still hugely respected around the world

It can sometimes be helpful to see ourselves as others see us. Speaking at an international conference of non-European teachers, hailing from Pakistan to Vietnam, I was struck by their polite response to the keynote speakers and the vehemence of their passion for discussion about the future of A-levels. Why is it that people around the world value A-levels and GCSEs? They see rigour. Parents like them at least in part because they can take comfort from regular testing, believing they know where their children stand and the perception

(sometimes misplaced) that the assessment is reliable. Children like it, too. As one 12-year-old boy who had transferred from an American to a British curriculum school told me, “kids actually know stuff”. And lest we forget, a rigorous curriculum with reliable assessment is the surest way to spread opportunity to all children. Rigour is a friend to self-advancement and social equality.

The forensic use of data in a targeted way to help young people achieve their best has been one of the most dramatic, beneficial developments in schools in my working lifetime. But it comes at a cost. When the pursuit of measurement becomes an end in itself it can lead to a self-feeding frenzy of statistics. We live in the Age of Measurement and is not hard to see why “measurable progress” is attractive to governments. The problem lies not so much with the act of measurement (though weighing the pig and fattening it are altogether different things) but in the segmenting of knowledge in pursuit of reliable statistics. We have fallen into the habit of assuming that holding up small parcels of knowledge to the light is the only transparent and fair way to assess intellectual progress. If “Only connect” should be the mantra for great education, then over the past two decades our education system has moved smartly in the opposite direction. We seem to value bite-size chunks more than the whole.

We are allowing ourselves to wander into a cul-de-sac. The advent of advanced artificial intelligence will dramatically change our world. The workplace is likely to be a very different proposition to the way it has been understood by past generations. The skills and mindset needed to thrive in a world of constant and very rapid change will be hard to measure. An A-level or three may not seem hugely relevant. So what should we do?

We should remember that the exam system is important but it’s only one small part of a good education. We should stop tinkering with it. We need to break down well-established academic silos in the school curriculum, exploring and celebrating the connections between subjects. We need to make sure our children are digitally aware, in ways that their parents may find disconcerting. We need to ask big questions, about the nature of society and individuals within it, and we need to help the young understand the vital equation between intellect, morality and ethics. In this sense we need to return to the spirit of ancient Greece: what does it mean to be a good citizen, a good man, a good mother? In a disturbed and disturbing world, these questions matter more than ever before.

We might imagine a school of the future which has its focus on the development of character, with plenty of sport for healthy living and just a couple of academic subjects to

stimulate intellectual precision. Let us call the subjects Latin and Greek and we have just reinvented the mid-19th-century curriculum of a school like Eton.

I certainly do not urge any return to “Victorian values” but sometimes we can learn from the past - it is worth remembering that an obsession with measuring intellectual achievement at the expense of a truly holistic education is a modern and recent phenomenon, really only over the past quarter of a century.

We will continue to have our measurement and statistics and we will continue to scrutinise and applaud intellectual achievement but we must give at least equal weight to the qualities on which success and

happiness will depend, the flexibility and capacity to deal with uncertainty, the confidence to drive change and an acute awareness of the connectedness of things, all expressed through a tolerant humanity.

As students pick up their A-level results today, I applaud their achievement to the echo. They will have the sure foundation from which to explore a world of opportunity. They will have done what we have asked them to do. And while they celebrate, I hope they have the wit to realise that A-levels are just one small step.

■ *Tony Little is a former headmaster at Eton. His book, *An Intelligent Person's Guide to Education*, is published by Bloomsbury*

HIGH COURT QUASHES REPORT ON FLAGSHIP SCHOOL OVER WATCHDOGS 'UNFAIR' PROCESSES

Arrogant Ofsted tried to destroy us, says academy head after legal victory

'I was shocked... the ruling didn't match our experience at all'

TAMRA THOMAS feared she would have to move her five-year-old son Jasaiah to a new school after Ofsted's ruling.

The mother-of-foursaid: "When I heard the news I was shocked because I hadn't experienced anything of what was being said about the school. It didn't match our experience at'all.

"My three eldest children also went to Durand and they all left with National Curriculum level five, when the national average is four.

"It baffled me and it was disheartening because there were a lot of parents considering taking their children out and I had a couple of days where I considered doing the same.

"Once I started getting my head around the report and asked myself what the real reason is that I wanted to remove him, I didn't have one."

Ms Thomas, of Stockwell, said Durand was "valuable and important" both to her family and the community.

She said: "It's been an important part of my life and my children's lives and I'm so proud that the school was brave enough to stand up and fight.



Satisfied: Tamra Thomas with son Jasaiah and Charlotte House and Nick McGhee with daughter Madeleine

"It's disgusting that a government body in the UK can act the way it has. It shouldn't be allowed."

Charlotte House, mother of Madeleine McGhee, eight, said she feared Durand would be taken over by another academy or academy trust due to the "inadequate" report.

She said: "Our fear when we saw that report was that Durand Academy would become a different school with a different ethos, different leadership and different offering across the curriculum, and we absolutely didn't want that."

Lauren Pilat

Martin Bentham
Home Affairs Editor

SCHOOLS watchdog Ofsted has been accused of seeking to “destroy great education” after a flagship London academy won a landmark High Court battle over its inspection report.

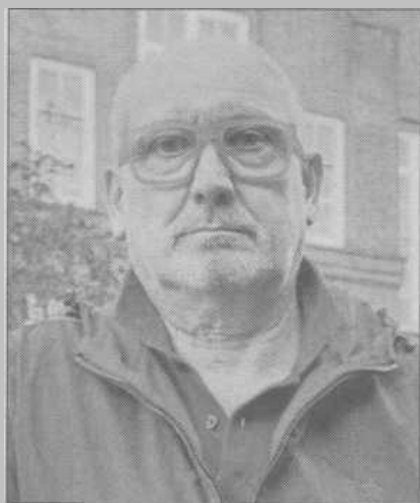
Durand Academy in Stockwell - which is run by the controversial headteacher Sir Greg Martin - was due to be placed in “special measures” after Ofsted inspectors ruled that it was providing an inadequate standard of education for its pupils.

The verdict came despite the school, which has around 1,000 pupils, achieving test results for primary pupils that put it in the top 10 per cent in the country. Sir Greg had also been feted by Cabinet minister Michael Gove and knighted for services to education.

But a High Court judge has now quashed the report on the grounds that Ofsted’s processes are unfair in a ruling which he seized on by other schools who feel they have been wrongly judged to be failing.

Hailing the judgment today, Sir Greg, who is now the academy’s chairman of governors, said: “We are delighted. It was tough. It’s the first time I think anyone has managed to defeat Ofsted which I think shows how powerful they are and the arrogance and complacency which they have shown.

“It has saved us from being



Awful experience: Sir Greg Martin said the judgment had saved the academy

.....

destroyed. We have been undone, vilified and attacked by the educational establishment which is meant to be safeguarding education, not just for the privileged few but for the under-privileged too.

“We have demonstrated to other schools that there is hope. I know that we are not flavour of the month because, of all the negative publicity that we have had, but I’m sure that a lot of schools which might not be supportive of us will recognise now that there is hope.

“It is an awful experience. You get people who can make judgments and you have no right of appeal. The fact that we have won, I think it’s good for education.”

Sir Greg, who was paid more than £200,000 before retiring as head in 2015, added: “We feel abandoned by the very people who are meant to be supporting great education.

“Parents have been badly let down. We are in the top two per cent in the primary sector.

“Nobody would pretend that every school is successful. I would admit that we struggled with the boarding school but that’s because we haven’t received any funding from the Education Funding Agency. Not a penny.

“We are very disappointed at what has happened to us. If our governance is so poor how do we get such good results? It’s nonsensical. It seems to be that no matter how good you are, to supposedly protect the children’s education we have to be closed down. It doesn’t make sense to any normal human being.”

In the new High Court ruling, Judge Martin McKenna said that Ofsted’s system for handing complaints about its findings was “not fair or rational”. This was because Ofsted effectively took the view that its decisions “will always be unimpeachable”.

The judge added: “The absence of any ability effectively to challenge the report renders the complaints procedure unfair and in my judgment vitiates the report. It follows., that the report should be quashed.”

Durand, which became an academy in 2010, was originally a primary school and judged to be outstanding, but expanded with a

boarding school in Sussex to cater for secondary pupils, adding to two sites in Stockwell.

The judge adds that the inspection which led to the special measures verdict was conducted amid a protracted dispute between the academy and the government’s Education Funding Agency, which wants to change the management of the academy. The agency has also announced the termination of the academy’s funding deal. Judge McKenna says the academy feared that Ofsted’s judgment might have been “clouded” by this and the “unusually high degree of scrutiny” that had been applied to its management “with several reports and inquiries” into its affairs creating an “unfavourable” climate.

The judge says that he “entirely rejects” this notion. He also states that he does not need to reach any conclusions about the accuracy of Ofsted’s criticisms of the school, although he does say that the academy’s portrayal of itself is “somewhat simplistic” and that there is “considerable force” in the inspectorate’s argument that it had expanded too quickly since 2013.

Despite today’s victory, the academy still remains mired in a dispute with the Education Funding Agency. It will terminate the funding of the existing Durand Academy Trust so that the existing management can be replaced and has called for a raft of changes including Sir Greg’s departure.

Sir Greg said that he would be standing down as chairman of governors shortly. The school’s

headteacher Mark McLoughlin is also standing down. Ofsted said it was “disappointed” by the ruling and had sought permission to appeal. It added: “Notwithstanding the overall judgment, we are pleased that the court recognised the impartiality and professionalism of the inspectors undertaking the inspection.

“Our complaints process is long-standing and has previously been commended by the Independent Adjudicator. However, as an organisation we always keep

policies and practices under review and.. will consider whether any clarification of our complaints procedure may be required.” The new developments follow several years of controversy surrounding Durand Academy and Sir Greg. He was praised by the government for raising the attainment of his inner-city pupils and achieving some of the best primary results in London. But he came under fire after questions were raised about his earnings and a new ownership structure under which the school was run by a charitable trust.

Books

VENETO: RECIPES FROM AN ITALIAN COUNTRY KITCHEN

by Valeria Necchio (Guardian Faber, £20)

Aimed at: lovers of Italian food and the regional cooking of Veneto

The author is willing to take on any culinary sacred cow—even her grandma's cooking

'There are a lot of things that my grandma doesn't cook well at all,' Valeria Necchio (below) insists. 'There are great recipes that "nonnas" do really well, but there are some that aren't that nice for modern tastes. That's obvious to me.'

'Am I going to get in trouble for saying that? Not from my grandma. She freely admits that she can't bake. But there's always a balance, isn't there, between then and now?'

In fact the author's split her book into 'then' and 'now' sections - the former a collection of historic family recipes such as rice and pea soup, roast guinea fowl and tiramisu that she feared were going to be lost to history. The 'new' section is more experimental, switching back to Venice for ingredients or methods, so you end up with dishes like stir-fried beans with basil and garlic, and a polenta olive oil cake.

'All the recipes have to carry a story,' she says. 'That's all I really wanted to do, ensure they carried a story.'

Whether it's about family or wherever I first discovered the dish or whatever, I wanted them to have depth.'

Because of her grandmother and mother's firm grasp on the kitchen, Necchio fell in love with cooking relatively late, after she'd left for university, but had learned by osmosis. 'It's amazing what you learn just by being in a kitchen when people are cooking,' she says.

'I knew exactly how to make a soffrito, even though I'd never done it before. But it was when I decided to do a masters degree in food, that's when I really fell in love with cooking.'

Impressively, the book is a solo project, with all recipes, stories and photography by Necchio.

'It was a mad, mad thing to do,' she says. 'I had no idea about food photography and food styling, and my first photos were awful. But I wanted to do everything together. That gave me the freedom to take pictures across the four seasons. It was important for me to take time to take photos as I cooked and went along.'

'I learned a few things along the way. I suppose I've always done it for my blog, and my audience there is small, but they've learned my aesthetic, so I wanted to do this mad thing. And I'm glad I did.'





Lucy Cleland

Don't sanitise books such as Fanny Hill, they teach us so much

I'VE been getting off (excuse the pun) on Fanny Hill pretty much ever since I could talk. The book and its author John Cleland (of whom I'm an indirect descendent - the poor chap never married or had children) is our family's literary legend. The joy of spilling the beans to ignorant school children or grown-ups - who'd inevitably thumbed stained copies at school under the covers looking for the really lewd bits - was the fact that I was related to a man whose book was so dirty it was banned for over 200 years earned me serious kudos.

I've even got a terrible manuscript of a modern-day feminist riposte I attempted to write over 10 years ago; a manuscript that got me over the border back into the United States from a visit to Canada when I was working on a ranch in Montana (and writing the book). The bemused face of the mustachioed US border guard as he asked if he could look at my script to prove my story is as vivid to me today as it was then in the darkness of that tiny border town of Sweetgrass. I also wrote about Fanny in the Erotic Review during Rowan Pelling's tenure, so you see, Fanny has served me well if not catapulted me into my own literary stardom (more my fault than hers).

I was therefore, as you might imagine, astounded by the news that Fanny has once more been censored.

Professor Judith Hawley of Royal Holloway, University of London, has apparently banned the book from her reading list 54 years after it was legally allowed to be published and more than 270 years after it was first written (in debtor's jail by the way). Her rationale? She was "worried about causing offence to my pupils". What kind of pupils is she teaching? Presbyterians, strict Muslims, Mormons, Orthodox Jews?

My mother's advice to me on reading it - younger than she probably would have wished - was that it "might make me feel funny inside", which now seems so charmingly quaint when pitched against Judith's fear of offending a youth that has grown up with EL James. If anything, the florid language - lots of throbbing, orbs, buds, gorging and battering - is risible and, as for the story, an innocent country girl turns to one of "experience" via prostitution and eventually to respectability is hardly revolutionary. And, yes, a middle-class man wrote it as though from a working-class woman's viewpoint, but this can hardly hold any residual shock.

The world is full of books (and people) like this. We have so much more to care about; why deny Fanny her rightful place in literary history? Don't rewrite the past in an effort to sanitise the future. Your pupils deserve more.

■ *Lucy Cleland is founding editor of Country & Town House magazine*

David Keenan on Belfast: ‘It’s like a different planet, where different rules apply’

The writer on his family in Belfast and the influence of a city ‘populated by ghosts’

For me, Belfast has long been a place of myth, apocrypha, danger and glamour. My first encounter with the city was via the birthday and Christmas cards my father’s family would send to me in Glasgow from north Belfast in the 1970s. Few of my dad’s family were educated, and they would write like they were guessing how language worked. It was an early inspiration as a writer, the idea that you could transcend the most difficult of environments by laying claim to your own words.

Various books contributed to my experience of Belfast; *Show Me the Man*, the biography of ex-Provisional IRA member turned Sinn Féin politician Martin Meehan, who had grown up in the same street in the Ardoyne as my dad’s family; *Nor Meekly Serve My Time*, an incredible oral history of the H-block struggle; *Borstal Boy* and *Confessions of an Irish Rebel* by Brendan Behan, who, like my grandfather, was a volunteer in the IRA. Although Behan was from Dublin, his books helped situate the experiences of my own family in some kind of literary tradition, and I’m still in love with his ability



Folk art ... murals in Belfast in 1998.
Photograph: Robert Wallis/Corbis via
Getty Images

to channel his exuberant energy into prose that feels completely alive.

I always loved the Belfast murals, on both sides. Bill Rolston’s series on them, *Drawing Support*, are essential documents of modern folk art. Architectural and photographic books about the city became a major obsession, too; works by Paul Larmour and Jonathan Bardon. With the city being perpetually razed and renewed it felt like the ultimate palimpsest; every building populated by ghosts.

What attracts me to writing about certain places is the feeling of reality being up for grabs. In the 1990s my mum spotted a life-size model of Doctor Who’s dog K9 in a comic shop in Belfast. She inquired about buying it, but the owner

apologised and said he had to close up for the night because the IRA had kidnapped his wife and he had to go and pay their ransom. My mum just shrugged and asked if he would be open in the morning and he said, sure, he would. It was only once we were on the ferry with K-9 in the back of the car that we looked at each other like, “What just happened?” In Belfast it had seemed normal. But as soon as you are out of its reach it’s like a different planet, where different rules apply.

In the last birthday card my

father sent me before he died, he wrote “always, remember, you, are, an, very, special, person”. It’s so important to read, my father would tell me, my father who couldn’t even read himself. How would he know? I thought about this a lot after his death and I knew that if he could have read, most books would have disappointed him. That’s when I made the vow to write the kind of novels that would live up to an illiterate person’s fantasy. That’s how Belfast made me, and how in *For the Good Times*, I remade Belfast in return.

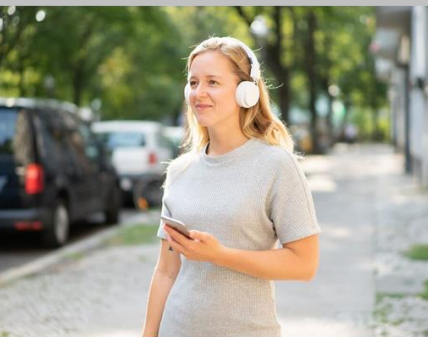
THIS WOMAN READS 100 BOOKS IN A MONTH (AND HOW YOU CAN TOO)

Last month, Therese embarked on a challenge to read 100 nonfiction books in a month.
by Sandra Wu | Apr 20 2018

Hi, I’m Therese, a business development manager living in Berlin, Germany. Last month, I managed to read over 100 nonfiction titles in psychology, politics, and leadership. I know it sounds crazy, but I really did. Here’s how.

I started with a bet. A colleague challenged me to read Malcolm Gladwell’s *Outliers: The Story Of Success* in two hours. As determined as I was, I just couldn’t meet the deadline.

I got through the first few chapters relatively quickly but found it impossible to finish the book in the designated 2 hours. So, I lost the bet,



but it gave me an idea! I needed to find a better way to consume nonfiction books. I found several websites, blogs and apps that transform books into ‘bite-sized’ content. But in the end, I opted for the Blinkist app.

I want to read more nonfiction books—I find it really useful to read the key takeaways from lots of books to help me get a feeling for what’s an absolute must for my to-read list!

Blinkist is one of the first apps that transform books into ‘bite-sized’ content. As one of the first services to turn nonfiction books into quick reads, it has over 3,000 bestselling titles in its library. (including *Outliers: The Story of Success* — aka, the book that defeated me!).

To be honest, I was skeptical at first, but I learned some things that put my mind at ease. For example, I learned that in order to produce quality insights from every book, they have over 100 literary experts hard at work. I also loved that the app has an audio function which allows me to listen to great ideas throughout the day.

So, with this cool new sidekick, I set a fresh goal for myself — I’m very competitive like that! — to read the key insights from 100 books in just one month.

So, how did I do? I did it! I read 102

titles to be exact. It might sound like a lot, but the Blinkist packs take only 10-15 minutes to read. I read roughly 3 titles a day, mostly during commutes.

While I really enjoyed Dale Carnegie’s books — they’re all self-help classics — and Richard Dawkins’ books about the human race are also very interesting, my new favorite author is definitely Dan Ariely. His book *Predictably Irrational* on human behavior has given me incredible insights that really help me in my job.

Now, I want you to take on the challenge! Yes, you heard me! I used to burn a lot of time on social media and Netflix. My job is exhausting, so by the time I leave work, my brain is pretty much useless. Reading a book on the Blinkist app however, is like a snack for my brain. I’m able to get the main learnings from a 400-page book in minutes. I’m happy that I’m doing something productive with my time. Everyday, I wake up wiser than the day before. If you want to get wiser, too, then I challenge you to try and beat my 102-title record! Check out the Blinkist app and start your reading adventure!

Book clinic: what contemporary literary fiction is uplifting?

From tales of older people achieving extraordinary things to a redemptive quest, our expert picks titles that offer hope

Q: Is there any modern literary fiction that isn't completely depressing? I read quite a bit but I end up picking up depressing book after depressing book and sometimes life calls for something a bit more uplifting.

Anonymous biologist, 23, Seattle, Washington, US

A: Alex Preston, author and critic, writes:

It's perhaps a response to the ghastriness of the political climate, the fractures and fragmentation that surround us, but there's currently a real boom in exactly the kind of book you're looking for. It seems we no longer want to trudge through misery memoirs or dark Gone Girlish thrillers. We want books that are beacons, that tell us we're not alone and offer hope. The movement now known as "up lit" – uplifting literature – can be traced back to a couple of surprise bestsellers a few years back: *The Unlikely Pilgrimage of Harold Fry* by Rachel Joyce and *The Hundred-Year-Old Man...* by Jonas Jonasson, both stories about older people achieving extraordinary things, both treading carefully the line between strong emotion and sentimentality. Joyce's novel is the



better of the two and would be a good place to start.

Gail Honeyman is the current queen of up lit – her *Eleanor Oliphant Is Completely Fine* is a joyful tale of loneliness and eccentricity, love and friendship. See also Matt Haig's gorgeous *How to Stop Time*, Jean Kwok's wonderful *Girl in Translation*, and AL Kennedy's *Le Petit Prince*-inspired *The Little Snake*.

I'll leave you, though, with George Saunders, whose novel *Lincoln in the Bardo* may take as its subject a tragedy – the death of the president's son – but don't let that fool you. This is a heart-repairing book of wisdom, forgiveness and compassion.

Stonewall defends 'vital' LGBT children's books after spate of ban attempts

In the last week, separate moves in Canada and the US threatened to restrict young readers' access to LGBT-themed illustrated stories



UK campaign group Stonewall has warned that children's books depicting LGBT people are vital for the wellbeing of young people exploring their sexual orientation and gender identity, following a spate of attempts around the world to remove titles depicting gay or transgender characters from library shelves.

Earlier this week in Canada, the Ottawa Catholic School Board was reported to have pulled Raina Telgemeier's acclaimed graphic novel *Drama* from the shelves of primary schools, moving it to middle and high schools where it would "more appropriately target 13+ students".

Aimed at children aged 10 and older, the book follows a girl who wants to help with her school play, and features a side story in which two boys kiss. It has proved controversial in the US in the past, with the American Library Association naming it as one of the country's most challenged books.

According to broadcaster CBC, elementary schools were told by the board that the book was "not necessarily" being removed for LGBTQ content, but for "the actual relationship content ... It is not a book we really need younger kids reading without guidance."

Following protests – including one from Telgemeier, who said: “I’m sad for the kids who need this book but can’t access it” – the board decided to reinstate the graphic novel in elementary schools, saying it remained “fully committed to having safe, inclusive, and accepting schools”, according to CBC. Telgemeier said she was overjoyed at the reversal, because “all kids deserve representation, validation, and visibility in media at every age”.

Meanwhile in the US this week, a group of parents in Kansas attempted to have several children’s books featuring transgender characters – including picture book *I Am Jazz* – removed from the children’s section of Andover library. The protesters described them as “sexual revolution agenda, indoctrination of children”, according to the *Wichita Eagle*.

LGBT children’s books are frequently challenged around the world. In the US last year, preachers in Maine objected to young adult LGBT books in a display of censored literature in a library, saying it was “promoting a far-left political view that sees homosexuality as acceptable”, while in Iowa, an evangelical Christian filmed himself burning LGBT children’s books he had checked out of the Orange City public library. The library later received hundreds of donated books,

while the man was charged with criminal mischief and is due to appear in court on 22 January.

Stonewall’s head of education programmes, Sidonie Bertrand-Shelton, said on Friday that inclusive books were not only beneficial for LGBT young people, but “help all pupils develop an understanding of difference”. The group’s 2017 School Report found that only 20% of LGBT students were taught about same-sex relationships at school, while 77% never learned about transgender people or gender identity.

“Stonewall was set up 30 years ago to fight against the introduction of Section 28 – a piece of legislation that allowed bullying to flourish as it effectively banned teachers from talking about same-sex relationships or LGBT issues,” she said. “It’s crucial we don’t repeat history. Celebrating difference is an important step toward building inclusive learning environments where all young people can be supported to reach their full potential ... this makes representations of LGBT people in books and education materials vital for young people who might be questioning their sexual orientation or gender identity.”

Crime fiction

The journalist as sleuth

Jeff Noon

Despite being well-travelled as the BBC's world affairs editor, John Simpson doesn't roam far from home in his spy thriller, *Moscow, Midnight* (John Murray, £20). Life and art intermingle, in both subject matter and character. The hero is named Jon Swift, a veteran journalist bristling under new media regimes. When government minister Patrick Macready is found dead — presumably from a solo sex game gone wrong — Swift takes it upon himself to clear up a few loose ends. Soon he's under investigation himself, ostracised, and journeying to Moscow to work a connection to a number of Russians who have met similar 'accidental' fates.

Swift is cynical, unreconstructed in his view of women, a bit snobbish at times. But his voice is clear and strong, and his moral code keeps him on track. Simpson knows his stuff, obviously, and his plotting is strewn with expert analysis of international affairs and insider knowledge of journalistic practice: all very entertaining. But maybe an author can know too much? The usual gaps in the data field that spy stories revolve around are missing here. And so the mystery suffers. Sometimes, you just have to leave things out.

In a House of Lies (Orion, £20) is Ian Rankin's 23rd novel featuring the detective John Rebus. Well, he's

not really a detective any more. He's retired, and ill, hoping for a 'managed decline', as his doctor says. But the quiet life holds few delights, and old cases keep dragging him back into action. This time round a dead body found in the woods — a man missing for more than ten years — stirs up no end of trouble, not least for Rebus himself, who was on the original investigative team, a team that cocked up so badly they were named in a police corruption suit.

Over the last few books Rankin has been promoting two other detectives — Siobhan Clarke and Malcolm Fox — to take Rebus's place, and so the novel weaves between the three different officers, each coming at it from their own angle: Clarke as part of the new inquiry, Fox looking into the corruption, and Rebus on the sidelines, causing trouble and not a little embarrassment along the way. We're pulled along by the minutiae of police work and the Rankin style, which never wanes. Let's call it unmanaged decline, all guns blazing.

David Mamet's *Chicago* (Custom House, £10.99) is a convoluted, all-encompassing story set in the prohibition era. Mike Hodge is a newspaperman who falls in love with Annie, a florist whose family has mob connections. When Annie is gunned down and killed, Mike does all he can to track down her murderer. That makes it sound far more exciting than it is. The book takes many, many detours along the

way, as characters discuss this and that, often unrelated to anything that's gone before, all set out in Mamet's well-known idiosyncratic manner. It's a bit of a slog, to be honest, unless extremely literary quasi-thrillers are your thing. *Chicago* is more a book to make you think, than one to read for pleasure. The language that Mamet uses is captivating in the theatre; on the page it has a different effect. Coded phrases lead to coded emotions, and because of this there's little honest humanity on show.

Keigo Higashino's *Newcomer* (Little, Brown, £13.99) offers a unique take on the genre. It's a murder mystery turned inside out: there's no real emphasis on the corpse, or the location of the crime, or even the imagined motives of the suspects. Instead, Detective Kaga visits the neighbours of the murdered woman, and the people who run local businesses — the girl at the rice cracker shop, the apprentice at the

Japanese restaurant, and so on — and he asks questions of them: the strangest questions, which appear to have little if anything to do with the crime. And yet, as the chapters unfold, a logic appears from this mishmash of idle chat, gossip and slips of the tongue. It's mesmerising. Kaga's approach is nonlinear, almost surreal at times. But there's another element...

At each place he visits the detective solves another case, a tiny case, often to do with simple domestic upsets, or familial misunderstandings. He brings people together, and offers them glimpses of hope. It's quite moving to watch him at work. And all the time the murder investigation proceeds, moving through all these nonsuspects towards a main suspect, until, with one deft move the strands all pull together: a body, a crime, a motive, a final twist. This is a different kind of mystery novel. A delight to read.

Model challenges beauty ideals

Nyakim Gatwech, whose family fled South Sudan as refugees, is emerging as fashion royalty

Katherine Lalancette

THEKIT

Nyakim Gatwech is taking the fashion industry by storm: She's walked the runways at New York Fashion Week, amassed 375K Instagram followers, and she's currently starring in a makeup campaign for Canadian brand An-nabelle.

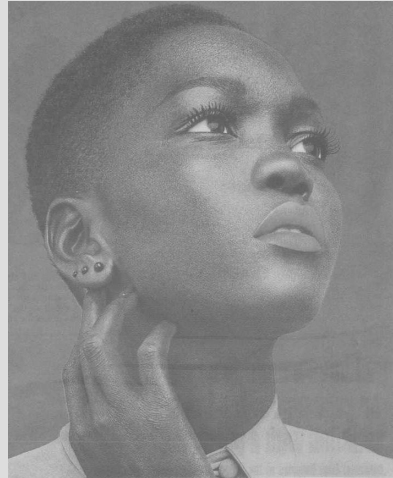
"From refugee camp to runway" seems like a far too easy way to put it, but that is Gatwech's stoic. When her mother was pregnant with her, she fled war-ravaged South Sudan on foot with her four kids and headed for the Ethiopian border. (Her husband stayed behind to fight.) The family walked for weeks and slept under trees — two of the children perished during the trek.

"When people ask me about my story, I only think about my mother," says Gatwech. "She lived through it, but it's her journey that makes me strong."

We recently caught up with Gatwech to chat about her quest to challenge beauty ideals in the fashion industry.

How did you get into modelling?

"I knew modelling was what I wanted to do, but at school, I got bullied over my skin colour. Kids called me ugly or monkey. I started thinking, 'How can I be a model when models are beautiful and these kids are telling me I'm ugly?'"



"I still have to bring my own foundation with me to shoots and shows, because makeup artists don't have my shade," says Nyakim Gatwech, the face of Annabelle's EDGE collection. SUBMITTED

I thought about bleaching my skin, but my sister convinced me not to. Eventually, I gave modelling a try, and did local shows and photo shoots."

What was your big break?

"I had given up on being a model and started studying to become an elementary school teacher. I still did shoots on the side, and then, out of the blue, one of those shoots just went viral. It was me and a lighter-skinned model and people loved it. Suddenly, they wanted to work with me because of my complexion."

Find out Gatwech's thoughts on her nickname, the 'Queen of Dark,' in the full Q&A at thestar.com/life/fashion_style

Future is bright for theatre after £4.8m cash boost

• Project will fund conservation and expansion

By **GRAEME MURRAY**

A theatre company in Glasgow has received a £4.8 million grant to preserve their landmark venue.

The Citizens Theatre Company was awarded the cash yesterday from the Heritage Lottery Fund (HLF) for its “transformational redevelopment” project.

It will see the conservation, repair and expansion of one of Scotland’s oldest and much loved working theatres.

The £4.8m funding be used to “protect the physical asset for future generations”.

The project will ensure “The Citz”, as it is affectionately known, continues to deliver world class theatre for the benefit of local, national and international audiences.

Judith Kilvington, executive director of the Citizens Theatre, said: “This critical funding will allow us not only to preserve our Victorian theatre but also to tell stories which help to uncover and communicate the physical, architectural, social and cultural heritage of the Citizens Theatre to many future generations of theatre goers, participants, and visitors.

“With our increased heritage engagement plans, we will be able to attract new audiences and participants

to the theatre for the first time and encourage a deeper level of engagement amongst our existing audiences by offering a variety of ways to explore the Citizens Theatre’s rich and multifaceted heritage.

The redevelopment, by architectural practice Bennetts Associates, will provide new learning spaces, rehearsal rooms and a 152-seat studio theatre. It also promises improved working conditions for staff and the transformation of front of house spaces to enable greater use by audiences and the local community.

The project will be underpinned by 12 creative heritage-focused activities including the creation of a “heritage hub” on the company’s website which will help people to share their stories about the theatre.

Lucy Casot, head of the heritage lottery fund in Scotland, said: “We are delighted to bring some Christmas cheer to one of Scotland’s oldest and best-loved theatres.

“Thanks to players of the National Lottery, the Citizens Theatre will undergo a transformation which shines a light on its incredible Victorian heritage while providing the modern facilities expected today. “After 139 years of entertaining audiences, her future as one of the country’s outstanding production theatres is rosy.”

Next stop, Victoria theme park: ITV plans London fan attraction

EXCLUSIVE
Joanna Bourke

ITV is planning to build a mini theme park in London, giving up to 250,000 visitors a year a chance to “experience” its programmes rather than just watch them at home.

The broadcaster of shows such as *Downton Abbey*, *Victoria*, *The Voice* and *Broadchurch* has revealed it is looking for a site in Zone 1 for the visitor attraction.

A brochure issued on behalf of its “commerce and ventures” team to property industry professionals shows that the venue could include a 100-seat auditorium for “immersive cinematic presentations” and a restaurant. Visitors would also be able to look at sets, costumes and artefacts from programmes. The document is titled “A place for drama to live in London”, and comprises proposals for a “distinctive visitor experience”.

ITV said: “As part of our business we have a team which operates experiential events around our programmes, including the *Emmerdale* Studio Experience and *This Morning Live*, and are always looking at new ways to expand this and bring in new programme brands.”

The *Emmerdale* Studio Experience includes an 80-minute tour of sets in Leeds.

Agent Lambert Smith Hampton has been hired to lead the search for a suitable site of up to 20,000 sq ft. It declined to comment today.

It is understood the plans are at an early stage, although the target launch is 2018, when Carolyn McCall becomes ITV’s first female boss. If a deal is agreed, the visitor centre could provide a major new revenue stream for the media firm, which is trying to diversify away from advertising.



Blockbusters reborn

GOING OUT

Cult cinema classics are getting a thrilling second act this summer, finds **Katie Strick**

IT'S not in fair Verona where we lay our scene — but rather a remote corner of London, which has been transformed into a high-colour version of Verona Beach. This summer, Baz Luhrmann's *Romeo + Juliet* (Claire Danes and Leonardo DiCaprio, below) has been given the Secret Cinema treatment, and the show is its biggest production yet: a five-hour open-air festival and film screening packed with young hearts, ancient grudges, high-octane cars and, of course, a rather famous love story.

Dig out your angel wings and your Hawaiian shirt: you'll be assigned your tribe when you arrive based on your outfit. Though whether you're a Montague or Capulet, it's time to party — the show is running until next weekend, and you'll definitely have seen it all over your Instagram by now.

Luhrmann's post-modern riot act is just one of a number of film favourites that have been given a new look for this summer. Over at Regent's Park's Open Air Theatre, Alan Menken and Howard Ashman's tongue-in-

cheek 1982 musical *Little Shop of Horrors* has also been given a hot new revival.

Typically, the killer plant protagonist Audrey II is brought to life by stagecraft, but this month she's a living, breathing drag queen. Her name is Vicky Vox and she's over in London from America for the summer. You get to reimagine the old version with a new young cast: expect an anti-realist, subversive approach to the Faustian story.

Hamilton writer Lin-Manuel Miranda applied his Midas touch to a musical adaptation of the cult teen cheerleading movie *Bring it On* (he co-wrote the songs between *In the Heights* and *Hamilton*). Shake your pom-poms as the show takes you back to the Noughties.

Though, as any fan knows, there's more to it than pigtails and high-kicks — this production, which is running at Southwark

Playhouse until September 1, picks up the original themes of racism and the class divide in the US. You can sense Miranda's verve in every line.

@katie_strick



Spirit in a sheet is no laughing matter

IT TAKES a bold director to make a serious film involving the spirit world that is centred on that jauntiest of ghost images, favoured by children's cartoons and horror spoofs - the bed sheet with holes for eyes. David Lowery pulls off his self-imposed challenge with a left-field marvel that is mysterious, poignant and profound.

It reunites the writer/director with the stars of his breakout film, the Texas-based crime romance *Ain't Them Bodies Saints*. Casey Affleck and Rooney Mara again play ill-fated lovers with a powerful bond, which on this occasion endures into the metaphysical.

Early scenes establish the relationship between the unnamed couple, who live in a Texas suburb in a long, one-storey house that becomes, in effect, a third character. After investigating an unexplained bump in the night the pair embrace in bed. In one of many long, static shots, Lowery lingers on them for an age, during which the actors establish an



Demetrios Matheou

AGHOST STORY

Cert 12A, 93 mins

★★★★★

intimacy that is so persuasively tender that it will inform everything that follows.

And then the man dies, killed in a car accident - though his story is far from over. As the woman returns home from identifying the body her partner's spirit follows, still wearing its mortuary sheet, with the holes now conveniently cut.

At first, the focus is her grief, while the ghost looks on unseen. When the woman eventually leaves their home to continue her life elsewhere, the film stays with the ghost, which is bound to the space even when the house itself disappears - both decades into the future and, surprisingly, far into the past.

Lowery is dealing with big themes - love, grief, mortality, mutability, history, the passing of time, not to mention the afterlife. Yet this has its lighter moments, including a fabulously fatalistic monologue by a future tenant (played by musician and actor Will Oldman) and Affleck's ghost communing witless sheeted neighbour, their silent dialogue related through subtitles.

It's such an original conceit, perfectly matched by the execution of alternately plaintive and strong soundtrack, cinematography, the places, the stock spectral image, one gorgeously surreal frame of another, the performances.

Though Affleck's technical feat can't be under-estimated, Mara's portrayal of grief is obviously more evident. Often locked in close-up, her face is a miracle of expressive stillness - while in one bravura, extended scene, she devours an entire chocolate pie in real time, each spoonful another cry of pain.

Globe's new director: I'll still experiment

Robert Dex

Arts Correspondent

THE NEW artistic director at Shakespeare's Globe says she was not put off by the controversy surrounding the departure of its current boss.

Michelle Terry takes over next April when artistic director Emma Rice steps down after a row over her non-traditional approach to Shakespeare and use of electric lighting and sound.

In her first interview since her appointment was announced, Terry, who has performed at the theatre as an actress, told the *Standard*: "It didn't put me off because somebody had to do it.

"What is important to me was to feel that those artistic voices and those artistic ambitions for this organisation were somewhere being heard."

She said she had agreed to abide by "certain parameters

Michelle Terry: Row over exit of predecessor did not put me off

around light and sound" but insisted the Globe would remain experimental in its approach.

The actress said she was asked to apply for the role after she wrote to under-fire chief executive Neil on stable offering her support.

She said: "I think there were lots of people who felt a loyalty to this place so I wrote a letter, sort of a pledge of allegiance, to Neil saying, 'I don't know what has happened, I don't really want to know what has happened but I pledge my allegiance to the artistic future of the building' and then got a letter back saying would I like to convert that to a formal application and that is what I did." Terry said the whole theatre remained a "thrilling" place to perform. "I think any actor will tell you the minute you walk on the



Top role: "Somebody had to do it," says Globe's Michelle Terry

you enter the stage as a human and leave it feeling like a god.

"When you are able to say those lines to people and see the whites of their eyes, something about the plays makes sense in a way that has never made sense anywhere else I have done it."

Terry, who said she will continue to act at the Globe while running the theatre, is in the process of commissioning her first work - a new play about the woman who may have inspired some of Shakespeare's love poetry.

Prom 42 Les Siècles/Roth

Royal Albert Hall

★★★★

If nothing else, François-Xavier Roth's *Les Siècles* should win a prize for the most deliciously incongruous encore at this season's Proms. With the percussionists weaving a syncopated web of shaking and scraping, the Parisians played a big-band arrangement of Daft Punk's *Get Lucky* — on Victorian period instruments.

I felt I'd got lucky well before that. In its 14-year history, Roth's ensemble has explored many centuries of music using instruments and techniques appropriate to the repertoire. Here, however, it returned to where it began: the late 19th-century era when French instrument-makers led the world and French composers were eagerly trying out subtle new sonorities.

Roth threw in an extra element: exoticism. What linked all the pieces he chose was the inspiration of Africa and the East, but in typically Gallic fashion these sinuous arabesques were mingled with grandeur, mysticism and whimsy. And in the hands of these

virtuosic players, music hardly heard in concerts today — ballet music by Delibes and Lalo, or a rare Franck *poème symphonique* called *Les Djinns* - sounded as fresh as it must have done to Parisian audiences in the 1880s. It's unlikely, though, that those audiences heard such precise and beautifully delineated interpretations.

I must admit, however, that I most like this era of French composers when they are at their frothiest. When they try to get serious and symphonic,

I lose the plot, perhaps because they already have. That was my feeling listening to Saint-Saëns's "Egyptian" Piano Concerto No 5. I can't imagine its rippling passagework more deftly played than it was by Cédric Tiberghien, yet still the music sounded like a random quiltwork of charming ideas. Saint-Saëns was much more convincing when evoking the lurid dances of the Philistines in the celebrated bacchanale from *Samson and Delilah*, which this orchestra delivered with irresistible élan.

Richard Morrison

BBC Defends Entirely Different Cooking Show

by Our Plagiarism Staff **Kat Kopy**

BBC executives leapt to the defence of their new programme "Strictly Come Baking" yesterday, insisting it was in no way similar to their previous show "The Great British Bake Off" for which Channel 4 paid millions for exclusive rights last year.

"For a start, it's got a completely different presenter," said one executive. "Her name is Mary Berry and she's a whole year older than the one who presented the original show that this one is nothing like."

He added, "This new show is a cooking show, which has nothing to do with baking cakes, except when the cooking task involves the baking of cakes. Oh, and by the way, the contestants in "Strictly Come Baking" are members of the public who



are totally different from the members of the public who were in the original show. The presenter is Claudia Winkleman, a witty female Cambridge graduate who is entirely different from Mel and Sue, who are two witty female Cambridge graduates."

The BBC has just announced a spin-off show called "An Extra Spice", which will analyse the highlights of the cooking show in a totally amusing and different way with a comedic cooking enthusiast, possibly Katy Brand, or maybe Jo Caulfield, or some combination of the two.

Channel 4 is outraged by the attempts to copy the "Bake Off" format. Said a furious executive, "Why can't the BBC come up with an original idea for a programme instead of just copying the one we bought off them?"

URBAN ETIQUETTE

How do I tell people I don't want to be in photos?

Is it rude to ask my loved ones to leave me out of their cellphone snaps?



Dear Ellen,
 I hate having my photo taken, but it seems whenever I go to a family dinner or to the cottage, someone is shooting everything with their phone, then posting it on Facebook, Instagram or whatever. Can I ask them not to take my picture? Or at least demand that I have final say over which pictures of me they post?

Anonymous

Dear Anonymous,

You raise a couple of issues here. The first is privacy. Perhaps you have a life-or-death reason for not wanting the world to know you have relatives, or that you go to a certain cottage. Maybe you're in a witness protection program, and if a certain mobster is following your nephew on Instagram, he'll be able to track you down and your

whole family will be in danger. In this case, yes, by all means, tell the person with the camera to BACK OFF. The other issue is vanity. You sound like the type of person who might not want pics on the internet showing yourself chowing down on a drumstick, guzzling beer straight from the keg, or bending over in a bikini while being shot from an unflattering angle.

I'm as vain and secretive as they come, so I completely understand. Thus, I will officially declare that it's perfectly acceptable to politely ask relatives with cameras not to include you in any shots. If the relatives have any manners at all, they'll respect your request. At the same time, however, while being considerate

is at the core of timelessly good manners, the actual rules of etiquette are ever evolving.

Nowadays, taking photos of anyone and everyone is almost as acceptable as saying hello. Amongst millennials, who grew up with the technology and have been photographed more or less daily since birth, bad photos of oneself are not just to be expected — they're celebrated for demonstrating self-awareness and a sense of humour.

Ellen elaborates on why the reader should get over not wanting to be in photos at thestar.com/life/advice. Need advice? Email: askellen@torstargroup.ca

URBAN ETIQUETTE

Dear reader, here's my advice: stop giving advice

Sometimes being a pal means listening, not lecturing



Dear Ellen,

I have a friend who's having some personal issues, so she ends up crying on my shoulder a lot, which is fine. That's what friends are for. I'm writing because I don't know how to deal with how rude she is sometimes. After listening to her complain for hours on end about her issues with a mutual friend, I try to give her advice about how to deal with him, but she never takes the advice and even takes offence when I make helpful suggestions. I don't want to upset her more, but how do I politely make her see she'd be happier if she followed even a little of my well-intentioned advice?

AK

Dear AX,

Thank God you have written to ask my advice, which is: stop giving advice. This is the first rule of etiquette when



dealing with a friend in distress. The other rules are as follows.

- When people ask for advice, like you just asked me, it's OK to dish it out. But when people come to you in emotional turmoil and just want to blather on and on about whatever crisis they're in, your one and only job is to listen.
- Even if they do ask for advice, proceed with caution. People in crisis often know what to do; they just aren't ready to do it (That's where all the emotional turmoil is coming from.) Instead of badgering them to act, ask them what they think their options are.

- No matter how much intimate detail they impart, or how often they sit on your shoulder, you must never mention their problem when you next see them. You can gently let them know you're there if they need to talk. But otherwise, it's up to them to reintroduce the subject — or ignore it if they don't want to think about it.

Anything your friend says to you must go no further, cautions Ellen. Her full answer at thestar.com/life/advice
 Need advice? Email: askellen@torstargro.com
up.ca

Alex NEILL

Spreading fake news

TIMES MAY be tight but at Christmas we all like to make an effort, to splash out a little, to get that present you know a loved one would really appreciate, to go the extra financial mile even if that's really too far for our bank balances.

So when the prospect of a bargain turns up if s no wonder that we can be tempted. If s only natural to want to pay a cheaper price for a must-have item. Particularly when it comes to designer names or the toy of the year.

But of course there's always a catch. If something's seems too good to be true if s because it probably is - and what you're buying is unlikely to be the real deal. Worse, it could even be dangerous. Fake goods are all about cutting costs - and not just for you. It means products are likely to be poor quality so they won't last as long, and they will fall short of vital safety standards, potentially putting you and your families at significant risk.



Counterfeit make-up can contain lead, copper, mercury, arsenic or cadmium and can cause swelling, rashes and poisoning; fake alcohol can contain methanol, antifreeze and fuel, causing nausea, stomach pains, kidney or liver problems, coma or death.

What about unofficial children's toys or dressing up items? They could pose all sorts of problems with loose parts, long cords and toxic materials. They're also likely not to meet fire retardant standards.

And poor quality and missing components in fake electrical goods and chargers can lead to electric shocks, fires and explosions.

On top of that counterfeit goods cost the UK economy around £1.3 billion a year in lost profits and taxes. That might not make you too concerned - but think about this: profits made from counterfeit sales can be

FAKE FACTS

If you have unwittingly bought fake goods report it to the Citizens Advice Consumer Helpline on 03464040506. They will refer your case to the relevant trading standards authority.

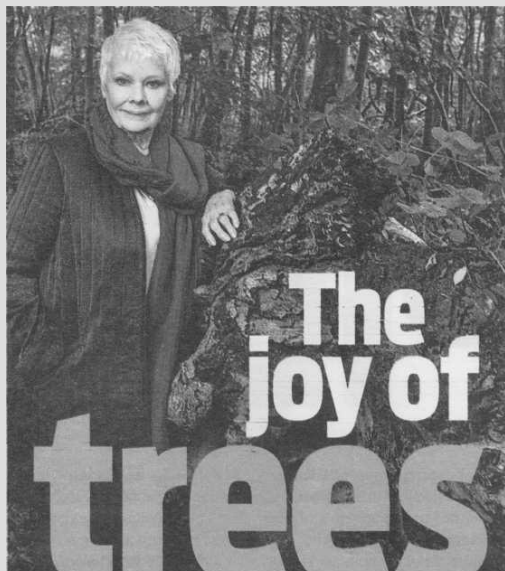
If you've given your debit or credit card details to a website that deals in fakes, you could have given your card details to a criminal. However, when using cards you have extra protection if things go wrong compared with paying by cheque or cash. Visit www.wtitch.co.uk for advice on making a claim.

used to fund larger criminal operations including organised crime and even terrorism.

Luckily we have trading standards officials who work hard to combat counterfeits the whole year round to protect all of us as consumers. They are needed more than ever.

But we could give them all a Christmas bonus this year and avoid the crazy counterfeit deals.

■ Send me your consumer questions to askalex@which.co.uk



To Judi Dench they're magical beings, and in her new show she sees just what trees are capable of

When Dame Judi Dench's husband Michael Williams died in 2001, she did what she always does when she loses a loved one: she planted a tree in his memory in the woodland behind her Surrey home, 'I do it because a tree is a living being, so the memory of that person carries on and gets ever more wonderful as it does so,' she explains.

Now, 16 years on, while filming her moving documentary *My Passion For Trees*, the Oscar-winning actress has made a joyous discovery. She's found out that trees not only keep the memory of a loved one alive, but also communicate with one another through the fungi

network that connects them. 'That's so reassuring,' she smiles. 'When I plant a tree in memory of any loved one I always hope they feel part of a community. Now I know that they are, which is the most marvellous and comforting feeling for me.'

Although *My Passion For Trees* has several moments of sadness for Dame Judi, 83, it mostly finds her in a playful mood as she takes experts around her six-acre woodland over the course of a year, discovering more about what it holds. Headphones and a listening device allow her to tune in to water moving up a tree from roots to leaves, making a popping sound that

has Judi's eyes popping out of her head with excitement.

She teems more about the 200-year-old oak that towers above her six-acre garden. 'It's my favourite and it's incredible to think it's been growing since Wellington won the Battle of Waterloo in 1815.' Computer technology allows experts to give her the most detailed information about her prized oak. It's made up of 25 tons of wood, has 12 kilometres of branches and 260,000 leaves. 'I'm very proud of it,' she beams. 'Not only is it magnificent to look at but it does good work for the planet, breathing in and dealing with vast amounts of carbon dioxide to help make our planet a cleaner place.' The documentary also gives us a glimpse into Judi's private life as we see her enjoying time with her partner of seven years, wildlife enthusiast David Mills. 'When it's freezing outside there's nothing I like more than sitting in the warm with my chap David,' she says. David adds, 'Judi's great fun to be with. We both have a great sense of humour and the silliest of things gives us fits of giggles.'

Viewers will see the tree planted for her late actor brother Jeff and the young oak celebrating the birth of Judi's grandson Sammy in 1997. 'Making the documentary has been the most incredible experience,' says Judi. 'I've always thought of my trees as part of my extended family and that there's so much more to these magical beings than I realised. And now I know there is. It's mind-blowing!' ■

Tim Oglethorpe

Judi Dench: *My Passion For Trees*, Wednesday, 8pm, BBC1.

An appetite for life

His struggles with depression are well documented and his career in the food industry now spans five decades, but chef Antonio Carluccio remains as passionate as ever, says Rachael Sigeo

A conversation with Antonio Carluccio involves answering almost as many questions as you ask. So it makes sense that, despite more than half a century spent as a high-profile chef, businessman and author, he still sees food as a way to connect with people.

‘Probably I would have liked to be, more than a cook, an anthropologist/ he says. ‘Because I love to talk to people. I like to see what they are, who they are. Because through that you see who we are. If you understand people, you understand the world.’

He maybe seen as a titan of Italian cuisine, but Carluccio left the country of his birth in his early 20s, driven by that desire to meet more people. ‘I don’t see myself as a representative of Italy - I went away 60 years ago to be a European and to communicate with as many people as possible,’ he explains.

Now 80, Carluccio has lived in many countries and is a man who knows what he likes... and what he doesn’t. On Italian politics: ‘I am afraid I am not very impressed.’ On trendy restrictive diets: ‘I am against fashion in food.’

After three marriages and as many divorces - the most high-profile of which was to Priscilla Conran, sister to Sir Terence, with whom he set up the Carluccio’s restaurant chain - he is now happily in a relationship with Sabine, an archaeologist. They have

been involved with each other for six years, but don’t live together.

‘We see each other very often, but we live separately,’ he says. ‘She lives in the country, so I have the benefit of living in the city and the country, and visa versa. It’s a lovely combination.’

When we speak Carluccio is sitting in his London garden - he is growing strawberries, raspberries, peaches, grapes, blackberries, the list goes on - and working on his 24th cookbook. This one’s about fruit, and is in the same vein as his ode to greens, *Vegetables*, which was published in 2000.

Does this mean he is jumping on the vegan and plant-based diet bandwagon? ‘I think, generally, we don’t have very much knowledge about food,’ he says. ‘Most people don’t know the composition or the value of it. They think only of calories. They are missing food. They just embark on the idea of vegetarianism or veganism because it’s fashionable.’

Carluccio might have no time for fads, but he is not short of things to make him tick, and races over topics with little indication of slowing.

He is still a consultant for the Carluccio’s restaurant chain, having sold the company in 2010, and works hard to ensure that it continues to stay true to his ethos and values, providing accessible, good-quality Italian food in a relaxed and

welcoming environment. He acknowledges the difficulty of maintaining consistency when expansion takes place - there are now more than 100 Carluccio's in the UK - but believes the chain is still authentic and honest.

And in his later years he has found more time for passions unrelated to food: painting, sculpting and whittling sticks - he has a collection of more than 300. Just don't mention retirement.

'I don't for a moment think one should be retired,' he says. 'Retiring is a bit like dying. I hope everybody has a hobby or some-thing to do after retirement so life becomes more interesting.'

'Take Sir David Attenborough. He's 92. The only thing he's concerned with is not being a burden on his children in the future, but otherwise he works hard.'

Carluccio was born on the Amalfi coast in the village of Vietri sul Mare before moving to north-west Italy. His family was not well off - his father was a stationmaster - and he was one of seven children, but he talks fondly of his mother and her cooking.

His decision to leave his family brought professional success, but left him vulnerable to mental health problems.

'With the help of psychiatrists you discover the beginning [of depression], which in my case was also the fact that I chose to go abroad and make my own life, and lived practically without the support of the family for 60 years,' he says. 'And trying to carve my future all by myself, it's pretty obvious one can make mistakes.'

There was also the tragic death of his younger brother Enrico, who drowned in a lake at the age of 13.

Carluccio was 23 when it happened, and had doted on his younger sibling. 'Ten years after me came this little boy,' he says. 'And because I was always educated by my older brothers and sisters, I had the chance now to educate somebody. I was a bit like an uncle. Henvas following in my footsteps, and it was really fantastic to have someone to look after.'

Having worked through his depression, he says the most important thing is recognising you have a problem, and that 'everybody should have someone who is just prepared to listen'.

If he had the opportunity, which decade would he like to return to?

When I was a student in Vienna,' he says, 'because I was enjoying the novelty of being young man full of hope, full of life, full of power. That's a lovely situation to be in. When you are in full control of life. That was wonderful'

It's the second time he has mentioned people being 'full of life' - the other was with regard to his late brother Enrico.

And although he is referring to his past self, many decades ago, Carluccio at 80, content in his fruitful garden, whittling sticks and still finding plenty to write about food and to enquire about people seems as full of life as ever.

Antonio Carluccio will appear at the Waitrose Summer Festival on 19 August. The event is at the Leckford Estate in Hampshire, 18-20 August. Visit waitrose.com/summerfestival

There are so many parallels but I don't want to play Lear as Trump... or wear the wig!

Natasha Salmon

KEVIN McNALLY believes the parallels between Shakespeare's tragic, mad ruler and Donald Trump are "breathtaking".

The Pirates Of The Caribbean actor, an outspoken critic of the White House on social media, launched a scathing attack on the embattled president after stepping off The Globe stage last night.

He told the Standard: "The notions of power, love and loss scream out at you in ways that are as relevant today as they were when they were written 450 years ago.

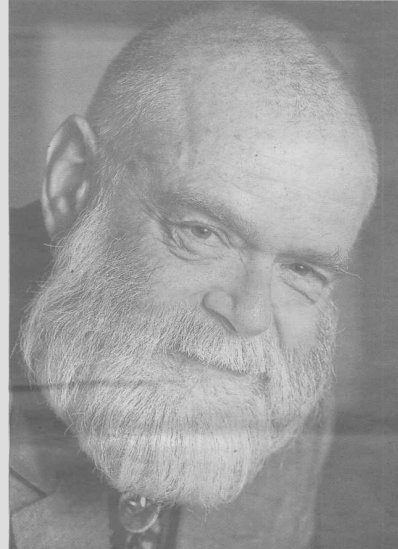
"There are literally lines that take your breath away because you feel as though they could have been coined yesterday.

"I learnt from living in America that it is absolutely apparent that the rise of an ill-educated and unhealthy society always produces fascism. They are the easiest people to manipulate and it does feel as though we're in that time, as it says in the play, when madmen lead the blind."

McNally, 61, who starred as Mr Gibbs alongside Johnny Depp in all five Pirates films, said he would not want to appear in a straight Trump adaptation of King Lear, despite the obvious „ parallels. He said: "I was determined c we didn't do a Trump production but ' you can certainly let echoes ring when c they are there.

"Certainly the idea of a man standing up and saying to everybody, 'tell me that you love me', we can all recognise that. You almost could do the play about him, but I wouldn't want that. I also wouldn't like to have to wear the wig."

McNally's first big screen role was 1977 Bond film The Spy Who Loved Me, alongside the late Sir Roger Moore.



He said he was thrilled that Daniel Craig has agreed to return for a fifth outing as 007. "I love his James Bond and I think he is a great choice, he has really made it a post-Bourne Bond," he said. "They've got back an edge to it. It had become more, maybe more in Roger's time which was the Bond I starred alongside, in those days it had probably relied a little too much on the jokes. So it is so good to see some fire £ in with Daniel".

Lear's American director, Nancy Meckler, said the Bard's masterpiece demonstrates how mistrust of leaders stretches back hundreds of years. She said: "In the last lines of the play Edgar says, 'Speak what we feel, not what we ought to say'. The way people feel about politicians these days is that they say just what they ought to say - which is why people don't tend to believe them any more."

Gruff Pirates star takes the helm of restrained but resonant production

BEST known for playing superstitious Mr Gibbs in the *Pirates Of The Caribbean* films, Kevin McNally is a gruff and battle-scarred King Lear. Sporting a Captain Birdseye beard and dressed like an out-of-luck construction worker, he's not so much a despot shedding his regal authority as a squatter obliged to find a new patch.

By the standards of recent shows at the Globe, Nancy Meckler's production is restrained. That's not to say it's half-hearted, as it is defined by emphatic drumming, rowdy humour and a politically charged concern with homelessness. Yet the approach to this dense and contradictory family drama is uncomplicated. It lacks real emotional depth, and the delight in Shakespeare's morbid jokes is sometimes distracting, but there's a briskness that suits this venue.

McNally brings only hints of tenderness to Lear yet has an erratic physicality, revelling in his power and what remains of his virility but leaning on others – such as Loren O'Dair's otherworldly Fool – whenever he can. Emily Bruni and

Veteran: Kevin McNally plays King Lear. Right, Anjana Vasan as Cordelia

FIRST NIGHT

KING LEAR

Shakespeare's Globe

★★★★☆☆

HENRY HITCHINGS

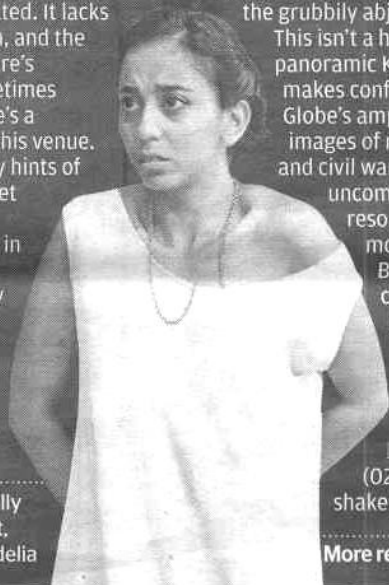
Sirine Saba convey the glib hypocrisy of his daughters Goneril and Regan, while Anjana Vasan has a dignified purity as their younger sister Cordelia. There's nimble work, too, from Ralph Davis and Joshua James as contrasting brothers Edmund and Edgar – with James especially mercurial after adopting the guise of the grubbily abject Poor Tom.

This isn't a harrowing or richly panoramic King Lear. But it makes confident use of the Globe's ample space, and the images of national disunity and civil war have an uncomfortable

resonance – never more so than when Burt Caesar as the cruelly abused Gloucester observes, "Tis the time's plague when madmen lead the blind."

■ Until Oct 14
(020 7401 9919,
shakespearesglobe.com)

More reviews Pages 34 & 35



Alastair McKay *The Viewer*

Matt Groening's adolescent fantasy is a fun freak show for all the family



Disenchantment

Netflix

★★★★☆

ACCORDING to its co-creator Matt Groening, there are multiple levels to *Disenchantment*. He even offers a tease, saying "the very first thing you will see" in the show offers a clue "about the entire nature of what you are watching". What can he mean? Is he referring to the first moment in the title sequence or the first frame of the animated action? An extensive study of both by this untrained eye reveals no great puzzles, clues or portals to other dimensions. What it does display is the richness of the animation. The setting is inside a castle bedroom, the candles are burned down, one of the spars on the verandah above the bed appears to be broken, and — oh — is that a horse hiding in the fireplace?



Modern heroine: princess Bean (Abbi Jacobson), flanked by the feline demon Luci (Eric Andre) and Elfo the elf (Nat Faxon)

Groening is most famous for *The Simpsons*, a family sitcom disguised as a cartoon. The series that followed that, *Futurama*, felt like a failure by comparison but it ran for seven seasons, with 140 episodes, and is now as well regarded as anything Groening has done. *Disenchantment* uses a lot of the talent from *Futurama*, and has already been criticised for being the same show in a different setting.

Futurama did space, *Disenchantment* offers a fantasy landscape that feels like the past but isn't, on account of the elves, the magic, the swingers with eyes in the centre of their foreheads. That sort of thing. And remember, things are not what they seem.

So how do they seem? Well, pretty fine, actually. Some early critics of the show have expressed disappointment that Groening's fantasy adventure didn't try

harder to spoof Game of Thrones, but as well as being pointless GoT has self-parody built in — that seems like a category error. In its manners and its humour,

Disenchantment feels closer to a Monty Python film, or maybe even Blackadder.

The central character, a teenage princess with a drink problem and a troubled relationship with her father — the idiot King Zog (John DiMaggio) — is called Bean (a nod, perhaps, to Rowan Atkinson). Bean (Broad City's Abbi Jacobson) is a very modern heroine, a kind of fantasy version of Princess Margaret. She has two sidekicks, Elfo the elf (Nat Faxon), who loves her, and Luci (Eric Andre) the demon,

who is frequently mistaken for a cat and is an unending source of bad advice. Elfo is innocent ("I've never had a nightmare, is this one?"), Luci isn't. (Luci is the character you'd want on a T-shirt). And, of course, any similarity between Zag, his reptilian wife, and President Trump and Melania, is entirely coincidental.

Visually, it's identifiably a Groening project. The characters have boggly eyes and overbites. Mostly, their skin is pink, though some are dark-skinned, and some blue.

This being a fantasy world, it's not all American. There are rampaging Vikings, incidental Scotsmen and a persistent strain of

Englishness running through the humour (Matt Berry's character is dispatched too soon). There's music by Mark Mothersbaugh (formerly of quirky Seventic band Devo, latterly a film soundtracker). Easily overlooked but potentially significant, there are evil overlords looking down on the action.

Designed as a serial, Disenchantment is episodic (the whole story arc requires the complete 20-episode run). As an adult fantasy it's reliably adolescent, and apart from a few hard-to-explain sex jokes, it's an agreeably twisted freak show for all the family.

@AHMcKay

It's game on for the social animals

Gaming

Good manners are returning to gaming as an updated streaming service takes on the trolls, says **Ben Travis**

FOR people creating internet media, there's one golden rule: don't read the comments. That way chaos lies - the more thoughtful or considered responses are found only by trawling through a flood of spam, racism, sexism and homophobia.

Gaming is no exception - just see the way the so-called progressive Gamergate movement (supposedly promoting "ethics in games journalism") was hijacked by the reprehensible trolling of women in the industry. While entire online gaming communities have bloomed through the ability to watch and play together, comments sections often don't reflect that positivity and acceptance.

But there are chinks of change, and streaming platform Twitch is one. It is a community where gamers can broadcast their own play live, and it is working to make its comments section a more positive place to be with



Peace of mind: gamers who broadcast live can filter out offensive comments with Twitch

AutoMod. This customisable moderation tool allows streamers to define what is and isn't acceptable on their feeds. It uses natural language-processing to detect potentially offensive comments within user-set

parameters and hold them for review. It's a major upgrade from the old system, where users had to wade through the negativity and manually report offensive comments to moderators.

“We always remind ourselves that real people are sending and reading messages across Twitch,” says Zach Goodman, its product manager for chat and moderation. “Toxicity and harassment can have a drastic impact on people’s lives. The Twitch community is a beautiful, welcoming place and we wanted to do everything we could to keep it that way.”

AutoMod is designed to understand individual users’ preferences, learning from what they deem Unacceptable and applying it to future inappropriate comments. “We worked extensively with streamer to fine-tune AutoMod and hone the experience for them,” explains Goodman. “We’re constantly fine-tuning its dictionary so it can continue to be effective as our community evolves. Because of the feedback we get when moderators approve and deny messages, we can spot when AutoMod is too aggressive or plain weird.”

It’s working. Full-time Twitch streamer David John Gibbons, 29,

broadcasts iRacing, Star Wars: Battlefront and Ark sessions, and says AutoMod has “improved things vastly”.

“I’ve never been one to take things to heart,” he says of the abusive comments he’s received. “But when people attack my other viewers, I won’t shrug it off. Twitch is not just about the streamer - it’s the chat, the whole package, the live interaction. Racism is one thing I really do not tolerate - it’s a warning and then an instant ban. Also sexuality. I have a few LGBT+ viewers. When people are very dismissive of other people, it’s not tolerated.” Thanks to AutoMod, that now gets shut down straight away.

Perhaps AutoMod’s most important feature is the way it puts streamers in charge of curating their own communities and setting the tone for what they will and won’t accept - especially when the line between so-called “gentle trolling” and outright harassment is a grey area.

“The good-natured side of trolling - prodding without the intent to hurt - is endemic to internet culture and helps internet citizens bond with others

in their community,” Goodman argues. “Harassers, on the other hand, intend to threaten, intimidate, and hurt, behaviour which is never welcome.”

Gibbons agrees. “It’s a fine line, and it depends on the person. Regulars on my stream are quite flamboyant and they push it sometimes. I’ll intervene, and ask them to tone it down.”

While AutoMod isn’t an instant fix, it marks a move towards Goodman’s vision of “a magic button that a streamer can press to make harmful messages disappear”.

If trolling comments breed further trolling, the AutoMod philosophy is to promote constructive conversation.

“Negativity will always be with us - it’s part of human nature,” Goodman surmises. “What’s important is to build a culture of positivity that’s louder and more active than the negative voices can ever be.”

@BenSTravis

DAILY EXPRESS

FRIDAY AUGUST 11, 2017

WHY DIANA WOULD HAVE VOTED FOR BREXIT

by Our Royal Staff
Lee Vuralone



THE *Express* can exclusively reveal today that the late Princess Diana would definitely have voted to leave the European Union in any referendum and would currently favour a hard Brexit.

This extraordinary finding is the result of in-depth research of her political and economic opinions by top Dianaologist, Professor Charlotte Tan. "Let there be no doubt," said the professor, "all the facts point to only one possible conclusion: Diana would have been a committed Brexiteer and would strongly have resisted membership of both the Customs Union and the Single Market. Her objections on an imposed tariff wall were well known."

The professor's research document backed up these points with the following irrefutable proof:

- Diana hated Germans, particularly the Queen, who wasn't very helpful when she complained about Charles
- Diana hated Greeks, particularly Prince Philip, who told Charles it would be acceptable to take Camilla as a Mistress
- Diana hated Italians, particularly the paparazzi
- Diana hated Brussels, particularly at Christmas

"How much more evidence does anyone need?" asked the professor, "Can I have my cheque now? In Euros, please."

Labour MP under fire after tweeting birthday tribute to Fidel Castro

Kate Proctor Political Reporter

A LABOUR MP's birthday tribute to late Cuban dictator Fidel Castro has been blasted by the Tories as further evidence of the party's "obsession with corrupt regimes".

Shadow Chancellor John McDonnell's parliamentary private secretary (PPS) Karen Lee tweeted "happy birthday Fidel" when she shared a message from the Cuba Solidarity Campaign.

One constituent said she was "absolutely disgusted" that her MP would commemorate Castro on Twitter while account Electable Labour wrote she should not be an apologist for "authoritarian communists".

The Jeremy Corbyn-supporting MP's Tweet comes just a week after the Labour leader came under fire from the Conservatives and some in his own party for not condemning violence in Venezuela under socialist President Nicolas Maduro.

Paul Scully, Conservative MP for Sutton said: "Labour are clearly obsessed with celebrating corrupt regimes. John McDonnell's right-hand woman would do better to focus on things closer to home like Labour's



Shared message:
Labour MP
Karen Lee
tweeted 'happy birthday Fidel'

own dismal economic plans than leaders that deny the democratic rights and freedoms of their citizens."

Ms Lee, a former nurse who won her Lincoln seat from Tory Karl McCartney in June, shared a message from the solidarity campaign praising the Cuban revolution for its achievements in health, education, women's rights and social justice. Castro, who would have turned 91 yesterday, has been scorned for extensive human rights abuses and state persecution of gay people.

As Mr McDonnell's PPS, Ms Lee is a trusted member of the shadow Treasury team. Mr Corbyn previously praised the late Cuban leader's record on health and education. Labour said they would not comment.

Australia deputy PM in citizenship row

Ben Morgan

THE deputy prime minister of Australia has become the latest politician to be caught up in a growing constitutional crisis over dual citizenship.

Barnaby Joyce was revealed to hold dual citizenship with New Zealand in a revelation that could lead to him standing down.

Under the constitution, members of the House of Representatives and senators are barred from being dual citizens.

Mr Joyce, leader of the National Party, was given New Zealand citizenship by descent, through his father. He said he will take the case to the High Court, after his apparent status was revealed by the New Zealand government.

"I was shocked to receive this information," he said. "I've always been an Australian citizen. I was born here, just as my mother and great-grandmother were born here, 100 years earlier.

"Neither I, nor either of my parents, have had reason to believe I am a citizen of any other country."

Mr Joyce's father was born in New Zealand and moved to Australia in 1947. His son was born in New South Wales in 1967. Under New Zealand law a child born to a New Zealand national is automatically given citizenship.



Position under threat: Barnaby Joyce may have to step down, depriving the government of its majority

Mr Joyce said: "Neither my parents nor I have ever applied to register me as a New Zealand citizen. The New Zealand government has no register recognising me as a New Zealand citizen." He said legal advice suggested he was not in breach of rules, and he would remain as deputy PM.

However if he were to be removed it would increase the pressure on the government of Malcolm Turnbull, which holds a one-seat majority.

Last month Green party co-leaders Scott Ludlam and Larissa Waters were forced to resign over their citizenship status. Mr Ludlam was found to hold dual citizenship with New Zealand and Ms Waters with Canada.

Resources minister Matt Canavan left the cabinet last month after discovering he held dual citizenship with Italy through his mother.

Malcolm Roberts, of the One Nation party, also faces a legal eligibility test. He renounced his UK dual citizenship but this was not confirmed before his election.

David Gardner
US Correspondent

AN alleged white nationalist was fired from his job today after being outed on social media for his involvement in a Far Right rally in America that left one anti-fascist demonstrator dead and more than 20 injured.

Cole White was one of a number of marchers named and shamed on Twitter. As a result, he was fired from the Top Dog restaurant in Berkeley, California, where he worked.

White was one of thousands who gathered for the Unite the Right rally in Charlottesville, Virginia, on Saturday. The event, which was openly attended by neo-Nazis and other hate groups, was ostensibly intended to protest against the planned removal of a statue of Confederate general Robert E Lee from the newly renamed Emancipation Park.

Anti-fascist demonstrator Heather Heyer was killed when a car rammed into a crowd protesting against the rally.

Another of those identified as an angry-looking torch bearer, 20-year-old student Peter Cvjetanovic, said: "I understand the photo has a very negative connotation. But I hope that the people sharing the photo are willing to listen that I'm not the angry racist they see in that photo."

The "Yes, You're Racist" Twitter page has been naming the Unite the Right marchers to its 180,000



"Outed": Cole White at the Charlottesville rally, also attended by Peter Cvjetanovic, above right. Left, James Fields is accused of killing Heather Heyer

online since the hate-fuelled rallies on Friday and Saturday.

One of the alleged alt-right protesters, using the name @FearsWilliam, retweeted an image that the page posted of him throwing up a Hitler salute, saying "lol".

The man describes himself as being the "charismatic leader of a white breeding cult" in his profile.

The Yes, You're Racist page also posted photos of James Fields, the Nazi-loving 20-year-old who allegedly rammed his car into a crowd of anti-racist protesters on Saturday, killing 32-year-old paralegal Ms Heyer. Fields has been charged with second-degree murder.

His former history teacher told the Washington Post that he idolised Adolf Hitler. "It was obvious that he had this fascination with Nazism and a big idolatry of Adolf Hitler," Derek Weimer said.

Thousands of people gathered in cities across the US last night to protest against the violence in Virginia.

Trouble broke out as anti-fascist marchers clashed with riot police in Seattle. There were also peaceful gatherings in New York, Florida and Cleveland.

The political reverberations were still being felt today, with both Vice President Mike Pence and the White House seeking to play down Donald Trump's failure to condemn white supremacists who sparked the bloodshed in Virginia, forcing the state governor Terry McAuliffe to declare a state of emergency.

Soon after the rally President Trump blamed the trouble on "many sides". Later he ignored reporters who asked him whether he condemned white nationalist groups or considered the murder of a woman in Charlottesville a terrorist attack.

Today a White House spokesperson suggested that the

president condemned "white supremacists, KKK, neo-Nazi and all extremist groups", even though he failed to mention any of them. "The president said very strongly that he condemns all forms of violence, bigotry and hatred, and, of course, that includes white supremacists, KKK, neo-Nazi and all extremist groups," the official said.

Speaking in Cartagena, Colombia, Mr Pence said Mr Trump "clearly and unambiguously condemned" the "bigotry and hatred".

"We have no tolerance for hate and violence from white supremacists, neo-Nazis or the KKK," he added.



New Zealand adopted its flag in 1902.

BLOOMBERG FILE

Lewis Evan Fischer

THE NEW YORK TIMES

SYDNEY—The acting prime minister of New Zealand accused Australia this week of copying his country's 116-year-old flag and demanded that Australians come up with a new design.

"We had a flag that we've had for a long time, copied by Australia," Winston Peters, who is filling in for

New Zealand to Australia: Get your own flag

Prime Minister Jacinda Ardern while she takes maternity leave, told TVNZ, a state-owned network. "And they should actually change their flag and honour the fact that we got there first." New Zealand adopted its flag in 1902. Australia did not formally adopt its flag until 1954, although a version was flown as early as 1901.

Clock ticks toward reuniting families

More than 700 parents deemed not eligible, many of whom may have been deported

Astrid Galvan and Elliot Spagat

THE ASSOCIATED PRESS



Children who were separated from their parents after entering the U.S. illegally arrive at a nonprofit welfare agency in New York.

GREGG VIGLIOTTI/THE NEW YORK TIMES

SAN DIEGO—The Trump administration said Thursday that more than 1,800 children separated at the U.S.- Mexico border have been reunited with parents and sponsors but hundreds remain apart, signalling a potentially arduous task ahead as it deals with the fallout of its “zero tolerance” policy on people entering the U.S. illegally.

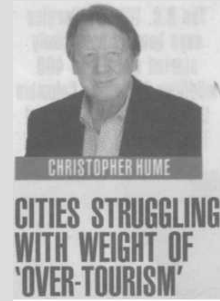
There have been 1,442 children 5 and older reunified with their parents in U.S. Immigration and Customs Enforcement custody and 378 others who were released “in other appropriate circumstances,” including to other sponsors, the Justice Department said in a court filing.

Still, more than 700 parents were deemed not eligible or currently not eligible, many of whom may have been deported. Of those, 431 children have parents outside the United States.

More than 2,500 children were separated from their parents at the border in the past several months amid a zero-tolerance policy that criminally prosecuted anyone caught crossing illegally.

Some children who had not seen their parents in weeks or months seemed slow to accept that they would not be abandoned again.

Read the full story on thestar.com/wofid



Ontario got a taste of "over-tourism" this summer when a field of sunflowers in Flamborough was overrun by selfie-seekers. **JULIA LOVETT/METROLAND FILE PHOTO**

The most troubling issue in many European cities these days is not migrants, it's tourists. From Barcelona to Venice, Paris to Amsterdam, visiting hordes have residents up in arms. Overwhelmed by the sheer number of out-of-towners, locals are fighting to reclaim their cities from the disruptive forces of industrial- scale tourism.

If ever there was a case of too much of a good thing, this is it. However much money tourists contribute to municipal coffers, it comes at a heavy cost.

As Europeans have discovered, tourism exacerbates inequality. It exerts intolerable pressure on cities: Housing shortages are worsened, inadequate transit systems are overwhelmed, as is the public realm - from cultural landmarks to streets, sidewalks, parks and squares.

Little wonder residents feel like strangers in their hometown.

Last year, Amsterdam introduced regulations designed to stop new tourist- oriented stores from opening in the historic centre. In Paris, the Mona Lisa smiles wanly through a veil of flash bulbs. Poor, beautiful Venice is drowning in tourists as it's sinking into the sea.

The paradox of tourism, of course, is that it destroys the very reasons it

THE PARADOX OF TOURISM IS THAT IT DESTROYS THE VERY REASONS IT EXISTS.

exists. Closer to home, we got a taste of that this summer when a field of sunflowers in Flamborough, Ont., was overrun by mobs of selfie-seekers. One Saturday, upwards of 7,000 showed up. When a local highway became a parking lot, police moved in

and the place was shut down.

But in an era of cheap flights and an ever-expanding middle- class — in Asia if not North America - everybody wants the experience of greatness. These cities possess the civic equivalent of celebrity. They are famous for being famous, but, unlike human celebrities, accessible for the price of a plane ticket and an Airbnb apartment.

Dealing with what's now called 'over-tourism" won't be easy. How can a city keep tourists away without turning itself into a walled encampment? Ideally, the sites that draw crowds are spread out over a wide area In the confined spaces of the traditional European historic centre, however, that's rarely possible.

Clearly, the problems of urban success must be addressed. When giant cruise ships arrive in centuries-old cities, their wake does damage even before they disgorge their sightseeing armies.

MPs put on pressure to let Big Ben ring out

Nicholas Cecil

Deputy Political Editor

COMMONS chiefs faced growing pressure today • not to silence the bong of Big Ben for four years during renovation work.

Senior MPs claimed they had been kept in the dark about the controversial proposals. More parliamentarians today spoke out against the move to turn off the bells for health and safety reasons.

Senior backbench Tory MP Nigel Evans accepted measures had to be taken to protect the hearing of workers doing the work.

But he called for “imaginative, out-of-the- box ideas” to allow the bells to toll at some times. He said: “Why can’t they switch the bells back on when they stop working at 5pm or 6pm or whenever it is? Also why is it taking four years?”

Former Labour Cabinet minister Lord Adonis tweeted: “4 yrs to repair Big Ben?! We could have left the EU twice in that time.”

Liberal Democrat Tom Brake has contacted Ian Ailles, House of Commons director general, calling for a review of the plans.



Renovation: Big Ben will be silenced for workers’ health

Mr Brake said: “I have asked whether someone can do some work working out what the costings and the practicality of ringing them more frequently would be.

It not be possible for them to continue to be rung every 15 minutes as is currently the case, that would not be practical. But it may be perhaps practical and it may be financially viable to ring them more frequently than is currently being proposed.”

.....
Editorial Comment Page 14

Let's get rid of all nuclear weapons

KARIN von Hippel gives us a frightening yet accurate insight into the dangers of the nuclear confrontation between the United States and North Korea [Comment, August 10]. But she fails to mention an important point.

Since 1968, when the Non-Proliferation of Nuclear Weapons Treaty was signed, the US, like Britain, has been legally committed to work "in good faith" for the elimination of all [nuclear weapons. Yet these two countries show no interest in getting rid of their own. Indeed, we are spending at least £205 billion on renewing Trident. No wonder the North Koreans are not impressed.

It is to be hoped that both nations will come to see that nuclear weapons only mean more insecurity in the world. It is time to get rid of the lot and spend the millions saved on the real needs of humanity.

Bruce Kent

A way to stop hard border with Ireland

THE question of an Irish border is complicated. A hard border opens up again the smuggling business, and no one wants it. The DUP will not have an internal UK border and, given its crucial role in keeping the Tory party in government, if they don't want it then it won't happen.

But perhaps there's a simple solution. Let there be no border and let goods and people flow freely as now. If the UK plan works and trade deals are effected with the US, Australia and 'H' India, it can benefit Ireland.

Dr George Maher

Google gender row was misinterpreted

AYESHA Hazarika's column describes "an angry bloke at Google who has railed against gender equality in the most manly way possible - a huffy internal anonymous memo" [Comment, August 8]. She obviously hadn't read the news stories, which made it clear that far from being anonymous, the author was an engineer called James Damore. She also hadn't read the memo, even though it is widely available online. He wasn't railing against gender equality.

Julia Spira

Silence is just the latest setback in the chequered story of Big Ben



Rosemary Hill

BIG BEN is set to fall silent for four years to allow for repairs to the Elizabeth Tower, a rare interruption in more than a century and a half. Since it first rang out in 1859 the clock has come to symbolise London and its resilience. Through good times and bad it has told the hours and the quarters. But this impression of monumental stability belies a history of setbacks, controversy and personal tragedy.

Strictly speaking, Big Ben is the bell itself, named after Benjamin Hall. Hall was Commissioner of Works in 1856 when the first 15-ton bell, pitched in E natural, was cast. Visitors flocked to see it exhibited at the foot of the tower where it was rung regularly to entertain them.

Enthusiasm, however, turned to disappointment 11 months later when it suddenly cracked. Edmund Denison, who designed the clock, commissioned a new bell with the sensible provision that it was not to be paid for “until it has been tried by ringing with seven-hundredweight clapper”.

Big Ben mark two was hauled across Westminster Bridge in 1858 past cheering crowds and had to be winched sideways up the tower. London held its breath for the day and

night, during which eight men working in shifts by gaslight successfully hoisted the bell. From the ground the clock tower had assumed its finished appearance but there was a ghost in the machine. Sir Charles Barry, the architect of the Palace of Westminster, had been assisted ever since he entered the competition for the job, by AWN Pugin. He designed the interiors of the House of Lords, the royal throne, the tiles, the panelling, the wallpaper, furniture and glass. He understood the Gothic style of the palace as Barry, a classicist, did not.

When the House of Commons was opened in 1852 the clock tower was still unfinished and the design not settled, but by now Pugin was desperately ill. Barry knew time was short and so just days after Queen Victoria knighted him, he visited Pugin and stood over him while he made drawings for the upper part of the tower and the clock face. They were the last he ever made. Seven months later, aged 40, he was dead.

Years afterwards, as the tower was finished and the clock faces built, it was found that the minute hand, as Pugin had drawn it, was too heavy to keep time, so it was modified.

Today the contrast between the Gothic hour hands and the plain minute hands is a poignant reminder of a life cut short - and the fact that Pugin's most famous design was also his last.

- *Rosemary Hill is the author of God's Architect: Pugin and the Building of Romantic Britain*

Tax rise for higher earners right move

But not everyone's impressed by SNP's Budget

- I am hugely impressed by the SNP tax plans in Thursday's Scottish Budget (Metro, Fri) - and that's not something I expected to say.

The progressive plans have quite rightly asked those earning the most to pay a little more, while protecting those working hard on low earnings who have been hammered by the Tories. The pay increases for public sector workers are also much needed.

Will the vile Tories see sense and stop demonising essential, low- paid public sector workers and recognise that everyone who works is valuable, not just the wealthy, and are due a decent pay rise?
Fraz, Glasgow

- NHS Scotland has a shortage of doctors and nurses, while education has a shortage of maths teachers. Who will now come to Scotland to fill those roles when they would pay significantly more tax than in England following the Budget? The SNP has squandered money on Prestwick Airport, failed renewables projects costing more than £65million and other expensive vanity projects.

International relations will cost £17.3million, which is to self- promote the SNP, while local authority services are cut and taxes increased for those who drive the economy. It is no surprise the SNP needs 46 spin doctors costing £4.6million.
Clark, Linlithgow



Spending plans: Our story on Friday

- Predictably, Conservative anti-independence commentators who can't say anything good about the SNP are opining that finance secretary Derek Mackay's progressive new tax system will make Scotland the highest taxed part of the UK, compelling many to leave the country. I've never really bought this negative argument when there was no significant exodus from Britain when the top rate of tax was 60 per cent under Margaret Thatcher.

Studies have shown that public opinion in Scotland suggests increased taxation for higher earners is long overdue. Mackay seems to be on the right track, even though he could have gone further on the top level of tax.

I believe that Scotland will now be the fairest taxed part of the UK.

Just Jack, Musselburgh

First Nations' candidates claim election interference by federal government

Carolyn Bennett was at the annual general assembly where voting was taking place

THE CANADIAN PRESS

VANCOUVER—Four candidates in the race for national chief of the Assembly of First Nations are claiming election interference by the federal government because of the presence of a cabinet minister ahead of the vote.

Minister of Crown-Indigenous Relations Carolyn Bennett was at the annual general assembly today in Vancouver where voting is taking place.

After the first round of voting put incumbent candidate Perry Bellegarde in the lead, his four challengers stood beside a stage to discuss their concerns.

Sheila North of Manitoba said Bennett's presence represents a "disgusting display of interference" and a direct attack by the Liberal government on the assembly, while Miles Richardson of B.C. said the federal government has divided First Nations long enough.

Russ Diabo of Quebec called for the minister to be sanctioned.



Assembly of First Nations National Chief Perry Bellegarde holds the eagle staff as he waits to lead the grand entry at the opening of the AFN Annual General Assembly, in Vancouver on Tuesday. **THE CANADIAN PRESS**

In a statement, the federal department says "in no way" did the minister interfere in the election process.

It says Bennett was invited by Chief Marlene Poitras of Alberta to listen to her regional concerns and at no point was the election for national chiefs discussed.

Katherine Whitecloud of Manitoba was eliminated after the first round of voting.

A candidate must win 60 per cent of the votes to be elected leader.

A total of 538 chiefs cast ballots in the first round of voting, but none of the candidates

reached the threshold of 323 votes.

Bellegarde won 286 votes, followed by North, with 106 votes. Richardson received 87 votes, while 40 votes were cast for Diabo and 19 for White cloud.

Bellegarde says his close relationship with the federal government has secured billions of dollars in new funding for Indigenous issues over the last three budgets, although he has been criticized by other candidates for being too cosy with the government.

Don't shoot off your foot over immigration, Hague tells May

Nicholas Cecil

Deputy Political Editor

FORMER Cabinet minister Lord Hague today warned Theresa May against “shooting your foot off” by ditching a liberal immigration system. The former foreign secretary also said that Brexit negotiations were the “most complex task” of any government since the Second World War.

The peer issued the warnings as it emerged that EU tourists are likely to be able to visit the UK without a visa. However, they would need to apply for permission to study, work or settle under Whitehall proposals.

Business chiefs fear the Government could hit their industries with a hardline crackdown on immigrant workers as part of the Brexit deal.

The former Tory party leader supported Britain leaving the single market and believed that an agreement could be reached with the EU which would mean “taking powers back, the sovereign powers back, to the UK”. However, he said that such powers needed to be used in a “constructive way”.

“Which means continuing to have quite a liberal approach on migration, which is essential to our economy in



Warning: Lord Hague urged Theresa May to use Britain’s “sovereign powers” wisely

the short-term anyway, so we take back control but we use that to enter a strong free trade agreement,” he told BBC Radio 4’s Reflections with Peter Hennessy. “You can take back control of a gun but it doesn’t mean you use it to shoot your foot off.” He said the talks were likely to be fraught: “The Government faces the most complex task of any government since the Second World War. It is a very difficult one.”

Reflecting on his time in government, he said he had “most regrets” about the failure to resolve Syria’s civil war.

“I’m not sure there’s much more I could have done over that, but it is the great frustration,” he said. “We came quite close in 2012 to agreeing with the Russians a settlement of the Syrian war and that’s, I think, the biggest scar.”

If the Government allows citizens from EU countries to continue to visit without a visa, it will raise questions over how to stop them working illegally. Details of the proposal emerged after the Brexit Department outlined a blueprint for no hard border

Northern Ireland and the Republic of Ireland.

EU leaders accused the Government of being unrealistic but the Government said today that it was confident of making “sufficient progress” in the talks by October to move on and discuss future ties with the bloc.

EU chiefs have accused Britain of being unprepared in the negotiations, but a spokeswoman for the Department for Exiting the European Union said: “It is important that both sides demonstrate a dynamic and flexible approach to each round of the negotiations.”

@nicholascecil

Dismay on homes Green Paper

ON TUESDAY the Government published its long-awaited Green Paper on social housing. It was not the step-change that many people had expected.

After the Grenfell Tower fire the Prime Minister, Theresa May, said the culture towards people living in public housing had to change.

What didn’t change was the Green Paper’s failure to include any funds to build the homes that the capital so badly needs. What the document did contain was a proposal to make it easier for council tenants to buy their

homes by “slashing the minimum amount of equity” for shared ownership schemes from 10 per cent to one per cent.

The previous day the Government made a commitment to end homelessness, yet the proposed measure will result in more homelessness as tenants will have trouble keeping up the increased payments.

Terry McGreenera
The House Party
(*Homes for Londoners*)

You don't need to be Sherlock to catch these idiotic criminals

LF GARNETT, the bigoted bard of Wapping in Till Death Us Do Part, would have something to say about it: 'Bleeding foreign criminals, coming over here and robbing us. That's a British criminal's job, that is!'

And even the coppers in **The Brighton Police** (ITV) were having a hard time biting their tongues as they rounded up a gang of Kosovan Albanian drug dealers.

After battering down the triplebolted door of a seedy den and seizing wads of cash the size of breezeblocks, one policeman gestured with contempt at the suspect in handcuffs. 'He said he's come over here on a lorry,' he muttered, 'and I don't imagine he was the one driving it.'



But you can't blame the Albanians. They're only doing the crimes that British toe-rags are too lazy or thick to commit.

We saw a couple of local lads in action. They barged into a bookie's waving an air pistol, with stockings over their faces, demanding the contents of the till. Their technique wasn't exactly polished — they didn't even have gloves on to hide their fingerprints.

A couple of days later, they did it again, this time without nylon masks. Down at the police station, DS Julie Greenwood looked fed up with the blatant stupidity of it. Taking a

swig from a mug of tea emblazoned with the slogan More Love Less Paperwork, Julie predicted that now she knew what they looked like, the moronic robbers would be in the cells within a week.

It took less than that. A police helicopter flew over the estate where the duo were believed to live, and one of them came out of his house to stare at it.

He was nicked, and so was his mate when Julie spotted him from her car as he walked home. It wasn't exactly Sherlock.

Back at the station, a kindly desk sergeant explained to one of the robbers how forensics

could trace the stolen banknotes by their serial numbers. The slack-jawed crook said in disbelief: ‘They aren’t gonna be able to number the tenners, are they?’

No wonder European crime dramas are so much better than our home-grown ones. Our villains are clueless.

Because the investigations were so unglamorous, this was depressing and seedy stuff. On the voice-over, Philip Glenister did his best to imbue the police body cam footage with drama, as he boomed: ‘Brighton... a city with two faces! Beneath the fun and glamour of this party city, there has

always been a criminal underbelly.’ Don’t use long words like ‘underbelly’, Philip — the crooks won’t understand.

But it still made better viewing than **Taxi Of Mum And Dad** (C4), a one-off compilation of scenes shot inside cars, as parents gossiped and bickered with their teenage children.

It was all painfully overrehearsed, and punctuated with deafening bursts of pop music. The families had a playlist of tracks to sing along with, dancing in their seats as they pretended to be starring on Carpool Karaoke.

The hum of road noise made it difficult to hear

the conversations, though that hardly mattered — teenagers don’t make great conversationalists.

Every scenario was a set-up: one father was laying down the law about his daughter’s end-of-year party, a couple were taking their son and his girlfriend for a baby scan, a mum was tearfully telling her gay 16-year-old how proud she was of him.

None of them forgot for a moment that they were wearing microphones. They were showing off and following a script. As a result, you’d hear more interesting chatter at the bus stop.

Farmer’s herd ban

A FARMER has been banned from keeping livestock for life after being convicted of cruelty and neglect of his cows.

Cases at Peter Thomas’s business included a calf with a broken leg, which was left untreated.

Leicester JPs heard a total of 250 cattle at the city farm and another he has in Northampton have now been slaughtered.

Thomas, 69, got a suspended 18-week jail term for 14 welfare offences.

Accountant who stole £350k to feed gambling habit spared jail

Rashid Razaq

AN ACCOUNTANT who stole £350,000 from her employers to feed her gambling addiction walked free after a judge said she was “not the general stuff of which the prison population is made”.

Natalie Saul, 37, pilfered the money from technology firm Idio’s accounts over a year and blew more than £250,000 playing online poker.

The mother-of-one submitted more than 400 fake invoices to get the cash from the software company, based in Fitzrovia, between March 2015 and December 2016.

But Saul was given a two-year suspended sentence and 250 hours unpaid work by judge Catherine Newman, QC, who admitted the sentence was “wholly exceptional” and fell outside guidelines.

The judge told Southwark crown court yesterday: “I’m taking a considerable risk that the Crown will think it lenient and appeal, but it’s a risk I’m willing to take.”

Lucie Daniels, in mitigation, had argued Saul was “shaken” by the loss of her grandmother in 2013 and was a committed charity worker. She said: “This offending is so out of character, she has worked hard and paid her taxes and been a responsible citizen.”

The court heard Saul used her role as office manager to create fake invoices to pay cash into her own bank account before switching the details to avoid detection.



Suspended sentence: Natalie Saul blew more than £250,000 playing online poker

A new chief financial officer spotted the invoices after Saul took maternity leave. When she was challenged by the company she admitted one count of fraud by abuse of position.

Judge Newman said: “It has caused considerable harm to your employer which could ill afford to lose such a substantial sum, but thankfully survived. Your grandmother’s death rocked the stability of your hitherto good citizenship.

“You had a steady partner who had no idea of your gambling addiction and stands by you. I’m prepared to take the wholly exceptional course of reducing your sentence and suspend it.” Saul, of Tregarvon Road, Wandsworth, burst into tears as Judge Newman told her the sentence was suspended. She must also complete a 250-hour community order and pay £360 costs.

Iran votes to spare lives of convicted drug dealers

Iran

Hannah Lucinda Smith Istanbul

Iran could ease its law on the death penalty for drug traffickers, potentially sparing thousands of prisoners' lives.

The Iranian parliament voted to raise the quantity of drugs required to incur capital punishment, which usually takes the form of hanging. Only those caught with more than 5kg of processed drugs such as heroin, cocaine and amphetamines now risk a death sentence, up from 30 grams. The amount of unprocessed drugs, such as opium and cannabis, required was raised from 5kg to 50kg.

The new legislation also restricts capital punishment to traffickers who lead gangs or use a firearm in carrying out a drug-related crime, rather than the lower-level workers who are sometimes children or the victims of bonded labour. Many of the 5,300 people on death row for drug trafficking will have their sentences commuted to 30 years in prison and a fine.

However, the legislation still needs to be signed off by the guardian council, a judicial body heavily influenced by experts in Islamic law. It can strike down bills passed in the parliament, or return them for reconsideration.

Human Rights Watch has cautiously

praised the bill, saying it would be "the first step in addressing the epidemic of executions in Iran".

Sarah Leah Whitson, Middle East director at Human Rights Watch, said: "Even Iranian officials admit the ineffectiveness of capital punishment for combating drugs, and the parliament should next outlaw capital punishment for all drug offenders, and then end all executions."

The easing of the death penalty law, should it be approved by the guardian council, represents a significant victory for the reformist agenda of President Rouhani over hardliners within the judiciary. Mr Rouhani has promised greater respect for civil and political rights and has won praise from the United Nations for the country's battle against drug trafficking. The change appears to be a recognition of the failure of the country's drug policies.

Iran is a significant transit country in the trafficking routes that bring heroin from Afghanistan to western Europe and it is thought that about six million people in Iran use drugs.

The country executed 567 people last year, including children, placing it in the top free countries in the world for use of the death penalty. Eighty per cent of those killed had been convicted of drug charges.

Man blackmailed ex-lover's frail mother in £10,000 plot

Tony Palmer

A WELDER tried to blackmail his former partner's frail mother out of £10,000 by threatening to report her for benefit fraud.

David Ward, 32, believed 60-year-old Christine Anne Gullefer had not done enough to support him, her daughter or their child financially and demanded money to clear his debts.

Inner London crown court heard Ward turned up at Mrs Gullefer's home in Clapham a week after splitting up with her daughter.

He demanded a slice of her savings and later texted his ex "I want £10,000 off your mum or I'm taking her to the cleaners", adding: "I'm not greedy, she's got a lot of money." He threatened: "If you call the police your mum will go to prison."

Prosecutor Peter Lancaster said Mrs Gullefer, who suffers from various health problems and receives benefits, was left "in fear and intimidated" by the confrontation at her home on May 13. "[Ward] said he wanted to speak about her daughter and naively she let



Admitted guilt: David Ward threatened to tell police his former girlfriend's mother had committed benefit fraud

him in and said she did not want to get involved," he said. "[Ward] raised his voice and said he wanted £10,000 and gave her until 6pm or he would contact social services and say she made false claims."

Judge Usha Karu said Ward had a "sense of entitlement" as she sentenced him to 12 months in prison suspended for two years and ordered him to carry out 150 hours of community service.

"This lady has some significant health issues and you took advantage of that by threatening to report her for making a false claim," she told him.

Ward, of Brixton, pleaded guilty to blackmail.

Murdered: Pc George Gutteridge was finishing his night shift in Essex when he flagged down a car at 4am, unaware that it had

Shot in the eyes: Killing that gripped Britain... and gave us 999 service

Kevin Eason

ALEC WARD was on his early morning rounds, delivering mailbags around Essex, when he spotted a figure slumped by the road in a dark lane.

It was the body of Pc George Gutteridge, who had been shot through both eyes.

Ward rushed to raise the alarm but on that bleak night of September 27, 1927, there was no 999 number to call. The Brentwood garage owner had to drive miles to find a telephone box. His first call to Romford police station was turned away and he had to telephone another in Ongar.

But the operator refused Ward's call because he didn't have fivepence for the money box.



Hanged: thief Fred Browne fired two shots into the police officer's eyes

Eventually the local postmistress intervened, but Pc Gutteridge's murderers were long gone. Mr Ward's frustrated pleas for help led first to emergency calls being made free and later to the 999 service, which marks its 80th anniversary this year.

The murder of Pc Gutteridge dominated headlines across the country. The constable had been finishing his shift at about 4am when he saw a car approaching. He flagged it down, not knowing

that two men - Fred Browne and William Kennedy - had stolen it from a doctor's house in Billericay.

Browne pulled out a revolver and fired two shots. As Pc Gutteridge lay motionless, his eyes wide open, Kennedy reloaded the gun and handed it back to Browne.

The thief, fearful of the legend that a person's eyes carried an image of the final thing they saw, shot the constable through both sockets. The Old Bailey heard that before pulling the trigger, he shouted: "What are you looking at me like that for?"

Police found the car in Brixton and traced Browne to his lock-up in Clapham after an ex-criminal, who had served time with the killer, gave information to claim a newspaper's cash reward. Police

raided the garage and found the gun. Kennedy tried to shoot his way to freedom when he was found in Liverpool. After the trial, both were hanged on the same day.

The officer's funeral was a national event - thousands lined the streets as his cortege made its way

through Brentwood to Lorne Road cemetery. A memorial was erected on the Romford to Chipping Ongar road where the killing took place and exhibits from the case are in the Met's Black Museum. The legacy, however, lies with the tens of thousands who have benefited from Mr Ward's ordeal.

Six months after the murder, emergency calls

to police, fire and ambulance were made free in London and operators were told to put all calls through without charge. By 1937, the 999 system we know was rolled out across the country. Today it accepts as many as 500,000 calls each week in London alone - all because of that fateful night in Essex, 90 years ago.

Met documentary will return for third series

Alistair Foster
Showbusiness Correspondent

THE BBC'S acclaimed behind-the-scenes programme *The Met: Policing London* will return for a third series, it was announced today.

Met commissioner Cressida Dick praised the show for giving the public an insight into the workings of the force and said the broadcaster would "film us as they find us" and have full editorial control.

The second series of the BBC1 show was broadcast this summer and had an average audience of 3.77 million per episode. Ms Dick said: "The first two series have opened our doors to millions of people telling diverse stories of how we police London and the amazing dedication of officers and staff. A third series is an opportunity to show viewers the variety of work we do caring for victims, keeping the streets safe and locking up criminals." It is not expected to be broadcast until at least 2018.

POLICE 5

Autism arrests

NORTHAMPTONSHIRE Police has been criticised over its attitude towards disabled people, following two serious complaints about the way officers treated young autistic men.



In both incidents police video footage had been erased before the Independent Police Complaints Commission (IPCC) could investigate.

Although the incidents were in 2015, the IPCC has only just concluded its investigations.

The first case arose after a short clip of mobile phone footage, circulated on social media, appeared to show an officer shouting at an autistic 17 year old before pushing him to ground and punching him. He had apparently been trying to search the teenager at a house in Northampton.

Last month the IPCC said the Crown Prosecution Service had decided there was insufficient evidence to bring criminal assault charges and the officer who struck the teenager received a written warning for misconduct in failing to treat him with respect, using inappropriate language, failing to properly record the use of force - and breaching police policy by deleting his camera footage. His supervisor

was subject to “management action” after viewing the footage before it was deleted but doing nothing about it.

In the second case a 25-year-old man with autism and learning difficulties had been held in a police cell in Corby for eight hours and charged with assault, when he himself been victim of a nasty attack “for being weird”.

It took six months for Daniel Smith to clear his name when Corby magistrates decided he had been acting in self-defence. They heard he had been left beaten and bruised after an encounter with two men in a park; but it was Daniel who was arrested and taken to the police station. He did not see a doctor and says he told officers he was only trying to defend himself against “the bullies”. He also says he told police he was autistic. His father Owen claims police should have found an ID card among Daniel’s possessions noting his disability.

Owen Smith made an official complaint about his son’s treatment eight days after the incident. But police insisted on Daniel’s written consent before recording the complaint, and because Daniel had returned to his assisted living accommodation in Devon, there was a delay. By the time the complaint was recorded, all CCTV footage of what had happened had been erased.

Because the case was not passed to the IPCC until after Daniel’s trial in June 2016, the custody sergeant accused of failing to treat him as a

vulnerable adult and denying him appropriate medical treatment was not interviewed by the IPCC until this February - some 16 months later. He could remember little about it, and the IPCC was largely left with only custody sheets. The records suggest Daniel answered “no” when asked by the sergeant if he had a disability or illness, and that his injuries were not considered serious enough to require medical attention. The IPCC concluded that there was “insufficient evidence” to justify the custody sergeant facing a misconduct hearing.

Daniel’s father is very unhappy with the report and angry that the force and IPCC failed to consider - even after the court case - why the attack on

Daniel was not treated as a disability hate crime.

Northamptonshire Police said that given the two cases it had carried out wide-ranging reviews. It was now ensuring all officers and staff check for disability or autism ID documents as part of its “extensive training to officers and staff about how to assist people who have vulnerabilities, including developmental disabilities such as autism”. It had also reviewed complaints about disability and hate crimes “to improve our response”. Steps had also been taken to ensure body-worn video cannot be deleted without an audit trail.

4 Sun Friday, August 17, 2018

'ARMY' BLITZ ON MOB-RULE JAILS

By STEVE HAWKES, Deputy Political Editor

DRUG use and violence will be slashed at ten jails within a year in a military-inspired crackdown, the Prisons Minister has vowed.

Rory Stewart will today unveil a “no excuses” regime at the country’s most notorious nicks after taking advice from Army chiefs and headteachers.

A top brigadier will be seconded to a new college for jail governors – with Mr Stewart saying the programme will produce “significant” results within 12 months.

He told *The Sun*: “Unless you tackle drugs and violence, you can’t calm the prisons down and make them safe.

“I’ve spoken to the Army, but
Pledge . . . Rory Stewart



also business and headteachers. In many ways it’s like turning around a problem school.

“We need to make these prisons calmer, more orderly places. That comes down to challenging and managing prisoners consistently, firmly and fairly.”

The jails included in the scheme are Hull, Humber, Leeds, Lindholme, Moorland, Wealstun, Nottingham, Ranby, Isis and Wormwood Scrubs.

Around £10million will be spent on airport-style drugs scanners, as well as sniffer dogs. Cash will also go towards improving infrastructure.

Phone jammers in prisons to stop criminals running empires from their cells

Joe Murphy Political Editor

PRISONS may soon be equipped with phone jammers to tackle the scandal of mobiles smuggled into cells, the Justice Secretary has announced in today's Evening Standard.

David Lidington said he wants to see handsets rendered "useless", stopping criminals being able to operate by phone from behind bars.

He also announced a new unit to prevent "foot-dragging" when dangers or failings are identified at individual prisons, ensuring quicker responses.

Writing exclusively on his plans to modernize the creaking prisons system, the Cabinet minister admitted there was too much violence and drugs - and not enough help for prisoners who want to turn their lives around. In his article Mr Lidington:

- Reveals that the Ministry of Justice is in talks on "new technology" that will stop smuggled phones working.

- Promises a "new unit" tasked with responding within 28 days if the Chief Inspector of prisons identifies a "significant concern that he believes needs urgent attention".

- Discloses concern that extreme gang cultures are spreading from the streets into prisons.

- Sets a target of cutting prison numbers - but says rehabilitation rather than softer sentences will be the key.

"To combat illegal phones...we are working with mobile phone companies on new technology that makes handsets largely useless," said Mr Lidington.

Mobile phones are a major problem in prisons, where some inmates use them to run crime empires and wield power. An official report found some

had "commissioned murder, planned escapes, imported automatic firearms and arranged drug imports" with illicit handsets.

Prisoners can charge between £400 and £1,000 just to borrow one. Some 7,451 phones and simcards were confiscated in 2013 and the Prison Officers Association has campaigned for several years for signal blockers.

Jammers are used in the US to disrupt signals, but they are harder and more expensive to install and maintain in Britain's Victorian prisons, which are often close to homes and businesses that rely on lawful handsets.

However, a judge called it a "scandal" that one prisoner could arrange the smuggling of machine-guns into the UK from inside a jail. Other inmates have run a cocaine ring, organised the murder of a teenager as part of a feud and set up the killing of a rival gang leader.

Mr Lidington set out his vision of prison reforms in the wake of several recent disturbances which critics have linked with drugs, overcrowding and under-staffing.

Candidly admitting the need for improvements, Mr Lidington writes: "There is too much violence and self-harm. There are growing concerns about increasing numbers of crime gangs in London and other cities moving from the streets to prisons, continuing their violent feuds."

He says 2,500 extra staff are on the way but adds: "The changes we all want to see will not happen overnight, because in more volatile prisons the problems run deep."

David Lidington Page 14

Jailed, ex-stockbroker who stole charity cash

Fraudster spent £7,500 raised for Great Ormond Street



Scam: Akbar Siddiqi outside Kingston crown court before he was sentenced

Tony Palmer

A FORMER stockbroker has been jailed for a year after pocketing £7,500 raised to help sick children, while he was in charge of a Rotary Club charity skydive and dinner.

Akbar Siddiqi, 29, offered to organise the fundraising events in aid of Great Ormond Street Hospital, going on the radio to promote the Tooting club's charity endeavours.

But he was secretly spending the money on shopping, Tube travel, meals out and hotel stays. He withdrew £4,105 in cash, and even spent £638 of the charity funds on internet dating.

Siddiqi admitted fraud in January and was given a chance to get a job and start paying back the money, but admitted at Kingston crown court this week that he had failed.

Jailing him for a year, Judge Judith Coello told Siddiqi: "It was a mean, despicable and devious offence.

"You persuaded other members of the club to fundraise for charity, but unbeknownst to the other signatories and members you obtained a cash card for that account and took money destined for charitable purposes."

The judge said the fraud had been "embarrassing" for the club, and that Siddiqi had made a "half-hearted

attempt" to return the funds. She added: "No real effort was ever made to pay back the money and it was a classic case of avoiding what you had done." Siddiqi carried out the fraud between April 27, 2014, and August 3, 2015, after being made a signatory to the club's charity fundraising bank account.

He proposed the skydive and a dinner at the exclusive Connaught Rooms in central London, helping to raise a total of £15,725 for Gosh. Prosecutor Alexander Boshell said Siddiqi took money for himself throughout the fundraising, then stopped attending the club once the events were over.

Club president Len Saker told the court members felt "cheated" and had suffered "a great deal of distress" when they realised the money was missing.

"My initial reaction was amazement and confusion," he said. "I couldn't believe what I was seeing. Akbar had been a trusted member of the club."

Gudrun Fama, mitigating, told the court Siddiqi, of Thornton Heath, was a "troubled young man", adding: "He was an alcoholic and did take the money during a difficult time in his private life... he no longer drinks."

MAN FACES TRIAL A FERRY BAD BOY

First laser pen attack on ship

By EMMA JAMES

A MAN is thought to be the first to go on trial for shining a laser pen at a ferry.

Christopher Lee, 21, is accused of aiming the beam into the bridge of P&O's cross-Channel vessel *The Spirit of France* last March.

He denies unlawfully and intentionally seriously interfering with the operation of a ship.

The ferry's captain and first mate are likely to give evidence at the three-day hearing, set for January.

Lee, of Dover, was granted unconditional bail until the trial.

Canterbury crown court was not told where he had been standing, or how far away from the ferry, when the alleged offence took place.

Lee is charged under the Aviation and Maritime Security Act of 1990. Last



Danger . . . laser pen and Spirit of France

month a new Laser Misuse (Vehicles) Act came into force which will mean offenders facing "much tougher penalties" of up to five years in prison, an unlimited fine or both.

Announcing its enactment, Aviation Minister Baroness Sugg said: "Lasers, used recklessly, can have very serious, potentially fatal consequences."

Lee is not charged under this law.

emma.james@the-sun.co.uk



Hunter, a two-year-old Belgian Malinois, is the first Human Remains Detection Dog trained with the Edmonton Police Service. CLAIRE THEOBALD/ STARMETRO EDMONTON

Cold-case K9 Joins Edmonton



CLAIRE THEOBALD
STARMETRO EDMONTON

A new police dog has grown into his ears and his new responsibilities as the first human remains detection dog with the Edmonton Police Service.

Hunter, a two-year-old Belgian Malinois, has been training with handler Staff Sgt. Tom Bechthold to detect human remains to assist local police in missing persons and homicide cases.

“They can pick off an odour from hundreds of yards away,” said Bechthold, demonstrating some of Hunter’s skills at the Vallevand Kennels in Edmonton on Thursday, adding, “it never ceases to amaze me how strong their sense of smell is.”

Bechthold said police dogs are first selected when they are around 50 days old.

“The biggest things (we look for) are independence and enthusiasm,” Bechthold said.

Training Hunter to pick up the scent of decaying remains is similar to the way police dogs are trained to sniff out illegal drugs or explosives.

“It involves first teaching them how to search, and then introducing new odours one at a time and getting the dog imprinted on each odour,” Bechthold said.

While Bechthold trained Hunter for months, the real test came when he went to Ontario to become officially certified, and having to detect the scent of real human remains.

“His performance was great,” said Bechthold, adding he easily kept pace with the other dogs.

Hunter can already detect human remains buried underground, but by this time next year, Bechthold hopes to have Hunter in training to go out on a police boat and sniff out corpses underwater.

In Edmonton, where the city is divided by a 7,400-hect- are stretch of dense river valley, Bechtold said having a dog that can help officers find human remains in even the most rugged conditions will be a huge asset.

More K9 help ahead at thestar.com/edmonton

A BIT OF OUR GARDEN HAS BEEN NICKED!

Fiona
McNulty
OUR LAWYER ANSWERS
YOUR QUESTIONS



QWHILE we were away on holiday our neighbours put up a fence, which is on our land rather than on the boundary between the two properties. In fact, they seem to have encroached on our land by about a third of a metre. We bought our house three years ago and we have never had any issues with the neighbours before. We certainly had no idea that they intended to do this. How should we deal with them? "

AYOUR neighbours should have discussed their intentions with you before they did the work. Check your title documents to see the position of the boundary and whether boundary ownership is mentioned - but note that the red line on Land Registry title plans is deemed to indicate a general boundary only, unless the boundary has been determined.



Speak to your neighbours in the first instance and ask them to reposition the fence in the correct place. You could offer to sell them the land or suggest the fence can remain temporarily, provided that when it needs replacing it is erected on the original boundary. If that fails you could take court action against them but that is likely to be costly and stressful.

Check if you have the benefit of legal expenses insurance policy on your home insurance, which may assist you with a claim.

If you do nothing, you risk a future claim by your neighbours based on adverse

possession - i.e. they could try to claim ownership of the land upon which they have encroached. To avoid this, give them notice that they are encroaching on your land and - if you are prepared to consent to it - provide your consent but reserve the right to terminate it at any time and require the fence to be repositioned on the original boundary. Make sure you write to these neighbours periodically to renew your consent. Should they sell up and move, give the same notice to the new owners.

Arrests after bonfire night chaos

Seven held over scenes of carnage on city streets

JAMES DELANEY

SEVEN youths have been arrested in connection with disorder on Bonfire Night after police raided addresses across the city as part of an investigation into chaotic scenes which left areas of Edinburgh “looking like a war zone”.

A female police officer suffered serious bums after yobs discharged fireworks towards emergency services responding to call-outs from panicked residents in Diylaw, while vehicles in Craigentenny and Pilton were reduced to smouldering wrecks as groups of youngsters ran riot on the evening of November 5. Four males were charged with offences on the night, but seven others, all aged between 16 and



WRECKED: Resident Alistair Clark with his Audi that was set alight during the Bonfire Night rampage

21, are now set to appear in court after officers carried out enforcement action at homes in Craigentenny, Drylaw and Leith on Friday morning.

Chief Inspector Kevin McLean, Local Area Commander for North East Edinburgh, praised the work of locals who called in tips regarding the youngsters involved and warned the operation would continue until all perpetrators were caught.

He said: “The range of offences that we witnessed during Bonfire Night were totally unacceptable and left hard-working and law abiding members of

our communities in a state of fear and alarm. Furthermore, when officers attended to assist the public, they were directly targeted and this will not be tolerated.”

“Our activity on Friday has been the culmination of weeks of intelligence gathering, planning and engagement with our relevant local partners.

“These arrests should send a very clear message that the north of Edinburgh, and the city as a whole is not a safe haven for those who look to cause mindless destruction and disorder.”

He added: “We will continue our investigations into the Bonfire Night incidents and if we identify you as being involved in any way, you can expect a visit from us in the near future.”

Fire crews responded to 57 separate calls in Edinburgh during the night, prompting calls at local and political level for more stringent measures to be put in place regarding the sale of fireworks.

Ash Denham, MSP for Edinburgh Eastern, said: “Police Scotland has been working diligently to identify perpetrators of violent and antisocial behaviour during this year’s Bonfire Night. I commend them for making arrests and holding those who caused much distress and damage to account.”

She continued: “There is still a strong public sentiment, particularly

in my constituency of Edinburgh Eastern, for stricter regulations on fireworks and I am pleased that the Scottish Government’s legal affairs minister has instructed policy officials to investigate the extent to which fireworks are posing dangers to communities.”

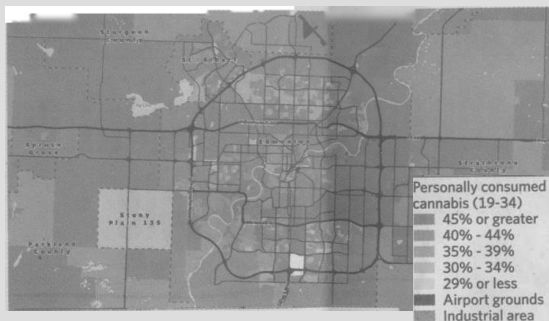
“I look forward to hearing results from this and associated recommendations for action in due course.”

Pot use highest among millennials in Edmonton

The recent data paints a wide ranging portrait of Canada’s marijuana scene

Joe Hall
CANNABIS
REPORTER Kevin
Maimann STARMETRO
EDMONTON

Communities with high immigrant populations tend to smoke less weed in Edmonton, according to a new survey.



Edmonton
In Edmonton, cannabis consumption rates among 19- to 34-year-olds are generally higher although consumption rates drop significantly north of Yellowhead Trail and south of Whitemud Dr.

A comprehensive survey released Thursday with research from Environics Analytics shows marijuana use across the country is highest among 19- to 34-year-olds.

That age group indulges fairly consistently throughout the Edmonton region, but less so in Mill Woods and in communities north of 137 Ave.

“Mill Woods is highly ethnic, and so is north of Yellowhead Trail — Castle Downs and other places,” said urban planner and University of Alberta professor Sandeep Agrawal.

U of A sociologist Rob Shields said a recent census shows the north side is a mixture of new Canadians and couples with children.

The survey shows little connection between marijuana use and income in Edmonton. While use is higher than average in lower-income neighbourhoods around 118 Ave., it’s also high in affluent Sherwood Park, as well as the university area and east side communities like Capilano.

“To me, that’s interesting—the relatively even quality of this,” Shields said.

The data paints a wide-ranging portrait of Canada’s marijuana scene three months before recreational use becomes legal across the country on Oct. 17.

The information — most of which will be offered by subscription to groups with interests in the emerging market that legalization will trigger— touches on dozens of elements of use and distribution and drills down to the postal code level right across the nation.

Among other things, it shows:

- 41 per cent of Canadians under 35 have consumed cannabis at least once;
- 29 per cent of all Canadians older than 19 have tried the drug;
- there is a \$3.9 billion marijuana market in Canada, with the average price for a gram of pot being \$7.36 nationwide;
- and more than 38 million joints could be rolled from the amount of cannabis consumed annually in Edmonton, if each joint weighed 0.43 grams.

Rupen Seoni, a senior vice-president with Environics Analytics, said he cannot

confidently predict at this time whether cannabis use will increase after legalization.

But public-health records show that use of the drug in Colorado and Washington has not risen appreciatively since it was legalized in the two U.S. states in 2012.

Seoni said the factors driving cannabis use are uniform across the country and discernible imbibing concentrations emerge on survey maps of every Canadian city.

“What’s remarkable is when you look region by region, city by city, the propensity to use, or the propensity to have used at some point, is pretty similar,” he says.

“When you look over 35 (years old, for example) pretty much every region it’s somewhere around 25 per cent of the population... regardless of how you slice and dice.”

Continue reading at thestar.com/edmonton

Prison reform must also factor in a new focus on rehabilitation

There will be practical measures to reduce drug use in jails and to increase the number of officers

David Lidington
Justice Secretary



ON A visit to HMP Pentonville in Islington last month, I was given a mug made in the print workshop by offenders. It's in my office now, and when I look at the date - 1842 - that forms part of Pentonville's logo, my respect for its governor and frontline staff grows.

Imagine trying to keep control of, and rehabilitate, some of society's most troubled and troubling offenders in a packed Victorian-era jail with Dr Crippen buried in its grounds.

The print workshop is evidence of the positive work happening there each and every day, giving offenders skills for life on the outside, on the right side of the law.



In the spotlight: too many of our jails are beset by rising violence among inmates and the use of illegal drugs

The staff I met were professional and energetic, engaged in promoting rehabilitation and setting offenders on the road to reform. The admirable women who run the sewing shop, to single out just two of them, have no fewer than 40 years' service between them.

But staff face huge

challenges in Pentonville and across the prison estate. There is too much violence and self-harm. There are growing concerns about increasing numbers of criminal gangs in London and other cities moving from the streets to prisons, continuing their violent feuds.

The use of illegal drugs and mobile phones, and their trade inside jail, leads to violence, addiction, debts, threats and misery.

Nigel Newcomen, the prison ombudsman, has referred to the spread of new psychoactive drugs as a “game-changer”.

In this environment, too few prisoners get the training and education that will set them on the path to a more positive future. So my first priority is to improve safety and security, and then press ahead with prison reform.

I’ve heard governors, staff and union representatives say the need to stabilise prisons is paramount. It’s a view shared by our well-regarded Chief Inspector of Prisons, Peter Clarke, in his meticulous reports.

Because I believe we should be accountable to the public for prison performance, and because it will help improve security and safety, I have decided to make our response to these reports more robust.

It seems clear to me that when considered recommendations are made by the inspectorate they should be followed up. This is particularly true when the same issues crop up in different prisons: it should help governors - and policy-makers - understand the causes and find solutions.

For this reason I am setting up a new unit, ultimately accountable to ministers, that is responsible for making sure we respond and react to reports. We must do so in a timely fashion: we will also agree to respond within 28 days if the Chief Inspector flags up a significant concern he believes needs urgent attention.

If we decide, with governors, that we should not accept a particular recommendation, or need more time to act, we will explain why this is the case or agree a new deadline where it is appropriate.

The changes we all want to see will not happen overnight, because in more volatile prisons the problems run deep. But more officers on the frontline will help.

We are hiring 2,500 prison officers over the next 18 months - and the number of new recruits is currently at its highest level for seven years.

This means more support for colleagues, more eyes looking out for illegal drugs and mobiles, and more ears listening out for trouble brewing. And more support for prisoners, with our new key-worker scheme that will train each officer to work more closely with six offenders, building stronger relationships to bring about positive change.

Staff are getting more technical help: extra CCTV in jails, and more body-worn cameras for prison officers. Some 300 dogs have been trained specifically to detect psychoactive drugs.

To combat the use of illegal phones, each prison now has handheld mobile detectors, and we are working with mobile phone companies on new technology that makes

handsets largely useless.

The people who use drones to deliver the contraband are being pursued through the courts: Tomas Natalevicius was sentenced to nearly eight years after being found guilty of conspiring to supply Class A drugs to prisons in the South-East. One of his targets? Pentonville.

All these measures will help bring greater stability in the short term. But we must look to the longer term.

I want to see prison numbers come down. We need better custody that cuts reoffending and crime. And we need to ensure judges, magistrates and the public have full

confidence in the other penalties available.

The purpose of prisons is two-fold. First, justice, for victims and the wider public, by holding in prison offenders, whose crime is so serious that no other penalty will do, or who would pose a danger to the public if released.

Second, rehabilitation, not because prisoners are entitled to an easy time of it but because society is entitled to expect them to make a fresh start when they get out.

Prisons are out of public sight, and most often out of mind. But the vast majority of prisoners will at some point leave jail and rejoin our communities, which is why what happens inside matters to us all. And it's why, when offenders are sent to jail, they should be held in

conditions that help them turn their lives around.

The debate about prisons is now opening up to a wider audience, not least through the Evening Standard's probing coverage of late.

The facts on reoffending are stark: at the moment, around half of the offenders we send to jail will break the law again once they're out, inflicting more pain on victims and ending up back behind bars. We must do better by offenders who are sent to prison to make them less likely to return. This will not happen overnight - but I will not shy away from the challenge.

To read more log on to: standard.co.uk/comment


MUSIC

Britain's Got Talent winner Tokio talks about his Generation

TOKIO Myers relishes being labelled an underdog. It worked for him when he rocked up to the prestigious Royal College of Music, not an aspiring rapper as many expected, but as a pianist with a love for Frederic Chopin and Sergei Rachmaninoff.

And it happened again when he successfully brought his electrifying mash-ups to television screens across the country courtesy of Britain's Got Talent, sweeping to victory in the process.

From delicate piano constructs to full-on electronic sculptures, he mixed Adele with Beethoven and Ed Sheeran with Claude Debussy.

People lapped it up, and now they're doing the same to his debut album, which fuses classical, cinematic, hip-hop, dance and 90s soul.

"The more you put me in a place I'm not supposed to be, it excites me more. I get a kick out of it because I know I can educate people," he says.

"I really love the underdog, I don't like doing the obvious thing. I don't want to be put in a box."

His motivation to audition for the ITV talent show came from a fear of stagnation.

After years as a session musician for Mr Hudson And The Library, where he toured with everyone from Kanye West to Amy Winehouse, Tokio wanted to flaunt a sound he had worked hard to hone.

"I reached a point in my life and things were pretty static, I hate static," he says. "I woke up one morning and decided I was going to do it, just for the sheer sake it was going to be superchallenging."

A few days before we meet, Tokio teased the album, *Our Generation*, at an intimate showcase where he was introduced by broadcaster Reggie Yates – a friend since his Mr Hudson days.

As a touring musician he also performed at Glastonbury in 2009 and it's a platform he would like to return to.

"I want to take this to the top, this isn't just for my bedroom," he laughs, in bewilderment perhaps at his own rise from small crowds to the Royal Variety Show (BGT winners automatically play the event).

Tokio Myers *Our Generation* is out now

Luther's tunes, 500 years after the Reformation

To mark the 500th anniversary of Martin Luther changing the course of religious history by hammering his 95 theses to a church door, the BBC has designated this Sunday as Reformation Day at the Proms. For those who can't attend — or who want an extra dose of austere theology and sturdy chorales — two new recordings from Harmonia Mundi will be manna from heaven.

The first is a riveting Mendelssohn programme from the excellent Freiburg Baroque Orchestra directed by Pablo Heras-Casado. Mendelssohn's religious faith is still a controversial matter. He was born a Jew, but baptised a Protestant in childhood (as were his three siblings). Whether his family were genuinely converting or being socially expedient is still a much-debated question. Either way, he was probably more inspired by Christianity than any other important composer of his sceptical generation.

That said, his *Reformation* Symphony is generally considered a dud. Or at least its most overtly Reformation bit is — the lame finale ponderously riffing on the chorale tune *Ein feste Burg*.

However, the Freiburgers play the whole work with such energy and persuasively sinuous period timbres that one easily overlooks its superficialities.

The chief reason to recommend this disc, though, is Isabelle Faust's thrilling solo playing in the Violin Concerto.

She takes the radical decision to perform the work as scholars now think mid-19th-century violinists would have done: with minimal vibrato, but lots of slides between the notes and very different bowings, making the piece sound far spikier and febrile than the suavely efficient readings one usually hears today.

Some may think her tone is too parched; I loved it.

An early Lutheran-style cantata by Mendelssohn (*Wer nur den lieben Gott lasst walten*, very much written in Bach-pastiche mode) is included on a new recording by the choir of Clare College, Cambridge, but as part of a much broader survey of Protestant music. It ranges from Lutheran chorales — so much livelier when sung, as here, in their original, syncopated rhythms — through two Bach cantatas and a lugubriously chromatic Brahms motet to Vaughan Williams's extended anthem *Lord,*

Thou hast been our Refuge. That culminates with choir and organ rising in exultant counterpoint as a solo trumpet unfurls an ancient Anglican hymn tune by William Croft.

- Directed by Graham Ross, the choir sometimes sounds a little too youthful: neat and tuneful, but falling short on rich timbre. However, there is much exciting instrumental work from an ensemble packed with distinguished names, and seasoned solo singing from Neal Davies, Nicholas Mulroy and the like.

Richard Morrison



Isabelle Faust makes the concerto sound far spikier and febrile



Hitting right balance between send-up and storytelling

Snow White

Eden Court Theatre, Inverness
* * * *

Aladdin

His Majesty's Theatre, Aberdeen
* * * *

It's in the nature of panto to send itself up; it's not exactly a naturalistic art-form, after all, and awareness that it's all just a story is a vital part of the fun. The trick, though, is to get the balance right between send-up and storytelling; pantomimes are based on fairytales, and without the odd moment where the audience begins, however briefly, to believe in magic, we tip over into the territory where the whole thing becomes at best a vehicle for a bit of adult satire and at worst a self-indulgent joke.

And of all this year's large-scale big-city pantos, it's perhaps Snow White at Eden Court - created by writer-director Steven Wren and his team, with major panto producers Imagine Theatre - that most perfectly hits that balance, with a show that not only makes room for loads of laughs but also gives full weight, in Iain Lauchlan's script, to the story of Snow White's life-and-death struggle with her stepmother, the Wicked Queen, who wants Snow White out of the way so that she can remain for ever the most beautiful woman in the land.

It's a primal tale, well told by lovely Lucy Hutchison as Snow White and Marj Hogarth as the Queen; and around them swirl all the key panto characters, from an ace team of puppet dwarves with Scottish names such as Glaiokit, Gallus and Dreich,

played by a chorus of Eden Court juniors, to the fine comedy duo of Steven Wren himself as the Dame, Dolly Mixture, and Ross Allan as her slightly gormless son, Jingles the Jester.

In this panto, though, there's never any doubt, from the opening moments, that the audience are also key players in the drama; the rapport between Allan, Wren and the Inverness audience is all but perfect and the show deploys almost a full set of classic panto devices, from a traditional kitchen slapstick scene to a hilarious behind-you sequence in the wild wood.

The final songsheet seems oddly rushed, with the audience never allowed to build up the right momentum behind the great old chants of "bring doon the cloot" and "we were the best!", but in every other respect this is the kind of panto of which archetypal childhood and family memories are made, funny, heartfelt, good-looking and full of festive spirit.

Aladdin at His Majesty's, Aberdeen, also features plenty of traditional panto fun; just try saying "three smart fellas, they felt smart" several times at speed and you'll begin to glimpse

exactly where this year's panto is coming from - and how it's brilliant song-sheet sequence is likely to end.

Yet a combination of factors - from the presence of a slightly overwhelmed-looking celebrity villain in Jimmy Osmond's Abanazar to the absence of Elaine C Smith, who has returned to Glasgow King's leaving behind only the recorded voice of the genie seems to knock the show slightly off balance; and the decision to have the hero Aladdin played by inspired daft laddie Jordan Young finally puts the kibosh on any chance of real romantic magic between him and Lisa-Anne Wood's spirited Princess Jasmine.

Co-writer Alan McHugh's big, galumphing Dame is as exuberant as ever in this Qdos panto, but the local comedy material seems thin and, with strong romantic storytelling in short supply, this Aladdin

- directed by Tony Cownie - often seems to be clobbering the audience over the head with Christmas fun rather than inviting them into it with that special panto mixture of magic, merriment and love.

**•Both until 7 January
JOYCE MCMILLAN**



Age gap bridged at youth club Christmas

DIFFERENT generations got together to share their stories and enjoy some turkey as part of an Edinburgh youth centre's Christmas festivities.

Around 60 people gathered at the Citadel Youth Centre to enjoy the occasion, aimed at spreading some cheer and building relationships within local communities.

The youth centre has been running community- based sessions in Leith since 1980 and project manager Willy Barr said the festive gathering was a great way to get people together.

He said: "It's an inter- generational project.

It's about bringing local young people together with local older people in a safe place to do activities that are structured.

"The whole idea is to develop relationships and get to know each other. They see each other in the community and that's quite nice. "It works massively for the older people - they feel quite excited about being around younger folk because for a lot of older people they are quite isolated."

The festivities, which among other activities included a Christmas lunch and carol singing, followed a family day last week attended by dozens from all over the city.

Mr Barr said it had been a busy week, adding: "The nice part of the whole story is all of those activities have been made possible by the local people who have supported us at a community level."

Mixing the visceral and cerebral... Let the studious thrashing of guitars begin

RSNO, John Storgards & Baiba Skride

Glasgow Royal Concert Hall

* * * * *

Every single note the RSNO played on Thursday truly meant something. They were responding without exception to the forceful personality of John Storgards, a conductor who knows his own mind and who communicates his thoughts to the musicians with knowing intent and fiery conviction. The result? One of the most exciting orchestral performances I've heard this season from any Scottish orchestra.

Where did Storgards find such opulent magic in the string section, particularly the lustrous quality of the first violins that coloured the opening bars of Bernard Herman's Love Scene from the Hitchcock film *Vertigo*? It's a piece of stoked up Wagner, deliciously dense and achingly beautiful, and an atmospherically perfect prequel to Korngold's Violin Concerto, with its reuse of selected film themes by the Hollywood composer.

There were wonderful surprises, too, in that concerto, which Latvian soloist Baiba Skride injected, somewhat idiosyncratically, with a bullish panache. Easeful virtuosity and sensitivity sat side by side in the central Romanze; then the sizzling impetuosity of the finale, explosive and ebullient at every turn.

Equally compelling was Tchaikovsky's Fifth Symphony, Storgards stamping his own indelible impression on its familiar pages. The big picture was cohesive and effusive, never predictable, but always on message.

It was a breathtaking, high-definition performance, enriched by such treats as Christopher Gough's liquid horn solo, a firebrand wind ensemble, ravishing string sound and a brass section that made* its burnished presence known without overpowering everyone else. An orchestra on fire!

KEN WALTON

Joe McFadden eyes career in the West End after Strictly triumph

By CATHERINE WYATT

Strictly Come Dancing champion Joe McFadden has said that it would be a “shame” if he did not continue to dance after winning this year’s show.

The Holby City actor became the oldest winner in Strictly history on Saturday night when he lifted the glitterball trophy aged 42.

His Holby character, Raf di Lucca, dramatically died earlier in the month, leaving McFadden free to pursue his interest in theatre.

When asked if he was now unemployed, the actor said: “I am... I’m very optimistic about the future, things are looking up.

“I’m feeling really good and looking forward to having a really good rest over Christmas.

“I’m going to lie in a dark room for about a week and sleep.”

And when the idea of a West End role was floated, McFadden added: “I have no idea.

“It would be lovely to put all the dancing into practice - it would be a shame to let all of that [go].”

The Holby City star and professional partner Katya Jones came out top of a public vote in the BBC final after 13 weeks of competition. McFadden beat fellow finalists Alexandra Burke, Debbie McGee and Gemma Atkinson to claim the glitterball trophy.



Joe McFadden and Katya Jones with the glitterball trophy after they won the final of Strictly Come Dancing on Saturday night

His three performances on Saturday night - a Charleston, a showdance and a Viennese waltz - scored a combined 118 out of a possible 120 points from the judges.

Moments after being announced as the winner, McFadden said: “It feels utterly, utterly amazing and yeah, I really can’t find the words.

“It’s just been brilliant, the - whole experience has been brilliant.”

Jones praised the star’s talent, saying: “He has so much potential, give me more time with him, he’ll become a pro.”

Jones, who partnered Ed Balls last year for her first series as a Strictly professional, was often complimented by the judges for her creative choreography.

McFadden said: “The routines have consistently been brilliant and she’s such an amazing artist and dancer and just being in the training room with you every day was such a joy.

COMMENT

“It feels utterly, utterly amazing and yeah, I really can’t find the words. It’s just been brilliant, the whole experience has been brilliant”

JOE MCFADDEN

“I mean, it was hard work, but it was a joy and I wouldn’t have had it any other way. No one said it was going to be easy.”

McFadden, who is the oldest winner since the show started in 2004, was the third man in a row to take the Strictly crown.

He is also the only Scottish celebrity to win the show, and said “there might be one or two whiskies consumed” after his victory, after saying he was teetotal for most of the programme’s run.

McFadden was born in Glasgow. He was educated in city’s Holyrood RC Se School, where a trainer saw his potential commended him for part in Taggart.

After taking a role in Take the High Road, he built his career in the theatre, with roles in Chitty Chitty Bang Bang, Rent and Rainbow Kiss.

McFadden then took roles in television series Sex, Chips & Rock n’ Roll and The Crow Road.

newsdesks@scotsman.com

The next big thing in Scottish pop music

NEXT year will undoubtedly be a big one for Scottish artists and their music with the National Museum of Scotland's Rip It Up exhibition starting in June and running through to late November and The Scottish Pop Music Exhibition Centre now hoping to be open by April or May.

However these are very different times from when bands like the Edinburgh beat combo The Athenians were playing nine times a week - twice on Fridays and Saturdays - and still holding down day jobs in the Sixties.

And though nobody knew it was post punk at the time as a genre, it still has relevance today and so do many of the bands. Paul Haig of Josef K went on to influence New Order and many others including Franz Ferdinand; dozens of bands cite Edwyn Collins and Orange Juice as an influence while others will talk of Roddy Frame and Aztec Camera.

That Malcolm Ross played in all three bands (Josef K, Aztec Camera and Orange Juice) and is respected in his own right too only sums up what a time it was and then we have Scars,



"There have been fewer artists break through more recently"

Fire Engines, Skids, Simple Minds, The Associates and indeed many more that deserve to be mentioned, only proving the point, where do you stop?

While the choice is more clear-cut j from the 80s indie bands with the Shop Assistants and The Pastels, still hugely ' influential today, many of those smaller 80s bands went on to big things in the 90s with I bands like Teenage Fanclub and Primal Scream.

Then there was Belle and Sebastian, Mogwai, Biffy Clyro and so it went on.

Of course I've missed out the pop hits of The Bluebells and Altered for ages in that brief sojourn, failed to extol the virtues of Deacon Blue, Love and Money, Hipsway and their ilk and not mentioned entire genres like dance and folk. The Sensational Alex Harvey Band and Ivor Cutler should of course never be forgotten!

Many current artists such as The Twilight Sad and Frightened Rabbit have been with us now for over a decade and go from strength to strength but it has to be said that there have been fewer artists break through more recently in the way Chvrches have for instance.

Of course working on the pop music centre has focused my thoughts on all this - as did the requests I've had recently, and get every year, to recommend new Scottish artists to look out for.

Dan Willson and his band Withered Hand certainly deserve to be huge but Dan is already a ten-year veteran as is Neil Pennycook of Meursault, another band that deserve a far bigger audience. There have been flashes of brilliance this year from the pop of Be Like Pablo to the pop punk of Paper Rifles, but again neither are completely new to the scene.

In the end there was one artist I felt fitted the bill and that was Hamish James Hawk or Hamish Hawk and The New Outfit as he currently calls himself and his band. His first album came out in 2014 - endorsed by King Creosote - and is very good indeed. He has slowly built up a good live following and released several excellent songs in the last year.

A songwriter of some skill, who traces his art back through Withered Hand and Belle and Sebastian to Roddy Frame, I heartily recommend you give him a listen. Google and YouTube Will get you there! 2018 may well be the year that a new wave of young Scottish artists make their mark and come up with something new and exciting.



Abba star Björn faces a new Waterloo over Mamma Mia! theatre

Lauren Pilat and Jonathan Prynn

ABBA star Björn Ulvaeus is facing a battle of Waterloo over plans to stage a musical based on the Swedish super group in a new theatre.

Ulvaeus, who co-wrote Abba's string of hits such as Waterloo, Dancing Queen and Knowing Me, Knowing You, has joined forces with producer Ingrid Sutej to apply for planning permission for a 500-seater South Bank venue on an undeveloped corner plot near the rail station and the BFI Imax. The proposed building by prize-winning Haworth Tompkins, who oversaw the £80 million overhaul of the nearby National Theatre, will have a set styled on a Greek taverna where audiences will dine on Greek food while the live show, called Mamma Mia! The Party, unfolds around them.

Construction of the building, with an 80ft tower, is expected to be completed in October 2018 if planning permission is granted, with the show opening by next Christmas. After five years it would be turned into a neighbourhood centre by social enterprise Coin Street Community Builders.



Protest: residents at the proposed theatre site on the South Bank today

But residents concerned about noise and traffic today staged a protest at the site, saying it should be used for community housing immediately.

One, Wai-King Cheung, said: "Putting something so boisterous in a residential area is an absolute joke. I'm shocked and disgusted they're not using it for community housing." A similar Mamma Mia! concept in Stockholm was opened in 2016, with the original band members reuniting for the first time in 30 years for its first night.

Ulvaeus said the project would offer "lots of positive benefits to the local community, as well as putting on a great show." The Coin Street community group said it was "an exciting and creative temporary use for the site".

Edinburgh dance**Hope Hunt and the Ascension into Lazarus****Dance Base**

★★★★★

The title of this stunning solo Doherty is a mite unwieldy, but the work emphatically is not.

There isn't a wasted moment in Doherty's 40-minute potent, impressionistic dance-theatre treatment of what she refers to as "the male disadvantaged stereotype". It's riveting and moving, and she's a simply phenomenal performer.

It isn't strictly a solo, nor is the piece entirely set indoors. It begins outside with — spoiler alert — a compact red car driven close to the venue entrance by a tough-looking young man (Aaron Hickland). A speaker in the back blares heavy, clubby beats. He opens the hatch and out tumbles Doherty. Hair slicked back and in baggy, nondescript street clothes, she proceeds to dance in a hip-hop style while lightly, loosely, interacting with the audience. After five minutes she urges us into the theatre.

I say she, but Doherty's behaviour and garb carry strong masculine overtones. With a finger she quickly mimes drawing a moustache on her face. It's a raw, switched-on, fragmented and yet meticulously detailed performance, swift and clear

and full of sharp body language underpinned by a blistering, intuitive intelligence. In an upstage corner is a big pile of junk food detritus.

Otherwise the stage is bare. Doherty roves purposefully about it, initially speaking with a German accent (and name-dropping the pioneering 20th-century installation artist Kurt Schwitters, presumably a personal homage), but soon shifting into Irish intonations. She breathes hard and rhythmically while morphing a carefully chosen collage of words into new shapes and sounds. Her persona is cocky, then vulnerable and breathtakingly quick-change.

In the final section everything becomes bright, with Doherty in white and a soundtrack of soothing Renaissance music overlaid by the voices of people arguing violently. Painful yet mysteriously redemptive, *Hope Hunt* left me shaken and stirred. Doherty's new ensemble work has its premiere at the MAC Belfast International Festival on October 26. One to keep an eye on.

Donald Hutera

The Proms are about how we live, not just about the music

Clemency
Burton-Hill



AT THE end of a Prom last month, Daniel Barenboim, 74, gave an impromptu address to the audience at the Royal Albert Hall. Visibly moved after a concert in which his German orchestra had played an all-English programme, this Argentine-Israeli conductor, who also holds Spanish and Palestinian citizenship, talked about music's ability to unite people of different cultures and beliefs. He also mentioned isolationism, fanaticism and nationalism, arguing that their divisive effects can only be "fought" by educating future generations.

Perhaps unsurprisingly given the febrile climate, his words were met with opprobrium in certain quarters. The moment came at the end of a live broadcast, and for some commentators it seemed he had been encouraged to peddle explicit anti-Brexit sentiment - although Brexit was never mentioned.

The controversy that ensued raises a question bigger than any single artist or statement. What do we want our creative artists to be? Accomplished technicians who deliver the goods but

have nothing to say? Or thinking humans who use their art to try to express what it is to be? The Proms is fortunate to be able to engage the world's greatest soloists, ensembles and conductors; invitations to perform are based on musical merit alone. It is not, and has never been, a political platform, but it would be impoverished indeed if musicians - or audiences - were forced to suppress their authentic personalities.

There's not a country on earth that wouldn't be proud to host a festival as ambitious in scope and open in spirit as this. Every summer, musicians and concertgoers of myriad nationalities are drawn to SW7. Multiple beliefs, political and otherwise, co-exist in that iconic hall which holds up to 6,000 people every night - 1,000 of whom pay just £6. This season, as well as core classics, you could hear tributes to Ella Fitzgerald, Dizzy Gillespie, Charles Mingus, Stax Records and Scott Walker, plus the film scores of John Williams or the theatrical glories of Oklahoma! You could enjoy a night of music from India and PaMstan, or Chineke!, an orchestra of classical musicians from BME backgrounds.

Music is an engine of empathy: AT THE end of a Prom last month, Daniel Barenboim, 74, gave an impromptu address to the audience at the Royal Albert Hall. Visibly moved after a concert in which his German orchestra had played an all-

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an engine of empathy: whoever you are, I believe it is hard not to leave the Proms feeling a little more convinced that we are engaged in a collective endeavour: this being human. Our divisive times call more than ever for artists who answer what playwright Tennessee Williams described as "the crying, almost screaming need of a great worldwide human effort to know ourselves and each other a great deal better".

- *Clemency Burton-Hill presents the Proms and Breakfast on BBC Radio 3. Her forthcoming book Year of Wonder: Classical Music for Every Day - will be published in October by Headline.*



MUSIC

THE PRODIGY

AS pioneers often do, The Prodigy have always done things their own way by experimenting and leaving the listening public to either like it or lump it.

But what is your opinion of The Prodigy? Do you think they are no so much a dance group but more a descendant of punk bands like the Sex Pistols and the Clash? The Essex-based trio (Liam Howlett, Maxim and Keith Flint) formed in

Braintree 1990. After hit albums *Experience* and *Music For The Jilted Generation*, they achieved mainstream

success in 1997 with their 10 million-selling album *The Fat Of The Land*.

During their career, the dance behemoths have amassed quite a catalogue and they're far too prolific for anyone to look back on them in nostalgia terms, which is what makes them still relevant. Early next year, they will release their seventh studio album.

They're not quite national treasures, they're far too off-the-wall for that, but they are a UK institution at the very least.

Ricltard Jones
Tonight, 02 Academy, Glasgow.
o2academyglasgow.co.uk

Neneh's girl: Music stars came to my house... but I only cared about Lego

Alistair Foster and
Hamish MacBain

RISING star Mabel McVey has spoken about growing up with musician parents - and dealing with their fame as she forges her own singing career.

McVey, 21, is the daughter of Swedish singer Neneh Cherry and music producer Cameron McVey, who has worked with Massive Attack, All Saints and Sugababes.

As a child she was used to stars such as REM'S Michael Stipe coming round to her house - where All Saints recorded their hit Never Ever. To McVey, however, they were "all my dad's annoying friends. Like, can I just get on with building this Lego?"

The singer, who grew up in Stockholm, moved to London at 18 to forge her music career - but did not reveal her full identity when contacting management companies.

She told ES Magazine: "I wanted to do music by myself. If my parents helped, I'd never feel confident in the fact that I'm actually good."

After "literally just harassing people" she secured a manager, and in 2015 released her first song on Soundcloud. It went viral and



Family values: Mabel McVey in a shoot for ES Magazine and with her mother Neneh Cherry

later that year she signed a record deal with a big label. The singer, who has made her name with a 21st-century take on Nineties R&B, now feels better able to cope with her parents' fame, saying: "When I was in my teens I felt quite embarrassed by being my mum and dad's daughter. I thought, 'People will never take me seriously'. But actually, the older I get, the prouder I become of the things they've accomplished. My mum's sung for Nelson Mandela, and my dad produced one of my favourite albums of all time [Massive Attack's debut, *Blue Lines*]."

ES Magazine



The singer also spoke about how music helped her cope with the severe anxiety she suffered as a child. Born in Spain, she lived in France, New York and London before the age of eight. At that point her family moved to Stockholm, where she “instantly felt safer”. She said: “Mum has always kept journals and she told me, ‘You need to be writing all of this down’. I must have been five or six when I realised all the stuff I was writing made sense with what I was playing on the piano. “And that was an incredible tool for me. Any time I was feeling down, I was always just like, Ah, go and play’. My mum would always say it was never a bad thing. It just meant that I was open, and that I felt a lot. The older I get, the more I agree with that.”

Grande way to restore the light

Ariana Grande

Sweetener

(Island)

★★★★☆

POP stars often struggle to be taken seriously after finding fame young. As she releases her fourth album at 25, eight years after making her name as a quirky Nickelodeon actress, Ariana Grande has a very different problem. How can she be expected to have fun again after what happened at her Manchester concert in May last year? It's now impossible to hear her name without thinking of the bomb that killed 22 people and injured over 500.

The Florida star handled it at the time with a perfect balance of empathy, dignity and inspirational behaviour, returning to Manchester less than a fortnight later to put on a huge benefit concert. Here she also pulls off a tricky equilibrium between

acknowledging it — from the upside-down cover image indicating turmoil to the cappella intro *Raindrops (An Angel Cried)* — and moving on with positivity. Her comeback single, *No Tears Left to Cry*, is a prime example, beginning as a heartbroken ballad before shimmying outwards as she sings, “I’m picking it up.” *Breathin* sees her encouraging herself to get over a panic attack.

Producers Max Martin and Pharrell Williams make *Sweetener* an album of two halves, with some of the EDM-lite pop that existing fans love but also stranger fare. Successful skips along over steel drums and a woozy keyboard line. *The Light is Coming*, with Nicki Minaj, is her oddest song to date. On an album that arrives carrying a jumbo jet’s worth of baggage, Grande moves onwards and upwards with a remarkable lightness to her step.

David Smyth

HEAR IT NOW

Stuart Maconie



The 6Music presenter on Graham

If Graham Gouldman had never been in 10cc, he would still be one of the greatest pop songwriters Britain has ever produced.

In fact, by the time he formed that smart, brilliant outfit with Eric Stewart, Loi Crème and Kevin Godley, he was already a songsmith of repute within the industry, even if he could probably still walk the streets of Manchester unrecognised.

-In his late teens working in a gents' outfitters by Salford docks and playing in local bands by night, he shut up shop one lunchtime and came up with a song called For Your Love that his manager hawked around the Tin Pan Alley circuit until it reached The Yardbirds. 'My manager wanted to offer it to The Beatles but I pointed out that they were doing all right in the songwriting department actually.'

This last remark is pure Gouldman; in a business where knaves and fools often prosper, he is a splendid and engaging chap. I spoke to him last week about a new compilation called 10cc Before, During, After which, as the title obliquely hints, tells the story not just of 10cc's pop heyday in the 1970s, but the solo work of all four before and after too. For Gouldman, as well as For Your Love - too poppy for blues purist Yardbird Eric Clapton who took his guitar home in disgust - there were hits like No Milk Today for Herman's Hermits and Bus Stop for The Hollies, lovely pop vignettes that evoke the north of the 1960s as brilliantly as A Kind Of Loving or A Taste Of Honey.

'Everyone was flamboyant; Roxy Music, Slade, Queen. 10cc formed in a studio. We were so bland it was revolutionary'

Well, I'm so pleased you think that,' he said. 'That's exactly what I wanted to do. No Milk Today was my dad's idea. He went round to his mate's house and there was a milk bottle on the step with this note, and he came back and said, "there's a great idea for one of your songs." I said, "Dad, that's a terrible idea." He had to point out to me that he wasn't actually suggesting I write a song about milk and dairy retail, but use it as a metaphor for love having left the house.'

After a brief stint in New York working in the bubblegum hit factory of Kasenetz-Katz (also featured in the boxset), he returned to the North and became involved in the setting up of Strawberry Studios in Stockport from which emerged a geeky gang of musos called 10cc. 'Everyone at that time had a flamboyant image; Roxy Music, Slade, Queen... we looked like what we were, four guys formed in a studio.

We were so bland it was revolutionary.'

Those four guys made a string of dazzling albums and near-perfect pop singles - The Dean And I, Rubber Bullets, Wall Street Shuffle, I'm Mandy Fly Me, I'm Not In Love - any one of which would have been the highlight of most bands' careers. 10cc made it look effortless, which of course it wasn't. But those records are now getting the recognition they deserve, something we pop fans have always known. Clapton may be a great guitarist, but he was wrong about the songs of Gouldman.



Photography: Alamy

SONGSMITH 10cc frontman and writer Graham Gouldman

Macca's tribute

MUSIC stars and world leaders paid tribute to soul legend Aretha Franklin who died yesterday aged 76.

Sir Paul McCartney said: "Let's all take a moment to give thanks for the beautiful life of Aretha Franklin, the Queen of our souls, who inspired us all for many, many years."

"She will be missed but the memory of her greatness as a musician and a fine human being will live with us forever."

The American icon, whose career spanned seven decades, died at home in Detroit. She had been fighting pancreatic cancer.

The Queen of Soul, whose songs included Respect, Think, (You Make Me Feel Like) A Natural Woman, and I Say a Little Prayer - died on the 41st anniversary of Elvis Presley's death.

Franklin, a symbol of America's Civil Rights movement in the 1960s, had fought ill health in recent years and retired from touring in 2017.

Sir Elton John, who witnessed her last performance at his Aids Foundation concert, said: "We were witnessing the greatest soul artist of all time. I adored her and worshipped her talent."

In a tweet, Beach Boys star Brian Wilson called her "one of the

By **JAMES BEAL**

greatest and most emotional signers."

Annie Lennox, who performed with Aretha, called her "simply peerless". And Lionel Richie added: "Her voice, her presence, her style. No one did it better."

Dionne Warwick said: "We've lost an iconic person."

Former US leader Barack Obama, who saw Aretha perform at his inauguration in 2009, said: "The gift of her music remains to inspire us all."

US President Donald Trump tweeted: "She was a great woman, with a wonderful gift from God, her voice. She will be missed!"

As music fans worldwide mourned, Aretha's 30 Greatest Hits album shot to No1 on iTunes.

james.beal@the-sun.co.uk

The Sun Says - Page 12

We have lost an iconic person

DIONNE WARWICK



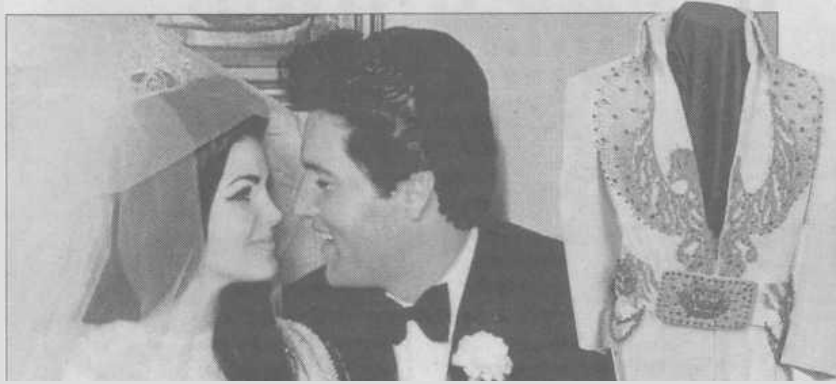
Brian Wilson

@BrianWilsonLive

I'm very sad to hear about Aretha Franklin passing. She was one of the greatest and most emotional singers. I used to love listening to her in the sixties but her music is timeless. Love & Mercy to Aretha's family and friends.

Sorrow . . . tweet from Beach Boys' Brian

Love me tender: why curating London's new Elvis exhibition is so bittersweet for Priscilla



Alistair Foster
Showbusiness Correspondent

PRISCILLA PRESLEY says curating a new Elvis exhibition that focuses on his touring years has been bittersweet.

The singer's heavy schedule after his comeback in the late Sixties put a strain on their relationship, leading to them divorcing in 1973.

Priscilla, 72, has looked after the star's estate since his death in 1977 and helped put together the new exhibition *Elvis On Tour*, which will open at The O2 in November. It will feature many items that have never before left Graceland.

Asked if it was upsetting to curate, she told the *Standard*: "It was. Touring wasn't just tough for Elvis and I, it's tough for any couple, whether they are married or not. There are long days, hard days, the planes, the cars... being apart from each other for so long, you just wanted to fill that void with anything, even just conversation.

"We would talk to each other every single day, but it just wasn't enough... there were lonely hours, nervous hours time had a lot to do with it. Elvis wasn't fond of waiting around. He also enjoyed it as that was his life, and you just had to take the good with the bad."

Elvis On Tour will feature 200 artefacts, including 35 jumpsuits, guitars he used on stage and tour trunks full of the silk scarves he used to hand out to fans. Priscilla added: "I know pretty much what people are looking for and want to see. There are many of the famous jumpsuits from 1969 to 1977 which people are still so fascinated by. It's funny because the first few jumpsuits that were made for him, he couldn't move in them, let alone dance on stage or perform his famous karate moves. Flexible fabrics were just coming out and once we started using them, he was able to move around properly."

The exhibition follows 2014/15's Elvis At The O2, which was visited by 200,000 people.

Priscilla believes Elvis, who died at 42, would have been shocked at his enduring appeal. "It's remarkable that people are still so interested, and I don't think Elvis himself would believe it," she said. "He thought he would be an old-timer at 40 - he always said that to me."

Elvis On Tour opens on November 3. Tickets on sale Friday at elvisontourexhibition.co.uk. Priscilla will join the Royal Philharmonic on stage at the O2 for the Elvis In Concert: Live On Stage U1 tour on November 30.

Dance

Julie Cunningham

Royal Festival Hall

★★★

Who thinks it's a good idea to stage a dance event on a rooftop in London in August? You may think it's summer but the weather often has other ideas, and on Wednesday night the audience for Julie Cunningham's programme shivered in an especially bitter cold wind. I can't imagine how the lightly dressed, barefoot dancers coped.

This 45-minute event was presented by Rambert (Cunningham is the company's choreography fellow) and comprised two halves. In the first, Cunningham (in eccentric headgear) performed *Brutal*, a quixotic solo. If you hadn't read about it in advance (the printed programmes were handed out *after* the show) you wouldn't have a clue that it was inspired by Upton Sinclair's 1906 novel *The Jungle* (about the exploitation of immigrants in America), and the work of the Russian theatre director Vsevolod Meyerhold.

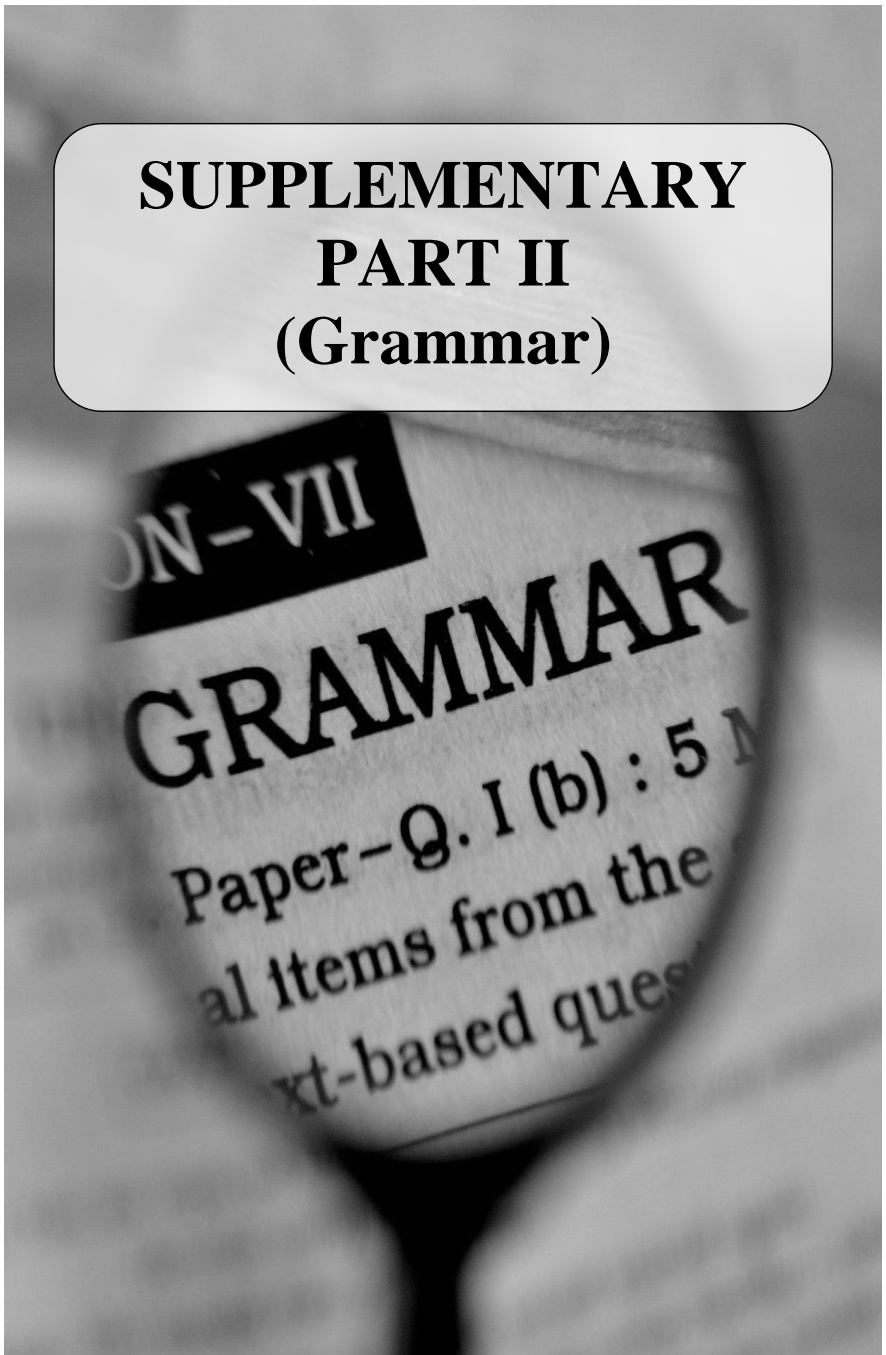
In the absence of such context, what was obvious in the choreography was that Cunningham was having some kind of private conversation that spoke of pain and confusion, of unsettling fears and manipulation.

The solo didn't sustain its length, but the Thameside view — from the London Eye to Somerset House — was breathtaking.

Things picked up considerably for *Your Ten Thousand Eyes*, a new site-specific work for five dancers, including Cunningham and two dancers from Rambert. Here the mood is watchful, meditative, even serene, until the moment when the carefully crafted moves start to feel creepy and strange. How the dancers interact — or fail to interact — is part of the appeal, and the standout moment is a riveting, finely balanced duet for Cunningham and Hannah Burfield that feels as if the two women are daring each other into some kind of reaction. Cunningham, who set up her troupe last year, is clearly a choreographic talent to watch.

Debra Craine

**SUPPLEMENTARY
PART II
(Grammar)**



SUPPLEMENTARY PART II

PART A

*In questions 1-100 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct.*

1. Dresses, skirts, shoes, and children's clothing are advertised at great
A B C
reduced prices this weekend.
D
2. Although the weather was not perfect, a bunch of people turned out
A B C
 for the annual parade.
D
3. Although both of them are trying to get the scholarship, she has the highest
A B C D
 grades.
4. A five-thousand-dollars reward was offered for the capture of the
A B C
escaped criminals.
D
5. A liter is one of the metric measurements, aren't they ?
A B C D
6. A lunch of soup and sandwiches do not appeal to all of the
A B C D
 students.
7. Patrick was very late getting home last night, and unfortunately for him, the
A B
dog barking woke everyone up.
C D
8. Paul did so well in his speech today that he should have rehearsed
A B
 it many times this week.
C D
9. Nobody had known before the presentation that Sue and her sister will
A B
receive the awards for outstanding scholarship.
C D

10. She wishes that we didn't send her the candy yesterday because
 A B C
 she's on a diet.
 D
11. The customer was interested to see one of those new pocket
 A B C
 cameras with the built-in flash.
 D
12. We called yesterday our friends in Boston
 A
 to tell them about the reunion that we are planning.
 B C D
13. Today was such beautiful day that I couldn't bring
 A B
 myself to complete all my chores.
 C D
14. The next important question we have to decide is when do we have to
 A B C
 submit the proposal.
 D
15. The political candidate talked as if she has already been elected to the
 A B C D
 presidency.
16. Until his last class at the university in 1978, Bob always turns in all
 A B C
 of his assignments on time.
 D
17. While verbalization is the most common form of language in existence,
 A B
humans make use of many others systems and techniques to
 C D
 express their thoughts and feelings.
18. After rising the flag to commemorate the holiday, the mayor gave a
 A B C D
 long speech.

19. After Allan had searched for twenty minutes, he realized that his jacket had
 A B C
been laying on the table the entire time.
 D
20. Bess is used to fly after having crossed the continent many times
 A B C
 during the past decade.
 D
21. Each of the students in the accounting class has to type their own
 A B C D
 research paper this semester.
22. Despite Martha's attempts to rise her test score, she did not receive
 A B
a high enough score to be accepted by the law school.
 C D
23. Daniel said that if he had to do another homework tonight, he
 A B C
would not be able to attend the concert.
 D
24. Jane said she would borrow me her new movie camera if I
 A
wanted to use it on my trip to Europe.
 B C D
25. Marvell conducted the orchestra gracefully and with style to
 A B C
the delight of his appreciative audience.
 D
26. Let Nancy and her to make all the plans for the party, and you and I
 A B C
will provide the music.
 D
27. John's wisdom teeth were troubling him, so he went to a dental surgeon to
 A B C
see about having them pull .
 D

38. While searching for the wreckage of a unidentified aircraft, the Coast Guard
 A B C
encountered severe squalls at sea.
 D
39. Because of the severe snow storm and the road blocks, the air force dropped
 A B
 food and medical supplies close the city .
 C D
40. Having finished his term paper before the deadline, it was delivered to the
 A B C
 professor before the class.
 D
41. Hardly he had entered the office when he realized that he had forgotten his
 A B C D
 wallet.
42. Dr. Adams was displeased because the student had turned in an
 A B
unacceptable report, so he made him to rewrite it.
 C D
43. Even though she looks very young, she is twice older than my twenty-year-
 A B C D
old sister.
44. Neither of the scout leaders know how to trap wild animals or how to
 A B C
 prepare them for mounting.
 D
45. Standing between so many strangers, the frightened child began to sob
 A B C
uncontrollably.
 D
46. The company has so little money that it can't hardly operate anymore.
 A B C D
47. The little boy's mother bought him a five-speeds racing bicycle for his
 A B C D
 birthday.

58. Rita enjoyed to be able to meet several Congress members during her
 A B C D
 vacation.
59. Some Italian scholars stressed the study of grammar, rhetoric, learning about
 A B C D
 history, and poetry.
60. Professor Duncan teaches both anthropology as well as sociology each fall.
 A B C D
61. Home pigeons are known for their uncanny internal compass.
 A B C D
62. When Cliff was sick with the flu, his mother made him to eat chicken soup
 A B C
 and rest in bed.
 D
63. The way we react to other people, the educational training we received, and
 A B
 the knowledge we display are all part of our cultural heritage.
 C D
64. At the rate the clerks were processing the applications, Harry figured that it
 A B
will take four hours for his to be reviewed.
 C D
65. Did you know how that actors' strike will delay the beginning of the new
 A B C
 television season and cause the cancellation of many contracts?
 D
66. George is not enough intelligent to pass this economics class without help.
 A B C D
67. It was suggested that Pedro studies the material more thoroughly before
 A B C
attempting to pass the exam.
 D

68. It is most important that he speaks to the dean before leaving for his
 A B C D
 vacation.
69. Kevin is one of the most intelligent boys of the science class.
 A B C D
70. Kurt had so interesting and creative plans that everyone wanted to work on
 A B C
 his committee.
 D
71. Mumps are a very common disease which usually affects children.
 A B C D
72. Mr. Harris will be divided the biology class into two sections to prevent
 A B C
overcrowding in his classroom.
 D
73. Marcy said that she knew how the procedures for doing the experiment, but
 A B
 when we began to work in the laboratory, she found that she was mistaken.
 C D
74. Some bumper stickers are very funny and make us laugh, yet another can
 A B C
 make us angry because of their ridiculousness.
 D
75. Paris has been well known about its famous monuments, beautiful music,
 A B C
 and wonderful restaurants for over one hundred years.
 D
76. Our new television came with a ninety-days warranty on all electrical
 A B C D
 components.
77. Our new office building will be located downtown in the corner of Euclid
 A B C
Avenue and East Ninth Street.
 D

78. Admittance for the inauguration ceremonies was only by special invitation
 A B C
 of the committee.
 D

79. After being indicated for his part in a bank robbery, the reputed mobster
 A B
decided find another attorney.
 C D

80. Angle's bilingual ability and previous experience were the qualities that
 A B
which helped her get the job over all the other candidates.
 C D

81. Anybody who plans to attend the meeting ought send a short note to the
 A B C D
chairperson.

82. Because there are less members present tonight than there were last night,
 A B C
 we must wait until the next meeting to vote.
 D

83. Children enjoy telling and listening to ghosts stories, especially on
 A B C D
Halloween night.

84. Being that he was a good swimmer, John jumped into the water and rescued
 A B C
the drowning child.
 D

85. Eric and his sister won first prize for the most elaborate customs they had
 A B C
worn to the Halloween party.
 D

86. His father does not approve of him to go to the banquet without dressing
 A B C
formally.
 D

PART B

*The following tests involve incomplete sentences. Beneath each sentence you will see phrases, marked A, B, C and D. Choose the **one** phrase that best completes the sentence.*

1. I understand that the governor is considering a new proposal _____
 - (A) what would eliminate unnecessary writing in government
 - (B) who wants to cut down on the amount of writing in government
 - (C) that would eliminate unnecessary paperwork in government.
 - (D) to cause that the amount of papers written in government offices will be reduced

2. The doctor told his receptionist that he would return _____
 - (A) as early as it would be possible
 - (B) at the earliest that it could be possible
 - (C) as soon as possible
 - (D) at the nearest early possibility

3. George belongs to the _____
 - (A) class of the upper middle
 - (B) upper middle class
 - (C) class from the center up
 - (D) high medium class

4. A good student must know _____
 - (A) to study hard
 - (B) to be a good student
 - (C) how to study effectively
 - (D) the way of efficiency in study

5. Jane changed her major from French to business _____
 - (A) with hopes to be able easier to locate employment
 - (B) hoping she can easier get a job
 - (C) with the hope for being able to find better a job
 - (D) hoping to find a job more easily.

6. He has received several scholarships _____
 - (A) not only because of his artistic but his academic ability
 - (B) for both his academic ability as well as his artistic

- (C) because of his academic and artistic ability
(D) as resulting of his ability in the art and the academy
7. Harvey will wash the clothes, _____.
- (A) iron the shirts, prepare the meal, dusting the furniture
(B) ironing the shirts, preparing the meal, and dusting the furniture
(C) iron the shirts, prepare the meal, and dust the furniture
(D) to iron the shirts, prepare the meal, and dust the furniture
8. _____ that new information to anyone else but the sergeant.
- (A) They asked him not to give
(B) They asked him to don't give
(C) They asked him no give
(D) They asked him to no give
9. _____, he would have signed his name in the corner.
- (A) If he painted that picture
(B) If he paints that picture
(C) If he had painted that picture
(D) If he would have painted that picture
10. The doctor insisted that his patient _____
- (A) that he not work too hard for three months
(B) take it easy for three months
(C) taking it easy inside of three months
(D) to take some vacations for three months
11. The manager was angry because somebody _____
- (A) had allowed the photographers to enter the building
(B) had let the photographers to enter into the building
(C) permitting the photographers enter the building
(D) the photographers let into the building without the proper documentations.
12. Richard was asked to withdraw from graduate school because _____
- (A) they believed he was not really able to complete research
(B) he was deemed incapable of completing his research
(C) it was decided that he was not capable to complete the research
(D) his ability to finish the research was not believed or trusted

13. The committee members resented _____
- (A) the president that he did not tell them about the meeting
 - (B) the president not to inform them of the meeting
 - (C) the president's not informing them of the meeting
 - (D) that the president had failed informing themselves that there was going to be a meeting
14. _____ did Arthur realize that there was danger.
- (A) Upon entering the store
 - (B) When he entered the store
 - (C) After he had entered the store
 - (D) Only after entering the store
15. The rabbit scurried away in fright _____
- (A) when it heard the movement in the bushes
 - (B) the movement among the bushes having been heard
 - (C) after it was hearing moving inside of the bushes
 - (D) when he has heard that something moved in the bushes
16. After the funeral, the residents of the apartment building _____ .
- (A) sent faithfully flowers all weeks to the cemetery
 - (B) sent to the cemetery each week flowers faithfully
 - (C) sent flowers faithfully to the cemetery each week
 - (D) sent each week faithfully to the cemetery flowers
17. Because the first pair of pants did not fit properly, he asked for _____.
- (A) the others ones
 - (B) another pairs
 - (C) another pants
 - (D) another pair
18. The committee has met and _____ .
- (A) they have reached a decision
 - (B) it has formulated themselves some opinions
 - (C) its decision was reached at
 - (D) it has reached a decision
19. Alfred Adams has not _____ .
- (A) lived lonelynessly in times previous

- (B) never before lived sole
- (C) ever lived alone before
- (D) before lived without the company of his friends

20. John's score on the test is the highest in the class; _____ .

- (A) he should study last night
- (B) he should have studied last night
- (C) he must have studied last night
- (D) he must had to study last night

21. Henry will not be able to attend the meeting tonight because _____ .

- (A) he must to teach a class
- (B) of he will teach a class
- (C) he will be teaching a class
- (D) he will have teaching a class

22. Having been served lunch, _____ .

- (A) the problem was discussed by the members of the committee
- (B) the committee members discussed the problem
- (C) it was discussed by the committee members the problem
- (D) a discussion of the problem was made by the members of the committee

23. Florida has not yet ratified the Equal Rights Amendment, and _____ .

- (A) several other states hasn't either
- (B) neither has some of the others states
- (C) some other states also have not either
- (D) neither have several other states

24. The chairman requested that _____ .

- (A) the members studied more carefully the problem
- (B) the problem was more carefulnessly studied
- (C) with more carefulness the problem could be studied
- (D) the members study the problem more carefully

25. California relies heavily on income from fruit crops, and _____ .

- (A) Florida also
- (B) Florida too
- (C) Florida is as well
- (D) so does Florida

26. The professor said that _____ .
- (A) the students can turn over their reports on the Monday
 - (B) the reports on Monday could be received from the students by him
 - (C) the students could hand in their reports on Monday
 - (D) the students will on Monday the reports turn in
27. This year will be difficult for this organization because _____ .
- (A) they have less money and volunteers than they had last year
 - (B) it has less money and fewer volunteers than it had last year
 - (C) the last year it did not have as few and little volunteers and money
 - (D) there are fewer money and volunteers that in the last year there were
28. The teachers have had some problems deciding _____ .
- (A) when to the students they shall return the final papers
 - (B) when are they going to return to the students the final papers
 - (C) when they should return the final papers to the students
 - (D) the time when the final papers they should return for the students
29. She wanted to serve some coffee to her guests; however, _____ .
- (A) she hadn't many sugar
 - (B) there was not a great amount of the sugar
 - (C) she did not have much sugar
 - (D) she was lacking in amount of the sugar
30. There has not been a great response to the sale, _____ ?
- (A) does there
 - (B) hasn't there
 - (C) hasn't it
 - (D) has there
31. Although the weather in Martha's Vineyard isn't _____ to have a year-round tourist season, it has become a favorite summer resort.
- (A) goodly enough
 - (B) good enough
 - (C) good as enough
 - (D) enough good
32. The first article of the United States Constitution gives Congress _____ to pass laws.

- (A) the power
- (B) has the power
- (C) the power is
- (D) of the power

33. Throughout the animal kingdom, _____ bigger than the elephant.

- (A) whale is only the
- (B) only the whale is
- (C) is the whale only
- (D) only whale is the

34. Unlike most Europeans, many Americans _____ a bowl of cereal for breakfast every day.

- (A) used to eating
- (B) are used to eat
- (C) are used to eating
- (D) use to eat

35. _____ in history of the hospitality industry when remarkable progress was made within a relatively short span of time.

- (A) The periods;
- (B) The only periods;
- (C) There have been periods;
- (D) Throughout periods.

36. Railways compete favourably with other means of transportation which results in modernizing of equipment, addition of amenities _____ improved food service and more comfortable suites.

- (A) that like;
- (B) likely;
- (C) like
- (D) as like as

37. Through the use of their highly advanced garbage recycling system, this developing country's _____ the dumping of more than 850 million tons trash onto their landfills yearly.

- (A) that avoids six major cities
- (B) six major cities avoid

- (C) six major cities avoiding
- (D) avoiding 58 major cities

38. _____ was a customs office clerk who only wrote at night, the American Herman Melville made a big name for himself by writing one of the greatest whaling-adventure novels in the English language.

- (A) Although he
- (B) Though both he
- (C) In spite of
- (D) Despite he

39. Gerard Jensen, _____, is regarded as one of Vanuato's major expatriate artists.

- (A) he has art filled with fabulous creatures in a make-believe world
 - (B) that is art filled with fabulous creatures in a make-believe world
 - (C) which art is filled with fabulous creatures in a make-believe world
 - (D) whose art is filled with fabulous creatures in a make-believe world
40. Even in the lower latitudes, _____.

- (A) coconut palm this hardy thrives
- (B) hardy coconut palm thrives this
- (C) thrives hardy this coconut palm
- (D) this hardy coconut palm thrives

41. An Idaho school district _____ take out particular additions to biology textbooks that was determined to be endorsing a certain religious sect.

- (A) had to order
- (B) was ordered to
- (C) be ordered to
- (D) ordered to

42. The best way to treat panic disorder is by simply pulling yourself together _____ things out with someone.

- (A) or by talking
- (B) beside talking
- (C) and to talk
- (D) or to talk

43. _____ the movements known as Tai Chi based on long years of observation of animals, plants, and man.

- (A) Ancient Chinese teachers developed
- (B) For the ancient Chinese teachers developed
- (C) Developing ancient Chinese teachers
- (D) The ancient Chinese teachers were developed

44. Several acquaintances of 23-year-old Martin Davidson said they were horrified to hear that he had been accused of breaking into a large mobile phone network_____.

- (A) that millions of private messages guards
- (B) guards that millions of private messages
- (C) guarded millions of that private messages
- (D) that guards millions of private messages

45. _____ its area of defense, a fort should be built on an elevation and with some sort of natural feature of the landscape to obstruct direct access to the fort.

- (A) To better protect
- (B) Protecting better
- (C) For the better of
- (D) It is better for

46. "When did you get the bike?" - "My father gave _____."

- (A) to me it last night
- (B) me the bike last night
- (C) to me the bike last night
- (D) last night the bike to me

47. _____, Sarah rarely misses her basketball shots.

- (A) An excellent basketball player
- (B) An excellent basketball player is
- (C) Sarah is an excellent basketball player
- (D) Her excellent basketball play

48. The hummingbird is among _____ in the world.

- (A) a tiny and more colorful bird
- (B) as tiny as the most colorful bird
- (C) tiniest and colorful most the birds
- (D) the tiniest and most colorful birds

49. _____, all set in the Chihuahuan Desert, offer scenery ranging from underground caves to high mountain peaks.

- (A) The national parks of the Southwest are
- (B) The national parks of the Southwest
- (C) Not only are the national parks of the Southwest
- (D) In the national parks of the Southwest

50. _____ found in forests can possess deadly toxicity is an element of folk knowledge that has not been passed down to today's general public.

- (A) Those certain mushrooms
- (B) That certain mushrooms
- (C) Despite it, certain are the mushrooms
- (D) Even though certain mushrooms

51. _____ continue to pollute the ocean with all forms of contamination from sewage to solid wastes such as plastic containers remains a mystery to environmentalists.

- (A) Although people
- (B) People that
- (C) Why people
- (D) Those people that

52. _____ and have low refractive indices, low dielectric constants, and low surface tensions has long been known by chemists.

- (A) Those fluorocarbons are more volatile and denser than corresponding hydrocarbons
- (B) That fluorocarbons are more volatile and denser than corresponding hydrocarbons
- (C) While fluorocarbons are more volatile and denser than corresponding hydrocarbons
- (D) When fluorocarbons are more volatile and denser than corresponding hydrocarbons

53. _____ advances and broadens our understanding of the complex problems of soil fertility.

- (A) Whatever adds to the biochemical knowledge of soils
- (B) When it adds that to the biochemical knowledge of soils
- (C) While it is added to the biochemical knowledge of soils
- (D) Whomever adds to the biochemical knowledge of soils

54. It is safe to say _____ does not exceed 25%.
- (A) because the average efficiency of the best steam engine
 - (B) which the average efficiency of the best steam engine
 - (C) that the average efficiency of the best steam engine
 - (D) with the average efficiency of the best steam engine
55. There is no doubt _____ correspond to the gill clefts which are used in connection with the breathing in fishes.
- (A) because of the minute slits which are seen in embryonic reptile and birds
 - (B) despite the fact that the minute slits which are seen in embryonic reptile and birds
 - (C) if the minute slits which are seen in embryonic reptile and birds
 - (D) that the minute slits which are seen in embryonic reptiles and birds
56. Blame for the invention of nuclear weapons must fall upon _____.
- (A) however conceived their invention in the first place
 - (B) whenever conceived their invention in the first place
 - (C) whatsoever conceived their invention in the first place
 - (D) whoever conceived their invention in the first place
57. Carl Maria von Weber was one of those peculiar types _____, round whom the darker shadows of the world may close for years almost unnoticed.
- (A) that always young in animal spirits
 - (B) whom always young in spirits animal
 - (C) who are always young in animal spirits
 - (D). they are always young in animal spirits
58. Grieg went out into his own fertile by-way, leaving the broad valley for the narrower region _____.
- (A) to exploring for the first time
 - (B) that explored for the first time
 - (C) in it the first time of exploration
 - (D) which he explored for the first time
59. When speaking of the social mammals, there are other conditions of life, however, _____ that the newly born young one should be put on the spot almost at once because the situation is full of danger.
- (A) in that it is necessary
 - (B) in which it is necessary

- (C) if it is necessary
- (D) that they are necessary

60. In many ways, the most striking of the carnivorous plants in the Venus Fly-trap, _____.

- (A) it grows in marshy places in Carolina
- (B) that growing in marshy places in Carolina
- (C) which it grows in marshy places in Carolina
- (D) which grows in marshy places in Carolina

61. Raymond has two brothers, _____.

- (A) both of whom live in Turkey
- (B) whom they live in Turkey
- (C) both of them live in Turkey
- (D) one of them lives in Turkey

62. _____ only two elderly people who were enjoying the beautiful weather.

- (A) They were
- (B) As many as
- (C) There were
- (D) It was

63. _____ usually gains public recognition only when it faces the danger of extinction.

- (A) A bird species
- (B) When a bird species
- (C) A bird species which
- (D) It is a bird species

64. Public acceptance of rabbit as an economical source of protein depends on _____.

- (A) how aggressively do producers market it
- (B) if is marketed aggressively
- (C) how aggressively producers market it
- (D) whether or not aggressive marketing

65. _____ the hobo's belongings that he carried them in a bundle slung over his shoulder.

- (A) Were so few
- (B) Few were so
- (C) So few were
- (D) They were so few

66. Only after a baby seal is pushed into the sea by its mother _____ to swim.

- (A) how will it learn
- (B) will it learn how
- (C) it will learn how
- (D) and it learns how

67. Proponents of solar energy wonder _____ funded so few research projects.

- (A) why the government has
- (B) has the government
- (C) why has the government
- (D) about the government

68. _____, the North Country Trail will be the world's longest hiking system.

- (A) It stretches 3,246 miles over seven states
- (B) That it stretches 3,246 miles over seven states
- (C) Stretching 3,246 miles over seven states
- (D) Because stretching 3,246 miles over seven states

69. Success in convincing the public to accept rabbit as part of its diet depends on _____.

- (A) how well information and recipes are distributed by the media
- (B) the media distributes information and recipes
- (C) how well are information and recipes distributed by the media
- (D) information and recipes are distributed by the media

70. _____ as only a second-rate Impressionist painter, Pissarro has recently received high praise from many art critics.

- (A) Being long regarded

- (B) Long regarded
- (C) He was long regarded
- (D) Long was regarded

71. The first NASA sub-orbital space flight was made by _____.

- (A) a trained carefully African chimpanzee
- (B) carefully trained African chimpanzee
- (C) an African carefully trained chimpanzee
- (A) a carefully trained African chimpanzee

72. _____ in the Atacama Desert.

- (A) It never virtually rains
- (B) It virtually never rains
- (C) It rains never virtually
- (D) Never virtually it rains

73. _____, ozone levels in the ionosphere appear to have dropped recently.

- (A) However the reason
- (B) It is the reason
- (C) What is the reason
- (D) Whatever the reason

74. The llama and camel, though native to very different parts of the globe, _____ of the same family.

- (A) are members
- (B) and are members
- (C) but are members
- (D) they are members

75. Scientists know that the huge Hoba crater in Arizona was made by a meteorite, but they do not know exactly _____.

- (A) when did the meteorite hit the earth
- (B) when the meteorite hit the earth
- (C) when did the earth hit the meteorite
- (D) when the meteorite the earth hit

76. So successful _____ that the projected dam was abandoned so that the blue darter snail's only remaining habitat might be preserved.

- (A) was the environmentalists' lobbying
- (B) the environmentalists' lobbying was
- (C) lobbied the environmentalists
- (D) the environmentalists lobbied

77. _____ surprises many youngsters.

- (A) Butterflies are insects
- (B) Butterflies as insects
- (C) Butterflies being insects
- (D) The fact that butterflies are insects

78. The artist was asked to show some paintings at the contest because _____.

- (A) he painted very good
- (B) they believed he painted well
- (C) of their belief that he was an good artist
- (D) the judges had been told of his talents

79. The defendant refused to answer the prosecutor's questions _____

- (A) because he was afraid it would incriminate him.
- (B) for fear that they will incriminate him
- (B) because he was afraid that his answers would incriminate him
- (C) fearing that he will be incriminated by it

80. Mrs. Walker has returned _____

- (A) a wallet back to its original owner
- (B) to its original owner the wallet
- (C) the wallet to its originally owner
- (D) the wallet to its original owner

81. The hospital owes _____ for the construction of the new wing.

- (A) the government twenty million dollars
- (B) for the government twenty million dollars
- (C) to the government twenty million dollars
- (D) twenty million of dollars to the government

82. Ms. Sierra offered _____ because she had faith in his capabilities.

- (A) to Mr. Armstrong the position
- (B) Mr. Armstrong the position

- (C) the position for Mr. Armstrong
(D) Mr. Armstrong to the position
83. Having finished lunch, _____.
- (A) the detectives began to discuss the case
(B) the case was discussed again by the detectives
(C) they discussed the case
(D) a bunch of detectives discussed the case
84. _____ did Jerome accept the job.
- (A) Only because it was interesting work
(B) Because it was interesting work
(C) Only because it was interested work
(D) The work was interesting
85. _____ were slowly lowered to the ground for medical attention.
- (A) The victims who were screaming and who were burning
(B) The screaming burn victims
(C) The screamed burnt victims
(D) The victims who were burning screamed
86. This car has many features including _____.
- (A) stereo, safety devices, air condition, and it saves gas
(B) good music, safe devices, air conditioning, and gas
(C) stereo, safety devices, air conditioned, and good gas
(D) stereo, safety devices, air conditioning, and low gas mileage
87. The proposal was tabled _____ that it would be helpful.
- (A) temporarily because there was not sufficient evidence
(B) because for the time being there were not sufficient evidence
(C) because at the present time there was not sufficient evidence
(D) temporarily because there was not sufficient enough evidence
88. Adams was dismissed from his position _____.
- (A) because his financial records were improperly
(B) because financewise he kept poor records
(C) for keeping improper financial records
(D) for keep financial records that were improper

89. _____, he began to make friends more easily.
- (A) Having entered school in the new city, it was found that
 - (B) After entering the new school
 - (C) When he had been entering the new school
 - (D) Upon entering into the new school
90. It is very difficult to stop the cultivation of marijuana because _____.
- (A) it grows very carelessly
 - (B) of it's growth without attention
 - (C) It grows well with little care
 - (D) It doesn't care much to grow
91. Many of the current international problems we are now facing _____.
- (A) linguistic incompetences
 - (B) are the result of misunderstanding
 - (C) are because of not understanding themselves
 - (D) lacks of the intelligent capabilities of understanding each other
92. Automobile production in the UK _____.
- (A) have taken slumps and rises in recent years
 - (B) has been rather erratic recently
 - (C) has been erratically lately
 - (D) Are going up and down all the time
93. A major problem in the construction of new buildings _____.
- (A) is that windows have been eliminated while air conditioning systems have not been perfected
 - (B) is they have eliminated windows and still don't have good air conditioning
 - (C) is because windows are eliminated but air conditioners don't work good
 - (D) Is dependent on the fact that while they have eliminated windows, they are not capable to produce efficient air conditioning systems
94. Public television stations are different from commercial stations _____.
- (A) because they receive money differently and different types of shows
 - (B) for money and program types
 - (C) because the former receives money and has programs differently from the latter
 - (D) in the areas of funding and programming

95. While attempting to reach his house before the storm, _____.
- (A) the bicycle of John broke down
 - (B) it happened that John's bicycle broke down
 - (C) the storm caught John
 - (D) John had an accident on his bicycle
96. The bank sent a notice to its customers which contained _____.
- (A) a remembrance that interest rates were to raise the following month
 - (B) a reminder that a raise in interest rates was the month following
 - (C) to remember that the interest rates were going up next month
 - (D) a reminder that the interest rates would rise the following month
97. The families were told to evacuate their houses immediately _____.
- (A) at the time when the water began to go up
 - (B) when the water began to rise
 - (C) when up was going the water
 - (D) in the time when the water raised
98. Pioneer men and women endured terrible hardships, and _____.
- (A) so do their children
 - (B) neither did the children
 - (C) also the children
 - (D) so did their children
99. The teacher suggested that her students _____ experiences with ESP (extrasensory perception).
- (A) write a composition on their
 - (B) to write composition about the
 - (C) wrote some compositions of his or her
 - (D) had written any compositions of his
100. The attorney told his client that _____.
- (A) they had little chance of winning the case
 - (B) the case was of a small chance to win
 - (C) it was nearly impossible to win him the case
 - (D) the case had a minimum chance to be won by him

PART C

Complete the second sentence so that it has a similar meaning to the first sentence using the word given in **bold letters**. Do not change the word given.

1. She should have told them of the potential problem.

neglected

She _____ .

2. I'm not sure, but I think there is a bug in the program.

appears

There _____ .

3. Jane patted the dog's head.

on

Jane _____ head.

4. Somebody gave me a black eye.

punched

Somebody _____ eye.

5. Everyone laughed when she tripped over the cable.

help

They _____ when she tripped over the cable.

6. He finally found a plumber to mend his toilet.

had

He finally _____ .

7. People think that hard work is the key to success in life.

thought

Hard work _____ the key to success in life.

8. He doesn't like it when anyone criticizes him.

detests

He _____ by anyone.

9. The person responsible has promised to investigate the problem.

into

The person responsible has promised _____ the problem.

10. Volleyball becomes easier depending on your height.

taller

The _____ volleyball becomes.

11. The camping area was very cold, so we couldn't stay there.

too...to

The camping area _____.

12. My mother's cookies are very delicious. Once you taste one you will certainly want more.

enough...to

Her cookies _____ make you certainly want more.

13. I don't think there's enough salt in the sauce.

lacking

I think _____ salt.

14. They've been building that new supermarket for months.

construction

That new supermarket _____ for months.

15. In this part, there is an emphasis on grammar and vocabulary.

emphasised

Grammar and vocabulary _____ this part.

16. The last time Enrico saw Gloria was the day they left school.

able to

Enrico _____ seen Gloria since the day they left school.

17. She was one of my friends when I was at junior school.

friend

She used _____ mine when I was at junior school.

18. It was impossible for Mario to become accustomed to living in England.

used

Mario couldn't _____ living in England.

19. Luis asked me to collect him from the airport.

pick

Luis asked me _____ from the airport.

20. They will probably sell the ground floor flat first.

be

They expect the ground floor flat _____ .

21. The shrubs should grow well if you plant them in a sunny spot.

planted

If _____ should grow well.

22. I took a short computing course following my graduation from college.

having

_____ a short computing course.

23. Unless it stops raining soon, we'll have to cancel the picnic.

clear

If it _____ soon we'll have to cancel the picnic.

24. You will support me at the meeting, won't you?

back

You will _____ at the meeting, won't you?

25. The last time my rent rose was three years ago.

put

They haven't _____ for three years.

26. Unless business improves soon, we'll be bankrupt by the end of the year.

pick

If business _____ soon, we'll be bankrupt by the end of the year.

27. The meeting went on until 11.30.

break

The meeting _____ until 11.30.

28. It was nearly midnight when John arrived.

turn

John _____ until nearly midnight.

29. An ankle injury prevented her from taking part in the race.

drop

She had to _____ the race because of an ankle injury.

30. Ask Paul to do it. You can rely on him.

let

Ask Paul to do it. He _____ .

31. He went to Spain to try to speak Spanish better.

brush

He went to Spain _____ Spanish.

32. Terrorists tried to destroy the bridge using dynamite.

blow

Terrorists tried _____ bridge.

33. Last year's skiing holiday was more exciting than this year's holiday by the sea.

as

This year's holiday by the sea _____ .

34. Maria doesn't think we should visit the museum because it's not very interesting.

point

Maria says there is _____ .

35. People tend to think that their own groups are composed of different sorts of people.

Likely

People are _____ .

36. Jenny didn't miss that important phone call because she didn't leave as early as she had expected.

had

If Jenny _____ .

37. I heard the sound of a deafening explosion just when I reached the underground.

Scarcely

Scarcely _____ .

38. I was given a transfer by my superior, not a promotion.

what

What I _____ .

39. The only way you will manage to climb the corporate ladder in a company such as this is by exercising will-power and determination.

only

Only _____ .

40. Max is very intuitive and that's why he grabbed the opportunity when it arose.

if

If _____ .

41. It's a pity I don't know how to play the guitar!

knew

I _____ how to play the guitar!

42. Anna said she thought Greta had eaten all the ice-cream.

accused

Anna _____ all the ice-cream.

43. I was too tired to go to the party.

that

I was _____ couldn't go to the party.

44. This ring is much more valuable than one.

far

That ring is _____ this one.

45. He locked the doors in case burglars broke in.

fear

He locked the doors _____ break in.

46. "You've caused a lot of pain to my family," she said to him.

of

She _____ a lot of pain to her family.

47. Most of the children ignored what the teacher had told them.

notice

Few of children _____ what the teacher had told them.

48. There is a possibility that they won't visit us at the weekend.

might

They _____ at the weekend.

49. There has been a dramatic collapse in share prices since the start of the week.

free

Share prices _____ since the beginning of the week.

50. Most of the students wanted to change the system and voted accordingly.

favour

Most of the student _____ and voted accordingly.

51. She promised to look into my case personally.

assurance

She _____ look into my case personally.

52. I want to complain about the quality of the food.

a

I want to _____ about the quality of the food.

53. It's a good idea to read this book.

worth

_____ reading.

54. It was not necessary for him to pay for the damage, although he did.

needn't

He

_____ .

55. It would be a good idea for you to leave early.

better

You _____ .

56. I'm glad you helped me - that's why I was able to finish the work on time.

without

I _____ help.

57. Think about being safe.

your

The brochure advises you _____ safety.

58. Discover what documents are necessary for studying abroad.

out

_____ documents are necessary for studying abroad.

59. My family have a holiday flat and that's why we always go to the same place.

own

If my family _____ always go to the same place.

60. I'm sure it wasn't Tim who called you because I saw him outside.

been

It _____ Tim who called you because I saw him outside.

61. I suppose Bruce has gone to the dentist since he had a terrible toothache.

have

Bruce _____ to the dentist since he had a terrible toothache.

62. I was about to leave the office when James phoned.

point

I _____ when James phoned.

63. The heavy summer rainfall has caused severe floods.

brought

Severe floods _____ the heavy summer rainfalls.

64. My brother thinks of some very interesting ideas for his poems.

comes

My brother _____ some very interesting ideas for his poems.

65. The way of funding educational service by the government was only through taxation.

used

The government _____ .

66. Scotland and Northern Ireland managed to retain control over the education system.

still

Scotland and Northern Ireland _____ .

67. Despite the time of the year, yesterday's temperature was rather hot, so we decided to turn on the air conditioning.

enough

Despite the time of the year, yesterday's temperature _____ .

68. There will be a fair loan system which will enable students to borrow money to pay less.

introducing

There will be _____ .

69. Spreading money too thinly over many institutions will deteriorate the quality of research.

if

If _____ .

70. Vicky is getting the promotion because she proved that she has a keen mind and good business sense.

if

If _____ .

71. You must not permit members of the audience to enter the dressing rooms of performers.

under

Under _____ .

72. The architecture here makes me think of the buildings in Amsterdam.

reminds

The architecture here _____ .

73. Celia's major regret is that she had never made more of her musical abilities.
to
 _____ her musical abilities is Celia's major regret.

74. He didn't tell me his name over the phone.
called
 He didn't tell me _____ over the phone.

75. Many people say that olive oil is good for the heart.
said
 Olive oil _____ good for the heart.

76. Why don't you ask an electrician to fit your cooker?
get
 Why don't you _____ ?

77. It's a pity we didn't see Athens when we visited Greece.
could
 If only _____ !

78. I can't talk for long as my boss thinks I'm working.
supposed
 I can't talk for long _____ working.

79. The film probably won't last more than two hours.
unlikely
 The film _____ on for more than two hours.

80. Patricia left her phone on the bus, and she got to the office late, too.
leave
 Not _____ her phone on the bus, but Patricia got to the office late, too.

81. After a long chase, the police finally succeeded in arresting the thief.
to
 After a long chase _____ the thief.

82. Margaret was offered a place on the course but she couldn't accept it because she was ill.

turn

Margaret was offered _____ because she was ill.

83. Someone should mend the roof soon.

needs

The roof _____ soon.

84. Martin hasn't mentioned the party to me at all.

word

Martin hasn't _____ about the party.

85. There are many ways in which he's like his father.

takes

He _____ his father in many ways.

86. Although the weather changed, the picnic went ahead as planned.

spite

The picnic went ahead as planned _____ in the weather.

87. It's unusual for Marcia to get angry with her staff.

hardly

Marcia _____ temper with her staff.

88. The film I saw last week was better than this one.

good

This film _____ I saw last week.

89. When Mary wanted a new car, she had to save up for a year.

Mary

It _____ save up to buy a new car.

90. They expected twenty guests but forty turned up!

twice

There were _____ they had expected.

91. Why not check the meaning of the word in a dictionary?

look

Why not _____ up in a dictionary?

92. All the witnesses said the accident was his fault.

blame

All the witnesses said _____ the accident.

93. A local shop sold fresh fish at one time.

used

There was a local shop _____ fresh fish.

94. Look! The cat's seized a bird!

get

Look! _____ The cat's of a bird!

95. The fight at the party caused a lot of gossip

gave

The fight at the party _____ .

96. A government inquiry is investigating the cause of the accident.

into

A government inquiry is _____ the cause of the accident.

97. The committee consists of seven members.

made

The committee _____ seven members.

98. She was sure that her uncle would leave his fortune to her.

took

She _____ that her uncle would leave his fortune to her.

99. The proposed work was rather interesting, so Jacob accepted the job.

did

Only because _____ .

100. Now educational reforms are being badly needed to encourage tolerance in multicultural societies.

never before

Never before _____ .

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