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ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА

Учебно-практическое пособие
для студентов 4-го курса направления
подготовки «Лингвистика»



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FOREWORD

Welcome to the exciting world of the English language! This textbook seeks to introduce you to the realms of mass media, law and justice, ecology as well as the art of presenting with impact.

The author's original intent was to bring together various types of resources including texts for reading, vocabulary lists, videos, audio recordings, texts for discussions and written assignments. Embedded hyperlinks allow you to go beyond the limits of the book and gain interesting experience exploring other resources.

Texts and assignments included into listening, writing, reading and speaking practice sections are based on sample materials of international English language proficiency tests (CAE, IELTS). The exercises provided in the book by no means limit you to the choice of tasks. Thus, texts designed to assess reading and understanding can also be a wonderful source of information for discussions, speaking and vocabulary practice. Likewise, videos can give topics for written assignments.

When you have accomplished the course, we expect you to develop not only English language skills but also a new, much wider view of art as well as knowledge and appreciation of art in general.

Unit 1

MASS MEDIA

INTRODUCTORY VIDEO

1. Watch the video and answer the following questions.

1. What types of mass media are introduced in the video?
2. What sociological perspectives to consider the role of mass media in the society are presented?
3. What is the functionalist view like?
4. What functions of mass media are discussed from the conflict perspective?
5. What is gate-keeping?
6. How are main gate-keepers described in the video?
7. How do you understand the word “tokenism”?
8. What is the feminist view of mass media like?
9. What is the interactional perspective?

(<https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/mass-media>)

VOCABULARY

Aerial – a radio antenna, especially one suspended in or extending into the air.

Advertising is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service. Many **advertisements** are designed to generate increased consumption of those products and services through the creation and reinforcement of “brand image” and “brand loyalty”.

An anchorperson / an anchorman / anchorwoman a person who just sits down in front of camera and delivers the news to the people.

Attention-grabbing – a news story which draws public attention.

An audience – one’s listeners or viewers. **Target audience** – the audience (groups of people) the message is aimed at.

A biweekly – a magazine that is published twice a month or twice a week.

Blog (a contraction of the term “**Web log**”) is a **Web site**, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. “**Blog**” can also be used as a verb, meaning *to maintain or add content to a blog*.

Blogosphere is a collective term encompassing all blogs and their interconnections. It is the perception that blogs exist together as a connected community (or as a collection of connected communities) or as a social network.

Broadcasting is the distribution of audio and/or video signals which transmit programs to an audience. The audience may be the general public or a relatively large sub-audience, such as children or young adults.

Broadcast media a form of providing information using television, radio.

Bulletin – a magazine or newspaper produced regularly by a club or organization to give information to its members.

A caption – an explanation or title matching a picture or cartoon.

Censorship is when certain types of messages are blocked. For instance, the government often uses censorship for movies that are violent or have sexual content.

A column is a recurring piece or article in a newspaper, magazine or other publication. Columns are written by **columnists**.

What differentiates a column from other forms of journalism is that it meets each of the following criteria:

- it is a regular feature in a publication;
- it is personality-driven by the author;
- it explicitly contains an opinion or point of view.

Circulation – the number of copies a newspaper distributes on an average day (some newspapers have a wider circulation than others).

Content personalization is a strategy that relies on the visitors’ data to tailor and deliver relevant content.

Credibility refers to whether something is reliable or from a reliable source. **A credible news source.**

Digital (or new media) provides information or entertainment via Internet, and not traditional methods like television and newspapers.

An editorial, leader (US), or leading article (UK) is an article in a newspaper or magazine that expresses the opinion of the editor, editorial board, or publisher.

The editorial board is a group of **editors**, usually at a print publication, who dictate the tone and direction that the publication's editorials will take. In much of the English-speaking world, editorials are typically not written by the regular reporters of the news organization, but are instead collectively authored by a group of individuals.

Exaggeration – is a narrative when the truth is stretched or enlarged.

Eye-catching – a picture or layout which catches a person's eye.

A fact-checker – a person (people) who checks if the newspaper facts and information in an article are correct.

A fanzine – a magazine written for and by fans.

The gutter press – newspapers which focus on sensational journalism, often about the lives of famous people.

Headlines – heading or title appearing at the top of a page or article.

Heavy (informal) a serious newspaper.

Hot off the press – news that has just been printed and is very recent.

High-tech politics – the current American political system in which the behavior of citizens and policy makers, as well as the political agenda itself, is increasingly shaped by technology.

In-depth – with many details.

Information overload – exposure to too much information or data.

Invasion of privacy – unjustifiable intrusion into the personal life of another without consent.

Investigative journalism – the use of detective-like reporting methods to unearth scandals.

An issue – 1) an important topic for a debate; 2) a copy of a newspaper.

Journalism is the craft of conveying news, descriptive material and comment via a widening spectrum of media. These include newspapers, magazines, radio and television, the Internet and, more recently, the cellphone. Journalists – be they writers, editors or photographers; broadcast presenters or producers – serve as the chief purveyors of information and opinion in contemporary mass society. “News is what the consensus of journalists determines it to be.”

A **journalist** (also called a **newspaperman**) is a person who practices journalism, the gathering and dissemination of information about current events, trends, issues, and people while striving for non-bias viewpoint.

Layout – the way articles are designed on a page (this can include the position of pictures, the number of columns and the size of headlines).

Obituaries – a section in the newspaper about people who have recently died.

Reporters are one type of journalist. They create reports as a profession for broadcast or publication in mass media such as newspapers, television, radio, magazines, documentary film, and the Internet. **Reporters** find sources for their work, their reports can be either spoken or written, and they are often expected to report in the most objective and unbiased way to serve the public good. A **columnist** is a **journalist** who writes pieces that appear regularly in newspapers or magazines.

Magazines, periodicals, glossies or serials are publications, generally published on a regular schedule, containing a variety of articles, generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all three. They are published weekly, biweekly, monthly...

Mainstream media – sources that predate the Internet, such as newspapers, magazines, television, and radio.

Mass Media includes all the “tools” we have for communicating with large numbers of people... television, radio, film, on-line services, magazines and newspapers. All carry messages that reach masses of people in contrast to letters, telephone calls and one-to-one conversations known as **interpersonal media**.

Media bias is a term used to describe a real or perceived bias of journalists and news producers within the mass media, in the selection of which events will be reported and how they are covered. The term “media bias” usually refers to a pervasive or widespread bias contravening the standards of journalism, rather than the perspective of an individual journalist or article. The direction and degree of media bias in various countries is widely disputed, although its causes are both practical and theoretical.

Media event – an event that is staged primarily for the purpose of simply being covered.

To misrepresent – give a false or misleading presentation.

News is any *new information* or information on current events which is presented by print, broadcast, Internet, or word of mouth to a third party or mass audience. News, the reporting of current information on television and radio, and in newspapers and magazines.

News bulletin – a short radio or television broadcast of news reports.

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

A **press conference** is meetings with reporters.

Press (“the press”) – the media that includes television, radio, newspapers, magazines, wire services, and on-line services, among others.

Print media – is that portion of the mass media which include newspapers and magazines.

Propaganda is the dissemination of information aimed at influencing the opinions or behaviors of large numbers of people. As opposed to impartially providing information, propaganda in its most basic sense presents information in order to influence its audience. Propaganda often presents facts selectively (thus lying by omission) to encourage a particular synthesis, or gives loaded messages in order to produce an emotional rather than rational response to the information presented. The desired result is a change of the cognitive narrative of the subject in the target audience to further a political agenda.

Readership – the collective readers of a newspaper (some newspapers have a large readership).

A reporter is a person who is required to be on the scene of the news to gather all the facts needed for an article.

Unscrupulous reporters – reporters having or showing no moral principles; not honest or fair.

Shareable suitable or intended for sharing with another or others.

To shift and mold public opinion – to affect, change views prevalent among the general public.

A slow news day – a day with little news to report.

Trial balloons – information leaked for the purpose of determining what the political reaction will be.

Talking heads – shots of a person’s face talking directly to the camera.

Linkage institutions – the channels or access points through which issues and people’s policy preferences get on the government’s policy agenda.

A tabloid is a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material.

Trustworthy – able to be relied on as honest or truthful.

Unbiased – without prejudice, impartial.

Weather forecaster / a weatherman / weatherwoman is someone who presents a weather forecast for the future.

Yellow journalism – the term used to describe sensational news reporting.

VOCABULARY PRACTICE

2. Arrange the vocabulary into groups and add 3 – 5 to each group:

- 1) printed media;
- 2) broadcast media;
- 3) social media;
- 4) people in mass media;
- 5) problems in mass media;
- 6) news types;
- 7) characteristics of mass media.

3. Explain what is meant by the following words and word combinations. Provide Russian equivalents and give examples to illustrate the use.

Your habits: follow a story, peruse my favourite column; track the news; catch a news bulletin; subscribe to a publication.

Types of news: local news; international news; world events; current affairs; business news; gossip; sensational news; receive wide coverage in the press; libel; breaking news; make the headlines; objective reporting; cover a story; news coverage; the story went viral.

4. Practice the topical vocabulary. Fill in the following sentences with the word(s) from the above lists. Words can be adapted to make the sentences grammatically correct.

1. I can't understand why people buy _____ because they don't contain real news, just gossip.

2. Famous people deserve the right to privacy and the government should do more to control and limit _____ .

3. There are so many mistakes in that article with information that they've got wrong. They really should employ a _____ .

4. I'm not keen on the _____ of some newspapers. It seems to me as though they are trying to fill the pages with pictures and big words to get people's attention but I just think it's messy.

5. Did you read about that amazing hero in WWII that recently died? There was a wonderful article about her life in the _____ today.

6. The reason that many people only glance through the papers to read the _____ is that they are so busy and don't have time to read the details in the articles themselves.

7. Although we live in a global world, where international news is important to follow, it is still vital that people read their _____ newspapers in order to learn about the community where they live.

8. I quite like reading _____ because it's interesting to read the views of the editor on particular issues.

9. Sean Hannity is one of the well-paid _____ in the US and he is also the host of the Fox News Show "Hannity".

10. The _____ says that there will be a heavy rain tomorrow, so I will bring my umbrella with me.

11. Television and newspapers will probably be replaced by _____ since it is more convenient and can be accessed just by using smartphones.

12. Details of the visit were subject to military _____ .

13. For tweets to go viral, they must be _____ .

14. Why do you trust the yellow press? I'm sure, _____ is a more _____ source of news.

15. My sincere apologies Adam, if you feel that I _____ you. I tried to be as _____ as I could.

5. a) You are going to read an article about the future of newspapers. For questions 1 – 6 choose the answer (a, b, c or d) which you think fits best according to the text;

b) explain what is meant by the words and expressions in the box;

Circulation, over-exuberant journalist, have their day, large readership, flourish, have one's own against, dip in and out, post updates, straitjacket of newspaper publication, face extinction

c) find in the text synonyms for the following words and expressions;

Appearance, full-time job, importance of events, very complex, disseminate awareness and knowledge, ability, be aware of the importance of smth.

d) share your ideas about the role and the future of printed press.

The Future of Newspapers

Anybody who says they can reliably forecast the future of newspapers is either a liar or a fool. Look at the raw figures, and newspapers seem doomed. Since 2000, the circulation of most UK national dailies has fallen by between a third and a half. The authoritative Pew Research Centre in the USA reports that newspapers are now the main source of news for only 26 percent of US citizens as against 45 percent in 2001. There is no shortage of prophets who confidently predict that the last printed newspaper will be safely buried within 15 years at most.

Yet one of the few reliable facts of history is that old media have a habit of surviving. An over-exuberant New York journalist announced in 1835 that books and theatre “have had their day” and the daily newspaper would become “the greatest organ of social life”. Theatre duly withstood not only the newspaper, but also cinema and then television. Radio has flourished in the TV age; cinema, in turn, has held its own against videos and DVDs. Even vinyl records have made a comeback, with online sales up 745 percent since 2008.

Newspapers themselves were once new media, although it took several centuries before they became the dominant medium for news. This was not solely because producing up-to-date news for a large readership over a wide area became practicable and economic only in the mid-19th century, with the steam press, the railway and the telegraph. Equally important was the emergence of the idea that everything around us is in constant movement and we need to be updated on its condition at regular intervals – a concept quite alien in medieval times and probably also to most

people in the early modern era. Now, we expect change. To our medieval ancestors, however, the only realities were the passing of the seasons, punctuated by catastrophes such as famine, flood or disease that they had no reliable means of anticipating. Life, as the writer Alain de Botton puts it, was “ineluctably cyclical” and “the most important truths were recurring”.

Journalism as a full-time trade from which you could hope to make a living hardly existed before the 19th century. Even then, there was no obvious reason why most people needed news on a regular basis, whether daily or weekly. In some respects, regularity of newspaper publication and rigidity of format was, and remains, a burden. Online news readers can dip in and out according to how they perceive the urgency of events. Increasingly sophisticated search engines and algorithms allow us to personalise the news to our own priorities and interests. When important stories break, internet news providers can post minute-by-minute updates. Error, misconception and foolish speculation can be corrected or modified almost instantly. There are no space restrictions to prevent narrative or analysis, and documents or events cited in news stories can often be accessed in full. All this is a world away from the straitjacket of newspaper publication. Yet few if any providers seem alive to the new medium’s capacity for spreading understanding and enlightenment.

Instead, the anxiety is always to be first with the news, to maximise reader comments, to create heat, sound and fury and thus add to the sense of confusion. In the medieval world, what news there was was usually exchanged amid the babble of the marketplace or the tavern, where truth competed with rumour, mishearing and misunderstanding. In some respects, it is to that world that we seem to be returning. Newspapers have never been very good – or not as good as they ought to be – at telling us how the world works. Perhaps they now face extinction. Or perhaps, as the internet merely adds to what de Botton describes as our sense that we live in “an unimprovable and fundamentally chaotic universe”, they will discover that they and they alone can guide us to wisdom and understanding.

1. In the first paragraph, the writer is presenting:

- a) his interpretation of a current trend;
- b) evidence that supports a widespread view;
- c) his prediction on the future of print journalism;
- d) reasons for the decline in newspaper readership.

2. What point is the writer making in the second paragraph?

- a) existing media are not necessarily replaced by new ones;
- b) the best media technologies tend to be the most long-lasting;
- c) public enthusiasm for new types of media is often unpredictable;
- d) it is inevitable that most media technologies will have a limited life.

3. Which phrase in the second paragraph has the same meaning as “held its own against”?

- a) “had their day”;
- b) “withstood”;
- c) “flourished”;
- d) “made a comeback”.

4. In the third paragraph, the writer stresses the significance of:

- a) a shift in people’s attitudes towards the outside world;
- b) certain key 19th-century advances in mechanization;
- c) the challenges of news distribution in the pre-industrial era;
- d) the competition between newspapers and more established media.

5. What does the writer suggest is the main advantage of online news sites?

- a) the flexibility of the medium;
- b) the accuracy of the reporting;
- c) the ease of access for their users;
- d) the breadth of their potential readership.

6. What does the writer suggest about newspapers in the final paragraph?

- a) they still have an important role to play;
- b) they can no longer compete with the internet;
- c) they will have to change to keep up with the digital age;
- d) they will retain a level of popularity among certain types of readers.

6. Select a verb from the box to fill each gap and change the tense / form of the word if necessary.

<i>Interrupt, launch, make, cross, chase, issue (3), withdraw, verify, go, round, anchor, cause, spoof, cut (2), stream, protect, break</i>

1. They were forced to _____ the transmission when the presenter started making disparaging comments about his guests; it was clear that the former was inebriated.

2. They were forced to _____ the accusation and _____ a full apology live on air.

3. He _____ a rebuttal of the accusation and denied any personal involvement with the media boss.

4. The press release was _____ at approximately 12 p.m., about half an hour before she was taken into custody by the police.

5. The BBC journalist is _____ his source and refusing to be drawn into conversation on how he came about the facts of the case. Meanwhile, leaders around the world are still trying to absorb this shocking news and decide how to respond.

6. They _____ a live broadcast of the programme on the internet for online users to follow.

7. They _____ to a commercial break midway through the report when someone realized that they had been _____ .

8. The story _____ a sensation when it broke, but all parties implicated issued immediate denials of their involvement in the cover-up.

9. He _____ the show for a record 30 years before retiring last May.

10. There now follows a _____ -up of all the local news in your area.

11. The broadcast _____ out live now to our reporter on the ground in Zimbabwe.

12. The substance of the story was carefully _____ prior to its release.

13. He has been _____ this lead for some time now, but alas, I think it has finally come to a dead end.

14. The news channel was _____ amid much fanfare in Spring.

15. We are going to _____ over live now to our reporter on the ground in Iran.

16. The news _____ with the story about the man who had faked his own death as part of a \$ 200 insurance scam.

17. Her engagement actually _____ the headlines in what can only be described as a very slow day for news.

18. We _____ this broadcast to bring you some breaking news.

7. Translate the sentences using the topical vocabulary for underlined words and word-combinations.

1. “Таймс” должна в прямом эфире принести извинения журналисту, который стремился защитить личную жизнь своего информанта, за то, что пыталась обманом втянуть его в разговор с целью раскрытия деталей, чем нарушила журналистскую этику и спровоцировала скандал.

2. Утечка информации привела к тому, что многие журналисты, занимающиеся расследованиями, стали пытаться внедриться в группировку.

3. Сейчас мы прервемся на рекламную паузу, после которой передадим слово нашему корреспонденту, работающему на месте событий в Лондоне.

4. Пресс-релиз был выпущен за полчаса до того, как в новостях началась прямая трансляция интервью, что только способствовало активному освещению в прессе последних событий.

5. Новости о финансовых махинациях в центральном банке стали сенсацией и были на первых полосах газет, пока следственный комитет не снял обвинения и не принес официальные извинения руководству банка.

6. Прогноз погоды прервался на рекламную паузу, когда стало понятно, что ведущий произносит неверный текст. Так карьера человека, который 20 лет вел программу, была поставлена под угрозу.

7. Недавно открытый канал выступил с опровержением срочной новости и отрицал свою причастность к распространению недостоверных новостей и предвзятому освещению последних событий.

8. Error Correction. Find the mistakes in the following sentences. There is one mistake in each sentence.

1. The paparazzi, who work freelance, are notorious for hound celebrities.

2. Gutter press focuses on mainly sensational news.

3. Tabloid are not popular newspapers among the educated people in my country.

4. Fact checkers do important work and are responsible to make sure that people are quote correctly in articles.

5. The recent article about marine environmental problems is hot of the press.

6. For my research, I had to go through a lot of back issues of various newspapers to find the articles relate to my degree thesis.

7. I'm pleased that newspapers are starting to include some colour photographs and pictures because it makes the articles more interesting and eye-catch.

8. One of my favourite parts of a newspaper is the comic strip because I find the message in the cartoons relevant of the major issues of the day.

SPEAKING PRACTICE

9. Choose a newspaper (hard copy issue) and provide a detailed description following the outline below:

- general characteristics (name, type, founding date, circulation, publishing house, chief editor, date of issue, etc.);
- front page (layout, fonts, pictures, captions, etc.);
- parts of newspaper and topics presented in each of them;
- in depth characteristic of contents;
- your opinion/conclusion.

10. Choose a TV programme and prepare a presentation covering the following topics:

- the type of the TV programme and its features, examples in different countries;
- the name of the programme, the country of origin, presenter(s);
- the history and background;
- the present-day programme features (running time, broadcast schedule, structure, popularity, target audience, etc.);

- your story with this programme (first acquaintance, your attitude and its place in your life).

11. Read the text and discuss the trends for your country. Are they the same? How do you get the news? What are your habits related to mass media?

OFCOM reports more people using social media for news

(<https://www.bbc.com/news/entertainment-arts-49098430>)

24 July 2019

The number of people watching news on TV is falling, but social media is growing in its popularity as a news source, according to Ofcom. The broadcast regulator's annual news consumption report looks at how consumption habits are changing in the UK.

TV remains the most popular news platform, but usage has dropped from 79 % of adults to 75 % in the last year. But those using social media for news rose by 44 % to 49 %.

Other findings from this year's report include:

The most popular news source remains BBC One (used by 58 %), followed by ITV (40 %) and Facebook (35 %).

Over a third of adults (38 %) still get their news from newspapers, but that increases to 49 % when newspaper websites and apps are included.

Use of the BBC News channel has decreased since 2018 from 26 % to 23 %.

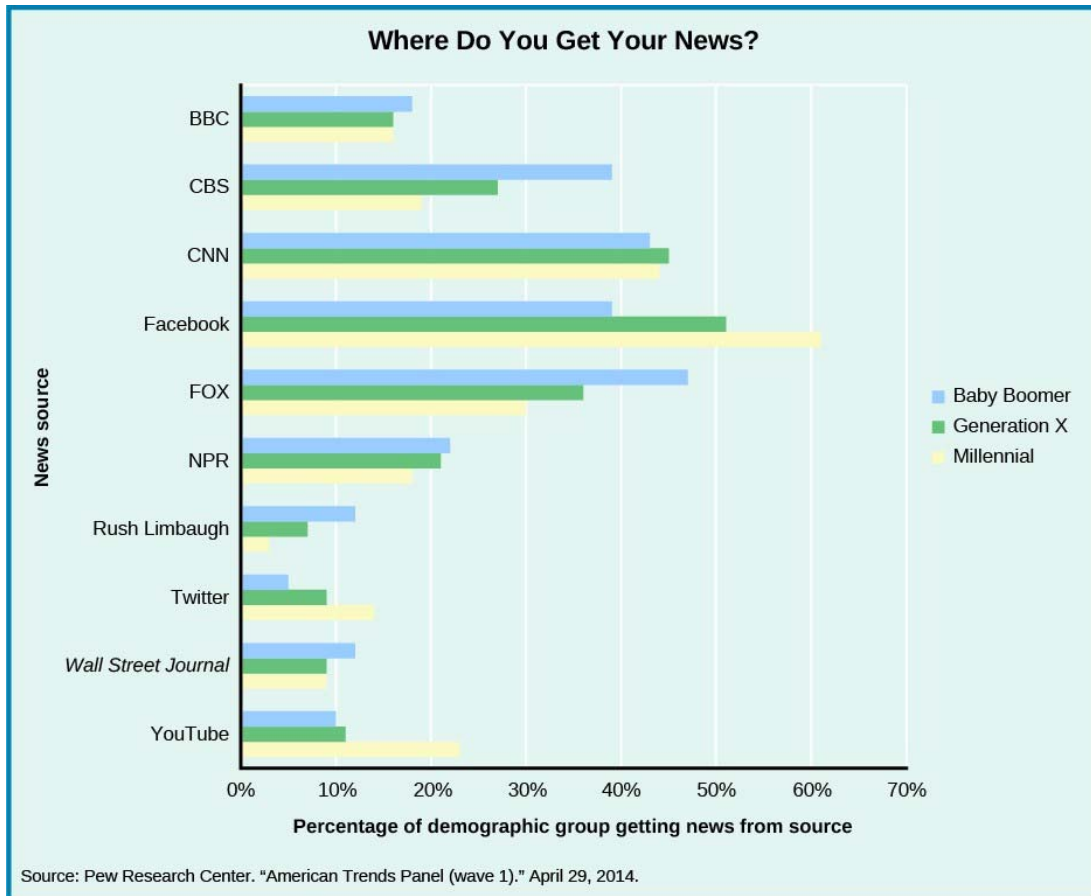
The use of Facebook for news has remained stable, but more people are using Twitter (up from 14 % to 16 %), WhatsApp (from 10 % to 14 %) and Instagram (9 % to 13 %) to consume news.

Magazines are rated more favourably than any other news platform for quality, accuracy, trustworthiness and impartiality. Social media platforms tend to be rated least favourably on these measures. One graph in particular showed the overlap in how adults – those aged 16 and over – consume news on the four major platforms.

For example, just 1 % of respondents said they solely use newspapers, while 13 % exclusively use the internet. Around 14 % said they use all four of TV, radio, the internet and newspapers. That is matched by the 14 % of respondents who only use television and the internet.

WRITING PRACTICE

12. Write an essay describing the diagram below. Point out the most relevant information and draw conclusions.



13. Make a questionnaire about the preferred mass media and do a survey in your group. Analyze the resulting data and come up with conclusions.

READING PRACTICE

14. Read the text and match headings with the number of paragraphs.

1. Politics and the Media.
2. Politics and the Media Effects of mass communication.
3. The roots of mass media.
4. Computer-Mediated Communication.
5. The Move to Mass Self-Communication.

6. Current concerns.
7. Stages of dissemination.
8. Blurring the Lines Between Producers and Consumers.
9. Measuring the Effects of Mass Media.

Understanding mass media and mass communication

K. Kris Hirst

December 10, 2018

A. Mass media refers to the technologies used as channels for a small group of people to communicate with a larger number of people. The concept was first addressed during the Progressive Era of the 1920s, as a response to new opportunities for elites to reach large audiences via the mass media of the time: newspapers, radio, and film. Indeed, the three forms of traditional mass media today are still the same: print (newspapers, books, magazines), broadcast (television, radio), and cinema (movies and documentaries).

But in the 1920s, mass media referred not just to the number of people such communication reached, but rather to the uniform consumption and anonymity of the audiences. Uniformity and anonymity are characteristics which no longer fit the way people seek out, consume, and manipulate information into their daily lives. Those new media are called “alternative media” or “mass self-communication”.

B. Mass media are the transport forms of mass communication, which can be defined as the dissemination of messages widely, rapidly, and continuously to large and diverse audiences in an attempt to influence them in some way.

Five distinct stages of mass communication exist, according to American communication scholars Melvin DeFleur and Everette Dennis. Professional communicators create various types of “messages” for presentation to individuals. The messages are disseminated in a “quick and continuous” manner through some form of mechanical media. The messages are received by a vast and diverse audience. The audience interprets these messages and gives them meaning. The audience is influenced or changed in some manner.

C. There are six widely acknowledged intended effects for mass media. The two best known are commercial advertising and political campaigns. Public service announcements have been developed to influence people on health issues such as smoking cessation or HIV testing. Mass media has been used (by the Nazi party in Germany in the 1920s, for example) to indoctrinate people in terms of government ideology. And mass media use sporting events such as the World Series, the World Cup Soccer, Wimbledon, and the Super Bowl, to act as a ritual event that users participate in.

D. Research on the impacts of mass media began in the 1920s and 1930s, with the rise of muckraking journalism – elites became concerned about the effects of investigative reporting in magazines such as McClure’s on political decision-making. Mass media became a prominent focus of study in the 1950s after television became widely available, and academic departments dedicated to communication studies were created. These early studies investigated the cognitive, emotional, attitudinal, and behavioral effects of media on both children and adults; in the 1990s, researchers began to use those earlier studies to draw up theories concerning the use of media today.

E. In the 1970s theorists such as Marshall McLuhan and Irving J. Rein warned that media critics needed to watch how media affects people. Today, this remains a key concern; much attention has been paid, for example, to the impact on the 2016 election of false messaging distributed on social media. But the myriad forms of mass communication available today have also encouraged some researchers to begin to investigate “what people do with media”.

F. Traditional mass media are “push technologies”: that is to say, producers create the objects and distribute them (push it) to consumers who are largely anonymous to the producer. The only input consumers have in traditional mass media is to decide whether to consume it – if they should buy the book or go to the movie: undoubtedly those decisions have always been significant to what got published or aired.

However, in the 1980s, consumers began to transition to “pull technology”: while the content may still be created by (elite) producers, users are now free to select what they wish to consume. Further, users can

now repackaged and create new content (such as mashups on YouTube or reviews on personal blog sites). The users are often explicitly identified in the process, and their choices may have immediate, if not necessarily conscious, impact on what information and advertising they are presented with going forward.

With the widespread availability of the internet and the development of social media, communication consumption has a decidedly personal character, which the Spanish sociologist Manuel Castells calls mass self-communication. Mass self-communication means that the content is still created by the producers, and the distribution is made available to a large number of people, those who choose to read or consume the information. Today, users pick and choose media content to suit their needs, whether those needs were the intent of the producers or not.

G. The study of mass media is a fast-moving target. People have studied computer-mediated communication since the technology first became available in the 1970s. Early studies focused on teleconferencing, and how interactions between large groups of strangers differ from interactions with known partners. Other studies were concerned with whether communication methods lacking nonverbal cues could influence the meaning and quality of social interactions. Today, people have access to both text-based and visual information, so those studies are no longer useful.

The immense growth in social applications since the start of Web 2.0 (also known as Participatory or Social Web) has made huge changes. Information is now distributed in many directions and methods, and audiences can vary from one person to many thousands. In addition, everyone with an internet connection can be a content creator and media source.

H. Mass self-communication can potentially reach a global audience, but it is self-generated in content, self-directed in its mission, and typically focuses on self-related information. Sociologist Alvin Toffler created the now-obsolete term of “prosumers” to describe users who are almost simultaneously consumers and producers – for example, reading and commenting on online content, or reading and replying to Twitter posts. The increases in the number of transactions that now occur between

consumer and producer create what some have called an “expression effect”.

Interactions also now cross-media streams, such as “Social TV”, where people use hashtags while watching a sports game or a television program in order to simultaneously read and converse with hundreds of other viewers on social media.

I. One focus of mass communication research has been on the role that media plays in the democratic process. On the one hand, media provides a way for predominantly rational voters to obtain information about their political choices. That likely introduces some systematic biases, in that not every voter is interested in social media, and politicians may choose to work on the wrong issues and perhaps pander to an active set of users who may not be in their constituencies. But by and large, the fact that voters can learn about candidates independently is predominantly positive.

On the other hand, media can be leveraged for propaganda, which exploits cognitive errors that people are prone to make. By using the techniques of agenda-setting, priming, and framing, the producers of media can manipulate voters to act against their own best interests.

J. Some types of propaganda that have been recognized in mass media include.

Agenda-Setting: Aggressive media coverage of an issue can make people believe an insignificant issue is important. Similarly, media coverage may underplay an important issue.

Priming: People evaluate politicians based on the issues covered in the press.

Framing: How an issue is characterized in news reports can influence how it is understood by the receivers; involves the selective inclusion or omission of facts (“bias”).

GRAMMAR

Punctuation: Comma in simple sentences

15. a) Read the rules of punctuation in the table below and match the rules (1 – 15) with examples (A – O);

b) make up your own examples to illustrate the use of the punctuation rules.

Rule	Example
<p>1. To avoid confusion, use commas to separate words and word groups with a series of three or more. In British English, they do not normally use a comma before <i>and</i> at the end of a list of single words American English does use a comma in lists before <i>and</i></p>	<p>A. Kathleen met her husband on December 5, 2003, in Mill Valley, California</p>
<p>2. Use a comma to separate two adjectives when the word <i>and</i> can be inserted between them</p>	<p>B. He thought quickly but still did not answer correctly</p>
<p>3. Use a comma when an -ly adjective is used with other adjectives. Note: To test whether an -ly word is an adjective, see if it can be used alone with the noun. If it can, use the comma</p>	<p>C. To apply for this job, you must have previous experience. On February 14 many couples give each other candy or flowers. OR On February 14, many couples give each other candy or flowers</p>
<p>4. Use commas before or surrounding the name or title of a person directly addressed</p>	<p>D. I lived in San Francisco, California, for twenty years. OR I lived in San Francisco, California for twenty years</p>
<p>5. Use a comma to separate the day of the month from the year and after the year</p>	<p>E. I am, as you have probably noticed, very nervous about this</p>
<p>6. If any part of the date is omitted, leave out the comma</p>	<p>F. Al Mooney, M. D., knew Sam Sunny Jr. and Charles Starr III</p>
<p>7. Use a comma to separate the city from the state and after the state. <i>Some businesses no longer use the comma after the state</i></p>	<p>G. They met in December 2003 in Mill Valley</p>
<p>8. Use commas to surround degrees or titles used with names. <i>Commas are no longer required around Jr. and Sr. Commas never set off II, III, and so forth</i></p>	<p>H. Will you, Aisha, do that assignment for me? – Yes, Doctor, I will</p>
<p>9. Use commas to set off parenthesis and expressions that interrupt the flow of the sentence</p>	<p>I. Felix was a lonely, young boy. I get headaches in brightly lit rooms</p>

Rule	Example
10. If the subject does not appear in front of the second verb, do not use a comma	J. He is a strong, healthy man. BUT We stayed at an expensive summer resort
11. Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional	K. My \$10 million estate is to be split among my husband, daughter, son, and nephew. <i>Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate</i>
12. Use a comma to separate contrasting parts of a sentence	L. Well, yes, I agree
13. Use a comma when beginning sentences with introductory words such as <i>well, now, or yes</i>	M. That is my money, not yours
14. Use commas surrounding words such as <i>therefore</i> and <i>however</i> when they are used as interrupters	N. Yes, I do need that report. Well, I never thought I'd live to see the day...
15. Use either a comma or a semicolon before introductory words such as <i>namely, that is, i. e., for example, e. g., or for instance</i> when they are followed by a series of items. Use a comma after the introductory word	O. You may be required to bring many items, e. g., sleeping bags, pans, and warm clothing. OR You may be required to bring many items; e. g., sleeping bags, pans, and warm clothing. You may be required to bring many items, e. g. sleeping bags, pans, and warm clothing

16. Read the text, place the missing commas, and remove the wrongly placed ones, explain the rule.

Critical thinking in the modern world of new media

In 2018 journalists from The Toronto Star a Canadian newspaper checked 1.3 million statements by Donald Trump the US president. For example newspaper staff found 1,972 false statements and 68,928 untrue words (Dale, 2018). In 2017 Donald Trump issued nearly three false statements a day. Such claims help Trump gain votes, but their choice will be unconscious and unfounded. False media reports can negatively

impact one's finances profession or personal life. For instance an anonymous news source reports that a particular company's stock will rise soon. If the news turns out to be unreliable and people buy shares, they will lose money. Learning to recognize lies separate facts and opinions is needed.

Fake news isn't a new phenomenon. Tabloids have been pushing false stories for decades. Newspapers and television news outlets have been guilty of showing their editorial bias a bit too much as well. Given an overwhelming amount of information out there it is challenging to unpack what is real and what is not, especially as social media became the top news source for 62 % of adults in the US.

According to the data from the 2018 Edelman Trust Barometer 59 % of respondents claimed to be unsure about the truthfulness of data they see in the media. What is more almost two-thirds of the respondents indicated that the average person cannot tell good reporting from a rumor or fake story.

Here are a few tips for properly analyzing news and sources online.

1. Check credentials.

One sign that the story you are reading or watching is valid is that the author's or journalist's credentials are clear. You should easily be able to tell who is presenting the story, what organization they represent, and how they are qualified. You should also be able to back track from the link to a reputable home page.

If you can determine that the person is a truly qualified experienced expert, then the story may likely be accurate. On the other hand if they are simply a blogger with a goal of forwarding a particular narrative or agenda, your skepticism is warranted.

2. Verify sources.

Never take a news story or blog post at face value. People who are interested in posting accurate information online or elsewhere will link to their information sources, especially when citing some numbers or facts.

3. Sharpen your critical thinking skills.

One significant issue is that it is easy to become intellectually lazy in the face of all of this information being spoon fed to us. Don't become a passive consumer of news and other data especially if you read or watch something that you believe is designed to create an emotional response

makes alarming claims or simply cannot be easily verified. Instead make an effort to keep your critical thinking skills sharp. Always challenge your own assumptions and biases.

4. Read beyond the headlines.

You're scrolling your feed on Facebook, and see that your friend has shared a news story claiming that NASA is spending millions of taxpayer dollars conducting seemingly ridiculous experiments in space. After a few angry comments and reposts torches and pitchforks are out in full force in the comments section. You trust your friend, and know they are an intelligent person. You click share and add a bit of angry commentary. Other people then share your post. What you didn't do was read the story beyond the headline. Interestingly enough these seemingly ridiculous experiments actually have very important implications in the areas of medicine climate science and more.

(based on <https://www.forbes.com/sites/andrewarnold/2018/02/27/how-to-maintain-critical-thinking-in-the-modern-world-of-new-media/?sh=60ab8f7c50e5>)

Unit 2

COURTS AND TRIALS

INTRODUCTORY TEXT

The US Court System

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

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

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

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

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

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

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

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

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

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

1. As you read the text

a) look for the answers to these questions.

1. What is the dual court system existing in the USA? What three levels of courts does it consist of? 2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court. 3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters. 4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts. 5. What is the duty of the US Supreme Court?

b) Summarize the text, specifying the following: 1) the dual system of the US courts; 2) trial courts – courts of general Jurisdiction; 3) the US Supreme Court – the court judging the most explosive issues in American life.

2. Study the following text:

a) extract the necessary information about law enforcement in the USA.

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing either an arrest warrant or a summons. A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons, who have been arrested and referred to the grand jury. After an

accused is indicted, he is brought into court and is told the nature of the charge against him. They can plead guilty, which is the admission that he committed crime and can be sentenced without a trial. He can plead guilty and be tried.

As a general rule the parties to civil suits and defendant criminal cases are entitled to trial by jury of 12 jurors. But a jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is judge alone, greater criminal cases are tried to a three-judge panel. In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case.

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

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

b) Use the material of the text and the topical vocabulary in answering the following questions.

1. Who are the participants in the legal procedure? 2. In what way does a legal procedure start: a) in civil cases; b) in criminal cases? 3. Describe the procedure of the trial in the American court of common pleas. 4. What kind of offences are known to you? Specify the felony and misdemeanor. 5. What penalties and sentences are imposed in the US courts?

VOCABULARY

3. Study the topical vocabulary below: find Russian equivalents, use dictionaries and corpora to find word combinations with each word.

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

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

Offences: felony, misdemeanour, murder, manslaughter, homicide, rape, assault, arson, robbery, burglary theft/larceny, kidnapping, embezzlement bribery, looting, smuggling, mugging, high-jacking, forgery, fraud, swindling, perjury, slander, blackmail, abuse of power, disorderly conduct, speeding, petty offence, house-breaking, shoplifting, mugging, contempt of court, subpoena.

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

Legal procedure: to file a complaint / a countercomplaint, to answer/challenge the complaint; to notify the defendant of the lawsuit; to issue smb a summons; to issue a warrant of arrest (a search warrant); to indict smb for felony; to bring lawsuit; to take legal actions; to bring the case to court; to bring criminal prosecution; to make an opening statement; the prosecution; the defence; to examine a witness – direct examination, cross-examination; to present evidence – direct, circumstantial, relevant, material, incompetent, irrelevant, admissible, inadmissib, corroborative, irrefutable, presumptive, documentary; to register (to rule out, to sustain) an objection; circumstances (aggravating, circumstantial, extenuating); to detain a person, detention; to go before the court.

Penalties or sentences: bail, to release smb on bail; to bring in (to return, to give) a verdict of guilty/not guilty; a jail sentence; send smb to the penitentiary/jail; to impose a sentence on smb; to serve a sentence; a penitentiary term, a term of imprisonment (life, from 25 years to a few

months imprisonment); hard labour, manual labour; probation, to be on probation, to place an offender on probation, to grant probation/parole; parole, to release smb on parole, to be eligible for parole.

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

VOCABULARY PRACTICE

4. Fill in the gaps with appropriate vocabulary from the list below.

Evidence, attorney, defendant, prosecution, guilty, probation, jury box, extenuating circumstances, plaintiff, parole, direct and circumstantial evidence, defendant, parole board

In the courtroom, the jury sits in the _____, and the judge presides over the trial. The prosecutor presents the case against the defendant, while the defense attorney argues on behalf of the defendant. The defendant is innocent until proven _____, and it is the prosecution's burden to prove guilt beyond a reasonable doubt.

During a criminal trial, the _____ presents _____ to convince the jury that the _____ is guilty of the crime. The defense _____ may argue that there are _____ that should be taken into account.

Before the sentencing, the defendant may have a chance to speak, and the judge may also consider _____ provided by the prosecutor, the defense attorney, and the _____. The judge may also hear from a probation officer or a bailiff to help make a decision. If the defendant is found guilty, they may face a sentence of imprisonment or _____.

If the _____ is sentenced to prison, they may be eligible for _____ after serving a certain amount of time. During the parole hearing, the defendant must demonstrate that they have been rehabilitated and are no longer a threat to society. The _____ will consider various factors, including the nature of the crime, the defendant's behavior in prison, and the recommendations of the probation officer.

5. Fill in the gaps with appropriate vocabulary from the list below. Some of the words can be used more than once.

Arson, bribery, embezzlement, smuggling, mugging, looting, shoplifting, burglary, identity theft, manslaughter, high jacking, money laundering, tax evasion, assault, misdemeanour, felonies

Crime takes many forms, and can range from minor offenses such as _____ and _____, to _____ such as _____, _____, and even _____.

One of the most destructive forms of crime is _____, which involves intentionally setting fire to property. This can cause extensive damage and put people's lives at risk. Another serious crime is _____, which involves offering or accepting money or gifts in exchange for favors or influence.

Another form of white-collar crime is _____, which involves stealing money or assets from an employer or organization. This can be carried out in various ways, such as through fraudulent billing or unauthorized transfers.

On the other hand, _____ involves the illegal transport of goods, such as drugs or firearms, across international borders. This can involve dangerous and violent activities, such as bribery and coercion.

In urban areas, _____ is a common crime where a person is robbed or assaulted in public. Another similar crime is _____, where a group of people engage in stealing or pillaging of property during a riot or social unrest.

Another form of property crime is _____, where a person enters a building or dwelling with the intention of stealing or committing other crimes. In the digital age, _____ has become a more prevalent crime, where a person's personal information is stolen and used for fraudulent purposes.

Moving on to more serious crimes, _____ is the act of killing another person without premeditation, while _____ involves taking control of a vehicle, such as a plane or car, and using it for illegal purposes.

Finally, _____ is a crime where the proceeds of illegal activity are disguised and made to appear legitimate. This is often done through complex financial transactions and offshore accounts. A related crime is _____, where a person intentionally fails to report or pay their taxes.

Overall, it is important to recognize the different types of crimes and their seriousness, in order to prevent and address them effectively.

6. Translate the following sentences using the topical vocabulary.

1. Расследовав все обстоятельства поджога и допросив всех свидетелей, следователи собрали улики, и прокурор выписал ордер на обыск.

2. После предъявления обвинения подозреваемого арестовали и предложили ему ответить на обвинение.

3. Обвиняемый не признал своей вины и попросил назначить ему адвоката.

4. Его задержали и отправили в СИЗО до судебного заседания.

5. По ходатайству адвоката обвиняемого апелляция по делу о непредумышленном убийстве слушалась в присутствии коллегии присяжных.

6. Апелляционный суд пересмотрел дело с учетом новых показаний свидетелей и неопровержимых улик и вынес наказание в виде условного лишения свободы сроком на 5 лет.

7. Когда обвиняемый в незначительном преступлении – несовершеннолетний, дело рассматривает отдел по делам несовершеннолетних суда общей юрисдикции.

IDIOMS

7. Study the idioms and provide examples of your own.

Caught red-handed. Caught in the act of committing a crime. Example: The thief was caught red-handed stealing from the store.

Behind bars. In prison or jail. Example: The murderer was behind bars for life.

Throw the book at someone. To punish someone severely. Example: The judge decided to throw the book at the defendant for his heinous crime.

In cold blood. To do something without any emotion or remorse. Example: The killer murdered the victim in cold blood.

Get away with murder. To avoid punishment for a serious offense. Example: The wealthy businessman got away with murder by bribing the officials.

Serve time. To spend a period of time in prison or jail. Example: The thief was ordered to serve time for his crime.

White-collar crime (criminal). Non-violent crimes committed by professionals or business people (a person committing them). Example: The banker was involved in a white-collar crime of embezzlement.

On the run. To be a fugitive, trying to evade the authorities. Example: The robber was on the run after the bank heist.

The long arm of the law. Refers to the far-reaching power of the police and legal system to catch criminals. Example: The thief thought he had gotten away, but the long arm of the law eventually caught up with him.

Make a killing. To earn a large amount of money quickly and easily, often illegally. Example: The drug dealer made a killing by selling drugs on the street corner.

Outlaw. Someone who has been declared a criminal and is not protected by the law. Example: The notorious outlaw had been on the run from the police for years.

Open-and-shut case. A legal case with clear and undeniable evidence that makes it easy to solve. Example: The prosecutor presented an open-and-shut case against the suspect, and he was quickly found guilty.

Plead the fifth. To refuse to answer a question in court in order to avoid incriminating oneself. Example: The defendant chose to plead the fifth when asked about his involvement in the crime.

Hot pursuit. The act of chasing a suspect immediately after a crime has been committed. Example: The police were in hot pursuit of the bank robbers as they fled in their getaway car.

Go down for something. To be punished or go to prison for a crime one has committed. Example: The gang leader knew he would go down for the crimes he had committed if he was caught by the police.

Caught in the crossfire. To become involved or affected by a situation in which opposing groups are fighting. Example: The innocent bystander was caught in the crossfire of the gang shootout.

8. Fill in the gaps with appropriate idioms.

Samantha was a successful _____ who made a lot of money by embezzling funds from her clients. She thought she could _____ and enjoy her wealth without any consequences. However, one day, she was _____ by the authorities and taken into custody. She was so surprised that she couldn't say anything when the police officers told her she was being arrested for committing fraud.

During the trial, Samantha's lawyer tried to defend her, but the evidence against her was irrefutable. The judge _____ and sentenced her to ten years in prison. Samantha was shocked and couldn't believe she'd have _____ what seemed to her a minor offence. She had lost her reputation, her freedom, and her fortune.

While Samantha was _____, she met a woman who was _____ for a crime she hadn't committed. Samantha felt guilty for what she had done and decided to make amends by helping the woman to clear her name.

After Samantha was released from prison, she became an advocate for justice and started a foundation to help people who had been wrongfully accused and become victims of the _____ .

LISTENING PRACTICE

9. Listen to the track and choose True, False or Not given.

(<https://english-rooms.com/test/upper-intermediate-listening-test-crime>)

1. Doreen thinks criminals should not live in such good conditions.
2. Doreen is against of free dance classes for prisoners.
3. Doreen is against of making inmates work.

4. According to Doreen's opinion, the kind of criminals' work depends on the crime they have committed.
5. Gary supports Doreen's idea.
6. Nigel supports Doreen's idea.
7. Nigel: We should pay more attention to prisoner's rehabilitation than punishments.
8. Nigel: In prison, professional criminals can influence young offenders.
9. Nigel: We can decrease the crime level in our society.

READING PRACTICE

10. Read the text and do the tasks 1 – 13.

Prison: The Solution or the Problem?

In the Netherlands and parts of the USA such as Johnson County, a move towards rehabilitation of offenders and decreasing crime has seen a reduction in incarceration rates. Bucking this trend, the UK's prison population has increased by an average rate of 3.6 % per year since 1993. As the situation currently stands, England's and Wales' incarceration rate is 148 per 100.000 compared to 98 in France, 82 in the Netherlands and 79 in Germany. Without a shadow of a doubt, out of all European countries, the UK has adopted the most hardline approach to offenders.

The trend towards imposing prison sentences on offenders in the UK is made to seem all the more harsh since the Dutch Justice Ministry is actively in the process of systematically closing down prisons. In the period between 2010 – 2015, 28 prisons were closed in total. If anything, the Dutch reform of the prison system has been accelerating at a phenomenal pace, with 19 of the prisons being shut down in 2014 alone.

As would be expected, closures of prisons in the Netherlands have led to a drop in the numbers of incarcerated offenders. This is also largely due to the fact that those convicted are choosing electronic tagging instead of incarceration. However, there is more to these statistics than meets the eye. Defying all expectations of the pro-incarceration lobbyists, crime rates in the Netherlands are also actually decreasing in direct proportion to the closure of prisons.

With such statistics laid bare for all to see, many are now beginning to question the validity of incarceration as a method of reforming

offenders. All the more so since the average prison place costs the taxpayer £37,648 per year – a hefty sum for a service that fails to deliver, especially since there are vastly cheaper and more effective methods to deal with offenders. Allowing offenders to be tagged electronically rather than be incarcerated would save around £35 million per year for every 1000 convicted offenders. Serving a probation or community service order would also be 12 times less costly than the average prison placement for an offender.

More tellingly, a decreased incidence of relapse into criminal behaviour when offenders receive a community sentence, rather than a custodial one, has been revealed in re-offending statistics issued by the UK Ministry of Justice. There is definitely an argument that serving a prison term tends to create rather than alleviate the problem of crime.

As a Conservative white paper concluded in 1990, “We know that prison is an expensive way of making bad people worse”. Interestingly, the report also argued that there should be a range of community-based sentences which would be cheaper and more effective alternatives to prison.

Quite apart from the cost and relative ineffectiveness of incarceration is the short-sightedness of imposing a custodial sentence in the first place. A punitive system of incarceration presupposes that the prisoner needs to be punished for bad behaviour. Since the prisoner is considered answerable for their behaviour, it is believed that they are also completely responsible for their actions. Such an approach overlooks social and economic factors that can play an integral role in the incidence of crime. Such an oversight only serves to perpetuate crime and punish offenders who need help rather than a penal sentence.

It would do no harm for the UK to look to the Netherlands for an example in reducing crime through addressing social problems as a key to reducing incarceration. In the Netherlands, the focus is on deterring crime by investing in social services rather than seeking purely to punish the offender. In addition, those who do offend are helped with rehabilitation programmes.

Overlooking the social circumstances of the offender can also be detrimental to children’s welfare, especially if a mother is convicted and given a custodial sentence. Often childcare arrangements are not in place when custodial sentences are handed down to mothers caring for children.

In fact, research suggests that more than half of the women who go to court are not expecting a custodial sentence, leading to provisions made for the children being haphazard at best. The number of children who fall foul of the custodial system in this way totals a staggering 17.000 per year. Worse still, figures show that adult children of imprisoned mothers are more likely to be convicted of a crime than adult children of imprisoned fathers. Viewing the offender and their crime in isolation and disregarding all other social and environmental factors is therefore mistaken, if not downright morally reprehensible.

All evidence would seem to point to a much needed shake-up of the English penal system. As things stand, there are too many losers and no identifiable winners. It was Dostoevsky who said: “The degree of civilisation in a society is revealed by entering its prisons”. Maybe we would do better to go one step further and amend his quotation to “The degree of civilisation in a society is revealed by not having prisons and instead by addressing social issues in society itself”.

Questions 1 – 7. Complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

A decrease in crime in the Netherlands and parts of the US is attributable more to the 1) _____ than to their incarceration.

Closure of prisons in the Netherlands 2) _____ at an unprecedented rate over recent years.

Against 3) _____ the Netherlands are seeing a drop in crime along with the closure of prisons.

Since statistics do not support the argument for incarceration this has made many 4) _____ of such a practice.

In fact, incarceration may serve to fuel rather 5) _____ crime, thereby defeating the purpose of such a punishment.

In recognition of the fact that custodial sentences achieve little, less costly and 6) _____ were put forward by the Conservatives in 1990.

Crime is not only down to individual behaviour but is also a result of 7) _____ influences.

Questions 8 – 13. Do the following statements agree with the information given in the text? Write TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN If there is no information on this.

8. Mothers who receive a custodial sentence are worse role models for their children than fathers who receive similar justice.

9. Custodial sentences are intended primarily to reform prisoners.

10. Factors other than an individual's guilt are rarely taken into account by the English judicial system.

11. A proven link exists between mothers receiving a custodial sentence and their offspring committing crimes in later life.

12. The English judicial system stands to benefit from incarcerating offenders.

13. There are signs that custodial sentences are becoming less popular in the UK.

11. Read the article, provide the summary covering the most relevant issues.

By Jake Horton

As midterm elections approach in the United States, one of the key issues Republicans have been keen to focus on is crime. They have spoken of record crime levels in Democrat-run cities, and accused them of being “the party of crime” under President Joe Biden.

Is violent crime going up?

According to incomplete data released by the FBI, violent crime fell by an estimated 1 % in 2021 compared with the previous year. However, the number of murders increased by more than 4 %.

The fall in violent crime was largely driven by a drop of nearly 9 % in the robbery rate over that period. There are questions about the reliability of the FBI's crime report as it excluded data from some of the biggest US cities, including New York, Los Angeles and San Francisco.

It's important to point out that last year, the FBI switched to a new data collection system. According to one analysis, nearly 40 % of law enforcement agencies have failed to report their 2021 crime figures – so we may only have a partial picture of the most recent crime rates.

The longer-term trend for violent crime in the US since the 1990s has been generally downwards, although over the past few years it has remained relatively stable, according to FBI data.

Police departments across the US define violent crime in slightly different ways, but the data generally includes murder, robbery, assault and

rape. In 2000, there were over 500 violent offences recorded per 100,000 people. In 2021, that figure was down to just under 400. Looking specifically at murders, FBI figures show a significant increase in the number per 100,000 people between 2019 and 2020 and then a smaller rate of increase to last year. But again, the 2021 figures may only give a partial picture.

Where is violent crime going up?

Major US cities have tended to follow the national trend in becoming safer since the 1990s, but some have also seen a sharp rise in the number of murders in recent years.

Although in some of the biggest cities in the US known for their high rates of violent crime, the rate of increase in murders has slowed.

Chicago has had one of the worst records for murders in the US, and saw a big increase from 2019 to 2020 (up nearly 55 %) but a much smaller rise in 2021 (up just 3 %).

And this year, the data up to mid-October shows a significant decrease in the number of murders recorded by the police department, compared to the same period in previous years.

Similarly, in New York, which saw a big increase in murders between 2019 and 2020, there was a much smaller rise from 2020 – 2021.

Data for 2022 is incomplete, but what there is shows the murder rate decreasing. The picture does vary across the country, however. Last December, one US media report said a dozen cities in 2021 had broken records for the numbers of murders, based on data from their local police departments.

The New York Times looked at 37 cities across the US with data for the first three months of 2021, and said that overall there had been an 18 % increase in murders compared with the same time period in 2020. But it warned that due to the FBI changing the way crime figures are reported, it could be difficult to identify national trends after that.

There's also a delay in reporting by the FBI, which means the most recent figures are not yet available.

However, a report in August this year for the Major Cities Chiefs Association, which represents law and order officials from the largest US cities, looked at data for 70 urban areas for the first half of 2022 compared with the same period in 2021. They found that there were increases in

murders in nearly 30 areas – including cities like Atlanta, Baltimore, Dallas, Denver, Milwaukee, New Orleans and Washington DC – but the total number of homicides for all 70 areas was slightly down for that period.

America's gun culture

There's similar trend identified by a Council of Criminal Justice report from July, which looked at 10 categories of violent, property or drug offences in 29 cities.

They found that the number of homicides declined slightly in the first half of 2022 compared with the same period last year, but the homicide rate is still 39 % higher than the first half of 2019.

It also points out that other categories of crime such as assault and robbery have increased over that period.

SPEAKING PRACTICE

12. Provide rendering of the article from ex. 11 of the Reading practice. Use the following plan with relevant collocations.

1. Title, author and source of the article.

2. General topic and issues covered.

The paper under discussion is devoted to...

The article deals with (is concerned with, covers, considers, gives consideration to, describes, gives an accurate description of, outlines, emphasizes, places emphasis on) the problem of...

The article provides the reader with some data/material/information on... (an introduction to... a discussion of... a treatment of... a study of... a summary of... some details on...).

13. Contents analysis and highlights of the article.

A careful account is given of...

A detailed description is given...

A thorough analysis of... is provided.

Much/little attention is given to...

Of particular (special, great, little) interest is...

It is notable (noteworthy) that...

It is stressed (emphasized, etc.) that...

Of special interest/importance is the fact that...
 The author's bias is revealed through...
 The author claims to be unbiased saying that...
 The choice of reliable reference sources contributes / doesn't contribute to the credibility of the article...

14. Use of language means and other persuasion techniques.

By highlighting _____ and downplaying _____ the article encourages _____ .

By using the simile/metaphor/allusion _____ the author draws parallels/relies on associations/memories/relates to _____ .

The author plays upon the reader's heartstrings

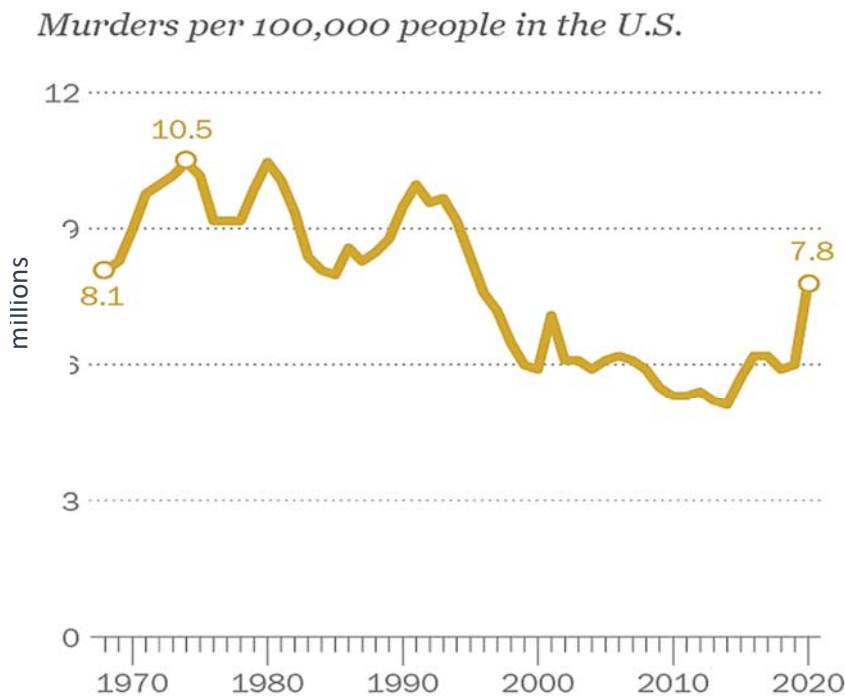
The use of irony/pun/sarcasm aims to _____ .

The repetition of _____ emphasizes _____ .

The structure of the article draws attention to _____ .

WRITING PRACTICE

15. The graph below shows reported violent crime rate in the US. Describe the graph, mention the most noticeable issues. Focus on the changes over time.



Note: 2020 data is provisional.
 Source: Centers for Disease Control and Prevention.

You may find the following vocabulary useful.

Adjectives	Nouns	Verbs	Adverbs
sharp	a rise (of)	to rise	sharply
sudden	an increase (of)	to increase	suddenly
rapid	a growth (of)	to surge	rapidly
abrupt	a peak (of)	to grow	abruptly
dramatic	a surge (of)	to peak	dramatically
steep	a fall (in)	to rocket	significantly
significant	a decrease (in)	to soar	considerably
considerable	a decline (in)	to leap (leapt)	markedly
marked	a dip (in)	to fall	slightly
substantial		to decrease	gently
spectacular		to decline	gradually
slight		to dip	steadily
gentle		to dive	modestly
gradual		to plunge	
steady		to plummet	
consistent		to fluctuate	
modest		to vary	

GRAMMAR

Punctuation: Comma in complex and compound sentences.

16. a) Read the rules of punctuation in the table below and match the rules (1 – 6) with examples (A – F);

b) make up your own examples to illustrate the use of the punctuation rules.

Rule	Example
1. When starting a sentence with a weak (subordinate) clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong (main) clause followed by a weak clause	A. Freddy, who has a limp, was in an auto accident. <i>Freddy is named, so the description is not essential</i>
2. Defining relative (restrictive attributive) clauses are not separated by commas from the main clause	B. If you are not sure about this, let me know now. Let me know now if you are not sure about this

Окончание таблицы

Rule	Example
<p>3. Non-defining relative (non-restrictive attributive) clauses, which give additional information and can be left out without a change of meaning, are separated by commas</p>	<p>C. He actually said, “I do not care.” “Why,” I asked, “do you always forget to do it?”</p>
<p>4. Use a comma to separate two strong clauses joined by a coordinating conjunction - <i>and, or, but, for, nor</i>. You can omit the comma if the clauses are short</p>	<p>D. The boy who has a limp was in an auto accident. <i>We do not know which boy is being referred to without further description; so, no commas are used</i></p>
<p>5. Use commas to introduce or interrupt direct quotations shorter than three lines</p>	<p>E. I can go, can't I?</p>
<p>6. Use a comma to separate a statement from a question in tag-questions</p>	<p>F. I have painted the entire house, but he is still working on sanding the doors. I paint and he writes</p>

Unit 3

MONEY MATTERS

INTRODUCTORY VIDEO

1. Watch the video and answer the following questions.

(https://www.ted.com/talks/natalie_torres_haddad_the_foreign_language_of_financial_literacy)

1. How does Natalie introduce herself?
2. What encouraged Natalie to go to university and shift her awareness about financial literacy?
3. What were her majors at university?
4. What responsibilities and liabilities did she have when she lost her job?
5. Why does she call financial literacy another foreign language?
6. What were her steps to get to her feet after the nervous breakdown?

VOCABULARY

2. Study the topical vocabulary below: find Russian equivalents, use dictionaries and corpora to find word combinations with each word.

ATM – automated-teller machine, an electronic banking machine that dispenses cash, accepts deposits, and performs other services when a customer inserts a plastic card and pushes the proper coded buttons.

I recently withdrew money from an ATM in the UK. I was charged significantly more for this transaction than when I withdraw money from an ATM in Ireland.

Asset – items of ownership convertible into cash; total resources of a person or business, as cash, notes and accounts receivable, securities, inventories, goodwill, fixtures, machinery, or real estate (opposed to liabilities).

Besides determining the value of the company's assets, you and your client should also analyze how effectively the company employs its assets.

Asset-stripping – the practice of buying a company which is in financial difficulties at a low price and then selling everything that it owns in order to make a profit.

The businessman bought the company with the intention of asset-stripping it and then selling for a profit.

To bail out – to relieve or assist (a person, company, etc.) in an emergency situation, esp. a financial crisis.

The corporation bailed out its failing subsidiary through a series of refinancing operations.

Building society – an organization that receives deposits and lends money as mortgages to home-buyers.

A person who invests or borrows money from a Building Society is considered to be a member of the society.

Central bank – an entity responsible for the monetary policy of its country or of a group of member states.

Japanese stocks rose to a nine-month high Thursday following the central bank's decision to keep interest rates unchanged.

Clearing system – the system operating between banks to transfer credits and other forms of payments between themselves and their accounts.

The Finnish-Soviet clearing system was often presented, particularly in Soviet propaganda, as an example of how a large socialist country and a small capitalist country can engage in useful cooperation and trade.

Creditworthiness – the potential to repay the debt without difficulties.

Each cheque that he wrote added to his stock of debts and ultimately reduced his creditworthiness.

Commercial bank – a business that trades in money, receiving and holding deposits, paying money according to customers' instructions, lending money, etc.

The commercial banks introduced housing loans in 1996, but it was not until the end of the 1990s that it became common to take them on.

Competition (*noun*) – **competition (between/with somebody) (for something)** a situation in which people or organizations compete with each other for something that not everyone can have.

We are in competition with four other companies for the contract.

Competitor – a person or an organization that competes against others, especially in business.

We produce cheaper goods than our competitors.

To consolidate – to join in a merger or union, to unite or combine.

The two firms consolidated under a new name.

Depreciate – depreciate something (business) to reduce the value, as stated in the company's accounts, of a particular asset over a particular period of time.

The value of Bitcoin has depreciated in the last year.

Direct debit – a payment method that allows an organisation to instruct their bank to collect varying amounts directly from customers' accounts.

The direct debit forms cannot be completed online as banks require a written and signed form to set-up a direct debit payment.

Downtrend/downturn – *a downturn in sales/trade/business* – a situation in which business activity or performance decreases or becomes worse over a period of time.

There was a gradual downtrend in the price of grain.

To drive up / down – to force something to increase/decrease.

Interest rates have been driven up by a rise in inflation.

Entrepreneur – a person who makes money by starting or running businesses, especially when this involves taking financial risks.

Richard Branson is one of the most successful British entrepreneurs.

Equity – the monetary value of a property or business beyond any amounts owed on it in mortgages, claims, liens, etc., assets minus liabilities.

The key to success is to recognise that much of the real equity of the business nowadays resides in the business's intangible assets, normally built up over many years.

To facilitate sth. / facilitator – to make easier or less difficult.

The bank took on an intermediary role to facilitate business between the two companies.

Fee-driven services – services for which the bank charges money.

Special districts often provide fee driven services such as water and sewer. with the residents being charged directly for a service.

Investment (Am.E) / merchant (Br.E) bank – a bank that arranges finance for industry, international trade, etc.

Our Merchant Banking division provides integrated financial services to large corporate and institutional clients.

Liability – money that a company will have to pay to someone else – bills, taxes, debts, interest and mortgage payments, etc. (opposed to assets).

When the company borrows money from its bank, the company's assets increase and the company's liabilities increase.

Liquidity – cash and other liquid assets in excess of current liabilities; the ease with which an asset can be spent or sold.

Liquidity for a bank means the ability to meet its financial obligations as they come due.

Liquidity crisis – occurs when too many depositors withdraw their funds at the same time, causing the bank to fail.

Hundreds of people are without jobs after a mortgage company was forced to close its door because of what it calls a liquidity crisis.

Market sentiment – how positive or negative investors and brokers feel about the markets.

Although short-term risks seem manageable, a decline in competitiveness and a change in market sentiment could put Romania's growth prospects at risk.

Market performance – how the markets changed during a fixed time.

Not since the post-war boom of the 1940s, has the hotel industry enjoyed such a consistent period of improved market performance, rising room occupancy, and growth in room rates.

Market performers – the companies on the stock markets who influence the market as a whole.

Network Associates and Symantec are currently among the best market performers in terms of stock price.

To make a killing – to make a quick and healthy profit.

Twain founded his own publishing house where he made a killing of \$2.5 million in today's dollars by publishing General Ulysses S. Grant's memoirs.

To open a current account – bank account which pays no or little interest, but allows the holder to withdraw his or her cash with no restrictions.

Left school at 16 and opened a current account with Halifax, and I went to work full time for about half a year before I decided to go college.

To open a deposit account – pays interest, but usually cannot be used for paying cheques, notice is often required to withdraw money.

Edwina has opened a deposit account with Britannia for her son Levi, 18-months-old.

Overdraft/to overdraw – an arrangement by which a customer can withdraw more from an account than has been deposited in it, up to an agreed limit, interest on the debt is calculated daily.

The client has overdrawn their account several times within a 6 month period.

Predatory pricing – the fact of a company selling its goods at such a low price that other companies can no longer compete.

The airline has reduced its prices so sharply that it has been accused of predatory pricing.

Product portfolio – a group of products designed to meet the needs of a particular client segment.

The retail product portfolio includes transactional accounts, home loans, vehicle and asset-based finance, personal loans, specialised products such as wills, stock broking and portfolio advice.

Revenue – the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses.

Revenue from indirect taxes increased by a respective 0.7 percent and 21.9 percent vis-a-vis the previous quarter.

Revenues – the collective items or amounts of income of a person, a state, etc.

Radio revenues topped the \$20 billion mark in 2004 with a total increase of 2 percent over last year.

Spread – the interest rate differential between deposits and loans, from which banks make their profits (also called margin).

Banks in Pakistan reduced return on deposits to maintain their spread.

Standing order – an instruction to a bank to pay fixed sums of money to certain people at stated times.

Your rent should be paid by a standing order from your bank account in order to avoid unnecessary problems (mostly reminders that, if not paid, may lead to the student's expulsion).

Surplus – an excess of income over expenditure, or something left over and not required.

In 2003, we had a surplus of \$10.8 million, mainly thanks to the net income from the annual meeting and because it was a great year for publishing.

Universal banks – banks which combine deposit and loan banking with share and bond dealing, investment advice, etc.

Universal banks are free to engage in all forms of financial services, make investments in client companies, and function as much as possible as a "one-stop" supplier of both retail and wholesale financial services.

To withdraw money – to remove (money) from an account.

He went into a bank and withdrew some money to pay for his coach ticket to London.

Year low/high – the lowest price/figure for the whole year (also used with a longer period of time).

Shares hit a five year low.

VOCABULARY PRACTICE

3. Arrange the vocabulary into groups based on their meaning. Use a dictionary to add 3 – 5 words to each group.

4. Fill in the gaps with appropriate words from the vocabulary list.

When it comes to managing your finances, it's important to understand key concepts.

One common way to make payments is through a _____, which allows you to authorize a company to _____ money from your account on a regular basis. This can be useful for paying bills or making regular payments, but it's important to make sure you have enough funds in your account to cover the payments.

Another important concept to consider is your _____, which is a measure of your ability to borrow money. Lenders will look at factors like your income, credit history, and existing debt.

If you need to borrow money, there are different options available, such as a _____ or an _____. The latter allows you to borrow more money from your bank account than available there up to a certain limit, while the former implies money that has to be returned with an _____, which may be a burden. If you borrow with a view to buy property you can consider a _____.

When you need to access your money, you may use an _____, which is a machine that allows you to _____ money from your _____. However, it's important to be aware of any _____, services associated with ATM transactions, as well as any _____ that may apply.

It's also important to keep an eye on the _____, which refers to the amount of cash or cash-equivalent assets that you have available. When too many people want to withdraw money or access funds from their _____, due to negative _____, a _____, is likely to break out.

Finally, it's important to understand the difference between _____ and _____. The former includes debts or obligations that you owe, while the latter means things you own that have value. By understanding these concepts, you can make more informed decisions about your finances.

5. Study the collocations below and make examples using these phrases

Managing the economy

Handle / run / manage	The economy
Boost	Investment / spending / employment / growth
Stimulate	Demand / the economy / industry
Cut / reduce	Investment / spending / borrowing
Reduce / curb / control / keep down	Inflation
Create / fuel	Growth / demand / a boom / a bubble
Encourage / foster / promote / stimulate / stifle	Innovation / competition
Encourage / work with / compete with	The private sector
Increase / boost / promote	Us / agricultural exports
Ban / restrict / block	Cheap / foreign imports
The economy	Grows / expands / shrinks / contracts / slows (down) / recovers / improves / is booming
Enjoy	An economic / housing / property boom

Economic problems

Push up / drive up	Prices / costs / inflation
Damage / hurt / destroy	Industry / the economy
Cause / lead to / go into / avoid / escape	Recession
Experience / suffer	A recession downturn
Fight / combat	Inflation / deflation / unemployment
Cause / create	Inflation / poverty / unemployment
Create / burst	A housing / stock market bubble

Cause / trigger	A stock market crash / the collapse of the banking system
Face / be plunged	Into a financial / an economic crisis
Be caught in / experience	Cycles of boom and bust

Public finance

Cut / reduce / slash / increase / double	The defence / education / aid budget
Increase / boost / slash / cut	Public spending
Increase / put up / raise / cut / lower / reduce	Taxes
Raise / cut / lower / reduce	Interest rates
Ease / loosen / tighten	Monetary policy
Balance	The (state / national / federal) budget
Achieve / maintain	A balanced budget
Run a (\$4 trillion)	Budget deficit / surplus
Impose	Taxes / austerity measures

6. Fill in the blanks with appropriate words in the correct form.

- Prices of Greek companies went dramatically down due to the political instability and an overall negative _____.
- _____ are the bank's liabilities.
- Just after the company reached its _____ it went bankrupt.
- A fall in interest rates has _____ the bank's interest rate margin.
- The examples of fee-driven services are _____ and _____.
- Because of the dramatic drop in _____ last year, the government has been considering increasing certain taxes.
- Standing orders and _____ are ways of paying regular bills at regular intervals.
- A current account usually pays little or no interest, but allows the holder to _____ his or her cash with no restrictions.

9. It is usually the role of the _____ bank to fix the minimum interest rate.

10. Since I sometimes spend more than I have in my current account, I have arranged an _____.

11. The company owed large sums of money to its contractors and had other _____, such as open credits and loans, which altogether made it a rather poor investment.

12. As you always forget to pay your bills on time, maybe you should consider arranging a direct _____ with your bank?

13. Since he was unemployed and failed to pay off his previous loans with another bank, his low _____ made it impossible for him to get a mortgage.

14. Margo was not able to pay off her student loan and so her parents decided to _____ her out and paid to the bank all the money she owed.

15. Banks make profits from the _____ or differential between the interest rates they pay on deposits and those they charge on loans.

16. Banks' _____ range between short-term credit, such as overdrafts or credit lines, and long-term loans, for example to buy a house or capital equipment.

17. In some European countries there are _____ banks which combine deposit and loan banking with share and bond dealing, investment advice, etc.

18. Internet and mobile banking are just two products in our rich _____.

19. There has been some rumor about the two biggest Czech banks planning to _____ next year and take over the East-European markets as one.

7. Read the summary of the introductory video and fill in the gaps with words below:

balancing their income and expenses;

ballpark figures;

boost our financial health;

buried in debt;

cut back;

debt and financial instability;

drawn;

falling into the money pit;

interest rate;

lenders;	purchased;
managing our money;	rattle off our salaries;
mortgages;	regular outlays;
pressure-related spending;	salaried;
pricey;	to handle money.

Most of us received little guidance or instruction on how _____ when we were growing up, but that's OK we can start learning now, a little bit at a time. Financial expert Natalie Torres-Haddad begins with the basics.

Yet when it comes to _____ – an activity that every one of us needs to do, every day – we receive surprisingly little preparation. We're not taught much about it in school, because education systems leave it to us to learn from our families and friends. However, those people often don't fill in the gaps because money can be such a loaded or taboo topic.

Natalie Torres-Haddad, who grew up in southern California, saw many people around her struggling with _____. She was determined to be the exception, and she – _____ her first rental property in her early 20s and earned an MPA in Finance & International Business. In the process, however, she became _____. Only by teaching herself the money basics was she able to steady herself and her finances.

Today she leads workshops and sessions to prevent others from _____. She's found that even among the college-educated people she meets, "the majority feel confused and overwhelmed about _____", she says. The stats show that nearly 70 percent of college graduates in the US say they don't feel equipped to manage money and deal with their debt.

Not only must we get up to speed on the basics, we also need to start having honest conversations with each other about money, says Torres-Haddad. We should be open with our friends and family about the steps we're taking to _____. That way, we can get advice and support. This transparency, she adds, can also make us less susceptible to peer. How many of us have agreed to a _____ meal or weekend trip because we didn't want to come clean about our money concerns?

Becoming financially literate does not require a huge time investment. Just like attaining literacy in a foreign language, she says, "it's an ongoing education." Here are three things you need to know about your money.

1. Know how much money you're bringing in every month vs. how much you're spending.

Most of us can _____ in our sleep, but could you do the same for your monthly after-tax income and where you're spending your money every month? If you can't, that's normal. But now is the time to learn your actual take-home pay and your actual expenses (and not just _____ or estimates).

For your income, look at your physical or online _____, and start keeping a record of the after-tax amounts. If you're a _____ employee, that number should be fairly steady; if you're not, those numbers will vary.

For your monthly expenses, Torres-Haddad suggests writing down every single daily purchase (coffee, take-out, Uber, online shopping, etc.) you make and every single ongoing payment you make through autopay or credit cards (Netflix, gym membership, car insurance, utilities, etc.). It will make these purchases visible. Often, our _____ can go unnoticed or unquestioned, and our daily spends – especially if we pay by debit card so the funds are instantly _____ from our bank accounts – can go forgotten.

After you have a fundamental understanding of income and expenses, you can download an app to help you track these categories; see your bank account, credit-card and loan balances; and organize your purchases into buckets so you can identify areas where you might _____.

2. Know your FICO score and your other credit scores.

In the US, FICO was the first company to offer a three-digit credit-risk score for _____ to use when deciding whether or not to approve a loan or line of credit, a credit limit, and an interest rate. The FICO score is used when you apply for credit cards, _____ and most types of loans; rent an apartment; or sign up for utilities.

3. Know how much credit card debt you're carrying.

Make a list (on paper or on a computer) of each of your credit cards, their current balances, and their current _____. Then, put them in order from highest interest rate to lowest and prioritize paying them off, paying as much as you can towards the card with the highest interest rate while paying the minimum on the other cards. Called the “debt-snowball method,” this was popularized by money expert Dave Ramsey. If you've managed to pay off a credit card, congratulations.

8. Match the finance related idioms with their explanations. For those that don't have explanations think of your own one.

Be buried in debt.	Daylight robbery.
Live beyond one's means.	In for a penny, in for a pound.
Have money to burn.	It's a steal.
Fall into the money pit.	Keep our heads above water.
Live from hand to mouth.	Loaded (<i>not exactly an idiom, but a good informal word</i>).
A penny saved is a penny earned.	Pay through the nose.
As phony as a \$3 bill.	Penny-wise and pound foolish.
Make bread and butter.	Saving for a rainy day.
Cost an arm and a leg.	Make ends meet.

1. Keeping money for the future, or saving for an emergency.
2. Being careful when handling small amounts of money, but careless when managing large amounts of money. This person can be either thrifty or wasteful depending on the quantity of money.
3. To pay a very high price – most likely too much.
4. Someone who is wealthy with metaphorical bags of money.
5. To spend more money than you can afford; living outside of your actual lifestyle or the lifestyle that you can afford.
6. to live on very little money. This person spends their income immediately on basic living expenses and doesn't have a savings account.
7. To keep up with work or responsibilities in order to survive financially – but just barely.
8. It's a bargain that is discounted and lower than its true value.
9. An obviously unfair overcharge; a rip-off.
10. The source of a household's income; how they pay for food.
11. To have money that you are eager to spend on frivolous things.
12. Committed to seeing an undertaking through to the end no matter how much money, time, or effort it requires.

9. Fill in the blanks with appropriate words in the correct idiom.

John was a young man who always dreamed of living a luxurious life. He had big ambitions and wanted to achieve them quickly. So, he

decided to take a loan from a bank to start his own business. At first, things were going well, and he was making a lot of money. But soon, he realized that he was _____ and could barely _____.

Despite his financial struggles, John continued to live _____. He bought a fancy car, a luxurious house, and expensive clothes. He had _____ and spent it all without thinking about the future.

Unfortunately, his business fell _____, and he started to live from _____. He barely had enough money to pay his bills and was always struggling to make ends meet. His parents warned him that a _____, but he didn't listen and continued to spend more than he earned.

His friends knew that his lifestyle was as _____, but they didn't say anything. Instead, they tried to help him by suggesting that he should make _____ by starting a small business. They told him that it didn't have to _____.

But John was too proud to listen to his friends, and he thought “_____” every time when he was about to get involved into something risky and pricey. However, he soon realized that he was a victim of _____ when he received his credit card bills. He had spent so much money on useless things that he didn't need.

Finally, John realized that he had to change his ways. He decided to start saving money and living frugally and shopped only during sales and discounts when he could get a _____.

It wasn't easy, but John managed to keep his head above water. He started living _____, and he worked hard to pay off his debts. Slowly but surely, he started to see the benefits of saving _____. He learned that being _____ was not the way to go and that it's important to plan for the future.

Finally, after many years of hard work and dedication, John became _____. He was finally able to pay off all his debts and live a comfortable life without worrying about money. He learned his lesson the hard way but was grateful for the experience. He realized that financial stability is important, and it's never too late to start saving.

You will hear part of a lecture, given by an economist, about North American women's attitude to money and saving. First you have some time to look at Questions 31 – 40.

10. Make up your own story using the idioms.

LISTENING

11. Listen carefully and answer questions 1 to 10

a) for questions 1 – 5, complete the sentences below. Write NO MORE THAN THREE WORDS for each answer.

1. Bernard Shaw: “Men are supposed to understand _____ economics and finance”.
2. However, women are more prepared to _____ about them.
3. Women tend to save for _____ and a house.
4. Men tend to save for _____ and for retirement.
5. Women who are left alone may have to pay for _____ when they are old.

b) for questions 6 – 10, complete the summary below. Write NO MORE THAN TWO WORDS for each answer.

Saving for the future

Research indicates that many women only think about their financial future when a 6) _____ occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their 7) _____. A good way for women to develop their 8) _____ in dealing with financial affairs would be to attend classes in 9) _____. When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in 10) _____. In such ways, women can have a comfortable, independent retirement.

12. Listen carefully and answer questions fill in the gaps with NO MORE THAN THREE WORDS.

Method	Description	Apps	Who does it suit	Pros and cons
Zero-based budgeting	Assigning each dollar of your income to a particular category including 1) _____, goals and savings until you're left with zero	You need a budget	2) _____ income	Keeps you on top of your budget. – Takes some time

Method	Description	Apps	Who does it suit	Pros and cons
Envelope system	Allocating incoming money to different envelopes such as needs, wants and 3)_____ or 4)_____	Envelopes 5)_____		+ You account for each dollar. – Takes 6)_____
Pay yourself first	Focusing on your saving goals like 7)_____ or college savings	Honeydue	Not for people whose budget is really 8)_____	+ you take care of your savings. – you may 9)_____ money
50/30/20 rule	50 % allocated to 10)_____ 30 % on your wants 20 % on your savings or debt payment	11)_____ Pocket Guard	For those who want to make sure their money is going to the right direction	You can eyeball your spending and not worry about specific categories

READING

13. Read the text and do the tasks 1 – 13.

The Psychology of Wealth

What stops people from succeeding financially and having on-going prosperity in their life? The answer is generally focused around the belief that financial success is not a possibility. There are many people who have unconscious barriers that prevent them from having the wealth and abundance that they deserve.

At a conscious level, most people think they are doing everything possible to achieve their goals. However, there still might be some unwitting part of them that does not believe they can obtain success. The more that unconscious part is avoided, the more a person will be blocked in their everyday life. Another problem is that, instead of focusing on all the possible ways to get rich, many people have an obsession about what they

do not have. An interesting pattern develops in which they can become angry or resentful over their situation and this, in turn, can limit these people in their lives more and more. Individuals would find it so much easier to get ahead in life with a peaceful state of mind, rather than an angry or resentful one.

A first step in understanding the unconscious patterning of a person's financial situation is to explore the deeper nature of how they represent money. For example, a person with money issues may have had parents who lived in poverty, and they subsequently formed a "Depression Era" mentality. An unconscious belief can develop that he or she will always have to struggle financially, because that is what their parents did. Alternatively, the person might have had a parent tell them over and over again that they will never be successful, and eventually they begin to believe it.

It is very common for children to unconsciously form limiting beliefs around money at an early age. In the field of Neuro Linguistic Programming (NLP), these types of limiting beliefs are referred to as "imprints". An imprint is basically a memory that is formed at an early age, and can serve as a root for both the limiting and empowering beliefs that people form as children. Some of the beliefs that people may develop at early ages are not always healthy, and are created as a result of a traumatic or confusing experience that they have forgotten. How we unconsciously and consciously view the world in terms of money is often based on such beliefs.

A primary and fundamental psychological difference between those who do well financially and those who do not revolves around beliefs. For example, many people do not even view financial success as an option. They do not have the capability to open themselves up to all of the possibilities that are available for achieving prosperity and they will nearly always get stuck in a monthly routine, so that they are unwilling to take risks or try something different, because they are afraid that they will end up being even worse off than before.

Another issue can be that people become over-absorbed with the idea of making money and this can be extremely unhealthy. Money does not determine who you are; it's simply a resource. There is a term called "affluenza", which has been defined as "a painful, contagious, socially

transmitted condition of overload, debt, anxiety and waste resulting from the dogged pursuit of more”. Affluenza is an unsustainable and seriously unhealthy addiction to personal and societal economic growth. It is most acute in those who inherit wealth and seem to have no purpose or direction. For those with wealth or for those who desire it more than anything, abandoning the urge for more can often be the key to being more successful, and certainly happier. Once people stop equating their self-worth with money, then the doors of possibility can swing open for them, because they are willing to try more things. Once they start feeling better about themselves, they become less fearful and can be open to trying something completely different.

So, can money make people happy? Research shows that it does up to a point, after which there are diminishing returns, so that the extremely wealthy are no happier than the comfortably well off. Rich nations are generally happier than poor ones, but the relationship is far from consistent; other factors like political stability, freedom and security also play a part. Research likewise shows that the money-happiness connection seems to be stronger for people paid hourly than those on a salary. This is presumably because salaried people can more easily compensate with career satisfaction. Money can also impair the ability to enjoy the simple things in life, which rather offsets the happiness that wealth brings.

Money can also impair people’s satisfaction in their play and humanitarian works. When someone has done something out of the goodness of their heart, they can be insulted by offers of payment. Cognitive dissonance experiments show that paying people derisory amounts of money for their work results in them enjoying it less and doing it less well than if they had no pay at all. The capacity for monetary reward to undermine a person’s intrinsic pleasure in work performance has been demonstrated neurologically.

In conclusion, people need to realise that their own attitudes to wealth can affect their chances of acquiring both money and happiness. As a person begins to embrace self worth and opens himself or herself up to the idea of what is possible, he or she will attract wealth and prosperity into their life. The outer world is truly a reflection of people’s inner worlds. If someone feels good inside, generally it will show on the outside and they will draw positive experiences into their life.

Questions 1 – 3. Complete the notes below. Write NO MORE THAN TWO WORDS for each answer. Write your answers in boxes 27 – 29 on your answer sheet.

Some people unwittingly reject the prospect of becoming rich; these 1) _____ stop them from financial success.

Most people believe they do the best they can, but sometimes they don't really believe in their potential.

If people do not face up to this lack of self-belief, they'll encounter more and more obstacles.

People can also have an 2) _____ about their lack of possessions. Anger is a result, which hinders their progress as well.

People whose parents were poor may feel they will also be poor.

A 3) _____ who is always negative about a child's prospects may also be eventually believed.

Questions 4 – 8 Do the following statements agree with the information given in the text? Write TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this.

4. A person can develop unhelpful imprints about money when a child.

5. Although important, belief is not a key part of whether someone can become financially successful.

6. Those people stuck in a monthly routine are the most likely to try something different.

7. The problem of "affluenza" has been in the media a lot recently.

8. "Affluenza" is more common in people who have not had to work for their money.

Questions 9 – 14. Complete the summary below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 9 – 14 on your answer sheet.

Money and Happiness

9) _____ mean people are not happier with wealth beyond a certain amount. Rich countries are happier than poor ones, but this is simplistic, due to other relevant 10) _____. Salaried workers have been shown to

be happier than wage-paid workers, maybe due to 11) _____. Rich people also sometimes do not enjoy life's 12) _____. Money can also relate to how people approach doing things and 13) _____ have proved this. The complex relationship between a 14) _____ and enjoyment of work has also been proved. Changing their attitudes to wealth can make some people happier and allow them to acquire money more easily.

14. Read the text and do the tasks 1 – 13.

A. Every year millions of migrants travel vast distances using borrowed money for their airfares and taking little or no cash with them. They seek a decent job to support themselves with money left over that they can send home to their families in developing countries. These remittances exceeded \$400 billion last year. It is true that the actual rate per person is only about \$200 per month but it all adds up to about triple the amount officially spent on development aid.

B. In some of the poorer, unstable or conflict-torn countries, these sums of money are a lifeline – the only salvation for those left behind. The decision to send money home is often inspired by altruism – an unselfish desire to help others. Then again, the cash might simply be an exchange for earlier services rendered by the recipients or it could be intended for investment by the recipients. Often it will be repayment of a loan used to finance the migrant's travel and resettlement.

C. At the first sign of trouble, political or financial upheaval, these personal sources of support do not suddenly dry up like official investment monies. Actually, they increase in order to ease the hardship and suffering of the migrants' families and, unlike development aid, which is channelled through government or other official agencies, remittances go straight to those in need. Thus, they serve an insurance role, responding in a countercyclical way to political and economic crises.

D. This flow of migrant money has a huge economic and social impact on the receiving countries. It provides cash for food, housing and necessities. It funds education and healthcare and contributes towards the

upkeep of the elderly. Extra money is sent for special events such as weddings, funerals or urgent medical procedures and other emergencies. Occasionally it becomes the capital for starting up a small enterprise.

E. Unfortunately, recipients hardly ever receive the full value of the money sent back home because of exorbitant transfer fees. Many money transfer companies and banks operate on a fixed fee, which is unduly harsh for those sending small sums at a time. Others charge a percentage, which varies from around 8 % to 20 % or more dependent on the recipient country. There are some countries where there is a low fixed charge per transaction; however, these cheaper fees are not applied internationally because of widespread concern over money laundering. Whether this is a genuine fear or just an excuse is hard to say. If the recipients live in a small village somewhere, usually the only option is to obtain their money through the local post office. Regrettably, many governments allow post offices to have an exclusive affiliation with one particular money transfer operator so there is no alternative but to pay the extortionate charge.

F. The sums of money being discussed here might seem negligible on an individual basis but they are substantial in totality. If the transfer cost could be reduced to no more than one per cent, that would release another \$30 billion dollars annually – approximately the total aid budget of the USA, the largest donor worldwide – directly into the hands of the world's poorest. If this is not practicable, governments could at least acknowledge that small remittances do not come from organised crime networks, and ease regulations accordingly. They should put an end to restrictive alliances between post offices and money transfer operators or at least open up the system to competition. Alternatively, a non-government humanitarian organisation, which would have the expertise to navigate the elaborate red tape, could set up a non-profit remittance platform for migrants to send money home for little or no cost.

G. Whilst contemplating the best system for transmission of migrant earnings to the home country, one should consider the fact that migrants often manage to save reasonable amounts of money in their adopted country. More

often than not, that money is in the form of bank deposits earning a tiny percentage of interest, none at all or even a negative rate of interest.

H. If a developing country or a large charitable society could sell bonds with a guaranteed return of three or four per cent on the premise that the invested money would be used to build infrastructure in that country, there would be a twofold benefit. Migrants would make a financial gain and see their savings put to work in the development of their country of origin. The ideal point of sale for these bonds would be the channel used for money transfers so that, when migrants show up to make their monthly remittance, they could buy bonds as well. Advancing the idea one step further, why not make this transmission hub the conduit for affluent migrants to donate to worthy causes in their homeland so they may share their prosperity with their compatriots on a larger scale?

Questions 1 – 8 *Choose the correct heading for paragraphs A – H from the list of headings below.*

List of Headings

1. Stability of remittances in difficult times.
2. Effect of cutback in transaction fees.
3. Targeted investments and contributions.
4. Remittances for business investment.
5. How to lower transmission fees.
6. Motivations behind remittances.
7. Losses incurred during transmission.
8. Remittances worth more than official aid.
9. How recipients utilise remittances.
10. Frequency and size of remittances.
11. Poor returns on migrant savings.

Questions 9 – 14 *Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 9 – 14 on your answer sheet.*

Countries are unwilling to enforce lower transaction fees as they are worried about 9) _____ and villagers lose out when post offices have a special relationship with one particular money transfer agency.

Each remittance might be small but the total cost of remittance fees is huge. Governments should 10)_____ on small amounts and end the current post office system or make it more competitive. Another idea would be for a large non-profit association, capable of handling complicated 11)_____ to take charge of migrant remittances.

Migrants who send money home are able to save money, too, but it receives little or no interest from 12)_____. If a country or organisation sold bonds that earned a reasonable rate of interest for the investor, that money could fund the development of homeland 13)_____. The bonds could be sold at the remittance centre, which could also take donations from 14)_____ to fund charitable projects in their home country.

SPEAKING

15. Pair-work. Discuss the following questions with your speaking partner. Find out what you have in common and what makes you different.

1. When did you earn your first money? What kind of job/work was it? 2. Do you now have a regular income or do you receive any pocket money or allowance? 3. What is the most valuable lesson about money that you have learnt so far? 4. Do you have any spending rules? 5. What is your budgeting method? 6. How do you understand financial literacy? When is the proper time to learn it? 7. Are you into economy? What news are being discussed by the media? Do you share their concerns?

16. Provide rendering of the article from exercise 14 following the plan.

1. Mention the general topic of the article.
2. Give an outline of the structure touching upon the issues relevant for each paragraph.
3. Comment on the author's standing and how it is revealed.
4. Conclude by commenting on the relevance of the problems for your country and your opinion (or solution to offer).

17. Look through the recent news and give an overview of the problems that receive media coverage.

18. Choose an article and provide its rendering

WRITING PRACTICE

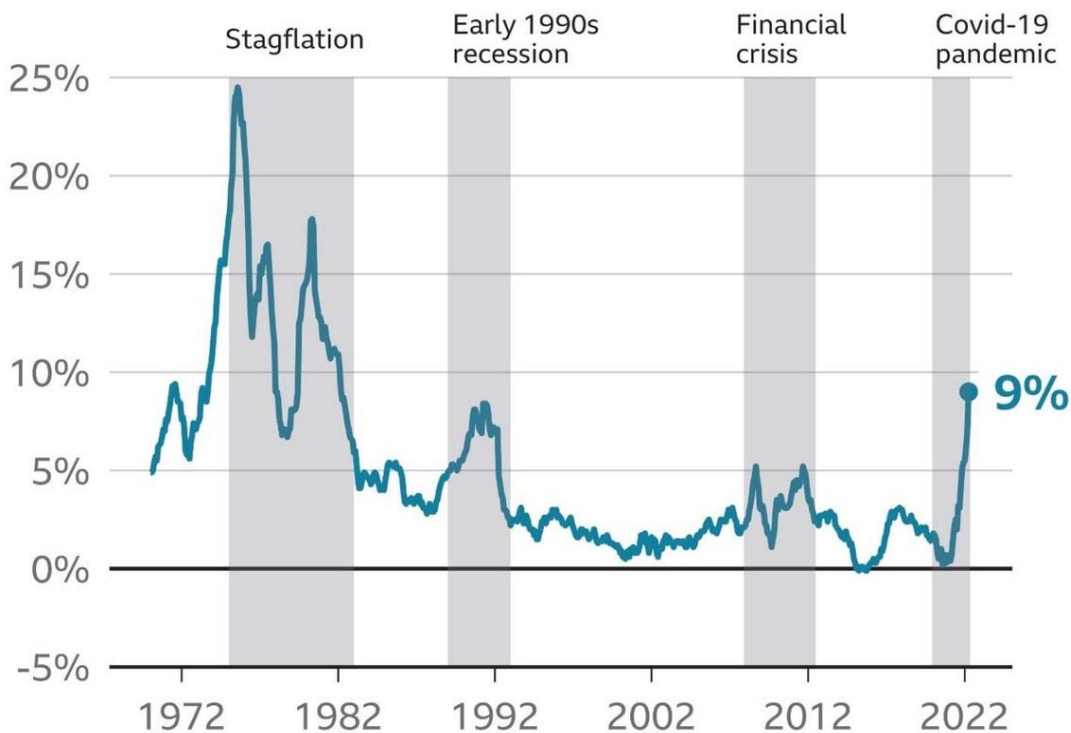
19. Write an essay about the budgeting methods. You should write about the following:

- the importance of budgeting;
- a short overview of popular budgeting methods;
- which method is more suitable for you;
- your own tips for money management.

20. Describe the graph in the picture. mention the most noticeable issues. Focus on the changes over time and the probable reasons behind them.

How inflation has changed since 1970

Consumer Prices Index



Source: Office for National Statistics



Unit 3

MAN AND NATURE

INTRODUCTORY VIDEO

1. Watch the movie and discuss the following:

(https://vk.com/videos-102021707?z=video511001130_456239874%2Fclub_102021707%2Fpl_-102021707_-2)

- describe the nature of Greenland as it is presented in the film;
- dwell on the relationship between man and nature as shown in the film;
- comment on the changes occurring in the recent years as described by the main character;
- comment on the name of the documentary;
- share your opinion on the movie itself and the problems raised.

VOCABULARY

2. Study the topical vocabulary below: find Russian equivalents, use dictionaries and corpora to find word combinations with each word.

Air quality – the cleanliness of the air we breathe.

To become extinct – to no longer exist.

To be under threat – to be in danger of becoming extinct.

Climate change – the change in worldwide weather patterns.

To die out – see “to become extinct”.

Endangered species – categories of animals or plants that are in danger of becoming extinct.

Energy conservation – the careful management of energy resources to ensure they last as long as possible.

Environmentally friendly – behaviour and products that do not harm the environment.

Exhaust fumes – the toxic gases given off by vehicles powered by petrol.

Flash floods – floods that happen quickly.

Fossil fuels – energy resources like gas and oil that are produced deep below the ground over millions of years.

To get back to nature – to live a life that is closer to nature global warming – the increasing temperature of the world brought about by gases such as carbon dioxide.

Heavy industry – the manufacture of heavy articles and materials in large numbers.

Humanitarian aid – the act of showing support to people struggling to survive.

Impact on – the effect on.

Loss of habitat – the decline in areas of land where animals and plants would normally exist.

Man-made disaster – widespread damage or loss of life brought about by the action of humans.

Natural disaster – an event such as an earthquake, flood or hurricane which causes widespread damage or loss of life.

Natural environment – the place where animals and plants would normally be found in nature.

The natural world – the world of nature.

Oil spill – waste usually deposited in the seas and oceans after an accident at sea.

Poaching – to hunt and kill wild animals illegally.

Pollution levels – the amount of toxic waste.

Pressure group – a group of people who try to raise awareness of issues and try to affect the views and actions of people and organisations.

Toxic waste – poisonous, unwanted rubbish often produced by industrial processes.

Wildlife conservation – to protect animals and plants and their habitats.

Recycle waste – to collect and treat rubbish to produce useful materials which can be used again.

Biodegradable – able to decay naturally and harmlessly.

Biodiversity – the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this.

Climate change – there has been a growing concern about climate change.

Carbon dioxide – the gas formed when carbon is burned, or when people or animals breathe out.

Desertification – the process by which land changes into desert.

Disposable products – describes an item that is intended to be thrown away after use.

Drought – a long period when there is little or no rain.

Deforestation – the cutting down of trees in a large area; the destruction of forests by people.

Earthquake – a sudden violent movement of the earth's surface, sometimes causing great damage.

Oil slick – a layer of oil that is floating over a large area of the surface of the sea, usually because an accident has caused it to escape from a ship or container.

Oil spill – release of a liquid petroleum hydrocarbon into the environment, especially the marine ecosystem, due to human activity.

Unleaded petrol – describes a type of petrol or other substance that does not contain lead.

VOCABULARY PRACTICE

3. Arrange the vocabulary into groups. Add 3 – 5 to each group.

4. Practice vocabulary. Make up 7 sentences with new the vocabulary and write them down.

5. Complete sentences 1 – 7 with the following words. The sentences are all about ways to help the environment.

Boycott; buy; recycle; reduce; switch; use; walk.

1. ____ paper, cans, plastic, glass and other items like mobiles.
2. ____ less water in the house and garden.
3. ____ the amount of household waste you produce.
4. ____ to energy efficient light bulbs.
5. ____ products that harm the environment, such as those made from mahogany, which grows in rainforests.
6. ____, cycle or use public transport instead of driving your car.
7. ____ organic foods that do not use harmful artificial fertilisers and pesticides.

6. Fill in the gaps with appropriate words and word combinations.

_____ refers to the variety of life on earth and the complex interactions between living organisms and their environment. However, human activities such as _____, and the release of _____ into the atmosphere have led to the degradation of the natural world, causing a widespread loss of _____ and endangering countless species.

One major consequence of _____ is the loss of habitat for many animals and plants, leading to a decline in biodiversity. Deforestation also contributes to exacerbating air quality and climate change. Additionally, _____ and _____ can devastate marine ecosystems, causing long-term damage to aquatic life.

_____ is another significant threat to biodiversity, as it often targets endangered species, disrupting the delicate balance of ecosystems. Drought is yet another challenge that can lead to the loss of habitat and the displacement of wildlife.

In the face of these challenges, it is crucial that we take steps to protect our planet's biodiversity. Governments must take action to prevent deforestation, reduce the release of harmful exhaust fumes, and protect _____ from poaching. Individuals can also do their part by reducing their carbon footprint and supporting organizations that work to protect biodiversity.

By working together, we can help to ensure that our planet's biodiversity is preserved for future generations.

7. Which of the things 1 – 7 in Exercise 2 do you do? Do you do anything else to help the environment? Write about what you do for the environment and give details. If you do not do any of the things 1 – 7, say which ideas you think sound the most effective and why. Here are some useful phrases.

In our household, we... .

I try to reduce my carbon footprint by ... (gerund).

I think ... (gerund).

IDIOMS

8. Match the finance related idioms with their explanations. For those that don't have explanations think of your own one:

(to be) down-to-earth;

(to be) green-fingered or
have a green thumb;

(to be) out of the woods;

a drop in the ocean;

a hot potato;

can't see the forest for the
trees;

tip of the iceberg;

don't beat around the bush;

go to the ends of the earth for
(someone);

you reap what you sow;

neck of the woods;

the sands of time are running out;

- the area where you live;
- a problem or situation that is difficult to solve and controversial;
- only a small part of a much larger problem;
- to not give a straight answer, to waste time or to avoid answering a question;
- someone who is good at gardening and looking after plants;
- humble, nice and an all-round good person;
- a tiny amount compared with what is needed or expected;
- too focused on the small details of something to be able to see the bigger picture;
- go to extreme measures or do absolutely anything for them, or to make them happy;
- when you are past the difficult or dangerous part of a process and you are now safe, you are.

9. Fill in the spaces with an earth and environment idiom from the list above.

“I will _____ to make sure this birthday party is a success!”

“My aunt has a _____. Her garden is beautiful!”

“I’m going to be in your _____ on Friday. Do you fancy meeting up for a coffee?”

“I get on with her really well. She’s so funny and _____.”

“Stop _____ and just tell us what’s wrong!”

“Mike is getting obsessed with the tiny details of the presentation and forgetting about the message we want to convey. He _____.”

“The company went through some bad times financially due to the pandemic, but fortunately we are _____ now.”

“The donation is generous, but it is just a _____ compared to the amount we need to be able to make a difference.”

LISTENING PRACTICE

10. Watch the video and do the tasks embedded in the app.

(<https://edpuzzle.com/assignments/5e77ede1cb6d8f3eccc6219a/watch>)

11. Listen to the extract and complete the gaps in the summary of the passage below with the correct word or phrase you hear. You can listen to the extract one time only.

(<https://drive.google.com/file/d/1PLDbxdQTDqyvJ44IpSOg5E6TyXH0hrBU/view>)

The Earth’s surface is two-thirds water, yet most of this is undrinkable or unusable because it is either seawater or 1) _____. Of the 1 % that is available as 2) _____ water, most is used for 3) _____ or goes to industry. Freshwater contamination is the major problem since it is all too easy to pollute rivers and streams with pesticides, industrial waste, and 4) _____.

In poor and 5) _____ countries , the addition of sewage to rources of water leads to 6) _____ and death. In China, a United Nations report estimates that over 78 % of people drink from 7) _____ water supplies. Although humankind has made enormous efforts to control the supply of

fresh water by constructing more than 8) _____ dams throughout the world, falling water 9) _____, shrinking rivers and lakes, and loss of wildlife are the result. School project kits are available by telephoning this number: 10) _____

12. Listen to the extract and complete the gaps in the summary of the passage below with the correct word for phrase you hear. You can listen to the extract one time only.

(<https://ielts-simon.com/files/sir-david-attenborough--the-truth-about-climate-change.mp3>)

The graph helps us to distinguish between variations in the climate due to 1) _____ causes and those variations that are induced by human 2) _____. The climate is naturally variable. Occasionally there is a downward trend that is associated with a volcano going off. Then we get to a period, from about 1910, where you can start to see an upward trend, a warming of the climate: 3) _____ _____. Up to this point, you could argue that climate variation can be explained by natural 4) _____. That is no longer the case as you get to the latter part of the 20th century.

From about 1970 onwards, you can see the red curve and the green curve beginning to diverge. The yellow curve includes human factors: in particular the 5) _____ effect, which is mostly caused by carbon dioxide from 6) _____ fuel burning.

There seems little doubt that this steep rise in temperature is due to human activity. Without the action of 7) _____ _____, there would have been far less 8) _____ change since the 1970's.

READING PRACTICE

13. Read the text and do the tasks 1 – 14.

Rising sea

Paragraph 1

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect;

the heating may be part of a “natural” variability over a long time-scale that we have not yet recognized I our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue. Scientists and inhabitants of low-lying coastal areas would like to know the extent of future sea level rises.

Paragraph 2

Calculating this is not easy. Models used for the purpose have treated the oceans as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea-including vast and complex ocean currents-suggests that the rise in sea level may be less than some earlier estimates had predicted.

Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cm and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5 C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cm and 40 cm. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitively to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just “diffuse” from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread

downwards). Conventional models of sea-level rise have considered that this the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many models have adopted.

Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process-advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection-the transport of properties (notably heat and salinity in ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

Paragraph 6

Massive oceans current called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of the gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat trends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

Paragraph 7

Water itself is heated at the Equator and moves poleward, twisted by the Earth's rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40° North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region. They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other,

depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth-it is denser than warm water-until it emerges at the surface in another part of the world in the form of a cold current.

Paragraph 8

Ocean currents, in three dimensions, from a giant “conveyor belt”, distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3D-gyres in the top kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, of global warming changes the strength and distribution of the winds, then this “evening-out” process may not occur, and the sea level could rise more in some areas than others.

Questions 1 – 6. Reading Passage 2 has 8 Paragraphs, 1 – 8. The first paragraph and the last have been given headings. Choose the correct heading for the remaining 6 Paragraphs from the list below. There are more headings than paragraphs, so you will not use all the headings.

- A. The gyre principle.
- B. The Greenhouse Effect.
- C. How ocean waters move.
- D. Statistical evidence.
- E. The advection principle.
- F. Diffusion versus advection.
- G. Figuring the sea level changes.

- H. Estimated figures.
- I. The diffusion model.

Questions 7 – 8 Choose the correct letter a, b, c or d.

7. Scientists do not know for sure why the air and surface of oceans temperatures are rising because:

- a) there is too much variability;
- b) there is no enough variability;
- c) they have not been recording these temperatures for enough time;
- d) the changes have only been noticed for 100 years;

8. New search leads scientists to believe that:

- a) the oceans are less complex;
- b) the oceans are more complex;
- c) the oceans will rise more than expected;
- d) the oceans will rise less than expected.

Questions 9. Look at the following list of factors A – F and select THREE which are mentioned in the Reading Passage 2 which may contribute to the rising ocean levels.

- A. Thermal expansion.
- B. Melting ice.
- C. Increased air temperature.
- D. Higher rainfall.
- E. Changes in the water table.
- F. Increased ocean movement

Questions 10 – 14. Do the following statements agree with the information given in the text? Write TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this.

- 10. The surface layer of the oceans is warmed by the atmosphere.
- 11. Advection of water changes heat and salt levels.
- 12. A gyre holds less heat than there is in the atmosphere.
- 13. The process of subduction depends on the water density.
- 14. The sea level is expected to rise evenly over the Earth's surface.

14. Read the text and do tasks 15 – 29.

Glaciers

A. Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called continental glaciers. These two ice sheets encompass more than 95 percent of the earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called alpine or valley glaciers. Another way of classifying glaciers is in terms of their internal temperature. In temperate glaciers, the ice within the glacier is near its melting point. Polar glaciers, in contrast, always maintain temperatures far below melting.

B. The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where there is little opportunity for summer ablation (loss of mass), snow changes to compacted firm and then crystallized ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climatic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of surging glaciers, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometers in three months.

C. The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via plastic

deformation and basal slippage. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the zone of accumulation. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D. Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these landforms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a horn. The Matterhorn, in the Swiss Alps is one of the most famous horns. Fjords, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. Hanging valleys occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A cirque is a large bowlshaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E. Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 15 – 19. Choose the correct heading for the paragraphs from the list below. There are more headings than paragraphs, so you will not use all the headings.

- A. Glacial Continents.
- B. Formation and Growth of Glaciers.
- C. Glacial Movement.
- D. Glaciers in the Last Ice Age.
- E. Glaciers Through the Years.
- F. Types of Glaciers.
- G. Glacial Effects on Landscape.
- H. Glaciers in National Parks.

Questions 20 – 24. Do the following statements agree with the information given in the text? Write TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this.

- 20. Glaciers exist only near the north and south poles.
- 21. Glaciers are formed by a combination of snow and other weather conditions.
- 22. Glaciers normally move at a rate of about 5 to 10 inches a day.
- 23. All parts of the glacier move at the same speed.
- 24. During the last Ice Age, average temperatures were much lower than they are now.

Questions 25 – 29. Match each definition below with the term it defines. Write the letter of the term, a – h. There are more terms than definitions, so you will not use them all:

- | | |
|--|-----------------------|
| 25) a glacier formed on a mountain; | a) fjord; |
| 26) a glacier with temperatures well below freezing; | b) alpine glacier; |
| 27) a glacier that moves very quickly; | c) horn; |
| 28) a glacial valley formed near the ocean; | d) polar glacier; |
| 29) a glacial valley that looks like a bowl. | e) temperate glacier; |
| | f) hanging valley; |
| | g) cirque; |
| | h) surging glacier. |

Deforestation in the 21st century

When it comes to cutting down trees, satellite data reveals a shift from the patterns of the past.

A. Globally, roughly 13 million hectares of forest are destroyed each year. Such deforestation has long been driven by farmers desperate to earn a living or by loggers building new roads into pristine forest. But now new data appears to show that big, block clearings that reflect industrial deforestation have come to dominate, rather than these smaller-scale efforts that leave behind long, narrow swaths of cleared land. Geographer Ruth DeFries of Columbia University and her colleagues used satellite images to analyse tree-clearing in countries ringing the tropics, representing 98 per cent of all remaining tropical forest. Instead of the usual “fish bone” signature of deforestation from small-scale operations, large, chunky blocks of cleared land reveal a new motive for cutting down woods.

B. In fact, a statistical analysis of 41 countries showed that forest loss rates were most closely linked with urban population growth and agricultural exports in the early part of the 21st century – even overall population growth was not as strong an influence. “In previous decades, deforestation was associated with planned colonisation, resettlement schemes in local areas and farmers clearing land to grow food for subsistence”, DeFries says. “What we’re seeing now is a shift from small-scale farmers driving deforestation to distant demands from urban growth, agricultural trade and exports being more important drivers.”

C. In other words, the increasing urbanisation of the developing world, as populations leave rural areas to concentrate in booming cities, is driving deforestation, rather than containing it. Coupled with this there is an ongoing increase in consumption in the developed world of products that have an impact on forests, whether furniture, shoe leather or chicken feed. “One of the really striking characteristics of this century is urbanisation and rapid urban growth in the developing world,” DeFries says, “People in cities need to eat.” “There’s no surprise there,” observes Scott Poynton, executive director of the Tropical Forest Trust, a

Switzerland-based organisation that helps businesses implement and manage sustainable forestry in countries such as Brazil, Congo and Indonesia. “It’s not about people chopping down trees. It’s all the people in New York, Europe and elsewhere who want cheap products, primarily food.”

D. Dearies argues that in order to help sustain this increasing urban and global demand, agricultural productivity will need to be increased on lands that have already been cleared. This means that better crop varieties or better management techniques will need to be used on the many degraded and abandoned lands in the tropics. And the Tropical Forest Trust is building management systems to keep illegally harvested wood from ending up in, for example, deck chairs, as well as expanding its efforts to look at how to reduce the “forest footprint” of agricultural products such as palm oil. Poynton says, “The point is to give forests value as forests, to keep them as forests and give them a use as forests. They’re not going to be locked away as national parks. That’s not going to happen.”

E. But it is not all bad news. Halts in tropical deforestation have resulted in forest regrowth in some areas where tropical lands were previously cleared. And forest clearing in the Amazon, the world’s largest tropical forest, dropped from roughly 1,9 million hectares a year in the 1990s to 1.6 million hectares a year over the last decade, according to the Brazilian government. “We know that deforestation has slowed down in at least the Brazilian Amazon,” DeFries says. “Every place is different. Every country has its own particular situation, circumstances and driving forces.”

F. Regardless of this, deforestation continues, and cutting down forests is one of the largest sources of greenhouse gas emissions from human activity – a double blow that both eliminates a biological system to suck up CO₂ and creates a new source of greenhouse gases in the form of decaying plants. The United Nations Environment Programme estimates that slowing such deforestation could reduce some 50 billion metric tons of CO₂, or more than a year of global emissions. Indeed, international climate negotiations continue to attempt to set up a system to encourage this, known as the UN Development Programme’s fund for reducing emissions

from deforestation and forest degradation in developing countries (REDD). If policies [like REDD] are to be effective, we need to understand what the driving forces are behind deforestation, DeFries argues. This is particularly important in the light of new pressures that are on the horizon: the need to reduce our dependence on fossil fuels and find alternative power sources, particularly for private cars, is forcing governments to make products such as biofuels more readily accessible. This will only exacerbate the pressures on tropical forests.

G. But millions of hectares of pristine forest remain to protect, according to this new analysis from Columbia University. Approximately 60 percent of the remaining tropical forests are in countries or areas that currently have little agricultural trade or urban growth. The amount of forest area in places like central Africa, Guyana and Suriname, DeFries notes, is huge. “There’s a lot of forest that has not yet faced these pressures.”

Questions 30 – 35. *The Reading Passage has seven paragraphs, A – G. Which paragraph contains the following information? NB: You may use any letter more than once.*

30. Two ways that farming activity might be improved in the future.
31. Reference to a fall in the rate of deforestation in one area.
32. The amount of forest cut down annually.
33. How future transport requirements may increase deforestation levels.
34. A reference to the typical shape of early deforested areas.
35. Key reasons why forests in some areas have not been cut down.

Questions 36 – 37. *Choose TWO letters, A – E. Which TWO of these reasons do experts give for current patterns of deforestation?*

- A. To provide jobs.
- B. To create transport routes.
- C. To feed city dwellers.
- D. To manufacture low-budget consumer items.
- E. To meet government targets.

Questions 38 – 39. Choose TWO letters, A – E. The list below gives some of the impacts of tropical deforestation. Which TWO of these results are mentioned by the writer of the text?

- A. Local food supplies fall.
- B. Soil becomes less fertile.
- C. Some areas have new forest growth.
- D. Some regions become uninhabitable.
- E. Local economies suffer.

Questions 40 – 42. Complete the sentences below. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

40. The expression “a _____” is used to assess the amount of wood used in certain types of production.

41. Greenhouse gases result from the _____ that remain after trees have been cut down.

42. About _____ of the world’s tropical forests have not experienced deforestation yet.

WRITING PRACTICE

15. Write an essay on the topic below.

Climate change is a big environmental problem that has become critical in last couple of decades. Some people claim that humans should stop burning fossil fuels and use only alternative energy resources, such as wind and solar power. Others say that oil, gas and coal are essential for many industries, and not using them will lead to economic collapse.

Discuss both points of view and state your opinion? Support your point of view with relevant examples.

The outline below may be helpful in structuring your essay.

Introduction

1. Paraphrase Question.
2. State Both Points of View.

3. Thesis Statement.

4. Outline Sentence.

Main Body Paragraph 1

1. State first viewpoint.

2. Discuss first viewpoint.

3. Reason why you agree or disagree with viewpoint.

4. Example to support your view.

Main Body Paragraph 2

1. State second viewpoint.

2. Discuss second viewpoint.

3. Reason why you agree or disagree with viewpoint.

4. Example to support your view.

Conclusion

1. Summary.

2. State which one is better or more important.

SPEAKING PRACTICE

16. Pair-work. Discuss the following questions with your speaking partner. Find out what you have in common and what makes you different.

1. Are environmental problems gaining or losing popularity with the advance of the Internet? 2. In which way do people damage our planet? What concerns are the most urgent? 3. Do you think that the environmental situation will improve in the nearest future? 4. What can governments do to mitigate the negative effects of environmental issues? 5. Can ordinary people contribute to solving some of the problems? In what way? 6. Which of your habits would you call sustainable?

17. Describe an environmental problem or event.

You should say:

- why is it a problem;
- what are the reasons behind it;
- how urgent this problem is in your country;
- what approaches are used to deal with it in other countries;
- which of these practices could be implemented in your country.

18. Group work. Prepare and conduct a mock conference “Environmental concerns of the 21st century”. You should do the following:

- *choose organizing committee members. Who will prepare and send call for papers, develop preliminary programme and collect abstracts from potential participants;*
- *prepare presentations accompanied by slide-shows on different environmental issues. Try to find relevant information;*
- *prepare round-table discussions and workshops.*

Unit 5

PRESENTING WITH IMPACT

Aim setting, content planning, considering the audience

INTRODUCTORY VIDEO

1. Before you watch the video try your hand at presenting. You will present in front of your class. Come up with a short talk for about 2 – 3 minutes. The topic of the talk is “Why learn languages”.

2. Watch the video and discuss the following.

(<https://www.youtube.com/watch?v=yoD8RMq2OkU>)

1. What are the three basic ingredients of a successful presentation?
Comment on each?

2. Comment on the phrase “*When you share, we care*”?

3. How to make people curious?

4. What makes a good presentation?

5. What is it important to consider about the audience when planning a presentation?

6. What is a transformation roadmap like?

7. What sticky notes does the speaker use and how do they work when planning the presentation?

8. Brainstorm all tips and guidelines you have heard about from the video.

9. Analyse his presentation from the point of view of his own guidelines? Focus on the story line.

3. Analyse the talk you prepared for ex. 1 on the basis of the video guidelines. Find out what you succeeded in and what needs to be improved.

PRESENTATION BASICS

4. Read the text about the nature, effects and techniques of storytelling and comment on the following statements.

- You're surrounded by narratives every day.
- Storytelling is biological and cultural.
- Storytelling in business settings.
- The Hero's Journey technique is satisfying for the audience because people respond to stories of transformation.
- The Three-Act structure is pleasing to an audience because it's an organised unfolding of narrative.
- The Pixar storytelling method is what makes their films so remarkable.
- Sparkline, a narrative device that delivers a compelling presentation through the use of contrast.

Storytelling

Humans have a natural ability and tendency to craft narratives into every aspect of our lives. When you're running late to meet someone, do you find yourself preparing a narrative to explain why you were delayed?

You're surrounded by narratives every day through buildings; films; books; art; music and more. The desire to tell a story about their experience reflects the fact that humans use narrative to connect, influence, and cultivate cooperation. This is significant when it applies to public speaking. Our natural ability to create story means that it is a human quality, that we can leverage when attempting to connect with others.

Storytelling is biological and cultural. It's the transection of nurture and nature. It's very effective in a business setting when you want to gain clients, foster partnerships, or motivate your team. For entrepreneurs, it will help you access investment and onboard new users. For charities, you'll be able to get funding, and mobilize people to support your cause. We respond biologically to narrative and storytelling. The neurochemical oxytocin is a key indicator of this. Oxytocin often called the love drug, is what we feel when we're falling in love. Neuroscientists have showcased that oxytocin levels increase when we hear a story that we connect to. It also translates to better memory of the content.

Storytelling is relevant to business settings. For example, experiments show that character driven stories with emotional content result in a better understanding of the key points the speaker wishes to make. And enables better recall of these points. As well as oxytocin, our brains produce other chemicals when we're listening to an impactful story. This includes cortisol, which helps awareness. And dopamine, which is linked to pleasure. So with all of these chemicals combined into the storytelling cocktail, we're able to change our audiences brain chemistry through compelling character driven narrative.

Storytelling techniques

There are numerous storytelling structures that humans find deeply satisfying.

The Hero's Journey

People have loved The Hero's Journey for thousands of years because we positively respond to stories of transformation, like the phoenix rising from the ashes. The Hero's Journey was developed by the renowned mythologist Joseph Campbell. He discovered the monomyth, a universal story structure that takes a character through a sequence of stages.

The story begins with the hero who begins an adventure where they must leave behind the world and the life they know. The hero experiences a series of challenges, including temptations to return to the comforts of the "known" (their old life). However, with the help of a mentor, the hero is able to resist temptation, continue on their journey and go through a transformation. They return home a changed person.

The Three-Act Structure

The Three-Act structure is pleasing to an audience because it's an organised unfolding of narrative, including climactic moments that lead to a satisfying resolution.

The Three-act structure is typically used in plays, novels and films. Hollywood films and Broadway and West End theatre productions have proven that this structure is an excellent method for crafting narrative.

Patterns of three may include various approaches:

- 1) past – present – future;
- 2) problem – solution – effect;
- 3) options – choice – benefits;
- 4) introduction – conflict – resolution.

Pixar storytelling

From “Finding Nemo” to “Toy Story”, the Pixar storytelling method is what makes their films so remarkable.

The general structure the Pixar story follows is:

Once upon a time, there was...

Every day...

Then one day...

Because of that...

Because of that...

Until finally...

This simple outline can be applied to business presentations. Steve Jobs, founder of Apple, knew and utilised this in his presentations. Jobs knew that storytelling is the best marketing tool we have at our disposal. His new product showcase demonstrations were always theatrical and narrative led.

Sparkline storytelling

Nancy Duarte, a well-regarded communications specialist, created Sparkline, a narrative device that delivers a compelling presentation through the use of contrast. She developed this model by assessing the greatest speeches given in human history. Throughout the story, the audience alternates between seeing what is and what could be, until reaching the “new bliss” at the end. This contrast is a very compelling and dynamic method to engage an audience. For example, in Dr. Martin Luther King Jr.’s iconic speech, “I have a dream”, he alternates between describing the horrors African Americans have experienced juxtaposed with his dream of what the future could be.

His speech encourages the listener to believe that hope is possible. It inspires people towards hope not only using contrast, but also metaphors, language and repetition throughout to evoke emotion and reinforce his message.

Within the business setting, a great example of the Sparklines method being effectively used is Elon Musk’s keynote on “The Tesla Powerwall”. This speech demonstrates that the key to presenting a new idea is to express how and why your solution could make the situation better.

The Building Blocks of Storytelling

There are six fundamental building blocks to creating a compelling story.

Character – a story should contain one main character that is compelling, complex and be someone or something that the audience can relate to.

Structure – this creates a narrative sequence that is easy to follow and remember. Most stories use the three act structure we previously explored. By putting a framework in place, a story can be built in line with your intentions.

Storyline – a story should chronicle what happens, whether that is a journey, experience or discovery. There should be resistance and transformation. A plot with momentum needs to be determined; it needs to propel the audience and story forward.

Authenticity – this is a critical aspect to storytelling because an audience can only truly connect if they feel that the presenter is being themselves. It also solidifies and maintains the connection between your character and the audience. Authenticity allows you to educate your audience, show your intention and allows the audience to decide how they feel for themselves. This makes it a much more compelling experience.

Audience Engagement – stimulate your audience's emotions by fostering a relationship with them. You can mention facts or experiences the audience can relate to or address the audience with a rhetorical question. Know your content perfectly so that when you're on stage, you give over to developing a relationship with the audience and making them a part of the experience.

The 'hook' – generates a dynamic quality to the presentation and include difficult or exciting situations in your story. Audiences have a limited attention span so you need to capture their attention quickly. Give them a sense of whose story it is, what is happening and what is at stake. Keep it concise, simple and clear.

(based on <https://www.futurelearn.com/courses/presenting-your-work-with-impact>)

5. Watch the famous 2005 Stanford Commencement Address by Steve Jobs and comment on storytelling techniques employed by President John Hennessy and Steve Jobs. How is the audience engagement achieved?

(https://www.youtube.com/watch?v=Hd_ptbiPoXM)

6. Watch the Elon Musk's "The Tesla Powerwall" speech 1963 and comment on storytelling techniques employed.

(<https://www.youtube.com/watch?v=OIgzzAMgnSU>)

7. Watch the public speech delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963 and comment on storytelling techniques employed.

(<https://www.youtube.com/watch?v=vP4iY1TtS3s>)

PRESENTATION PRACTICE

8. Work in small groups to plan a presentation to encourage people to donate for a charity:

- **come up with a brief overview of your intention, target audience, story-telling technique, hooks and tricks to grab the attention of the audience. Specify what you want the audience feel and do;**
- **prepare and present the story;**
- **exchange feedbacks.**

Feedback outline

1. The story was relevant to the topic and the intention (0 – 9).
2. The story was tailored to the audience (0 – 9).
3. The story was well-structured (0 – 9).
4. The story was engaging (0 – 9).
5. The story made you want to act (0 – 9).

9. Work individually. Find information about an innovative technology, make extensive research about the concepts and scientific

basics behind the technology and its practical application. Present the innovation for one of the following audiences:

a) researchers in the same field of study;

b) investors who can provide funds for further research or its mass production;

c) general audience who can be potential users of the invention/technology.

When planning and preparing, consider the following

- Why are you telling a story? What is your intention?
- Who is your audience and what do they want to know?
- Why are you the best one to tell the story? What do you uniquely bring to it?
- What elements of yourself need to be featured in the story to reflect your intention?
- Who is your target audience and why they're there.
- What do you want your audience to think, feel and do?

Think about ways in which your audience can relate to your story and the values and intention you've set. Capture their attention by telling a story that will connect with them on an emotional and personal level.

Unit 6

PRESENTING WITH IMPACT

Preparing a slide show

INTRODUCTORY VIDEO

1. Group work. Before you watch the video brainstorm ideas about what makes a good presentation (slide show). Consider information distribution, fonts, graphic material, etc.

2. Watch the video and discuss the following.

(<https://www.youtube.com/watch?v=-70XRr6Tno>)

1. What is chunking the information?
2. How many pieces of information can people handle at a time, according to research by Miller?
3. What is the proper text size?
4. What makes visuals clean and simple?
5. What are some of the guidelines to follow with animations?
6. What could be an alternative to a laser?
7. What strategy can be employed to deal with large blocks of information that need to be on one slide?

PRESENTATION BASICS

How to develop a presentation

First of all, making presentations (or slide decks) is not a fun activity if it's just about putting information on a slide. Instead, take the approach of a director or designer and create a visual storybook that helps you bring the written content to life. This three-step process provides an overview of how to develop a presentation. You will explore what's involved in the process in more detail in Steps 1.14 to 1.16.

Before you make the slides, you need to have a narrative written word-for-word. Work through at least two drafts, thinking about your structure and language before you even attempt to create a deck.

Once you're happy with the content, you can then move on to creating the visual story. Work through paragraph-by-paragraph and

determine if that idea needs a slide, or if multiple paragraphs can be combined into one slide.

The next step is to storyboard and explore what each slide could look like. How will your slide highlight, illustrate or reinforce what you've stated? How can the slides reflect how you (or your brand) want to be perceived? For example, if you want to be considered revolutionary, then your visual communication needs to look modern. You could even create an online folder of visual assets that will inspire the visual narrative of your presentation.

When designing your slides, make sure that your slides are accessible for all learners. You can find out more about designing your presentation from the University of Leeds skills@library Design your presentation.

You can have beautiful, visual slides to help bring your story to life, but remember that the audience are there to hear the story from you. They can access presentation slides online, but they can only get the narrative from you: you are the star of the show.

The eight-step process below outlines a method for creating engaging and relevant slides for your presentation.

To help you visualise the process you can use Ross's script from his storytelling case study. In Step 1.10 he spoke about his intention and audience, and in Step 1.12 you read his script. An annotated version of his presentation story is available in the Downloads section which will show you where Ross decided to use a slide. It also explains why he chose a particular image and what it represented in his story.

Process for creating a set of slides for your script.

1. Read through the script.

Determine if each paragraph needs its own slide. Can certain paragraphs be combined into one slide? In live presentations, you don't want to constantly click from one slide to the next, so be specific about which content actually needs to be illustrated or highlighted visually. There is a power and impact in people just focusing on you and your words.

2. Note down the slide number.

Next to each paragraph or combined paragraphs make a note of the slide number. Ross's first paragraph would be slide 1, second paragraph slide 2 and so on.

3. How will the slide be led?

Reflect on each slide and make a note next to the slide number to indicate if the slide will be led visually (via illustrations or photographs), by text (a word or statistic to highlight) or led by information (a chart or infographic).

4. Make sure the content is concise.

Make sure you are not including sentences or quotes unless you intend to read them out during the presentation. This ensures that the deck content is concise and crisp.

5. Video record yourself.

Video record yourself on your phone giving the presentation and practice clicking through the deck.

6. Ask yourself the following questions:

As you go through your presentation, ask yourself the following questions:

Am I clicking too much?

Can some of these slides be combined without making them too busy?

Are there gaps in the deck?

If there is an image in the background when you have been speaking for a while is it still relevant?

Does the next slide correlate to what you're saying?

7. Create filler slides.

Consider adding a filler slide of your logo or an image that reinforces the theme of the presentation. This avoids you presenting images which don't relate to your script. Remember, this is like staging a play, we need to think through the content, delivery and flow of visual information.

8. Storyboard your deck.

Storyboard your deck and create a visual narrative to support you in presenting with impact.

Remember it's important to be specific with what needs to be visually included to support the verbal content. Your deck needs to complement what you say, not compete with it.

What if you don't use PowerPoint?

There are several tools to create a slide deck, such as: PowerPoint; Microsoft Sway; Google Slides; Prezi and SlideShare. Although the functionality of the software may vary, the general method Jennifer talks you through is applicable to all of them.

It's essential to remember that your slide deck is a visual tool which you're creating to help bring your presentation to life. With that in mind, the question you need to constantly be asking yourself is: How can I visually present this?

Script Breakdown

As mentioned previously, go through the content of your script paragraph-by-paragraph and determine what will need a slide and whether multiple paragraphs can be combined.

Once you've determined how many slides you'll have, think about the content of each slide.

- What's going to lead the language of the slide?
- Will it be a graph, a flow chart, a photograph?
- Will you create bespoke graphics to illustrate your content?
- What do the words in your script mean and why are you stating them?
- What do you want the takeaway message to be?

Storyboard

Now you've done a script breakdown, you can start the storyboarding process. A storyboard is a sequence of illustrations, images or sketches used to organise and pre-visualise content.

In your storyboard you will have the amount of slides you want laid out with an indication of what type of slide each will be. This will help you to put your presentation into context and think about how you're going to "paint the picture" for each of your slides.

Storyboarding Tips

Have a think about the following when crafting your storyboard and creating visual content:

- **Ensure the visuals are on brand.** You want to create visual content that reflects your identity. For example, if you want to be seen as modern, choose that style.

- **Think through what needs to be illustrated.** What visuals are going to reflect the words in your script?

- **Less is more.** Fewer slides and less verbal content is better. You don't want to overwhelm your audience.

- **Don't use words unless you plan on reading them out.** The brain can't do two things at once, it will either listen or read. You don't want words to distract your audience from concentrating, listening and engaging with your presentation.

- **Think about the positioning on each slide.** Make sure you organise the slide to reflect the direction people read.

- **Make sure all your slides are well-designed graphically.** Are the bullet points nicely designed? Do they reflect the visual theme of the presentation?

Vision is one of the most important connections to the outside world. Elaine Marieb and Suzanne Keller highlighted the importance of vision in “Essentials of Human Anatomy & Physiology” when they said:

“Vision is our dominant sense: Some 70 % of all the sensory receptors in the body are in the eyes, and nearly half of the cerebral cortex is involved in some aspect of visual processing.”

Visual assets communicate more information more effectively. Therefore, it's essential to create the best visual content possible for your presentation. To make your presentation stand out, you need to create slides that are graphically designed to be aesthetically appealing.

There are many visual elements which you can bring together and use to your advantage. Here, you'll touch upon the basics: font, colour and imagery. This is by no means a complete list and you should research and explore further ways for you to play with visuals in your presentation.

Font

When used with purpose, fonts can make your visuals stand out, help to convey a message clearly and allow the text to stand out on a slide.

Choosing the right font for your presentation can be difficult though. There are various style choices, different weights and sizes, then you need to consider how to pair fonts together.

For example, you might choose to pair a regular font with an italic. The regular font is direct and straightforward, whilst the italic provides emphasis, suggests importance or adds a softer look and feel.

Canva, a graphic design tool, has a helpful selection of articles where you can dive further into the topic of fonts. These include “How to choose the right font”, “How different fonts speak to you” and “The ultimate guide to font pairing”. You can explore these further in the See Also section. Also, be sure your slides are readable.

Colour

Research summarised by Colorcom reveals that people make a subconscious judgment about a person, environment or product within 90 seconds of initial viewing. Between 62 % and 90 % of that assessment is based on colour alone. If you think about some of the world’s popular brands, you’re most likely to remember and associate them with their colour schemes. So colour can play a huge role in the identity of your brand and presentation.

Have a think about the colour blue and the brands which use this. There’s Skype, Facebook, Hewlett Packard and many more. The colour blue is usually associated with characteristics such as trust, intelligence, consistency and efficiency.

Imagery

A picture is worth a thousand words so you need to be creative and selective when it comes to the images in your presentation. You want to use photos that enhance meaning. For most topics, you’ll be able to find a strong piece of photo journalism that will gain audience attention, rather than a generic stock photo. Simple, dynamic images can go a long way because they can visually translate what you’re saying without pulling focus from you as the presenter.

It is important that the photos you choose are suitable for your presentation. Ensure that they:

- have a good resolution;
- strongly complement the topic you’re talking about;
- are clear and not composed in a complex way.

Another way to play with imagery in your presentation is through the PechaKucha method, where you show 20 images for 20 seconds each. It's a storytelling format where you share your story in 400 seconds, using visuals to guide the way.

PRESENTATION PRACTICE

3. Try PechaKucha format. Prepare a short presentation on a topic that is important to you. Below are brief guidelines on preparation.

Origins of PechaKucha

The origins of PechaKucha begin in Tokyo, Japan, where architects Astrid Klein and Mark Dytham created the format in 2003. They wanted a creative way to bring together fellow architects, exchange ideas, and showcase their work in concise, short-format design presentations. That first get-together paved the way for regular events called PechaKucha Nights (PKN). The presentation format took root in Europe the following year, and by 2019, more than 1,000 cities worldwide offered PKN events to more than three million people.

The success of PechaKucha led to the development of a presentation style called Ignite in 2006. It offers a PechaKucha-style presentation format with the same number of slides but with a slight wrinkle: Speakers only have fifteen seconds before the next slide advances.

How PechaKucha Works

PechaKucha works in a specific format for both words and images. The format is as follows.

1. **The topic:** Presenters at a PechaKucha Night must deliver a speech on a predetermined topic. The format may relate to their work or interests, and the presenter must use twenty slides to support their presentation.

2. **The images:** PechaKucha slides must feature an image that is predominately free of text, though presenters may use captions. However, any infographic must be brief to allow the audience to read it before the next slide advances. Some PechaKucha Nights allow video art.

3. **The rules:** PechaKucha has specific rules regarding the length of the presentation, garnering comparisons to the strict regulations of haiku. Speakers must complete their entire presentation in exactly six minutes and

forty seconds. To meet that time limit, they can only speak for twenty seconds per slide. They also can't halt the presentation, return to a previously shown image, or skip ahead to a later image.

How to Create a PechaKucha Presentation

Here are some tips on how to create a PechaKucha presentation.

- **Choose a good topic.** While you can present on any topic, the best PechaKucha presentations focus on compelling topics to the presenter. Consider doing a presentation on one of your passions, talents, or interests. The topic doesn't have to be serious; it can be about a magazine collection, rare candy, or a fun place to visit.

- **Start with an outline.** If you're unsure where to start, you can outline the presentation using a basic essay structure. For example, start with a thesis statement, move into the body of the presentation, which provides evidence to support your main theory, and close with a summary of your main points in the final slides.

- **Be concise.** You have less than seven minutes to inform and entertain your listeners, so you need to have a tightly crafted presentation. You should be able to explain your topic in a single sentence; if not, simplify the subject. Steer clear of bullet points and facts and figures, and stick to a maximum of three main points for your entire presentation.

- **Choose and use images wisely.** Allow your images to help you tell your story. Choose images that are compelling and large enough to be visible from the audience's perspectives. Stock images and PechaKucha templates are widely available from various online sources.

- **Practice.** You want to convey your enthusiasm for your subject through your presentation. Rehearse both the text and the timing between slides as much as possible so that your delivery sounds natural. Reading from a script may suggest you are unfamiliar with or uninterested in the topic.

Unit 7

PRESENTING WITH IMPACT

Delivery, voice and intonation

INTRODUCTORY VIDEO

1. Group work. Before you watch the video brainstorm ideas about what makes a good presentation (slide show). Consider delivery, voice and intonation, etc.

2. Watch the video and discuss the following.

(<https://www.youtube.com/watch?v=tXzkpIrmhQw>)

1. What is the use of mastering body language?
2. What practice tips are offered to master the body language?
3. What are the 4 elements of voice? Comment on each of them.
4. Why should a speaker avoid rote memorizing?
5. Why do some speakers go too fast? What is the proper speed?
6. What is crucial when it comes to pronunciation?
7. What are the keys of expressive speech?

PRESENTATION BASICS

3. Read the text about effective delivery and make a list of DOs and DON'Ts.

Effective Delivery: Vocal & Non-Verbal

Effective delivery has two aspects: vocal delivery and non-verbal communication.

Vocal Delivery

You may have a well-developed presentation, one that you're excited about, one that distills your main ideas into memorable slides, one that meets your audience's needs while presenting your informed viewpoint, one that will advance knowledge or process within or outside of your organization. Yet if you do not deliver that presentation well, it will not

have the effects you intend. As legendary advertising creative director William Bernbach noted, “It’s not just what you say that stirs people. It’s the way that you say it.”

Vocal presentation matters in any type of presentation: in-person, online, real-time, asynchronous. Vocal variety affects how you are heard. Here are a few tips for effective verbal presentation from presentation skills training consultant Gavin Meikle, who identifies key elements, common errors, and good practices to develop greater vocal impact.

Volume – develop your range and vary your volume. To help put this in perspective, consider the saying, “A good speech needs light and shade.”

Pitch – research suggests a general preference for lower vocal pitch, with participants ascribing more positive personality traits to lower pitched voices. That’s not to say that you should artificially lower your voice, but simply try to be conscious if your voice tends to rise when you speak, and try to modulate it.

Resonance – resonance refers to the fullness of the sound. For example, when you’re nervous, your voice may tend to become “tighter”. Try deep breathing to re-establish vocal resonance before a presentation.

Pace – be aware of and manage your speaking speed. It’s been found that people who moderate their pace when speaking to groups are thought to have greater credibility, and authority.

Pause – consider well-placed pauses to emphasize information, and/or to give your audience a brief chance to absorb key information.

Intonation – this describes changes in vocal tone within a sentence. In order to achieve the desired effect, use the three common intonation patterns appropriately.

Ending a spoken sentence with a rising tone indicates a question or suggestion.

Ending a spoken sentence with a descending tone is generally interpreted as an order.

A flat intonation is used to indicate a statement.

Non-verbal Communication

Non-verbal differs from verbal communication in a few ways.

Verbal communication uses one channel (words); non-verbal communication uses multiple channels (gestures, pauses/silence, environment, posture/stance, appearance).

Verbal communication is usually linear (sentences, discussions, and articles start, develop, and end); non-verbal communication is continuous (in constant motion and relative to context).

Verbal communication is conscious (you consider and choose your words); non-verbal communication can be both conscious and unconscious (you usually don't make a conscious decision to smile or laugh, but you may make a conscious decision to dress a certain way).

Non-verbal communication – the information and cues you emit through your gestures, appearance, stance, and more – is just as important to consider as verbal communication when you present to an audience. When we first see each other, before anyone says a word, we are already sizing each other up. Within the first few seconds we have made judgments about each other based on what we wear, our physical characteristics, even our posture. Are these judgments accurate? That is hard to know without context, but we can say that nonverbal communication certainly affects first impressions, for better or worse. When a presenter and audience first meet, nonverbal communication in terms of space, dress, and even personal characteristics can contribute to assumed expectations. The expectations might not be accurate or even fair, but it is important to recognize that they will be present. There is truth in the saying, “You never get a second chance to make a first impression.” Since beginnings are fragile times, your attention to aspects you can control, both verbal and nonverbal, will help contribute to the first step of forming a relationship with your audience. Your eye contact with audience members, use of space, and degree of formality will continue to contribute to that relationship.

Non-verbal communication also factors into online, real-time and asynchronous presentations with pauses, silence, and/or background noise; the image you project with your identifying photograph; and your gestures, posture, appearance, and environment visible via the video option in conferencing tools.

When we stand and present, we want to come across as confident and composed. And one of the great ways to do that is by working on our body language. Let's look at three ways to improve your nonverbal body language in presentations.

So, the first tip is eye contact and smile. Eye contact and smile. You have to look directly into somebody's eyes that's listening, about 99 % of the time. You don't want to look too much at your notes. You don't want to look back at your slides really. You certainly don't want to look at the floor over their heads. A lot of bad habits out there in terms of eye contact. You want to look directly in someone's eyes almost the whole time and that really takes quite a bit of practice.

The other thing you want to do is look directly into somebody's eyes long enough to finish a thought and then move on to the next person. So, you don't want to just stare at one person the whole time and you don't want to scan so that you're never locking in. There's a rule "One thought, one look". So long enough to finish about a sentence, feel that connection, and then you move on to the next person.

A lot of times people get overly robotic when they present. They might be making good eye contact but their face is stern. And it doesn't look like anything's happening emotionally. You want to smile and warm your face up a little bit so that when you're making eye contact with somebody, they feel a connection with you that's welcoming and supportive. You don't want to come across as a deer in the headlights.

Tip number two. Posture and gestures. And these things go together. So, in terms of what not to do for posture, you don't want to shuffle your feet back and forth. You don't want to sway your hips. You don't want to cross and uncross your legs repetitively. You don't want to pace around like a wild person. By the way, if you want to walk in a presentation, it's okay to walk a little bit but make sure when you walk you stop and you say a little bit before you walk again. So walk with a purpose, stop, share your message, and then maybe a minute or so later, walk again. Don't pace.

So, once you have these don't's out of the way, what should you do? You want to stand with your feet about shoulder width apart. This is how you would stand if you weren't self-conscious about how you're standing. We get self-conscious when we present but really all you have to do is stand like a normal person. Then you want to put just a tiny bit of weight on the front of your foot and a little tiny bit lighter on your heels. And your whole foot is still touching, but you have a little bit more of a ready responsive position. You also want to soften your knees a little bit. You don't want to have locked knees.

Let's add some gestures to it. You don't want to put your hands in your pockets. You don't want to put your hands behind your back. You don't want to grab on to different parts of your body for security. All that looks very distracting. So, here's what you should do. You should loosely clasp your hands at about belt level. And then you should just gesture naturally from there. You don't want to interlock your fingers you don't want to wring your hands. Because then you'll get too locked in and it's hard to let go. But if you practice at home just loosely clasping your hands like this then just start to gesture naturally from here and that's the way to do it. Small little gestures just like this. You can do this all day long and it's just going to add a nice emphasis to your words and it's not going to be distracting whatsoever.

Tip number three. You want to pause. And when you pause after a key idea, add a little tiny bit of a nod. Some really convincing and persuasive speakers do this. And what you'll notice if you pause after a key idea and nod that pause is really persuasive but the nodding is contagious. You'll see that people listening to you actually start to nod a little bit with you. And that's one of the ways that you know you have them. It's a very subtle but powerful nonverbal body language tip.

One Big Presentation Tip

Practice. It really does help you become aware of how you come across to others in terms of look and language.

4. Watch the video and comment on the strengths and weaknesses of two presentations.

(<https://www.youtube.com/watch?v=V8eLdbKXGzk>)

PRESENTATION PRACTICE

5. Choose a short text and try to reproduce it copying the voice, pace, pauses and intonation:

- as a TV presenter would announce a piece of news;***
- as a sport commentator;***
- as a host at the Oscar Award Ceremony;***
- as a weather forecast presenter;***

Come up with more roles to copy.

6. Prepare a motivational speech and try to deliver it considering all DO's and avoiding DON'Ts.

7. Give constructive feedback to each other and try again.

AFTERWORD

You have reached the final destination in your trip to the world of English. Now look at you! You have looked into urgent problems, tried your hand at new activities, discovered new things. Not only have you developed new skills, hopefully, you have opened new horizons for further development.

Never stop learning and practicing, stay hungry for new knowledge and opportunities.

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APPENDICES

Appendix 1

Linking structures

Listing	Giving examples	Generalising
firstly, secondly, thirdly	for example	in general
first, next, finally	for instance	generally/usually
to begin, to conclude	as follows	on the whole
Reinforcement	that is	as a rule
furthermore	in this case	for the most part
moreover	namely	in most cases
what is more	in other words	Highlighting
in addition / besides	Result/consequence	in particular / particularly
therefore	so	especially
above all	as a result / consequence	mainly
as well (as)	accordingly	in other words
not only ... but also	because of this/that	rather
Similarity	thus, hence	to put it more simply
equally	for this / that reason	Expressing an alternative
likewise	so that	alternatively
similarly	in that case	rather
correspondingly	under these circumstances	on the other hand
in the same way	Deduction	the/another alternative is
Transition to new point	in other words	Contrast
as far as x is concerned	in that case	instead
with regard / reference to	otherwise	conversely
as for ...	this implies that ...	on the contrary
it follows that	if so / not	in contrast / in comparison
turning to	Stating the obvious	unlike
Summary	obviously	Concession
in conclusion / to conclude	clearly	even though
in brief	naturally	however
to summarise	of course	however much
overall	as can be expected	nevertheless
therefore	after all	still/yet

Describing graphs and charts

We will deal with the following types of graphs: bar charts, diagrams, flow charts, line graphs, pie charts and tables. When describing either type you may find the following plan helpful.

The graph / table / pie chart / bar chart / diagram...

Gives information about/on... provides information about/on... shows... illustrates... compares... explains why... describes... draws the conclusion of (a survey)...

Graphs

This type of charts converts information into points on a grid that is connected with a line to represent trends, changes, or relationship between objects, numbers, dates, etc. These lines show movement over time affected by the increase or decrease in the key factors. To express the movement of the line, you should use appropriate verbs, adjectives, and adverbs depending on the kind of action you need to show. For this, you should use the following vocabulary.

Verbs: rise, increase, grow, go up to, climb, soar, surge, rocket, leap, boom, peak, fall, decline, decrease, drop, dip, go down, reduce, sink, slip back, dive, level up, remain stable, no change, remain steady, stay constant, stay, maintain the same level, fluctuate, crash, collapse, plunge, plummet.

Adjectives: sharp, rapid, huge, dramatic, substantial, considerable, spectacular, significant, slight, small, minimal, massive.

Adverbs: dramatically, rapidly, hugely, massively, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly, gently, gradually, steadily, modestly.

Adverbs to describe the speed of a change: rapidly, quickly, swiftly, suddenly, steadily, gradually, slowly.

Other phrases: overall shift, downward trend, upward trend.

Pie charts

The pie chart is primarily used to illustrate how different parts make up a whole. The best way to present your data in a pie chart is to compare the categories with each other. The following *comparison words* can be

used interchangeably: to compare, compared to, as opposed to, versus, more than

the majority of... only a small minority, greater than, less than.

You may also need the following ***words to denote percentage***: to a small fraction, a small number, a small minority, a large portion, a significant majority, nearly a fifth, almost 10 %, in region of 40 %, more than a half, over a quarter, around two thirds, more or less three quarters, exactly one in ten, approximately a third.

(Extra exercises to practice vocabulary: https://www.ilc.cuhk.edu.hk/files/ChartsGraphs_Gilhooly.pdf)

Writing a report

A report should be concise and easy to understand. NEVER INCLUDE UNNECESSARY INFORMATION! You must include a title, headings and also make sure that you answer the points in the question.

Include the following:

- 1) title;
- 2) introduction;
- 3) headings (the three points in the question);
- 4) content;
- 5) recommendations;
- 6) conclusion.

Example question

Your local authority is conducting a survey into language learning habits of the people between 16 – 45 in the area. They have asked for a report on the types of methods used in state run schools and language centres. They have asked for some suggestions on how to improve their facilities, teaching methods and resources. Write your report in 220 – 260 words in an appropriate style.

Example answer

Introduction

The main purpose of this report is to analyse the effectiveness of language teaching in the local area. It will offer a review of what is available and also make some recommendations on how to improve.

Facilities

Due to a lack of funding during the economic recession, the facilities available have not been renovated since more than a decade ago. What's more, because of this scarcity of investment, much of what there is has been over used and/or damaged to some extent. Many modern private language centres have sprung up around the city in recent years but they are both unaffordable and difficult to monitor. There are a fair few teachers working who are quite frankly not up to the job.

Teaching Methods

The methodology used by most teachers has not changed over the last 15 to 20 years or so and therefore needs to be improved. Teachers need

the correct type of training that is not only theory based but also practical and ready to input into the system. Some teachers see language teaching as an easy ride and seem to be running down the clock to retirement, to the disdain of their students.

Resources

There is a case of follow-the-book syndrome apparent in the local area. Teachers need to be given the freedom to use their creativity and also the training to be able to implement it in the classroom. This way resources will be more varied and students will be able to relate to them more easily.

Recommendations

Taking all of the factors of this report into account, the best plan of action would be to increase funding to ensure progress. What is more than just money, it is essential that this funding gets to where it is most needed. I would suggest teacher training and resources to be the priority.

Useful vocabulary

Making recommendations. It would be a good idea to... Would it not be better to... Taking all of the factors into account... What about... I should therefore recommend... How about... Should we not... Let us...

Justifying. Because... The reason is... The reason I believe that is... The facts suggest... The evidence shows... Taking into account what I have seen... The first reason I believe this is... The main reason I feel this way is... There are several reasons I believe this... The first is...

Writing an email

Before writing an email you should carefully read the task and identify where it is going to be a formal or an informal letter. It will influence the choice of vocabulary and syntax. If the letter or email are informal you must use colloquial terms, idioms and also some good phrasal verbs to grab the attention of the reader. This demonstrates that you are up to the level required in an easy way. Formal texts should be more impersonal and less direct.

Useful phrases for an informal letter

Beginning. Thanks for your letter, it's great to hear from you.

Long time, no see! What a surprise to receive your email.

It was great to receive your email.

Thanks for the email, it seems to me that.

I'm glad that... What I think/reckon is (that).

Ending. I look forward to hearing from you soon.

I hope to hear from you soon.

Ok, catch you later.

Ok, well, see you soon.

Useful phrases for a formal letter

Beginning. To whom it might concern...

With regards to the letter/email on...

With reference to your letter/email...

After having received your letter/email...

I received your address from... And would like...

Thank you very much for your letter/email on...

I have been given your contact details by... And I would like to...

In reply to your letter/email of...

Ending. I hope to hear from you soon...

If you require any further information, feel free to contact me.

Should you require anything else, do not hesitate in contacting me.

Regards.

Yours faithfully.

Yours sincerely.

Example question

Read part of an email from a friend who is planning on spending their Erasmus year in your country.

It goes without saying that I will need to learn Spanish, or at least have a good base before I come, but this is easier said than done. Are there any ways that I could save time doing this? Could you give me any useful tips to improve quickly?

Reply to the email message offering your friend some advice. Write your email in 220 – 260 words in an appropriate style.

Sample informal answer

Hey David,

Long time, no see! What a surprise to receive your email. How long has it been? I think I last saw you when we were backpacking in Peru.

To start with, as far as I remember your Spanish was pretty good back then so what you really need to do is brush up on what you have studied in the past. You are a very sociable person and I am sure you will learn in no time once you are here, but I would recommend studying a little online [119ractice119d](https://www.bbc.com/119ractice119d). Have you heard of the websites www.appf.es or www.intercambioidiomasonline.com? They have some great resources for you to get started.

Providing that you have time to get out and about, I would also recommend finding a language learning partner to keep up your motivation. It would be a great idea to join a conversation group to get some [119ractice](https://www.bbc.com/119ractice). Having said that, on the internet you can also join groups of Facebook to chat to other language learners.

Another thing is to make sure you are consistent. It is a great idea to study a little every day, doing things that you enjoy. So, what I would advise is to do the magic combination of an online course, a language learning partner and also a general course book so that you can get up to speed with grammar structures and common vocabulary.

If you need anything else, give me a buzz at 622950782 and we can have a chat.

Ok, catch you later.

Lena

(based on <https://www.intercambioidiomasonline.com/>)

Sample formal letter

(<https://www.cambridgeenglish.org/learning-english/activities-for-learners/b2w002a-how-to-write-a-formal-letter>)

Writing a review

Example task

You have seen this announcement on your favourite music website.

Have you ever been to an amazing concert venue?

Write a review of the best music venue in your local area and tell us about what makes it so special. Say who you would recommend it for and why? The best entries will be published on our website.

Example answer

The Apollo: The Theatre of Dreams

Never before have you seen such an amazing spectacle as you will see in the Apollo. It's not only the facilities and personnel that make this venue so great, but also the amazing acoustics of such a large venue.

From the moment you enter the place there is an awe about it. All of the greatest acts of recent times have played here and you can feel the buzz as soon as you enter. The crowd are so close to the stage that they can literally feel the droplets of sweat coming off of the brows of their favourite artists, this creates an amazing connection between the musicians and the audience and I can tell you, the fans go wild!

I'd definitely recommend this venue to anyone, it has a great feel to it and the prices are at the lower end of what you would expect to pay in such a place. They also don't go over the top on drinks prices, and through it sounds weird, it's not all that difficult to get to the bathroom which is a plus. So, without a doubt, the next time your favourite group is playing, come on down to the Apollo, oh, and did I mention it is in London? It couldn't get any better.

Useful phrases

Opinions

- In my opinion / in my eyes / to my mind...
- As far as I am concerned...
- Speaking personally...
- From my point of view...

- As for me / As to me...
- My view / opinion / belief / impression / conviction is that...
- I hold the view that...
- I would say that...
- It seems to me that...
- I am of the opinion that...
- My impression is that...
- I am under the impression that...
- I have the feeling that...
- My own feeling on the subject is that...
- I have no doubt that...
- I am sure / I am certain that...
- I think / consider / find / feel / believe / suppose / presume / assume/reckon that...
- I hold the opinion that...
- I dare say that...
- I guess that...
- I bet that....
- It goes without saying that...

Making recommendations: I would (highly) recommend... If I were you... I'd take a look at... It is well worth the wait because... It would be a good idea to check it out as... The... must be included as...

Linking: As I have said before... With respect to the point on... Regarding... Like I have said... In relation to... Taking into account...

Expressing enthusiasm: I am delighted (that)... It is thrilling (that)... It is awesome (that)... It seems exciting to think...

Expressing surprise: I was caught completely off guard by... It is really surprising (that)... I was taken aback when... ...really takes my breath away.

Preferences: I prefer (...ing)..., I like... more than... I would rather (bare infinitive)... I would prefer (infinitive)... I would sooner (bare infinitive)...

(based on <https://www.intercambioidiomasonline.com/>)

Writing a proposal

When writing a proposal you're expected to describe a situation within a business or organisation. You need to make a balanced answer by saying what the problems are and then persuade the reader of how they could be solved. You need to use headings and you can use bullet points. One last thing, you must use full sentences. In a proposal you **MUST MAKE RECOMMENDATIONS** for changes that need to be made. You want to **PERSUADE** the reader.

NB

use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Example Proposal Question

You go to a university that has a high amount of international students and you have realised that the website is not up to scratch. Write a proposal for the University Dean about how it could be improved.

Write your proposal in 220 – 260 words in an appropriate style.

Example Proposal Answer

Introduction

This proposal is aimed at outlining the way in which the university website could be improved so that it is more user friendly for international students. It will suggest what improvements can be made and also set out how this would benefit the students themselves.

Problems with using the site

A recent study into how easy it is to get around the site has revealed that 70 % of students whose second language is English find it difficult to find specific information about their courses. Because of the language barrier, they find it hard to make their search terms clear and this has become a cause for concern. Translating the site is not an option and this can be a big problem, especially at the beginning of the academic year.

Ways the site could address these issues

It has been well documented that the university website has neither a site map nor an introduction video to help novice students to find their way around it. It would make a huge difference if there were some simple

instructions to indicate where to find information. It is a delicate balance as we, of course, want international students to learn English, but also want them to navigate the site with ease.

Recommendations

I would like to make the following recommendations:

- invite students who are starting out at the university to a quick and informative seminar to demonstrate how to use the site;
- provide language help and some useful resources (like *www.intercambioidiomasonline.com*) for language learning and assistance;
- provide a survival pack for students to take with them and know how to combat technological issues.

If these recommendations are in place, young people are bound to feel more prepared for their experience and take full advantage of this unique experience.

Useful phrases

Making recommendations

One suggestion could be...

It might be a good idea...

it would be useful to...

It would be a good idea to...

Would not be better to...

Taking all of the factors into account...

What about...

I should therefore recommend...

How about...

Should we not...

Let's...

Why not...

Justifying

Because...

The reason is...

The reason i believe that is...

The facts suggest...

The evidence shows...

Taking into account what i have seen...

The first reason I believe this is...

The main reason I feel this way is...

There are several reasons I believe this. The first is...

Uncertainty

I do not have any special reason for believing this. It just seems right to me that...

I could be wrong as I have no special reason for believing this. I just feel this is right as...

I am not sure why I feel this way but I have reason to believe...

Certainty

There is a lot of evidence to support my point of view. For example...

There are many facts in favour of my opinion. One such fact is...

From my own personal experience, I am lead to believe...

Providing key information

What you should do is...
To address this issue...
What should be the priority is...
One key feature for the future is...

Conclusion

In a nutshell...
As can be seen...
In the final analysis...
All things considered...
As shown above...
In the long run...
Given these points...
As has been noted...
In a word...
For the most part...
In any event...
Taking all of this into account...
All in all...

After all...
In fact...
In summary...
In conclusion...
In short...
In brief...
In essence...
To summarize...
On balance...
Altogether...
Overall...
By and large...
To sum up...
On the whole...

Writing an essay

Opinion essays are the most common types of essays in the IELTS Writing test. At the beginning of the opinion essay question there is a statement, and your task is to write your own opinion about the statement in a form of an essay.

Example question

Most people believe that stricter punishment should be given for traffic offences. To what extent do you agree?

Read the statement and the question carefully. Take about 5 minutes before you start writing to analyze and think about the statement, the words and the task.

Important tips. State your opinion clearly. Stay true to your opinion throughout the whole essay. Don't suddenly change your views in the middle.

Give reasons for your opinion and include your own knowledge and experiences to support your views.

Make sure your answer covers all parts of the task.

Essay Structure

Introduction

1. Paraphrase Question.
2. Give your opinion and outline main ideas.

Main Body Paragraph 1

1. Topic Sentence.
2. Explain Topic Sentence.
3. Example.

Main Body Paragraph 2

1. Topic Sentence.
2. Explain Topic Sentence.
3. Example.

Conclusion

1. Summary of main points and opinion.

Discussion essays

In discussion essay questions you are given two opposing opinions of a certain topic. Your task is to discuss both sides of the matter and only give your own opinion, if it's asked.

Example question

Some people think it is more beneficial to play sports that are played in teams, e. g. football. However, some people think it is more beneficial to play individual sports, e.g. tennis and swimming. Discuss about both views and give your own opinion.

Read the question carefully and find out if you should give your own opinion or not. Make notes to support both sides of the topic.

Important tips: Use phrases like on the other hand, it is believed that, however, some people disagree/agree, and they claim that. Give supporting points for the opinions of both sides using examples and your own knowledge and experience. Don't express your own opinion unless you're asked to.

Essay Structure

Introduction

1. Paraphrase Question and/or state both viewpoints.
2. Thesis Statement.
3. Outline Sentence.

Main Body Paragraph 1

1. State first viewpoint.
2. Discuss first viewpoint.
3. Reason why you agree or disagree with viewpoint.
4. Example to support your view.

Main Body Paragraph 2

1. State second viewpoint.
2. Discuss second viewpoint.
3. Reason why you agree or disagree with viewpoint.
4. Example to support your view.

Conclusion

Sentence 1. Summary.

Sentence 2. State which one is better or more important.

Advantage / Disadvantage essays

These types of essay questions give you a topic and you have to discuss both positive and negative sides of it. Advantage/Disadvantage essays are often linked with Discussion essays, but they are not quite the same.

Example question

The use of social media, such as Facebook and Twitter, is replacing face-to-face contact with many people. Do the advantages outweigh the disadvantages?

Read the statement in the question and take some time to point out the positive and negative sides of it. Plan good main points and supporting points for both sides.

Important tips: These types of essays sometimes ask your own opinion, so make sure you express that as well, if it's necessary. Write the positive sides on one body paragraph, and the negative sides on another body paragraph.

Essay Structure

Introduction

1. Paraphrase Question.
2. Outline Main Points.

Main Body Paragraph 1

1. State One Advantage.
2. Expand / Explain Advantage.
3. Example.
4. Result.

Main Body Paragraph 2

1. State One Disadvantage.
2. Expand / Explain Disadvantage.
3. Example.
4. Result.

Conclusion

1. Summary of Main Points.

Problem Solution essays

Problem solution essays give you a problem or an issue that you have to discuss in an essay form and come up with a solution. Sometimes these questions ask you to also discuss about the reasons of the given issue.

Example question

Fewer and fewer young people are choosing to become teachers. Why do young people not want to be teachers? How this could be changed?

Read the question carefully and find out if you need to give a solution or write about reasons as well. Spend time planning your main points and some points to support them.

Important tips: Use one body paragraph for the reasons of the given problem and another body paragraph for the solution. Use “cause and effect” language; use expressions like *because of, reasons for, due to, therefore, so, and as a result of*.

Essay Structure

Introduction

1. Paraphrase Question.
2. Outline Sentence.

Main Body Paragraph 1

1. State Problem.
2. Explain Problem.
3. Result.
- 4 . Example.

Main Body Paragraph 2

1. State Solution.
2. Explain Solution.
3. Example.

Conclusion

1. Summary.

Direct Questions essays

This type of essay question is more complex, since you will not be given a straightforward task, but instead you will be asked two or more general questions.

Example question

In many countries, the tradition of families having meals together is disappearing. Why is this happening? What will be the effects of it on the family and society?

Read through all the questions carefully and underline important words and points. Break the question down into different parts. Plan your answer to each question. Plan one main point to answer each question.

Important tips: Build your essay in a safe direct essay model with an introduction paragraph, 2 – 3 body paragraphs, and the solution paragraph. Present the answers to each question in separate body paragraphs. Don't write more than three body paragraphs. Make sure your essay is logical and you answer all the questions presented to you.

Essay Structure

Introduction

1. Paraphrase Question.
2. Outline Sentence (mention both questions).

Main Body Paragraph 1

1. Answer first question directly.
2. Explain why.
3. Further explain.
4. Example.

Main Body Paragraph 2

1. Answer second question directly.
2. Explain why.
3. Further explain.
4. Example.

Conclusion

1. Summary.

*(based on <https://digitalielts.com/blog/5-different-types-of-ielts-essays>
<https://www.ieltsadvantage.com/2015/03/03/ielts-writing-task-2-essay-structures>)*

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