

Владимирский государственный университет

Л. И. КОЛЕСНИКОВА

ПОДРОСТКИ И НОВАЯ РЕАЛЬНОСТЬ

ADOLESCENTS AND NEW REALITY

Учебно-практическое пособие по английскому языку

Владимир 2021

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Содержит материал, раскрывающий некоторые аспекты социальной педагогики на примере анализа поведения подростков за рубежом: самооценку, модели поведения, социальную адаптацию, взаимоотношения, привычки и зависимости.

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CONTENTS

PREFACE.....	4
Part I	
<i>Lesson 1. Young Adolescents Displaying Resilient Behavior.....</i>	5
<i>Lesson 2. Emotional Disturbances among Adolescents.....</i>	14
<i>Lesson 3. Adolescent Stress and Depression</i>	21
<i>Lesson 4. Teens Romances in the USA.....</i>	32
<i>Lesson 5. Youth Violence in the USA</i>	41
<i>Lesson 6. Juvenile Delinquency</i>	54
<i>Lesson 7. Stop Bulling.....</i>	68
Part II	
<i>Lesson 1. Gambling and Problem Gambling among Students.....</i>	76
<i>Lesson 2. The Molecular Genetics of Pathological Gambling.....</i>	89
<i>Lesson 3. Adolescents' Substance Abuse</i>	99
<i>Lesson 4. The Dangers of Teen Internet Addiction</i>	111
<i>Lesson 5. Symptoms of Video Game Addiction in Teens</i>	128
<i>Lesson 6. Aggressive Behavior in Children and Youth</i>	148
<i>Lesson 7. Links Internet Addiction to Aggression in Teens</i>	158
RECOMMENDATIONS FOR STUDENTS	175
CONCLUSION	182
SOURCES	183
APPS.....	186

PREFACE

Основная цель учебно-практического пособия – совершенствование навыков чтения научной литературы. Для ее достижения в издании приведены речевые упражнения, которые имеют определенную специфику, диктуемую особенностями чтения как вида речевой деятельности, и предполагают содержательную идентификацию, содержательный поиск и смысловой выбор. Последовательность этих упражнений строится с учетом уровней понимания текста. Сопровождаются упражнения предварительными речевыми установками.

Пособие содержит аутентичные тексты для чтения и перевода, взятые из трудов известных американских, канадских и британских ученых, изучающих современные социальные проблемы; задания к текстам, лексико-грамматические упражнения, направленные на закрепление основных проблемных областей грамматики. Также приведены задания монологического и диалогического характера, грамматический справочник в таблицах и рекомендации для самостоятельной работы студентов.

В пособии используются авторские материалы, изданные в 2014 году в учебном пособии «Проблемы современных подростков».

PART I

LESSON 1

Young Adolescents Displaying Resilient Behavior

Task 1. Study the vocabulary; practice the pronunciation of the new words. Consult the Internet-translator.

resilience – жизнестойкость (способность быстро восстанавливать физические и душевные силы)

notion – понятие, представление о чем-л.

invulnerability – неуязвимость

influence – влияние, воздействие

environment – (зд.) фактор, влияющий на формирование характера

adolescence – юность, отрочество

adolescent – подросток

delinquency – преступление (несовершеннолетних)

education – образование

challenge – вызов, сомнение

skills – умение, мастерство, опыт

language skills – языковые навыки и умения

law – закон

community – община, (the) – общество

capacity (of, for) – способность к чему-л., работоспособность

mastery – власть, мастерство, совершенное владение (предметом)

welfare – благополучие, благосостояние, достаток, соцобеспечение

quality – качество

infancy – младенчество, раннее детство до 7 лет

adversity – несчастья, превратности судьбы
affluent – изобильный, богатый
kin – (книжн.) родня, родственники, семья
parenting – выполнять роль родителя, воспитывать
ubiquitous – (книжн.) вездесущий, повсеместный
finding – открытие, выводы, полученные данные
percentage – процент, процентное отношение
outcome – результат, следствие
according to – согласно мнения кого-л., по словам кого-л.
concept – понятие, идея, концепция, общее представление
purpose – цель
to investigate – исследовать, изучать
to affect smb. – влиять на кого-л.
approach – подход (к изучению чего-л.)
circumstance(s) – обстоятельства, условие, материальное или финансовое положение
transience – мимолетность, быстротечность, временность
consistency – логичность, последовательность

Task 2. Grammar Drills. Find the meaning of the verbs in a dictionary; find out if they are regular or irregular. See App 16.

– to suggest, – to reduce, – to impact, – to promote, – to provide, – to capture, – to display, – to serve, – to ameliorate, – to intensify, – to increase, – to prove, – to solve, – to emerge, – to join, – to belong, – to contribute, – to reinforce, – to blame, – to lead, – to bond, – to ensure, – to attend

Task 3. Tell the meaning of the following words without a dictionary.

Give Russian synonyms.

- individual, - psychological, - literature, - process, -adaptation, - autonomy, -protective, - system, - to demonstrate, - characteristic, - academic, - record, -to operate, - social, - person, - reaction, - positive, - direction, - critical, -mobility, - to control, - complex, - naive, - to base, - liberal, - humanism, - cultural, - strategy, - emotional, - requisite, - interest, - specific, - stressor, - competent, – resource.

Task 4. Translate the words using a dictionary. Make up some sentences with the words:

– relationship, – opportunity, – vulnerability, – beyond, – capacity, – caution, – acknowledge, – haphazard, – simplistic, – explanation, – failure, – issue, – consideration, – serendipitous, – well-being, – significant, – cluster, – attribute, – dispositional, – coping, – efficacy, – agency, – attachment, – siblings, – nuclear, – connectedness, – valuable, – involvement, – participation, – activity.

Task 5. Read the following texts. Translate them.

Resilience, Protective Factors/Processes and Adolescents

A. The notion of invulnerability from harmful influences - resilience - emerged, almost by accident, from longitudinal developmental studies of 'at risk' groups of children as they encountered many life stressors during their development, through childhood and adolescence, to adulthood. While these were essentially epidemiological studies of the incidence of disease and pathology in the studied populations, interest grew in what

Rutter describes as 'the ubiquitous phenomenon of individual difference in people's responses to stress and adversity'. As Benard observes: "A consistent and amazing finding has emerged". Although a certain percentage of these high-risk children developed various problems (a percentage higher than the normal population), a greater percentage of the children became healthy, competent young adults. Later studies focused on specific populations of resilient children and adolescents. In these studies the subjects were classified as being at risk of psychiatric disorders, delinquency and other negative life outcomes because of a variety of individual, family and environmental factors. According to Thornberry et al. these factors include low parental education, parental unemployment, family receipt of welfare, family transience and family members experiencing trouble with drugs and the law. Yet rather than focusing on those children and adolescents who were casualties of these negative factors, the studies focused instead on those who had not succumbed. Instead of focusing on individual deficit, the new approach focused on individual and community strengths and thus, the concept of resilience emerged in the psychological literature. According to Masten, Best and Garmezy '*resilience*' is '*the process of, capacity for or outcome of successful adaptation despite challenging or threatening circumstances*'. In the literature, the identifying characteristics of resilient adolescents are such things as social competence, problem-solving skills, mastery, autonomy and a sense of purpose and future. [4], [15]

B. Protective factors have been described in relation to three primary systems in the adolescent's world - family, school and community. In relation to the family, many of the protective factors identified by research

clearly relate to the consistency and quality of care and support the individual experiences during infancy, childhood and adolescence.

The work of Rutter, Maughan, Mortimore and Ouston in Britain shows that another source of protective factors can be the school. Young people in discordant and disadvantaged homes are more likely to demonstrate resilient characteristics if they attend schools that have good academic records and attentive, caring teachers. Studies conducted in the U.S. have also shown the important role that individual teachers can play in resilient adolescents' lives (Werner and Smith).

In relation to the community, young people in disadvantaged areas are generally considered more 'at risk' than those in more affluent areas. However, certain community characteristics seem to operate as protective factors. The strength of social support networks provided by kin and social service agencies, for example, is one such factor.

These clusters of protective factors were confirmed and extended by qualitative research into child and adolescent resilience in South Australia (see Howard and Johnson). Here we summarize the findings of this research. Briefly, it suggests that child and adolescent resilience is influenced by: life events, personal factors, and family, school and community factors.

C. Rutter describes four types of protective factors or processes: those that reduce risk impact or reduce a person's exposure to risk; those that reduce negative chain-reactions that follow bad events or experiences; those that promote self-esteem through achievements and, finally, positive relationships and new opportunities that provide needed resources or new directions in life.

Repeatedly, in our study of the lives of children displaying resilient or non-resilient behaviors, critical life events served to either ameliorate or intensify individuals' exposure to risks to their well-being. Serious injury or the death of a close relative increased individuals' exposure to risk; the departure of a bullying *de facto* parent from the household proved to be protective.

Opportunities to join and belong to supportive groups contributed to individuals' resilience, while high mobility due to changes in parental employment contributed to individuals' disconnectedness and their vulnerability. These *life events* were largely beyond the capacity of individuals to control, and serve to reinforce Garnezy's caution about using the notion of resilience to blame individuals who, for a variety of complex reasons, do not achieve positive life outcomes. Acknowledging the influence of these sometimes indiscriminate and haphazard *life events*, challenges socially naive and simplistic explanations of success and failure based on the liberal-humanist view which individualizes social issues and leads away from broader social and cultural considerations.

While serendipitous life events can either protect or threaten adolescents' well-being, a significant cluster of protective factors focuses on the personal attributes and skills of individuals. The combination of positive dispositional characteristics, personal coping strategies and beliefs about personal efficacy and agency contribute to individual resilience.

Consistent parenting practices that promote attachment and emotional bonding promote resilience. So too, do siblings and members of the extended family who provide emotional and material support and who model social problem-solving. These relational requisites can be provided

in many types of families, not just in conventional nuclear families (husband, wife and children).

Schools that are safe, positive and achievement-oriented help adolescents develop a sense of purpose and autonomy and promote connectedness. They can also teach valuable life skills such as social problem-solving as well as social competence. Perhaps most importantly, schools can ensure that every student develops the foundation academic competencies needed for further learning and the development of positive self-esteem. In these ways schools can 'teach for resilience' by promoting academic competence and attending to the social and emotional needs of students.

Individuals and groups within the community can provide opportunities for adolescent involvement and participation in social, sporting and cultural activities. These activities promote feelings of belonging and connectedness that are central to the development of resilience. [31]

Task 6. Answer the questions:

1. What is the notion of 'resilience' in the literature?
2. What are negative factors according to Thornberry?
3. What is 'resilience' according to Masten, Best and Garnezy?
4. What are the primary systems in the adolescent's world?
5. What are the protective (personal, family, school, community) factors?

Task 7. Translate the following into English, using the highlighted words:

amazing – У моего нового автомобиля *потрясающая* скорость.

subject – *тема* для дискуссии; говорить на (to talk on) *серьёзные темы*; перевести разговор на другую *тему* (to change the ...)

to include – Список *включал* много новых имен.

law – У него *плохие* манеры. Он очень *грубый* парень (fellow). Он человек *низкого* происхождения (birth).

unemployment – высокий уровень *безработицы*, пособие (-benefit) по *безработице*; страхование по *безработице* (– insurance)

successful – Ему *везёт* во всём.

to threaten – Городу *угрожало* наводнение (flood).

sense – пять *чувств* (слух, зрение, обоняние, вкус, осязание)

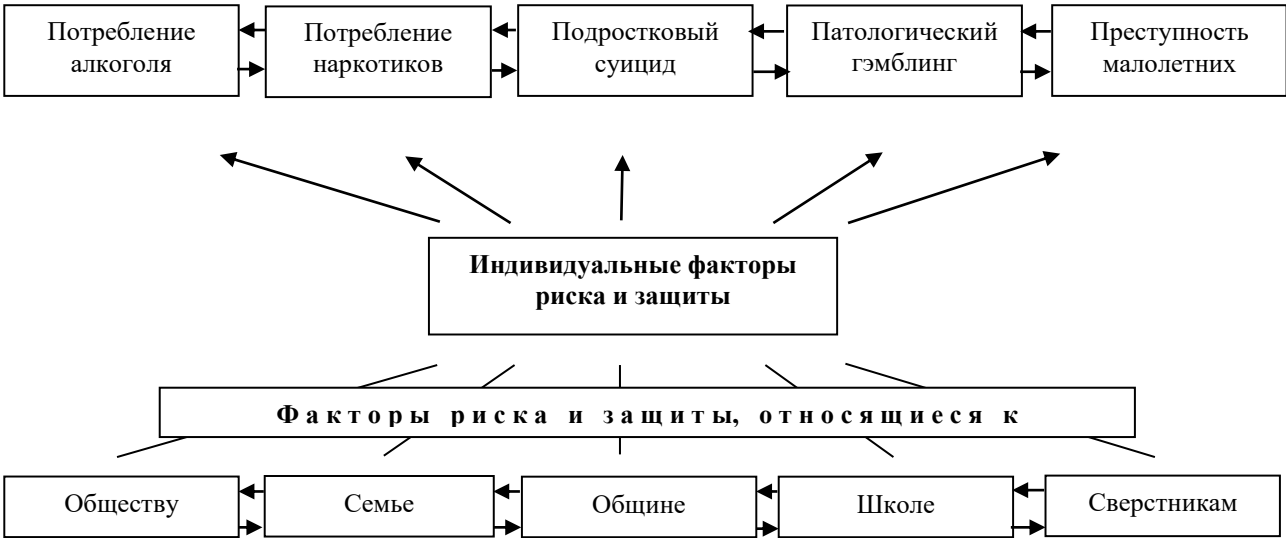
experience – убедиться (learn by) на *опыте*; *квалифицированный* работник (a man of ...); *двадцатилетний преподавательский стаж*; *впечатления детства*; Расскажите нам о *том, как вы были* в Африке.

consistency – Их связывает *многолетняя* (lasting ...) *дружба*. Его поведение (... is in ... with ...) *согласуется* с его характером.

care – Девочка находится на его *попечении* (to be in ... of smb). Она *заботится* (to take ... of smb.) о своем ребенке.

to survive – Этот обычай ещё *сохранился* в селах.

Task 8. Look at the scheme showing risk and protective factors, their correlations and influence on a person (by Brounstein, Zweig) [5]



Draw the scheme and write down all these factors in English.

Task 9. Write a short summary *Risk and Protective Factors, their Influence on a Person*. See App 1.

Task 10. Group Work. Be ready to discuss the following:

–What is it about these children and adolescents that enable them to survive?

–What makes them apparently immune to the factors that negatively affect others?

LESSON 2

Emotional Disturbances among Adolescents

Task 1. Study the vocabulary and practice the pronunciation of the following new words. Write down them in your vocabulary.

disturbance - нарушение, расстройство

excess - превышение, избыток, крайность

label - ярлык, метка

deviant - отклоняющийся от нормы

handicapped - инвалид, с физическими недостатками

disordered – нарушенный, неупорядоченный

maladjusted - неприспособленный

mental – умственный

psychotic - психотический, психотик

schizophrenic – шизофреник

pattern – модель, пример

expectation – ожидание, надежда

accurate - точный, тщательный

objective – объективный, реальный

decision-making - принятие решения

connotation – сопутствующее значение, то, что подразумевается

degree – степень, уровень

adversely – неблагоприятно

frequency – частота, частотность

intensity – интенсивность, напряженность

duration - длительность

judgment - мнение, суждение

severe - серьезный, тяжелый

chronic – хронический

Task 2. Tell the meaning of the following words without using a dictionary. Give Russian synonyms.

-emotional, - intellectual, - interpersonal, - physical, - deficit, - period, - symptom, - category, - model, - criteria, - context, - socially, - sensory, - satisfactory, - formally, - passivity, - hyperactivity, - routine, - aggressive, - systematic

Task 3. Read the text A. Translate it.

A. Emotional and behavioral disturbances represent significant behavioral excesses or deficits. Many labels are used to denote deviant behavior; these labels include: emotionally handicapped or disturbed, behaviorally disordered, socially maladjusted, delinquent, mentally ill, psychotic, and schizophrenic. Each of these terms refers to patterns of behavior that depart significantly from the expectations of others. In recent years, "behavioral disorders" has gained favor over "emotional disturbance" as a more accurate label leading to more objective decision-making and fewer negative connotations.

In US Federal Register serious emotional disturbance (SED) is defined as "a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: -An inability to learn which cannot be explained by intellectual, sensory, or health factors. -An inability to build or maintain

satisfactory interpersonal relationships with peers and teachers. - Inappropriate types of behavior or feelings under normal circumstances. -A general pervasive mood of unhappiness or depression. -A tendency to develop physical symptoms or fears associated with personal or school problems."

The federal definition includes children who are diagnosed as schizophrenic, but excludes socially maladjusted children "unless it is determined that they are seriously emotionally disturbed." Although autism was formerly included under the SED designation, in 1981 it was transferred to the category of "other health impaired."

In *A Study of Child Variance*, Rhodes and Tracy (1974) identified several conceptual models for understanding emotional and behavioral disorders. Biophysical, psychoanalytical, behavioral, sociological, and ecological models offer different theoretical perspectives on the nature and causes of behavioral deviance.

Estimates of the number of school-age children and adolescents with emotional or behavioral disorders depend on the definitions and criteria that are used. At some point in their lives, most individuals exhibit behavior that others consider excessive or inappropriate for the circumstances. Thus, frequency, intensity, duration, and context must be considered in making judgments of disturbance. Unlike some other educational disabilities, emotional and behavioral disorders are not necessarily lifelong conditions.

Although teachers typically consider 10%-20% of their students as having emotional or behavioral problems, a conservative estimate of the number whose problems are both severe and chronic is 2%-3% of the

school-age population. Currently, less than one-half that number are formally identified and receive special education services. [25]

Task 4. Study the vocabulary and practice the new words pronunciation Use the Internet-translator.

agreement – договор, согласие

discreet – отдельный, абстрактный

disruptive – разрушительный

to act out – разыгрывать

withdrawn – замкнутый, ушедший в себя

anxious – тревожный

disobedience – непослушание

irritability – раздражительность

complain – жалоба

coping – преодоление (трудностей)

preference – предпочтение

immaturity – незрелость

playmate – друг детства

involvement – вовлечение

attention – внимание

academic – учебный

intervention – вмешательство

established – авторитетный, установленный

appropriate – присущий, подходящий

to provide – обеспечивать

predictable - предсказуемый

technique - метод, способ
reinforcement - усиление
token - 1. кажущийся; 2. признак
performance – деятельность,
academic performance- успеваемость
inability - неспособность
to maintain - поддерживать, сохранять
peer - ровесник
pervasive - глубокий, проникающий
mood - настроение
autism - аутизм
designation - знак, определение, цель
impaired - ухудшенный, ослабленный
to identify - отождествлять, опознавать
estimate - оценка
to exhibit - показывать, проявлять качества
to rely on - полагаться на кого-либо
measurement - измерение
monitoring - слежение
assessment - оценка, суждение
modeling - моделирование, исполнение по модели, копирование
rehearsal - репетиция, повторение
counseling – консультирование

Task 5. Read the text B. Translate it without using a dictionary.

B. There is considerable agreement about general patterns or types of disordered behavior. Achenbach (1982) suggests two discrete patterns which he calls "externalizers" (aggressive, disruptive, acting out) and "internalizers" (withdrawn, anxious, depressed). Quay (1972) identifies the following four dimensions:

CONDUCT DISORDERS (aggression, disobedience, irritability);

PERSONALITY DISORDERS (withdrawal, anxiety, physical complaints);

IMMATURITY (passivity, poor coping, and preference for younger playmates);

SOCIALIZED DELINQUENCY (involvement in gang subcultures).

In addition to CONDUCT DISORDERS and PERSONALITY PROBLEMS, Rizzo and Zabel (1988) discuss PERVASIVE DEVELOPMENTAL DISORDERS (including autism and childhood schizophrenia) and LEARNING DISORDERS (including attention deficit disorders with hyperactivity). Not all behaviorally disordered students experience academic difficulties, but the two factors are often associated.

Educational interventions should match the established needs of students with behavioral disorders. Multidisciplinary educational teams, including parents, must design programs to meet the individual behavioral and academic needs of identified SED students. Most students can benefit from supportive treatments provided in regular programs. For others, at least temporary placements in special classrooms, schools, or institutional programs may be appropriate.

Special programs usually attempt to provide a "therapeutic milieu," a structured environment where students experience a high degree of success; rules and routines are predictable; and students are consistently rewarded for appropriate behavior. Behavior management techniques, such as positive reinforcement, token economies, contracting, and time-out, which rely on direct measurement and monitoring of behavioral change, are commonly used in SED programs. The assessment and systematic teaching of social skills through modeling, discussion, and rehearsal are frequently used to help students increase control over their behavior and improve their relations with others. In addition, supportive therapies involving music, art, exercise, and relaxation techniques, as well as affective education, individual, and group counseling are sometimes employed to improve self-understanding, self-esteem, and self-control.[25]

Task 6. Answer the questions:

1. How many children are emotionally disturbed in the USA?
2. What are typical patterns of disordered behavior?
3. What are the educational implications?

Task 7. Find the following word combinations in the Text A and Text B:

- нарушение поведения; - девиантное поведение; - эмоциональное расстройство; - принятие решения; - негативная коннотация; - модель поведения; - социально неприспособленный; - негативно сказывается на успеваемости; - межличностные отношения со сверстниками; - несоответствующий тип поведения; - социально

дизадаптированные дети; - *серьезные эмоциональные расстройства;*
-причины девиантного поведения; - *вынесение суждений о*
нарушениях; - *соответствовать установленным требованиям;* -
измерения и мониторинг измерений в поведении; - *вспомогательные*
методы лечения.

Task 8. Make up sentences with the following words:

- label, - pattern, - degree, - severe, - complain, - playmate, - performance,
- peer, - mood, - to rely on, - rehearsal, - counseling, - self- esteem.

Task 9. Make up a detailed plan to the text B.

LESSON 3

Adolescent Stress and Depression

Task 1. Study the vocabulary and practice the new words pronunciation. Use the Internet-translator.

adult – взрослый, совершеннолетний

teenager – подросток (сленг)

to highlight – выдвигать на первый план

bright-eyed - шустрый

couple - пара, чета

painful – мучительный, трудный, причиняющий боль

employer - работодатель

to negotiate – вести переговоры

independence - независимость

reliance – опора, доверие
to create - создавать
to study - изучение
survey – исследование, обзор
vulnerable to - уязвимый, ранимый
suicide – суицид, самоубийство
to predispose to - предрасполагать
to recognize – признавать, осознавать
to signal - сигнализировать
awareness - осознание
to pile up - накапливать
imminent – неизбежный, угрожающий

Task 2. Give Russian equivalents to the following English words:

-best years of your life, - rosy remembrance;- involved at a dance or sporting event; -conflicting demands from coaches;- ill-equipped to cope and solve problems;- to provide information;- to point out the stressful events;- how to deal with stress; -to indicate the risk factors; -to be familiar with the family.

Task 3. Read the Text A. Translate it without using a dictionary.

A. Adults commonly tell young people that the teenage years are the "best years of your life." The rosy remembrance highlights happy groups of high school students energetically involved at a dance or sporting event, and a bright-eyed couple holding hands or sipping sodas at a local restaurant. This is only part of the picture. Life for many young people is a painful tug

of war filled with mixed messages and conflicting demands from parents, teachers, coaches, employers, friends and oneself. Growing up—negotiating a path between independence and reliance on others—is a tough business. It creates stress, and it can create serious depression for young people ill-equipped to cope, communicate and solve problems.

A study and a survey conducted recently in Minnesota provide information about the prevalence of adolescent stress and depression. The study and survey point out some of the stressful events young people experience, describe how young people deal with stress, and indicate the risk factors for young people most vulnerable to stress, depression and self-destructive behavior. This major research project provides data on adolescent stress, depression and suicide collected from nearly 4300 high school students in 52 rural Minnesota counties.

Adults need to be familiar with the family, biological and personality factors that predispose a young person to depression. They can learn to recognize the kinds of psychological, behavioral and social events that most often signal trouble. Awareness of the way these risk factors "pile up" helps any adult living and working with adolescents to be sensitive when stress and depression are imminent. [22]

Task 4. Grammar Drills. Find the meaning of the verbs in a dictionary; find out if they are regular or irregular. See App 16.

- to reveal; - to handle; - to suffer; - to rely on; - to worry; - to last; - to seem; - to find; - to report.

Task 5. Study the vocabulary and practice the new words pronunciation. Use the Internet-translator. Write down them in your vocabulary.

attempt – попытка

to characterize - характеризовать

feelings - чувства

tension - напряжение

frustration - разочарование, крушение надежд, срыв

sadness - печаль, уныние

worthlessness - бесполезность

approximately – приблизительно

Task 6. Read the text B; translate it without a dictionary.

Text B. Stress and Depression Are Real

Stress and depression are serious problems for many teenagers, as the 1986 study of Minnesota high school students reveals. Although 61 percent of the students are not depressed and seem to handle their problems in constructive ways, 39 percent suffer from mild to severe depression. These young people often rely on passive or negative behaviors in their attempts to deal with problems.

Stress is characterized by feelings of tension, frustration, worry, sadness and withdrawal that commonly last from a few hours to a few days. Depression is both more severe and longer lasting. Depression is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness that last for two weeks or more. The finding that 9 percent of high school students are severely depressed is

important since depression is the most important risk factor for suicide. The Minnesota Study found that 88 percent of the youth who reported making suicide attempts were depressed. Approximately 6 percent of the students reported suicide attempts in the previous six months. [30]

Task 7. Learn the following new words; mind the pronunciation of the words, use the Internet-translator. Write them down in your vocabulary.

common - общий, распространенный

breakup - разрыв

increased - увеличенный

argument - спор, ссора

trouble - беда, беспокойство, тревога

domain - сфера, область

issue - проблема, спорный вопрос

loss - потеря, утрата, проигрыш

intrinsic - внутренний, существенный

self-worth - самоуважение

source - источник

to respond - отвечать на (что-то), делать в ответ, реагировать

to care about - заботиться (о ком-либо)

to draw on - обращаться (к кому-то)

Task 8. Read the text C; translate it without using a dictionary.

C. Common Causes and Responses to Stress

Young people become stressed for many reasons. The Minnesota study presented students with a list of 47 common life events and asked them to identify those they had experienced in the last six months that they considered to be "bad." The responses indicated that they had experienced an average of two negative life events in the last six months. The most common of these were:

1. Break up with boy/girlfriend
2. Increased arguments with parents
3. Trouble with brother or sister
4. Increased arguments between parents
5. Changing parents' financial status
6. Serious illness or injury of family member
7. Trouble with classmates
8. Trouble with parents

These events are centered in the two most important domains of a teenager's life: home and school. They relate to issues of conflict and loss. Loss can reflect the real or perceived loss of something concrete such as a friend or money, and it can mean the loss of such intrinsic things as self-worth, respect, friendship or love.

In a more informal survey of 60 young people (Walker, 1985), the primary sources of tension and trouble for teens and their friends were: relationships with friends and family; the pressure of expectations from self and others; pressure at school from teachers, coaches, grades and

homework; financial pressures; and tragedy in the lives of family and friends (described as death, divorce, cancer).

Most teenagers respond to stressful events in their lives by doing something relaxing, trying positive and self-reliant problem-solving or seeking friendship and support from others. Common examples include listening to music, trying to make their own decisions, daydreaming, trying to figure out solutions, keeping up friendships, watching television and being close to people they care about. These behaviors are appropriate for adolescents who are trying to become independent, take responsibility for themselves, and draw on friends and family for support. [30]

Task 9. Learn the following new words and word combinations.

Mind their pronunciation, use the Internet-translator.

to face - сталкиваться (с чем-то)

internal - внутренний

external - внешний

additional - дополнительный

youth - молодые люди, молодежь

anger - злость

ventilation - выяснение, обсуждение

avoidance - избегание, уклонение

to yell - вопить, кричать, выкрикивать

to be inclined to - быть склонным (к чему-то)

to go along with – ладить (с кем-то)

Task 10. Read the text D; translate it without using a dictionary.

Text D. Troubled Youth Respond Differently

The majority of young people face the stress of negative life events find internal or external resources to cope and move on. But for others, the events pile up and the stressors are too great. In the Minnesota study teens who reported that they had made a suicide attempt had five additional "bad" events on their list: parents' divorce, loss of a close friend, and change to a new school, failing grades and personal illness or injury. It is significant that the young people who showed high degrees of depression and who had made suicide attempts reported over five of these "bad" events in the past six months, more than twice as many as the rest of the group.

The actions in response to stress were also different for those who reported serious depression or a suicide attempt. Young people who are depressed are at much greater risk of attempting suicide than non-depressed youth—although not all youth who attempt suicide are depressed. These young people report exhibiting much more anger and ventilation; avoidance and passivity; and aggressive, antisocial behavior. They describe yelling, fighting and complaining; drinking, smoking and using doctor-prescribed drugs more frequently; and sleeping, riding around in cars and crying more often. They are less inclined to do things with their family or to go along with parents' rules and requests. [30]

Task 11. Find the following Russian words in the English dictionary:

-уровень; - борьба; - бороться; - осознавать; - накапливать; - история; - злоупотребление; - характерная черта; - содействовать; - унижать; -

беременность; - затянувшийся; - безрассудство; - предчувствие; - уцелевший.

Task 12. Read the text E; try to understand it without a dictionary.

Text E. A Closer Look at High Risk Youth

It is important not to overreact to isolated incidents. Young people will have problems and will learn, at their own rate, to struggle and deal with them. But it is critical for parents and helping adults to be aware of the factors that put a youth at particular risk, especially when stressful events begin to accumulate for these vulnerable individuals. A good starting point for identifying and intervening with highly troubled and depressed young people is the careful study of suicidal adolescents.

Family history and biology can create a predisposition for dealing poorly with stress. These factors make a person susceptible to depression and self-destructive behavior.

- History of depression and/or suicide in the family
- Alcoholism or drug use in the family
- Sexual or physical abuse patterns in the family
- Chronic illness in oneself or family
- Family or individual history of psychiatric disorders such as eating disorders, schizophrenia, manic-depressive disorder, conduct disorders, delinquency
- Death or serious loss in the family
- Learning disabilities or mental/physical disabilities
- Absent or divorced parents; inadequate bonding in adoptive families
- Family conflict; poor parent/child relationships

Personality traits, especially when they change dramatically, can signal serious trouble. These traits include:

- Impulsive behaviors, obsessions and unreal fears
- Aggressive and antisocial behavior
- Withdrawal and isolation; detachment
- Poor social skills resulting in feelings of humiliation, poor self-worth, blame and feeling ugly
- Over-achieving and extreme pressure to perform
- Problems with sleeping and/or eating

Psychological and social events contribute to the accumulation of problems and stressors.

- Loss experience such as a death or suicide of a friend or family member; broken romance, loss of a close friendship or a family move
- Unmet personal or parental expectation such as failure to achieve a goal, poor grades, social rejection
- Unresolved conflict with family members, peers, teachers, coaches that results in anger, frustration, rejection
- Humiliating experience resulting in loss of self-esteem or rejection
- Unexpected events such as pregnancy or financial problems

Predispositions, stressors and behaviors weave together to form a composite picture of a youth at high risk for depression and self-destructive behavior. Symptoms such as personal drug and alcohol use, running away from home, prolonged sadness and crying, unusual impulsivity or recklessness or dramatic changes in personal habits are intertwined with the family and personal history, the individual personality and the emotional/social events taking place in a person's life.

It is not always easy for one person to see the "whole picture." That is why, it is essential that people who have "hunches" that something is wrong take the lead to gather perspectives from other friends, family members and professionals who know the young person. It is all too often true that the survivors of an adolescent suicide only "put the pieces together" after the fact, when they sit together and try to figure out what happened. How fortunate a troubled young person is to have a caring adult take the initiative to look more closely before something serious happens!
[30]

Task 13. Complete the following sentences, using texts -A,B,C,D above.

1. Life for many young people is...
2. Growing up is a path between...
3. The study deals with...
4. The major research project provides data on...
5. Adults need to be familiar with...
6. Stress and depression are...
7. Stress is characterized by feeling...
8. Depression is characterized by more extreme...
9. The responses of students indicated that they had experienced an average of...
10. These events are centered in the two most important domains of...
11. The primary sources of tension and trouble for teens were:
12. Most teens respond to stressful events in their lives by...
13. In the study teens who reported that they had made a suicide attempt had five...
14. Predispositions stressors and behaviors weave together to form...

Task 14. Write out key words from all the texts above.

Task 15. Write a short summary Adolescent Stress and Depression.

See App 2.

LESSON 4

Teens Romances in the USA

Task 1. Grammar Drills. Look up the meaning of the following words in a dictionary. Give the degrees of comparison of the adjectives. Mind the type of every adjective. Mark the stresses.

-astounding, - vacillating, - single, - ripe, - abnormal, - fast, - pretty, - heavy, -narrow, - appropriate, - secretive, -shy, - intimate, - cool, - ridiculous, - humorous, -sneaky, - cute.

Task 2. Grammar Drills. Translate the following verbs. Point out which verb is regular or irregular. Write down them in your vocabulary. See App 16.

-to announce, - to astound, -to admit, - to bubble, - to engage, - to hunt, -to aspire, to make sure, -to remain, - to receive, - to come, - to treasure, - to respect, - to lead, - to jump, - to set, - to run, - wind up, - to smooth over, - to keep, to threaten, - to interfere.

Task 3. Before reading the text A, pay attention to the vocabulary:

to be in love with – ВЛЮБИТЬСЯ В КОГО-Л.,

guy - парень

kid - (разг.) = *child* – ребенок

to be around the corner - БЫТЬ за УГЛОМ(здесь: совсем близко)

rejection - отказ, неприятие

mess - беспорядок, путаница, неприятность

romance - роман, любовная история

phenomenon - явление

celebrity - знаменитость, известный человек

partner - партнер

single - одинокий

to hang out with - (сленг) зависать с кем-то, околачиваться с

ups and down - взлеты и падения

to take a gander - взглянуть на что-то

heart-break - разбитое сердце, большое горе

tween – (амер.) - подросток от 10 до 13 лет

academics - учебные занятия

Task 4. Read the Text A. Get the main idea of the text.

OK — your 13-year-old daughter comes home from school and dreamily announces that she’s in love with the hottest guy in her grade. What’s even more astounding is that the kid has actually admitted to liking her also. And his birthday is just around the corner and she’s babbling on about whether to buy him a shirt or a CD. “Mom, what do you think that Jason would like better? He’s so cute and would look great in that red polo shirt, but, you know, he’s really into music also. Oh, and what if he doesn’t get me anything ... I just couldn’t go back to school!”

Great, from zero to practically married in 10 seconds flat and the kid is now vacillating between the highs that come from feeling in love and the

lows of fearing rejection. Somehow, you've just been placed in the middle of the whole mess!

Teen romance is not a new phenomenon. In fact, many of our grandparents were married quite young and began their own families in their latter teenage years. But nowadays it seems like even little kids are having crushes on both peers and celebrities, and tweens and teens are more actively engaged in the "hunt" for a partner. Being "single" at the ripe old age of 15 can be seen as abnormal by many kids, especially those who hang out with peers in the fast lane and aspire to be, act and look like the celebs on MTV.

Although tween and teen romance is normal, it's not without some pretty heavy ups and downs. Let's take a gander at a few:

It's certainly risky business and a good way to get the first heart-break!

Some tweens really do fall head over heels in love, and can continue a relationship throughout middle school and even into the high school years.

Generally, this type of relationship narrows the child's interests and involvement with others (sports, clubs and even academics). Hours spent on the telephone or chatting on the Internet with a boyfriend or girlfriend may be better spent with a more balanced approach to a relationship.[24]

Task 5. Make up 5-6 questions to the text A. Work with your partner.

Task 6. Before reading the text B, pay attention to the vocabulary:

to keep cool head oneself – сохранять хладнокровие

judgment - осуждение, мнение, наказание

rap – рэп (муз.), разговор, беседа

benefit - выгода, польза

activity - активность, деятельность

caution - осторожность

bet - ставка, пари

to come across - натолкнуться, случайно обнаружить

possessions - собственность, личные вещи

Task 7. Read the text B. Get the main idea.

What's a parent to do?

Well, try to keep a cool head yourself, make sure that the lines of communication with your child remain open, and that you are not judgmental (at least until you see the boyfriend's rap sheet!). Also, try the following with your child:

Discuss the benefits of finding a balance in a relationship, especially if your child is getting too involved or obsessed with the relationship. You may have to set some limits on telephone or Internet time, or suggest that activities and time are spent with a variety of friends.

Caution your child to not spend too much money on gifts for the other person — it's expensive, and may not be received well.

If the relationship is relatively new, suggest to your child that he or she shy away from buying a gift that is to be worn on the body (jewelry, clothing) — that's very personal and may be viewed by the recipient (or their folks!) as too intimate. Safer choices are CDs, books or cool cards or candy. And, feelings can be easily hurt if the gift is not received well or reciprocated. Guys should keep it simple — a card, flower or small box of

candy is usually a safe bet. Girls — too sentimental may come across as smothering — keep the gift simple, cute or perhaps even humorous.

For kids in more lengthy relationships, more personal gifts can be given and are often valued as treasured possessions. [24]

Task 8. Find the following sentences in the text B, continue them.

1. Make sure that the lines of...
2. Discuss the benefits of...
3. You may have to set some...
4. Caution your child to not spend too much money on...
5. If the relationship is relatively new? Suggest to your...
6. For kids in more lengthy relationships, more personal...

Task 9. Read the Text C. Pay attention to the following words and word combinations:

to handle - справляться с чем-л.,

to ridicule - осмеивать, насмеяться

key - ключ

make fun of smb. - шутить над кем-то

dating – свидание, знакомство

bottom line – последняя черта

substance use - употребление наркотиков

abuse – злоупотребление

a watchful eye - бдительное око

curfew - комендантский час

violation - нарушение

honesty - честность

via - через

infatuation - страстная влюбленность, слепое увлечение

feeling - чувства

to take smb. out (to dinner, the theatre) – водить кого-то (на обед, в кино)

privacy - уединение, приватность

Task 10. Read the Text C. Get the main idea.

How should parents handle the tween or teen relationship?

Whatever you do, don't ridicule your kid — no matter how unrealistic the crush or inappropriate the relationship. Your child's feelings are real and should be respected.

Communication is a key. If you make fun of his or her feelings, your child may become secretive about this one as well as future relationships.

Try not to be judgmental. Discuss with your child what is important, in your family, about dating, sex and the bottom line when it comes to who your kid can become involved with. At the minimum, I would suggest that the significant other must still be attending school, close to your child's age, not have a history of legal problems, not be involved in substance use or abuse, and be reasonably polite when in your presence.

If the kid at least meets these requirements, let your child lead the way. Unless the relationship becomes obsessive or interferes with other life activities, try to enjoy your kid's involvement and new interests, of course with a watchful eye regarding curfew violations and honesty in terms of

the all - who, what, when, where and why of where they are going and what they are doing.

Use the “relationship” as a jumping off spot for communication. Get to know your child’s interests, friends and how he or she wishes to be perceived by others via the boyfriend or girlfriend. Kids love to talk about their loves and infatuations — have fun with it and respect your child’s feelings. If you really like the boyfriend or girlfriend, let the kids know it — take them out to dinner or to the movies with you, praise the way that they treat each other and are respectful of feelings, and also show that you know when to back off and give the couple some privacy and time to themselves.[24]

Task 11. Work in pairs. Using the vocabulary to the Text C, make up 5-6 questions and put them to your partner.

Task 12. Read the text D. Mind the pronunciation and meaning of the following words and word combinations:

to get out of hands - ВЫХОДИТЬ ИЗ-ПОД КОНТРОЛЯ

to step in - ВМЕШИВАТЬСЯ ВО ЧТО-ТО

to talk with smb. alone - БЕСЕДОВАТЬ С КЕМ-ЛИБО ОДИН НА ОДИН

to transmit - ПЕРЕДАВАТЬ

disease - БОЛЕЗНЬ

pregnancy - БЕРЕМЕННОСТЬ

to be home alone - БЫТЬ ДОМА В ОДИНОЧЕСТВЕ

cahoot – (амер.) СГОВОР, СОУЧАСТИЕ

to despise smb.for smth. - ПРЕЗИРАТЬ КОГО-ЛИБО ЗА ЧТО-ТО

to run away -убегать(из дома)

to stand one's ground – стоять на своем

to monitor -контролировать

a heel - каблук, мерзавец

frame of mind - настроение, расположение духа

dumpee - «нытик», тот, кто хандрит

distraction - смятение, растерянность

bouquet - букет цветов

heathen – неуч, варвар

to smooth over – сгладить что-то

Task 13. Read the Text D. Get the main idea.

What to do if the situation gets out of hand?

If you have reason to believe that the relationship has gone too far (the kids are experimenting sexually, for instance), you must step in. First, talk with your child alone, and discuss the reasons for refraining from sexual activity (emotionally she may not be ready; it often ruins the relationship or reputation, the possibility of sexually transmitted diseases or pregnancy). If appropriate, consider discussing these same issues with the boyfriend (or girlfriend), as well as with his parents. Trust me, his mom or dad would want this information as much as you would, and it's better to not keep important issues hidden from the other parents.

Realize the limitations that parents have when it comes to controlling their kids' behaviors. Even if you've given the best talk possible about sex and the reasons to abstain, kids can be very, very sneaky and stay sexually involved behind your back (and even in your house!). Watch the curfew,

stay involved with your child, do not allow the kids to be home alone without a responsible adult present, and always check with the other parent when your child sets up a sleep over at his or her friend's house. Many tweens or teens work in cahoots with each other, saying that they are staying at a friend's house, while actually spending the night with a boyfriend or girlfriend at an unsupervised location.

If things go too far, you may have to end the relationship. Initially your child will probably despise you for this — threatening to run away or to continue to see the boyfriend or girlfriend regardless of what you say. If you've been reasonable and still feel that this is a dangerous or very inappropriate relationship, then you should stand your ground and monitor your child's actions and whereabouts closely. This too shall pass, but not without your kid making you feel like a real heel. Keep in mind the big picture and how important it is for your child to move out of this relationship and into a different frame of mind.

Hopefully, your child's romance is successful and fun. But many tween or teen relationships are not, and end within a month or so of the first kiss. And if your child winds up being the "dumped" and not the "dumpee," I've found that distraction often works best in these situations — send your daughter flowers from Mom and Dad. Even though it may not hold the same significance as a bouquet from the heathen who just broke up with your lovely daughter, it will help to smooth over hurt feelings to some extent. Take your heartbroken son to the movies — a good comedy or exciting action thriller will at least give him a few hours of distraction. Within a few weeks your kid will realize that their ex was (a) *a jerk*, (b) *a player*, (c) *just not worth the drama*, or (d) *all of the above*. [24]

Task 14. Write a short summary of the whole article written by Dr.Ruth Peters. (Texts A,B,C,D) Write out key words of the article. See App 2.

LESSON 5

Youth Violence in the USA

Task 1. Before you start working at the text, practice the pronunciation and stress of the following words. Translate them using a dictionary or the Internet- translator

a) -violence, -reason, -victim, -media, -shooting, -bullying, -threatening, -fight, -assault, -weapon, -gang, - suicide, -injury, -murder, -harm, -adulthood, -poverty, -illegal, -peer, -attitude, -shield;

b) Make up sentences with the following verbs:

- to be concerned about, - to commit, - to tend, - to increase,
- to carry, - to turn, - to arrest, -to drop, -to conclude, -to harm,
- to drive, - to get in trouble, - to identify, -to include, -to predict,
- to shield.

Task 2. Read the Text A and then answer the question:

Which teens are at greater risk for engaging in serious violent behavior?

Text A.

Many teenagers are concerned about youth violence, and with good reason. Each year, far too many teens commit acts of violence, and their victims are most often other teenagers. Although media coverage tends to

focus on mass shootings like the one in Littleton, Colorado, youth violence actually includes a range of activities, including bullying, threatening remarks, physical fights, assaults with or without weapons, gang violence, and suicide.

Although youth violence has always been a problem in the United States, the number of deaths and serious injuries increased dramatically during the late 1980's and early 1990's, as more and more teens began to carry guns and other weapons. Since then, however, the tide has begun to turn. In recent years, fewer teens are carrying weapons, teen murder arrests have dropped by almost 60%, and the arrest rate for violent crimes is down 36% from its peak in 1994. It would be misleading, however, to conclude that youth violence is no longer a problem.

Too many youth continue to harm others...

Researchers have identified some factors that increase children and teens' risk for becoming involved in serious violence during the teenage years. For children under 13, the most important factors include: early involvement in serious criminal behavior, early substance use, being male, a history of physical aggression toward others, low parent education levels or poverty, and parent involvement in illegal activities.

Once a child becomes a teenager, different factors predict involvement in serious violence. Friends and peers are much more important for teens, and friendships with antisocial or delinquent peers, membership in a gang, and involvement in other criminal activity are the most important predictors of serious violence for teenagers.

Typically, the more of these risk factors that are present, the greater a child or teen's likelihood of becoming involved in serious violence. It is

important to remember, however, that some children or teens may have a number of these risk factors yet never become violent, while other children or teens with no risk factors will engage in violent activities. Researchers have begun to identify protective factors, such as a commitment to school and a negative attitude toward criminal behavior that may shield children and teens, even in the presence of a number of risk factors. [2]

Teens, that commit acts of serious violence, are often involved in other types of criminal behavior and live a lifestyle that involves a number of risky behaviors, including using drugs, carrying weapons, driving recklessly, and having unsafe sex. While some violent teens begin to get in trouble as children, most do not become involved in a violent lifestyle until their teenage years. Between 20 and 45% of boys who commit serious violent crimes by the age of 16 or 17 were violent as children, while 45 to 69% of violent girls were violent in childhood. The small group of teens that were engaged in serious violence before the age of 13 generally commits more crimes, and more serious crimes, than those teens that start later. They are also more likely to continue to engage in violence into adulthood. In contrast, only about 20% of all seriously violent teens continue to commit violent acts as adults. [29]

By U.S. Department of Health and Human Services (2001). Youth Violence: A Report of the Surgeon General.

Task 3. Work in pairs. Put logical questions to your partner on the given statements and answer them. Begin asking with: *when, why, who, where...*

1. Many teenagers are concerned about youth violence. Each year, far too many teens commit acts of violence, and their victims are most often other teenagers.
2. Youth violence actually includes a range of activity, including bullying, threatening remarks, physical fights, assaults with or without weapons, gang violence, and suicide.
3. The number of deaths and serious injuries increased dramatically during the late 1980's and early 1990's, as more and more teens began to carry guns and other weapons.
4. Once a child becomes a teenager, different factors predict involvement in serious violence. Friends and peers, friendships with antisocial or delinquent peers, membership in a gang, and involvement in a criminal activity are the most important predictors of serious violence for teens.

Task 4. In the text A find equivalents to the following Russian word combinations:

- быть обеспокоенным чем-то; - достаточные причины; - совершать что-то плохое; - носить оружие; подскочить до 60%; - снизиться до 36%; - больше не является проблемой; - быть вовлеченным в серьезное преступление; - попадать в беду; - членство в банде; - факторы риска; - факторы защиты; - причинять вред.

Task 5. Read the text B Causes of School violence. Write out new words in your vocabulary. Translate the text.

School violence is a many-faceted problem, making it difficult for researchers and practitioners to pinpoint its causes. Many school violence

statistics, for example, do not match the norms in our larger society. A National Crime Victimization Survey, compiled and maintained by the U.S. Department of Justice, shows that overall crime rates in U.S. society have fallen. Simultaneously, school-based studies reveal that many violent behaviors have increased among children and adolescents.

"Indicators of School Crime and Safety," a 2006 study by the U.S. Department of Education and the U.S. Department of Justice, reveals that public schools experiencing violent incidents increased from 71 to 81 percent over a five-year period (1999-2004).

The same study reports that the percentage of students who reported gang presence at school increased from 21 percent in 2003 to 24 percent in 2005. Although no direct connection between gang activity and school violence can be established, the initiation of gang activity in neighborhoods and schools does frequently coincide with increased violence reports.

School violence does not limit itself to the student population. Eight percent of teachers say they are threatened with violence on school grounds at least once a month. Two percent report being physically attacked each year.

Although the specific incidents of school-based fatalities are too numerous to list, there were 48 school-associated deaths in elementary and secondary schools in one year alone, from July, 2004, through June, 2005. Statistics indicate that efforts to curb school violence are making some headway since 1992, a high point for school-based violence. From 1992 to 2004, violent incidents occurred less frequently in school than away from school, according to the above listed study by the Bureau of Justice Statistics and the National Education Center.

In the context of school violence, it is critical to recognize that a large majority of young people are not violence-prone, do not have criminal attitudes or criminal records, and can be "demonized" by legislators, the media, and the general public.

Michael Males, a professor at University of California at Santa Cruz, points to another source beyond the attitudes and behaviors of children. "More than any past generation," he writes, "today's kids are far more likely to grow up with parents who abuse drugs, get arrested, go to prison, disappear, fail to maintain stable families. Poverty, disownment, and messed-up adults are by far the biggest problems kids face, and the mystery is why only a relatively small fraction of modern kids are acting dangerously."

Therefore, while it is critical that schools and communities recognize that school violence needs to be addressed, it is also critical that they respect the hopes and rights of the majority of students who are neither perpetrators nor victims of school violence and who want nothing more than to receive a good education in a safe environment.

Most educators and education researchers and practitioners would agree that school violence arises from a layering of causes and risk factors that include (but are not limited to) access to weapons, media violence, cyber abuse, the impact of school, community, and family environments, personal alienation, and more. [16]

Task 6. Find the following words in the text B:

-причина; - многогранный; - точно определять; - совпадать; - поддерживать; - совпадать с; - рок; - склонность к насилию; -

*источник; - потребление наркотиков; - исчезновение; - стабильный;
- община; - большинство; - преступник; - окружение; - доступ к
чему-либо; - влияние; - отчуждение.*

Task 7. Make up sentences using the following verbs:

-to match, - to compile, - to maintain, - to reveal, -to coincide with, - to demonize, - to abuse, - to disappear, - to mess up, – to recognize, - to impact

Task 8. Choose the correct word from the box to the sentences below:

violence, crime, society, violent, increased, gang, attacked, school-based, incidents, researchers, victims
--

1. Many school ... statistics do not match the norms in the larger society.
2. A National Crime Victimization Survey shows that overall,... rates in U.S. society have fallen.
3. School-based studies reveal that that many... behaviors have increased among children and adolescents in the US.
4. A 2006 study by US Department of Education reveals that public schools experiencing violent incidents ... from 71 to 81% over a five-year period (1999-2004).
5. Eight percent of teachers say they are threatened with... on school grounds at least once a month. Two percent report being physically... each year.

6. The specific incidents of ... fatalities are too numerous to list from 2004 to 2005.

7. From 1992 to 2004, violent ... occurred less frequently in school than away from school.

Task 9. Before reading the text Access to Weapons, pay attention to the following words. Write them down in your vocabulary.

access to – доступ к чему-л.

gun - оружие (ружье)

to carry gun - носить оружие

total - все, полный, целый

firearm - огнестрельное оружие

to decline - уменьшать(ся)

to harm - причинять вред, вредить

handgun - пистолет

illegal - нелегальный

sale - продажа

prevention - предупреждение, предотвращение

venue - выбор

unlicensed - нелицензированный

prohibited - запрещенный

Task 10. Read the Text C. Get the main idea of the text.

Access to Weapons

During the late 1980's and early 1990's, teen gun violence increased dramatically in the United States. More teens began to acquire and carry guns, leading to a sharp increase in gun deaths and injuries.

In two recent academic years, a total of 85 young people died violently in U.S. schools. Seventy-five percent of these incidents involved firearms.

According to the National Youth Violence Prevention Center (NYVPC), "fewer teens are carrying guns now [2004], and gun-related murders and suicides have begun to decline. Even so," claims the NYVPC, "many teens still illegally carry guns and harm others and themselves." [29]

Teens can also acquire handguns in illegal sales. A 2007 study by University of California at Davis' Violence Prevention Research Program concluded that "American gun shows continue to be a venue for illegal activity, including unlicensed sales to prohibited individuals."

Race and ethnicity, income levels, and other measurable elements have often been singled out by public health experts as risk factors that can contribute to anti-social behavior, from smoking and drinking to violent behavior and suicide.

However, according to a 2001 survey of U.S. adolescents conducted at the University of Minnesota and published in the *American Journal of Public Health* (Vol. 90, No. 12) these measurable factors only partially explain adolescent health risk behaviors. More important, investigators say, are school performance, the nature of friends' behaviors, and family relationships. In short, immediate environments including schools,

communities, peer groups, and families can exert a powerful influence on young persons' attitudes and behaviors.

A survey conducted by the Children's Institute International revealed that almost 50 percent of all teenagers, regardless of their settings--rural, suburban, or urban--believe that their schools are becoming more violent.

In 2005, 24 percent of students ages 12-18 reported that there were gangs at their schools. [27]

Task 11. Read the Amendment 2 from the US Constitution. Translate it into Russian.

A: The Constitution was sent to the states for ratification in 1787. People soon began to notice that it did not list many of the personal liberties (individual rights) they had come to believe were theirs. They wanted these rights written into the Constitution. In fact, a number of states, before ratifying, made it known that they expected a “Bill of Rights” to be added to the Constitution. Twelve amendments, containing the rights to be held by the people of the United States, were drawn up, and of these, ten were ratified and added to the Constitution in 1791.

The amendments are called “Articles of Amendment” by the Constitution.

Amendment 2. Right To Bear Arms

For their protection and for purposes of having a well-trained militia the people of the states may keep and dear (own) arms (weapons), but the federal government or the state governments may pass laws against owning certain weapons and the way others may be used.

Task 12. Translate the article into English.

Согласно статье «Об оружии» к *гражданскому оружию* относится оружие, предназначенное для использования гражданами Российской Федерации в целях самообороны, для занятий спортом и охоты, а также в культурных и образовательных целях. Т.е. любое оружие, которое Вы захотите приобрести в личное пользование и которое подлежит лицензированию, относится к гражданскому оружию. Итак, гражданское оружие включает в себя:

1) оружие самообороны:

пистолет, револьвер, газовое оружие, электрошоковые устройства, и искровые разрядники);

2) спортивное оружие:

огнестрельное, холодное клинковое, метательное, пневматическое;

3) охотничье оружие:

огнестрельное, пневматическое, холодное клинковое;

4) сигнальное оружие;

5) оружие, используемое в культурных и образовательных целях:

оружие, имеющее культурную ценность, старинное (антикварное) оружие. (Статья №3 ФЗ № 150 «Об оружии»)

Task 13. Read the following police reports, taken from the US and Russian media.

Express your attitude towards these reports:

The Columbine High School massacre was a school shooting and attempted bombing that occurred on April 20, 1999, at Columbine High School in Columbine, Colorado, United States. The perpetrators, twelfth grade (senior) students Eric Harris and Dylan Klebold, murdered

12 students and one teacher. Ten students were killed in the school library, where the pair subsequently committed suicide. Twenty-one additional people were injured by gunshots, and gunfire was also exchanged with the police. Another three people were injured trying to escape. At the time, it was the deadliest high school shooting in U.S. history.

The Sandy Hook Elementary School shooting occurred on December 14, 2012, in Newtown, Connecticut, United States, when 20-year-old Adam Lanza shot and killed 26 people, including 20 children between six and seven years old, and six adult staff members. Earlier that day, before driving to the school, he shot and killed his mother at their Newtown home. As first responders arrived at the school, Lanza committed suicide by shooting himself in the head.

On February 3, 2014, 15-year-old high school student Sergey Gordeyev opened fire at School No. 263 in Otradnoye District, Moscow, Russia. At around 11:40 A.M., Gordeyev, concealing his weapons with a bag and fur coat, went to his school armed with a small-caliber rifle and shotgun that belonged to his father, a police colonel. He threatened the security guard and went to his geography classroom, where he shot his teacher, 29-year-old Andrey Kirillov. Gordeyev then took 29 students hostage, killed one police officer, and injured another. Later on, he surrendered to the authorities. It is the first reported school shooting in Russia's history.

The Kerch Polytechnic College massacre was a school shooting and bomb attack that occurred in Kerch, Crimea, on 17 October 2018. 18-year-old student Vladislav Roslyakov shot and killed 20 people and wounded 70 others before committing suicide. The attack was the greatest loss of life in school violence in Russia. Roslyakov purchased a shotgun and bought 150 rounds legally at a gun shop.

Task 14. Group Work. Be ready to discuss the following:

1. What is your attitude to the law “About the right to bear arms”?
2. Point out the main causes of the tragedies written above.
3. Suggest some pedagogical preventive methods to put an end to such cases.

a) Use the following words and word combination to start speaking:

I think that...

It seems to me that...

I believe that ...

In my opinion...

I am not sure I agree with you.

That may be..., but...

That’s exactly what I think... (What I wanted to say...)

I agree entirely.

I couldn’t agree more.

b) Use the words in the box:

Environment, access to, impact, alienation, race, income, drugs, gang, weapons, illegal sales, prohibited, to kill, unlicensed, frustrating, violence prone

c) Use the word combinations with the modal verbs:

- Adults should be...,
- Teens should not be allowed to...,
- Everybody can (can’t)....,
- The law about bearing of arms must be...

LESSON 6

Juvenile Delinquency

Task 1. Before you start working at the text A, practice the pronunciation and stress of the following words. Use the Internet-translator. Put down new words in your vocabulary.

- juvenile,- delinquency, - offense, - illegal, - minors, - majority, - procedure, - detention, - court, -severity, -significant, - underage, property, -worry, - normative, - beyond.

Task 2. Read the Text A. Try to understand it without a dictionary.

Text A. *Juvenile delinquency*, also known as "**juvenile offending**," is participation in illegal behavior by minors (juveniles) (individuals younger than the statutory age of majority). Most legal systems prescribe specific procedures for dealing with juveniles, such as juvenile detention centers, and courts. A **juvenile delinquent** in the United States is a person who is typically under the age of 19 and commits an act that otherwise would have been charged as a crime if they were an adult. Depending on the type and severity of the offense committed, it is possible for persons under 18 to be charged and tried as adults.

In recent years a higher proportion of youth have experienced arrests by their early 20s than in the past, although some scholars have concluded this may reflect more aggressive criminal justice and zero-tolerance policies rather than changes in youth behavior. Juvenile crimes can range from status offenses (such as underage smoking), to property crimes and violent crimes. Youth violence rates in the United States have dropped to approximately 12% of peak rates in 1993 according to official

US government statistics, suggesting that most juvenile offending is non-violent. However, juvenile offending can be considered normative adolescent behavior. This is because most teens tend to offend by committing non-violent crimes, only once or a few times, and only during adolescence. Repeated and/or violent offending is likely to lead to later and more violent offenses. When this happens, the offender often displayed antisocial behavior even before reaching adolescence. Juvenile delinquency, or offending, can be separated into three categories:

- delinquency, crimes committed by minors which are dealt with by the juvenile courts and justice system;
- criminal behavior, crimes dealt with by the criminal justice system;
- status offenses, offenses which are only classified as such because one is a minor, such as truancy, also dealt with by the juvenile courts.

According to the developmental research of Moffitt (2006), there are two different types of offenders that emerge in adolescence. One is the repeat offender, referred to as the life-course-persistent offender, who begins offending or showing antisocial/aggressive behavior in adolescence (or even childhood) and continues into adulthood; and the age specific offender, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence. Because most teenagers tend to show some form of antisocial, aggressive or delinquent behavior during adolescence, it is important to account for these behaviors in childhood in order to determine whether they will be life-course-persistent offenders or adolescence-limited offenders. Although adolescence-limited offenders tend to drop all criminal activity once they enter adulthood and show less pathology than life-course-persistent offenders, they still show more mental health, substance abuse, and finance problems, both in adolescence and adulthood, than those who were never delinquent.

The two largest predictors of juvenile delinquency are:

- parenting style, with the two styles most likely to predict delinquency being "permissive" parenting, characterized by a lack of consequence-based discipline and encompassing two subtypes known as "neglectful" parenting, characterized by a lack of monitoring and thus of knowledge of the child's activities;
- "indulgent" parenting, characterized by affirmative enablement of misbehavior "authoritarian" parenting, characterized by harsh discipline and refusal to justify discipline on any basis other than "because I said so"; peer group association, particularly with antisocial peer groups, as is more likely when adolescents are left unsupervised.

Other factors that may lead a teenager into juvenile delinquency include poor or low socioeconomic status, poor school readiness/performance and/or failure, peer rejection, or attention deficit hyperactivity disorder (ADHD). There may also be biological factors, such as high levels of serotonin, giving them a difficult temper and poor self-regulation, and a lower resting heart rate, which may lead to fearlessness. Most of these tend to be influenced by a mix of both genetic and environmental factors. [17]

Task 3. Write out from the Text A the definitions of “juvenile delinquency” and “juvenile delinquent”.

Task 4. Group Work. Make up lists of:

- 1) *Three categories of juvenile delinquency;*
- 2) *The two largest predictors of juvenile delinquency; translate them into Russian in written form.*

Discuss the problem with your group mates.

Task 5. Tell the meaning of the following words without using a dictionary:

-intelligence, - impulsiveness, - aggression, - empathy, - emotional, - control, - behavior, - chance, - status, - aspect, - personality, - function, - social, - factors, - feminist, - theory, - ideals, - criminal, - gene, - specific, - effect.

Task 6. Find the Russian equivalents in the column B to the English word combinations in the column A.

A	B
1. troublesome behavior	1.отсутствие сопереживания
2. lack of emotional control	2.неспособность к сдержанности
3. cruelty to animals	3. низкий интеллект
4. lack of empathy	4. беспокойное поведение
5. to commit suicide	5. иметь дело с чем-л. (с кем-л.)
6. low attachment to school	6. прогуливать занятия
7. low educational aspiration	7. контролировать свой гнев
8. to deal with	8. отсутствие эмоционального контроля
9. to control one's anger	9. совершать самоубийство
10. to be truant	10. низкое стремление к учебе
11. inability to delay	11. жестокое обращение с животными
12. low intelligence	12. низкая привязанность к школе

Task 7. Read the Text B. Use the Internet-translator, if necessary.

Text B. *Individual risk factors*

Individual psychological or behavioral risk factors that may make offending more likely include low intelligence, impulsiveness or the inability to delay gratification, aggression, lack of empathy, and restlessness. Other risk factors which may be evident during childhood and adolescence include, aggressive or troublesome behavior, language delays or impairments, lack of emotional control (learning to control one's anger), and cruelty to animals.

Children with low intelligence are more likely to do badly in school. This may increase the chances of offending because low educational attainment, a low attachment to school, and low educational aspirations are all risk factors for offending in themselves. Children who perform poorly at school are also more likely to be truant, and the status offense of truancy is linked to further offending. Impulsiveness is seen by some as the key aspect of a child's personality that predicts offending. However, it is not clear whether these aspects of personality are a result of “deficits in the executive functions of the brain” or a result of parental influences or other social factors. In any event, studies of adolescent development show that teenagers are more prone to risk-taking, which may explain the high disproportionate rate of offending among adolescents.

Juvenile offending is disproportionately committed by young men. Feminist theorists and others have examined why this is the case. One suggestion is that ideas of masculinity may make young men more likely to offend.

Being tough, powerful, aggressive, daring and competitive becomes a way for young men to assert and express their masculinity. Acting out these ideals may make young men more likely to engage in antisocial and criminal behavior. In addition, the way young men are treated by others, because of their masculinity, may reinforce aggressive traits and behaviors, and make them more susceptible to offending.

Alternatively, young men may actually be naturally more aggressive, daring and prone to risk-taking. According to a study led by Florida State University criminologist Kevin M. Beaver, adolescent males who possess a certain type of variation in a specific gene are more likely to flock to delinquent peers. The study, which appears in the September 2008 issue of the *Journal of Genetic Psychology*, is the first to establish a statistically significant association between an affinity for antisocial peer groups and a particular variation (called the 10-repeat allele) of the dopamine transporter gene (DAT1).

In recent years however, there has also been a bridging of the gap between sex differences concerning juvenile delinquency. While it is still more common for males to offend than females, the ratio of arrests by sex is one third of what it was 20 years ago (at 2.5 to 1 today). This is most likely due to the combined effects of more females being arrested (for offenses which did not get them arrested before), and a drop in male offenses.

There is also a significant skew in the racial statistics for juvenile offenders. When considering these statistics, which state that Black and Latino teens are more likely to commit juvenile offenses it is important to keep the following in mind: poverty, or low socio-economic

status are large predictors of low parental monitoring, harsh parenting, and association with deviant peer groups, all of which are in turn associated with juvenile offending. The majority of adolescents who live in poverty are racial minorities. Also, minorities who offend, even as adolescents, are more likely to be arrested and punished more harshly by the law if caught. Particularly concerning a non-violent crime and when compared to white adolescents. While poor minorities are more likely to commit violent crimes, one third of affluent teens report committing violent crimes.

Ethnic minority status has been included as a risk factor of psychosocial maladaptation in several studies, and represents a relative social disadvantage placed on these individuals. [3]

Task 8. Read the Text C. Mind the following words and word combinations. Write them down in your vocabulary:

parental supervision – родительский контроль (надзор),

to discipline - дисциплинировать, наказывать

harsh punishment - суровое (жесткое) наказание

criminal - уголовный, преступный

sibling – родн/ой брат/-ая сестра

parental - родительский

abuse - плохое обращение, оскорбление

neglect - пренебрежение, безнадзорность

lifelong - пожизненный, на всю жизнь

lone - одинокий, незамужний

poverty - нищета

strained - напряженный, натянутый

rejection - неприятие, отвержение

peer - сверстник

to gravitate - тяготеть к (чему-л)

promotion - поощрение, стимулирование

unintended – непреднамеренный

Task 9. Read the Text C Family Environment and Peer Influence.

Get the main idea.

Family factors which may have an influence on offending include: the level of parental supervision, the way parents discipline a child, particularly harsh punishment, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. Some have suggested that having a lifelong partner leads to less offending.

Juvenile Delinquency, which basically is the rebellious or unlawful activities by kids in their teens or pre-teens, is caused by four main risk factors namely; personality, background, state of mind and drugs. These factors may lead to the child having low IQ and may increase the rate of illiteracy.

Children brought up by lone parents are more likely to start offending than those who live with two natural parents. It is also more likely that children of single parents may live in poverty, which is strongly associated with juvenile delinquency. Conflict between a child's parents is also much more closely linked to offending than being raised by a lone parent. If a child has low parental supervision they are much more likely to offend.

Many studies have found a strong correlation between a lack of supervision and offending, and it appears to be the most important family influence on offending. When parents commonly do not know where their children are, what their activities are, or who their friends are, children are more likely to truant from school and have delinquent friends, each of which are linked to offending. A lack of supervision is also connected to poor relationships between children and parents. Children who are often in conflict with their parents may be less willing to discuss their activities with them.

Adolescents with criminal siblings are only more likely to be influenced by their siblings, and also become delinquent, if the sibling is older, of the same sex/gender, and warm. Cases where a younger criminal sibling influences an older one are rare. An aggressive, non-loving/warm sibling is less likely to influence a younger sibling in the direction of delinquency, if anything, the more strained the relationship between the siblings, the less they will want to be like, and/or influence each other.

Peer rejection in childhood is also a large predictor of juvenile delinquency. Although children are rejected by peers for many reasons, it is often the case that they are rejected due to violent or aggressive behavior. This rejection affects the child's ability to be socialized properly, which can reduce their aggressive tendencies, and often leads them to gravitate towards anti-social peer groups. This association often leads to the promotion of violent, aggressive and deviant behavior. "The impact of deviant peer group influences on the crystallization of an antisocial developmental trajectory has been solidly documented."

Aggressive adolescents who have been rejected by peers are also more likely to have a "hostile attribution bias" which leads people to interpret the actions of others (whether they be hostile or not) as purposefully hostile and aggressive towards them. This often leads to an impulsive and aggressive reaction. Hostile attribution bias however, can appear at any age during development and often lasts throughout a person's life. Children resulting from unintended pregnancies are more likely to exhibit delinquent behavior. They also have lower mother-child relationship quality. [32]

Task 10. Write a short summary of the text C. Write out key words from the Text C. See App 2.

Task 11. Read the text D. Write down new words into your vocabulary. Use the Internet-translator, if necessary.

Text D.

Crime Theories Applicable to Juvenile Delinquency

There are multitudes of different theories on the causes of crime, most if not all of are applicable to the causes of juvenile delinquency.

a. Rational choice

Classical criminology stresses that causes of crime lie within the individual offender, rather than in their external environment. For classicists, offenders are motivated by rational self-interest, and the importance of free will and personal responsibility is emphasized. Rational choice theory is the clearest example of this idea. Delinquency is one of the major factors motivated by rational choice.

b. Social disorganization

Current positivist approaches generally focus on the culture. A type of criminological theory attributing variation in crime and delinquency over time and among territories to the absence or breakdown of communal institutions (e.g. family, school, church and social groups.) and communal relationships that traditionally encouraged cooperative relationships among people.

c. Strain

Strain theory is associated mainly with the work of Robert Merton. He felt that there are institutionalized paths to success in society. Strain theory holds that crime is caused by the difficulty those in poverty have in achieving socially valued goals by legitimate means. As those with, for instance, poor educational attainment have difficulty achieving wealth and status by securing well paid employment, they are more likely to use criminal means to obtain these goals. Merton's suggests five adaptations to this dilemma:

1. *Innovation*: individuals who accept socially approved goals, but not necessarily the socially approved means.
2. *Retreatism*: those who reject socially approved goals and the means for acquiring them.
3. *Ritualism*: those who buy into a system of socially approved means, but lose sight of the goals. Merton believed that drug users are in this category.
4. *Conformity*: those who conform to the system's means and goals.

5. *Rebellion*: people who negate socially approved goals and means by creating a new system of acceptable goals and means.

A difficulty with strain theory is that it does not explore why children of low-income families would have poor educational attainment in the first place. More importantly is the fact that much youth crime does not have an economic motivation. Strain theory fails to explain violent crime, the type of youth crime that causes most anxiety to the public.

d. Differential association

The theory of Differential association also deals with young people in a group context, and looks at how peer pressure and the existence of gangs could lead them into crime. It suggests young people are motivated to commit crimes by delinquent peers, and learn criminal skills from them. The diminished influence of peers after men marry has also been cited as a factor in desisting from offending. There is strong evidence that young people with criminal friends are more likely to commit crimes themselves. However, it may be the case that offenders prefer to associate with one another, rather than delinquent peers causing someone to start offending. Furthermore, there is the question of how the delinquent peer group became delinquent initially.

e. Labeling

Labeling theory is a concept within Criminology that aims to explain deviant behavior from the social context rather than looking at the individual themselves. It is part of Interactionism criminology that states that once young people have been labeled as criminal they are more likely to offend. The idea is that once labelled as deviant a young person may

accept that role, and be more likely to associate with others who have been similarly labelled. Labelling theorists say that male children from poor families are more likely to be labelled deviant, and that this may partially explain why there are more working class young male offenders.

f. Social control

Social control theory proposes that exploiting the process of socialization and social learning builds self-control and can reduce the inclination to indulge in behavior recognized as antisocial. The four types of control can help prevent juvenile delinquency are:

Direct: by which punishment is threatened or applied for wrongful behavior, and compliance is rewarded by parents, family, and authority figures. Internal: by which a youth refrains from delinquency through the conscience or superego. Indirect: by identification with those who influence behavior, say because his or her delinquent act might cause pain and disappointment to parents and others with whom he or she has close relationships. Control through needs satisfaction, i.e. if all an individual's needs are met, there is no point in criminal activity. [32]

Task 12. Answer the following questions:

1. How many theories are there on the causes of crime?
2. Where do causes of crime lie, according to classical criminology?
3. What are offenders motivated by?
4. What is the general focus of positivist approaches?
5. What is strain theory associated with?
6. What is crime caused by, (due to strain theory)?
7. What are Menton's five adaptations?

8. What kind of difficulty has the theory of strain?
9. What does the theory of Differential association deal with?
10. What does the Labeling theory explain?
11. What does the Social control theory propose?
12. What types of control can help to prevent juvenile delinquency?

Task 13. Read the Quotable Quotes. Use the Internet-translator, if necessary. Get the main idea of the narration.

A few interesting and relevant statements are reproduced below from the narrations of the respondent – youth, which are quite illustrative of the happenings in the criminal lives in **India**:

- Desire to live a normal life would be dangerous as it would be against the rules of the company(interestingly, most of the respondents addressed their gangs as “company” which rightly reflect on their running the gangs like organized sector productive units). Jail and bail – both are costly affair – pushing the person more into financial crunch and therefore dependence on the company.
- There is so much black money in Mumbai that the extortion would remain most lucrative business.
- One gets sucked deeper and deeper into it.
- Life is all about money, without money nobody cares for you.
- Everything is cheap in Mumbai, except the money.

Task 14. Express your attitude to the given statements of a teen above. Do it in a written form.

1. *What is the main subject of the respondent’s narration?*

Task 15. Group Work. Be ready to discuss the following problems:

See App 4.

1. Which of the problems among adolescents is particularly relevant to the Russian context? Describe the situation in Russia.
2. Are there any institutions in Russia that help alleviate* such problems?

**to alleviate - облегчать, решать.*

LESSON 7

Stop Bulling

Task 1. Write down the following verbs into your vocabulary. Make up sentences using the verbs.

to bull - запугивать, задирать кого-л, издеваться

to include – включать

to involve - привлекать, вовлекать

to perceive - воспринимать, понимать

to harm - вредить, причинять вред

to blame - обвинять, порицать

to hurt - делать больно

Task 2. Grammar Drills. Consult the dictionary. Mind the following prefixes: -un, -in, -im, -re, -non, -mis. What are their meanings? See App 5.

Translate the following words with these prefixes:

-unwanted, -imbalance, -inadvertently, -inconsistent, - re-examining, - intervention, -inevitable, -non-hostile, -non-aggressive, -misdirection, - untrained.

Task 3. Guess the meaning of the following words without using a dictionary. Give Russian synonyms.

- balance, - repetition, - potential, - strategic, - examining, - principals,
- intervention, - alternatives, - confront, - goal, - cognitive, - therapy.

Task 4. Read the Text A , translate it.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once. Mental health professionals have important roles in helping to change the behavior of youth who bully others. To be effective, mental health professionals need a clear understanding of the roots of bullying behavior and a focus on those strategies that are likely to work. It is also important to understand what approaches may inadvertently make the bullying behavior worse.

Many young people who bully see their own behavior as justified. Many of them are viewed by peers and teachers popular at school.

According to Davis, S. (2007), children who bully are likely to come from home situations in which there is little warmth and little positive adult attention and in which discipline is inconsistent and periodically emotionally and physically aggressive. These young people may not develop adequate empathy for others and may not make cause-and-effect connections between their own actions and the consequences of these actions. Instead of re-examining their own behavior when they get in trouble for hurting others, they may blame adults in authority or the children whom they hurt. Consequences for bullying at school, in sports situations and in other environments may be rare or inconsistent.

Without supervision, clear expectations, and consistent consequences, youth who enjoy the power and social status gained from bullying are less likely to change. [8]

Task 5. Work in pairs. Make up logical questions on the Text A.

Task 6. Before reading the Text B, read and translate the words:

techniques – методы

confront - делать очную ставку, противостоять

externalize - признать существование

to keep staring at smb. - пристально смотреть на кого-л.

to tease - дразнить(кого-л.)

to be bored - скучать

mastery of a skill – овладение навыками

to affirm - подтверждать

cognitive - познавательный

to build conscience - полагаться на совесть

to get into trouble – попасть в беду

to appreciate - оценивать, ценить

to impact - влиять

anger-management – управление гневом

Task 7. Read the Text B. Understand the main idea.

Text B. Principles of Effective Interventions

Because young people who bully may be very comfortable with their own actions, some traditional counseling techniques may not help. Effective interventions are built on the following principles:

- Advocate for inevitable, consistent, no hostile, and escalating consequences —within a positive relational context—to raise the cost of the bullying behavior and to help the young person consider alternatives to their behavior.
- Hold the young person who bullies fully accountable for his or her actions. Confront excuses that minimize the behavior (“I only called her a name.”) or externalize the cause of the behavior (“I hit him because he kept staring at me.”). Help the young person fully acknowledge his or her behavior. Emphasize that the youth had other options, no matter what the provocation and that he or she is fully responsible for the decision made.
- Support parents and educators in holding these young people fully accountable for their actions and not suggesting or allowing rationalizations (such as “He only teases people because he’s bored at school.”).
- Once the young person is able to recognize problems with his or her behavior, mental health professionals can help them set and work toward goals for change, help them track their progress toward new behaviors, and

feel pride about those changes. Focus on helping them discover the specific positive goals that the aggression is directed toward (“what goal were you trying to reach by calling Eric names?”) and finding other pathways to reach those goals. These goals may include leadership, being left alone, experiencing mastery of a skill, and dealing with anger.

- Help adults in the child’s family and environment recognize and affirm the gradual progress these young people often make toward new, nonaggressive behaviors.
- Help the young person build positive ties with parents and adult mentors.
- Build genuine empathy, to help young people understand and experience the impact of their behavior. Be careful, though, not to keep this learning at a cognitive level only. If we do that, we risk helping these young people understand better how to hurt others.
- Build conscience. The first steps in conscience development may involve young people learning that their own actions can cause them to get in trouble. After reaching that realization, they can begin to appreciate the impact of their actions on others. For some youth, bullying and other forms of social aggression are more related to impulsivity and poor social skills than to an effort to control others. When this is true, cognitive-behavioral interventions to improve impulse control and structured social skills training may also be helpful. Anger-management strategies may be effective with these young people; these strategies are not likely to help youth whose aggression is planned and done calmly. [19]

Task 8. Using the texts above, complete the following sentences:

1. Young people who bully may be very comfortable with...
2. Effective interventions are built on...
3. Hold the young person who bullies...
4. Support parents and educators in...
5. Mental health professionals can help the young person...
6. Help the young person build...
7. The first steps in conscience development may involve young people...
8. Anger-management strategies are not likely to...

Task 9. Read the Text C. Mind the following words:

mediation - посредничество

assumption - предположение

both parties - обе стороны

advocacy - защита

references - ссылки

resources - ресурсы, источники

Text C. *Misdirections in Bullying Prevention*

What about approaches to build self-esteem? Research indicates that many aggressive youth have high self-esteem and that their aggression can result from a sense of entitlement. It is rarely effective to employ counseling strategies based on self-esteem building with aggressive youth.

What about peer mediation? Mediation-based strategies frequently are based on the assumption that both parties have done something wrong. Especially when carried out by young or relatively untrained mediators?

Mediation in buying situations risks solidifying the power differential between the young person who bullies and the young person who is bullied.

Effective interventions with youth who bully often involve strategies such as reality therapy or cognitive-behavior therapies, which hold the client accountable for his or her actions and for the impact of those actions on themselves and others. Work with family systems and consultation and advocacy with schools also are often necessary.

As William Glasser (2001) write in Reality Therapy, "...in therapy someone cares enough about the patient to make him face a truth he has spent his life trying to avoid: he has spent his life trying to avoid: he is responsible for his own behavior". [11]

References and Resources:

1. Davis, S. (2007) Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying Champaign, IL: USA, Research Press; 2nd Edition
2. Glasser, W. (2001). Counseling with Choice Theory: The New Reality Therapy: A new approach to psychiatry. New York: HarperCollins.
3. Juvonen, J., Graham, S., Schuster, M. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. Pediatrics, 112: 1231-1237.
4. Mullin-Rindler, N. (2003). Relational aggression and bullying: It's more than just a girl thing. Center for Research on Women, Wellesley MA. Wellesley Centers for Women Working Paper Series, 2003. Working Paper # 408.

5. Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W. J., Simons-Morton, B., Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *The Journal of the American Medical Association*, 285, 2094-2100.

Task 10. Pay attention to the way of references and resources to the text organized (Task 9). Write key words and annotation to the Text A, B, C.

Begin your annotation with the following word combinations:

1. The article deals with...
2. The article is focused on... of...
3. The researcher(s) of the article present(s) the results of...
4. The author(s) of the article consider(s) that...
5. The article is devoted to...

Task 11. Group Work. Be ready for discussion on the theme:

“Problem of bullying in Russian schools”.

See App 4.

PART II

LESSON 1

Gambling and Problem Gambling among Students

Task 1. Read Text 1 “*Abstract*”. Mind the following words:

abstract – резюме, конспект

analysis – анализ

data – данные

Text 1. Abstract describes an analysis of data on youth gambling, collected as part of a school based drug, alcohol and gambling problem prevention program. The data suggest that gambling is fairly common amongst students and increases directly with grade level. Over 22% of the students reported purchasing lottery and other similar ticket based gambling types that are restricted to people 18 and over. In addition, evidence was found that some students exhibit serious gambling related problem behaviors. Overall, betting on skill games, sports events, and other types of gambling (mostly betting on sports games such as basketball) were the most strongly related to problem gambling, however, amongst the younger students lottery purchases was strongly correlated with gambling problems. The importance of prevention programs for youth gambling are discussed. [28]

Task 2. Do the skills. Find the definition in the column B to the words from the column A.

A	B
1.gamble 2. drug 3. evidence 4. exhibit 5. behavior 6. skill 7. bet 8. acceptance 9. opportunity 10. media 11. virtually 12.advertisement 13. promote 14. message 15. prevention	1. - support or actively encourage; 2. - nearly, almost; 3. - a notice or announcement in a public medium promoting a product, service, or event; 4. - a medicine or other substance which has physiological effect when ingested or otherwise introduced into the body; 5. - play games of chance for money; 6. –the action of stopping smth from happening or arising; 7. - support or actively encourage; 8. - a set of circumstances that makes it possible to do something; 9. - manifest or deliberately display (a quality or a type of behavior); 10. - the way in which one acts or conducts oneself, especially towards others; 11. -risk something, usually a sum of money, against someone else’s on the basis of the outcome of a future event, such as the result of race or game; 12. - a verbal, written or recorded communication sent to or left for a recipient who cannot be contacted directly;

	<p>13. - the ability to do something well;</p> <p>14.- agreement with or belief in an idea, opinion, or explanation;</p> <p>15.-the main means of mass communication (especially television, radio, newspapers, and the Internet) regarded collectively;</p>
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Task 3. Read the Text 2; translate it.

Text 2. *Problem Gambling amongst Students in Grades 5 to 11.*

Over the past 20 years, there has been an increasing acceptance of gambling in society and a major expansion of the gambling opportunities across Canada. The children growing up today are amongst the first to grow up in a society in which gambling is a common and accepted way of spending one's time and money. The media are virtually flooded with gambling advertisements promoting the message that gambling is a fun and exciting way to make money.

The majority of people gamble, but only a small number gamble problematically (Room, Turner & Ialomiteanu, 1998). Between 1.35% and 1.85% (Shaffer, Hall & Vander Bilt, 1997) of the adult population develop gambling problems. Social and clinical researchers however, are concerned about the effect that the availability of gambling will have on youth gambling (eg. Gupta & Derevensky, in press, Shaffer, et. al, 1997). Rate of problem gambling amongst youth is between 2 and 4 times higher than in the adult population (Shaffer, et. al, 1997). The data reported here was collected as part of a drug, alcohol and gambling problem prevention initiative conducted by The Donwood Institute (now a division of the Centre for Addiction and Mental Health).

In addition to gambling, there are several games that adolescents and pre-adolescents play such as POGS and marbles that are similar to gambling in that the winner of the game keeps the other player's POGS or marbles. In the game of POGS, the POGS, cardboard disks with pictures on them, are stacked into a pile face down and the players try to turn over by hitting them with a hard plastic or metal 'slammer'. Some children play POGS for 'keepsies' and other children play them for 'funsies'. When played for 'keepsies', the winner keeps the POGS that they turn over.

Although not actually gambling, many teachers and parents believe that POGS are a gateway to gambling. Because of this, we included POGS on the list of games that the students play.

The data reported here are from a two-page questionnaire and information handout given to all students participating in the prevention workshop. The questionnaire asked the students which of 10 types of gambling they participated in, if they had ever experienced any of 6 gambling related problems, and a question asking if they would like to talk to someone personally about gambling. [9]

Task 4. Answer the questions to the Text 2.

1. What country is mentioned here?
2. Who (m) is discussed about?
3. What type of message do advertisements promote about gambling?
4. What are social and clinical researchers concerned about?
5. Are gambling problems connected with drug and alcohol abuse?

Can you prove it?

6. What types of games such as POGS and marbles are? Are they similar to gambling? Have you ever played such games being a teenager? Are they (such games) harmless?
7. What do Canadian researchers think about the POGS?

Task 5. Read the Text 3 Method, Procedure and Measures. Pay attention to the way the Canadian scientists do the research. Write down new words in your vocabulary. Mind the stress and pronunciation of the words. Use the Internet-translator.

Text 3. *Method*

a. Participants

Each fall and winter the Youth Outreach Program at The Donwood Institute has given presentations to classes of school children about substance abuse. Owing to the recent concerns about youth gambling, a questionnaire and information pamphlet was developed to administer at the front end of the substance abuse session. A convenience sample of 583 students responded to the questionnaire. The gender breakdown was 314 (53.8%) males and 262 (46.2%) females.

Grades 5,6,7,8,9,11 and 12 were included in the sample. It was hoped that administering this to as many schools during the year as possible there would be enough of a cross-section of students to approximate the primary and secondary school population of Toronto area (see Appendix). To keep the privacy of the schools and the individuals involved, we have only identified the schools by their designation (e.g.: Private boy's school, Hebrew day school). Some of the shortcomings of this sample were at the grade 5 level the sample was very small n=15. At the grade 11 and 12 level

the sample consisted only of males from a private boy's high school n=120.

b. Procedure

The purpose of the survey questionnaire was to explore the different levels of personal problems related to gambling participation at each grade level for males and females. There were two methods of administering the questionnaire. Approximately half of the surveys were completed at the treatment centre. The students were bussed there for the session. The remaining groups of students completed the questionnaires in their own school with the experimenter on site. Participants entered the room and found a folded questionnaire, information sheet and a pencil under their chair (See Appendix). The experimenter would then inform the class that they were being asked to participate in a research project concerning prevalence of problems and prevalence of gambling. All questionnaires were anonymous. Once the survey was complete, the youth handed in the questionnaires and were able to keep the information page containing appropriate phone numbers to attain help if needed.

c. Measures

There were 3 parts to the questionnaire. The first part asked the students about 10 specific types of gambling. The students were asked to place a check after each question. The types of gambling were, POGS, dice, bingo, dominoes, lottery tickets, pull tabs (Nevada tickets), cards, sports events, games of skill (pool, bowling etc.) and other (please describe).

Part 2 of the survey looks at problems associated with gambling participation. The five questions were partially derived from the Massachusetts Adolescent Gambling Screen (MAGS; Hall & Shaffer

1994), the DSM IV and our own clinical experience. The items were selected to tap into a range of problems from mild to more severe, but were also chosen to be age appropriate to adolescents and relatively unthreatening so as to minimize resistance. To choose the items for part 2, an arbitrary decision was made as to what represented a serious problem, for example, getting into trouble with a teacher or principal about gambling. To capture the students 5 that may be in transition between non-problem and problem gambling, a more sensitive item was added to part 2. (e.g. Ever worried about the money you have lost gambling?). Since we did not use the standard form of the MAGS, we cannot determine with certainty the prevalence of problem gambling. However, given that a score of 3 or more out of 7 on the MAGS is scored as pathological and the test used here only included 6 items, it is reasonable to use 3 or more as a probable problem or pathological gambler, however this is given only as a guide.

The final part consisted of a single question asking the students if they would like more information: Would you like to talk to someone privately about your (or your friends) problem with gambling?

At each of the sessions, there were numerous chaperones (volunteer parents), teachers and guidance counsellors. To avoid violating the confidence of the students, we did not ask them to approach us if there were any serious problems. All students received an information flyer indicating how to be in touch with a Youth Counsellor at the service. [28]

Task 6. Find the beginning of the sentences in the Text 3, complete them.

1. Because of the concerns about youth gambling, a
2. A convenience sample of
3. The gender breakdown was
4. Grades 5,6,7,8,9,11 and 12
5. To keep the privacy of the schools and
6. Some of the shortcomings of this sample were at
7. The purpose of the survey questionnaire was
8. Participants entered the room and found
9. The experimenter would then inform the class that
10. All questionnaires were
11. The youth handed in the questionnaires and were able to
12. There were 3
13. The types of gambling were
14. The final part consisted of a single question
15. To avoid violating the confidence of the students, we

Task 7. Using the text 3 (Task 5), write a brief plan of the method, procedure and measures.

Task 8. Read the Text 4 “Results”. Use the Internet-translator, if necessary. Write new words in your vocabulary.

Text 4. Results

The study showed the youths are involved in a number of different types of gambling activities.

Overall, around 50% of the students gamble in some form. The most common type of gambling activities for these youths were card games (25%), betting on sporting events (22%), and gambling on the outcome of skilled games (e.g., pool, golf etc.; 18%).

Gambling tends to be more common in the older grades with over 50% of high school students engaged in some form of gambling activities, but even amongst the youngest groups studied here, 6 over 20% engage in some gambling activity. A one-way analysis of variance found significant increases associated with grade. Least significant difference post hoc tests indicated that the grade 9 and 11 students gambled at significantly more games than the grade 5,6 and 7 students and the grade 8 students gambled significantly more than the grade 5 and 6 students. Males were significantly more likely to engage in gambling than females. A factorial analysis of variance that included only grades 5 to 9, found no evidence for a sex by age interaction. This can be clearly seen in Figure 1, which shows that male and female gambling increasing steadily with age. A note should be said about the grade 11/12 data. As stated before this data was from an all-male private school and it is difficult to draw any conclusion regarding trends past grade 9. The data for the grade 11 students suggests, in fact, that they gamble less than the male grade 9 students, however, it is impossible to determine if this is due to age, sex or the social economic status of the students. One possible interpretation is that students in private school gamble less, however, more research is needed on this issue.

Two thirds of males reported gambling and 40% of females. In addition, 22% of the youths have engaged in at least one of the lottery type activities (pro-line, lotteries & pull-tabs) that are supposed to be restricted to people

over the age of 18. Males were two times more likely to gamble compared to females and nearly three times more likely to engage in the forms of gambling that are supposed to be restricted to people over the age of 18 (pro-line, lotteries and pull-tabs). The most common problems were worrying about the money lost (10%), and borrowing to gamble (8%). However more serious problems such as getting into fights with family or friends because of gambling (5%), getting into 7 trouble with teacher or principle (4%), and stealing (3%) and were also reported. These results suggest that some of the students are getting into serious problems as a result of their gambling. Twice as many males reported gambling related problematic behaviors. In addition 2% of the students expressed an interest in talking to someone privately about their (or a friends) gambling. About half of these were non-gamblers which suggest that non-gamblers are concerned about the gambling of their friends. These six problem-gambling items were reliable and unifactorial with all items contributing substantial to the factor. The total score for gambling problems was correlated with number of gambling activities and with whether the students gambled at all.

Over 80% of the students report no gambling related problems. The percentage reporting problems in general increased steadily with age. Only a small percentage of the students reported gambling related problems, however, nearly 4% of students reported significant gambling related problems and the prevalence of problematic behaviors increases directly with grade level. There were significant differences in the number of problem gambling behaviors reported by different grade levels. Least significant difference tests indicated that the grade 11 students reported

significantly more gambling problems than grades 5 through 8 and the grade 9 students reported more problem than the grade 6 and 7 students. There were no significant differences between the grade 9 and grade 11 students, and no differences between the grade 5, 6, 7 and 8 students. Multiple regression analysis indicated that gambling problems were most strongly related to other types of gambling, skill games, and pull-tabs. Bingo, sports betting, dice, and lotteries were also significantly related to gambling problems. For the younger students, access to lotteries is more difficult (in fact illegal) whereas for a grade 11/12 students would have less difficulty obtaining lottery tickets since they are nearly old enough (and some are old enough) to legally purchase lottery tickets. Perhaps, the old students are more similar to the adult population in that most lottery players do not have a gambling problem (e.g., Room et. al., 1998).

Finally, a factor analysis was conducted on the gambling activities. The types of gambling fell into two factors.

The first factor had strong loading with bingo, dominoes, POGS, dice and pull-tabs, and moderately strong loadings with cards and lottery tickets. The second factor has strong loadings with betting on sports events, skill games, cards, and pro-line, and moderate loadings with lottery and other types of gambling. Males scored higher than females on the second factor. These two factors are similar to the factor structure of gambling in the general population in which lotteries, and bingo form one factor while sports betting, skill games and cards form a second factor.

One important finding is that POGS, a game that consists of trying to turn over cardboard disks by hitting them with a hard plastic or metal 'slammer', is loaded on a factor with other gambling activities 9 suggesting

that although POGS may not really be gambling, students that play POGS are more likely to also be involved in gambling. This indicates that POGS may in fact be a gateway to gambling as many teachers suspect. [10]

Task 9. Answer the following questions:

1. What types of gambling activities are the youth involved in?
2. Who were likely to engage in gambling males or females?
3. What are the most common Gambling related problems?
4. Are lotteries associated with a gambling problem among younger students / the old students?
5. What are the factors of gambling types?
6. What did many teachers suspect concerning POGS?

Task 10. Grammar Drills.

Explain the grammatical meaning of the underlined forms of verbs in the Text 4. Translate the sentences which include them.

Task 11. Write a short summary of the Text 4. Use the sentences and their “tails” given below for help.

1. The data suggest that gambling is common amongst....
2. Nearly 50% of the students engage in....
3. Over 22% of the students reported purchasing....
4. In addition, evidence was found that some students exhibit serious... 5. Overall, betting on skill games, sport events were the most strongly related to...,
6. Amongst the younger students,

7. Several studies have shown that the prevalence of....
8. Most problem and pathological gamblers report stating to.... .
9. As the number of gambling opportunities increases the....
10. The higher prevalence amongst youth is due both to....
11. These data do highlight the need for....

The “tails” for help:

- students and increases directly with grade level;
- lottery and other similar ticket based gambling;
- gambling related problem behavior;
- some form of gambling;
- lottery purchases were correlated with gambling problems;
- to problem gambling;
- gamble in their youth;
- gambling amongst youths is 2 times higher than amongst adults;
- number of problem gamblers is also increasing;
- prevention programs for youth gambling;
- adolescent excess and increasing availability.

Task 12. Be ready to discuss *The Problem Gambling amongst the Adolescents in Russia.*

Does such a problem exist in Russia?

What do you know about it? See App 4.

LESSON 2

The Molecular Genetics of Pathological Gambling

(The DRD2 gene)

Task 1. Read the Text A. Try to understand it without a dictionary.

Text A. A Problem Gambler

Jerry, sixteen years old and new to treatment, leaned forward restlessly and said, “I started by betting on sports games. I’m into football see, but soon I was betting on all of the sports, basketball, baseball, soccer, even tennis, you name it. I did pretty well at first. I was making good money, and I said to me, ‘this is pretty neat.’ I couldn’t wait to get the sports page every day so I could work on the point spread. I guess it all started there. Soon I had a bookie, they’re not hard to find, and then I discovered Internet gambling. Sports betting and scratch tickets pale in comparison to that, it’s instant. I’d be up all night betting and then have problems getting to school. But who needed school. I had all that money I could win without an education. Education was for suckers. Then I started losing, I mean really losing. I couldn’t make a good bet, and if I did win, I’d put it right back in. I tried to stop but I kept going back. It was as if the computer owned me. I was at it all day and all night sometimes, trying to make up the losses. I had to steal from my parents to pay back my credit card bills and then I used their credit card numbers, punched them in just like they were my own. Well that did it. I had to steal their credit card bills from the mail so they wouldn’t know what I was doing, but I knew if I didn’t win soon they would know. When the credit card companies started calling the house I was done. I couldn’t always get to the phone first even if I tried.

When the truth came out, the family was thousands of dollars in debt. That night I tried to kill myself. I couldn't stand hurting my parents like that. That's when I ended up here."

The story is familiar, isn't it? An innocent game, a lark of adolescence, turns bad and then lethal. Addiction professionals know how this game goes with drugs and alcohol but gambling seems different, a pure behavior-no drug. But from recent research in the neurobiology of addiction we now know that all addiction works through the mesolimbic dopamine system in the brain. This triggers the endogenous opioids that are many times more powerful than morphine. Recent evidence shows that naltrexone blocks the reinforcing properties of alcohol and other substances and it does the same thing for gambling. All of the addictions have a neurobiological basis; so pathological gambling is a chronic relapsing brain disease, like alcoholism. Pathological gambling has all of the hallmarks of addiction including tolerance and withdrawal (Kim, 1998; Perkinson, 2005).

Further evidence suggesting neurological dopaminergic involvement comes from a study that found nearly 50% of a group of pathological gamblers carried the DRD2 gene receptor variant so common in other addictions and the more severe the gambling problem the more likely the individual was to be a carrier for this receptor variant. [23]

Task 2. Write the main idea of Jerry's confession.

Express your attitude to his behavior of a gambler. Begin with the following:

I think that... should (should not) be...

It seems to me...

In my opinion...

Task 3. Read the Text B. Get the main idea. Consult a dictionary, if necessary.

Text B. Gambling in America

Seventy years ago, it was illegal to gamble in America. Gambling was considered immoral by our grandparents. Today you can gamble in all but three states, Hawaii, Utah and Tennessee, and states actually encourage their citizens to gamble. Gambling is big business in America earning the gaming industry 50.9 billion dollars in net revenue annually.

Gambling is very attractive, particularly to people who need money. The Illinois Lottery did a study to see who gambles, and found people who made less than ten thousand dollars a year gamble six times more often than those who earn over fifty thousand dollars a year. People know they can win millions by risking a dollar. A recent program on the Discovery Channel stated that gambling is so attractive, that when the power ball is high, ninety percent of eligible adults buy a ticket. There is no other commodity where the percentages are this high, and there is no product just a chance of winning. The real odds of winning a state lottery are approximately fourteen million to one, the same odds as being hit by lightning seven times while waiting in the lottery line.

Our parents grew up thinking that gambling was wrong, but our children are growing up with gambling is as easy as going to McDonald's. For the first time in history, gambling is available close to home and now even inside of the home with the Internet. People can walk to and from work and

gamble. Teenagers can gamble away their future in their rooms. Governors go on television and encourage their citizens to bet and tell them how much they can win. Gambling is good they say, it's fun, no one gets hurt, and everybody is doing it. We in the addictions field know that's what we hear on television about alcohol and substance abuse kills 24% of Americans.

Most people who gamble enjoy gambling as a game; it's exciting and fun. But some citizens are caught up in an addiction as powerful as drug addiction.

Where do our children learn that gambling is safe? To answer that question you have to look into the average American home. In the average American home, the average parents, spends three minutes a day talking to their child. While in the average home, the average child watches television 4-8 hour per day. Our children know that gambling is fun and safe.

If you don't think teenagers can gamble because it's illegal, think of alcohol and drug abuse. A recent survey in Vermont of 21,297 high school students found that 53% of the students gambled in the last twelve months and 7% reported significant gambling problems. Gambling problems are at least as high in children as they are in adults. [23]

Task 4. Answer the questions:

1. Could someone gamble seventy years ago in America?
2. How did grandparents of USA consider gambling before?
3. In what three states can't one gamble today?
4. How much does American gambling industry earn annually?

5. With what income do people gamble more often? Why? What is the reason?
6. How much dollars do some people expect to win by risking one dollar?
7. What are real odds of a state lottery winning?
8. What does the author compare the winning of state lottery with?
9. What else kills 24% of Americans besides of gambling?

Task 5. Let's discuss. What does the author of the article (Task 3) mean writing the following statements? See App 4.

1. *Teenagers can gamble away their future in their rooms.*
2. *American children know that gambling is fun and safe.*

Task 6. Before reading the Text C, write down new words in your vocabulary. Consult the pronunciation of the following words with the Internet-translator:

psychiatric - психиатрический

diagnostic - диагностический

manual - справочник, указатель

disorder - расстройство

pathological - патологический

persistent - стойкий, постоянный, устойчивый

recurrent - возвратный

maladaptive - неадекватный, плохо приспособленный

criteria – критерии (criterion- ед.) – критерий, мерило

to be preoccupied - быть озабоченным

reliving - переживая прошлое

handicap - помеха, препятствие
venture - рисковать, ставить на карту
to achieve - достигать, добиваться
restless - беспокойный
irritable - раздражительный
to cut down - урезать, сокращать
to escape - избегать чего-л
dysphoric – дисфорический (зд. - несчастный)
helplessness - беспомощность
guilty - виноватый, преступный
anxiety - страх, тревога
to chase - преследование
to lie – лгать
to conceal - скрывать, утаивать
to jeopardy – рисковать, подвергать

Task 7. Read the Text C. Get the main idea.

According to the American Psychiatric Association's Diagnostic and Statistical Manual on Mental Disorders, Fourth Edition, pathological gambling is a persistent and recurrent maladaptive gambling behavior as indicated by five or more of the following criteria:

1. The individual is preoccupied with gambling (i.e. preoccupied with reliving past gambling experiences, handicapping or planning the next venture, or thinking of ways to get money with which to gamble).
2. The individual needs to gamble with increasing amounts of money in order to achieve the desired excitement.

3. The individual has repeated unsuccessful efforts to control, cut back or stop gambling.
4. The individual is restless or irritable with attempting to cut down or stop gambling.
5. The individual gambles as a way of escaping from problems or of relieving a dysphoric mood (i.e., feeling of helplessness, guilty, anxiety, and depression).
6. The individual after losing money gambling often returns another day to get even ("chasing" one's losses).
7. The individual lies to family members, therapist, or others to conceal the extent of involvement with gambling.
8. The individual has committed illegal acts such as forgery, fraud, theft, or embezzlement to finance gambling.
9. The individual has jeopardized or lost a significant relationship, job, education or career opportunity because of gambling.
10. The individual relies on others to provide money or relieve a desperate financial situation caused by gambling.

Pathological gambling is an addiction that **can** be treated essentially the same way as other addictions--with certain exceptions. To recover, gamblers like all addicts need to get honest with themselves and others, go to recovery group meetings and help other people there, and get on a spiritual journey to God. Gamblers need to understand from the onset of treatment that there is an answer to their financial problems. There is an excellent financial worksheet available from the Gamblers Anonymous general service office that will help you through the financial history, or if the local GA group has a pressure relieve group, they can do it. A financial

solution **must** be presented from the moment a problem gambler comes into treatment. If you don't do this, they will be out the door. "I know you are worried about the money, but if you stick with the recovery program we will develop a program so you **can** pay everyone back. You **must** be responsible for every penny you owe." Professionals **shouldn't** encourage a pathological gambler to go bankrupt, that's called a bail out, and this often triggers more gambling because the gambler thinks they have a clean slate and they **can** start over.

The drug of choice for gamblers is money and the biological chemicals it creates, so they **can't** carry money around for a while. Someone responsible person has to keep the money and give them the exact amount they need each day. You **wouldn't** want an alcoholic walking around with a pocket full of whiskey. After the gambler has developed a stable self-directed program of recovery, they **can** gradually take control of their finances.

So what happened to Jerry? First, we got the whole story even though he didn't want to remember it all, we finally got the last of what he did and what he owes. Gamblers hold out on what they owe, so check carefully. To get the facts you **have to** create an environment that is so gentle, safe and loving that the patient **can** search for and share the truth. Then Jerry learned about the disease of addiction. Its genetic and neurobiological not just that he's bad. He worked through the first five steps of GA, and then he began helping others, showing them the way, restoring meaning and worth to his life. Then Jerry searched for a connection with his higher power. Gamblers have a hard time with this one; too much ego can get in the way. But when you are powerless, things change. Through daily prayer

and meditation Jerry sought conscious contact with God and began to get answers from God, finding new direction to his life, and long with that new happiness and peace. This was what he was seeking in gambling. Of course, he did not want to go to recovery group meetings, he was special and all, but he finally agreed and is going once a day and to aftercare once a week. Jerry also takes 50-100 mg of Naltrexone a day. This cuts the craving and the reinforcing properties of gambling in case he slips.

So generally, gamblers need to do three things to stay away from gambling. They need to get honest with themselves and others, go to GA meetings and help others, and get on a spiritual journey. Many **can** benefit from the use of Naltrexone. Concerning treatment outcome, fifty percent of gamblers stay clean with treatment alone, seventy percent if they go through treatment and then regularly attend GA, and ninety percent if they go through treatment, go to GA, and attend aftercare. Pretty, simple, just like any addiction. Remember, gamblers need a financial payback plan, and they **can't** carry money. [23]

*** The article is written by **Robert R. Perkinson**. He is the clinical director of Keystone Treatment Center in Canton, SD, US. He is a Licensed Psychologist, Licensed Marriage & Family Therapist, Internationally Certified Alcohol and Drug Counselor, South Dakota Certified Chemical Dependency Counselor, Level III, Nationally Certified Gambling Counselor and Supervisor. His specialty areas focus on treating alcoholics, addicts, and pathological gamblers.

Task 8. Grammar drills. Write out the sentences with highlighted words from the Text C. Translate these sentences. What idea do these modal verbs express? See App 10.

Task 9. Write a short summary of the Text C. The following questions can help you. See App 2.

1. What is the definition of a pathological gambling?
2. What does a gambler need to do in order to recover?
3. What must be presented from the moment of a problem gambler's treatment?
4. Who must be responsible to keep and control the money of a problem gambler?
5. What happened to Jerry? What is the main reason of his problem?

Task 10. Here are 10 Questions about gambling behavior prepared by National Council USA. Answer the questions:

1. Have you often gambled longer than you had planned?
2. Have you often gambled until your last dollar was gone?
3. Have thoughts of gambling caused you to lose sleep?
4. Have you used your income or savings to gamble while letting bills go unpaid?
5. Have you made repeated, unsuccessful attempts to stop gambling?
6. Have you broken the law or considered breaking the law to finance your gambling?
7. Have you borrowed money to finance your gambling?
8. Have you felt depressed or suicidal because of your gambling losses?
9. Have you been remorseful after gambling?
10. Have you gambled to get money to meet your financial obligations?

**** If you or someone you know answers "Yes" to any of these questions, consider seeking assistance from a professional regarding this gambling behavior.*

Task 11. Translate all these 10 questions in Russian. You can use it as a questionnaire at school for problem gambler detection.

Task 12. Describe a psychological portrait of a problem gambler. Use the words from Task 7, and Task 10. Do it in a written form.

LESSON 3

Adolescents' Substance Abuse

Task 1. Learn the following words and word combinations:

illicit drugs – запрещенные наркотики

adolescent (teenager = **teen** разг.) – подросток

marijuana – конопля, марихуана

inhalants – летучие наркотические вещества

hallucinogens – вещества, вызывающие галлюцинации

outpatient treatment – амбулаторное лечение

residential treatment – лечение в реабилитационном центре

inpatient treatment - стационарное лечение

immune – неуязвимый, защищенный

addiction – склонность, пагубная привычка

Task 2. Grammar Drill. Read and translate the sentence. Name and analyze the italicized grammar construction.

“According to a recent report, a young person’s average day often includes drinking, smoking, or using illicit drugs”.

Task 3. Grammar Drills. Read the abstract and fill in the gaps using the words in the box below. Find all the cases of the Gerund here and translate them into Russian. See App 13.

Teens may be (1) ... with alcohol and (2) ... or illegal drugs in various ways. Experimentation with alcohol and drugs during (3) ... is common. Unfortunately, teenagers often don't see the link between their actions today and the (4) ... tomorrow. They also have a tendency to feel (5) and immune to the problems that others experience. Using alcohol and tobacco at a young age increases the risk of using other drugs later. Some teens will experiment and stop, or continue to use occasionally, without significant problems. Others will develop a dependency, moving on to more dangerous drugs and causing significant (6) ... to themselves and possibly others.

Teenagers (7) ... a variety of drugs, both legal and illegal. Legally available drugs include alcohol, prescribed medications, inhalants (fumes from glues, aerosols) and over-the-counter cough, cold, sleep, and diet medications. The most commonly used illegal drugs are marijuana (pot), stimulants (cocaine, crack, and speed), LSD, PCP, opiates, heroin, and designer drugs (Ecstasy). The use of illegal drugs is increasing, especially among young teens. The average age of first marijuana use is 14, and alcohol use can start before age 12. Using marijuana and alcohol in high (8) ... has become common.

Drug use is associated with a variety of negative consequences, including increased risk of serious drug use (9) ... in life, school failure, and poor judgment which may put teens at risk for accident, violence, unplanned and unsafe sex, and suicide.

There is no question that drinking is a problem in most high schools. Alcohol is our most pervasive drug. Teens have (11) ... to it at parties, can obtain it from older friends who are of legal age to buy it, or may simply (12)... their parents' liquor bars. Teens see their parents enjoying a cocktail after work or having a glass of wine at dinner. Drinking represents the parents' modeling: "mom and dad do it... why shouldn't me?"

All alcohol use by teens should be regarded as dangerous, not only because of the risk of alcoholism but because teen drinkers put themselves in harm's way. Each year more than 10,000 young people in the US are killed and 40,000 injured in (13) ... automobile accidents.

abuse, later, legal, involved, consequences, harm, raid, heavily, alcohol-related, school indestructible, adolescence, access

Task 4. Fill in the table, using special terms from the text (Task 3):

Legal Drugs	Illicit Drugs
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Task 5. Read the article and find the answers in the article to the questions below.

Adolescents Substance Abuse

According to a recent report from the Substance Abuse and Mental Health Services Administration (SAMHSA), a young person's average day often includes drinking, smoking, or using illicit drugs.

On an average day in 2006, about 1, 2 million teens, age 12 to 17, smoked cigarettes, 631,000 drank alcohol, and 586,000 used marijuana. In addition, about 49,000 teens used inhalants, 27,000 used hallucinogens (e.g., Ecstasy and other club drugs), 13,000- used cocaine, and 3,800 used heroin.

In 2005, more than 76,000 youth were in outpatient treatment; and 1,000 in hospital inpatient treatment.

Teenagers may be involved with legal or illegal drugs in various ways. Experimentation with drugs during adolescence is common. Unfortunately, teenagers often do not see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience.

Using alcohol and tobacco at a young age increases the risk of using other drugs later. Some teens will experiment and stop, or continue to use occasionally, without significant problems. Others will develop a dependency or addiction, often moving on to more dangerous drugs and causing significant harm to themselves and possibly others.

Adolescence is a time for trying new things. Teens use drugs for many reasons, including curiosity, because it feels good, to reduce stress, to feel grown up, or to fit in. It is difficult to know which teens will experiment and stop and which will develop serious problems.

Teenagers at risk for developing serious alcohol and drug problems include those:

- with a family history of substance abuse;
- who are depressed;
- who feel like they don't fit in or are out of the mainstream. [9]

Task 6. Answer these questions to the article *Adolescents Substance Abuse*.

1. What are the main problems of our century?
2. What dangerous things can the young people face in their life?
3. Using drugs is one of the most important problems in the world. Do you agree? Prove your point of view.
4. What are the most popular drugs in the modern world?
5. How many adolescents are involved in substance abuse nowadays?
6. What adolescents are mostly at risk for developing serious alcohol and drug problems?

Task 7. Write down new words into your vocabulary. Read the text, translate it without using a dictionary.

damage - вред, ущерб

kidney - почка (анатом.)

liver - печень

lungs - легкие

crankiness - чужачество

There are many reasons why teens use drugs. Some teens take drugs just for the pleasure they believe they can bring. Many times, someone tried to convince them that drugs would make them feel good or that they'd have a better time if they took them and people, who are being convinced, can't say no to them.

Some teens believe drugs will help them think better, be more popular, stay more active, or become a better athlete. Others are simply curious and think drugs make you look "cool" among friends. Many teens use drugs to

gain attention from their parents or become they are depressed or think drugs will help them escape their problems. The truth is drugs don't solve problems. Drugs simply hide feelings and problems. When a drug wears off, the feelings and problems remain or become worse. Drugs can ruin every aspect of a person's life.

Teens' drug use is very big in today's world and there are many ways that teens have access to these drugs. Usually in the school area, there are pupils that bring drugs to school and try to sell them secretly. Since most schools don't really check their pockets and bags, it is easy for them to do business.

Every drug comes with its own effect. Overall, most illegal drugs can cause side effects such as confusion and panic attacks. Other side effects are permanent damage to the kidneys, liver, and the heart. Diseases like schizophrenia and other psychotic behaviors can result from illegal drugs as well. Illegal drugs such as marijuana can result in an increased heart rate, difficulty in thinking and problem solving. Alcohol acts as a depressant and is absorbed in the bloodstream. An over dose of alcohol can result in unconsciousness, respiratory failure and death.

Cigarettes aren't always viewed as a drug because it used at a daily basis by many teens and adults. Cigarettes contain nicotine that is why the smell of cigarettes is always on your clothes and can also give your lung and heart disease.

There are many signs to tell you if someone is taking drugs.

Here are some of them:

- angry or violent behavior;
- sleeping more than normal;

- he/she seems “out of it” (dizzy, dazed, confused);
- very irritable

If you notice any of the signs in a teen, try to find out if he is using drugs. If it becomes really serious get that teen to a health or drug facility immediately for help to prevent him from continuing to use drugs. [12]

Task 8. Answer the questions. Discuss the problem: “*Drugs usage in our country*”. See App 4.

1. Have you found any surprising facts in the text (Task 7)? What are they? Express your attitude towards the information.
2. Do you think such situation in Russia is much in common with the American one?
3. What can you say about the level of drug using in Russia?
4. Why do teens use drugs?
5. Where can teens get drugs?
6. What are the effects of drugs on teens?

Task 9. Read the text Warning Signs. Translate it. Use the Internet – translator, if necessary. Get the main idea.

There are several warning signs of teenage alcohol and drug abuse, which may include:

Physical: fatigue, repeated health complaints, red and glazed eyes, and a lasting cough.

Emotional: personality change, sudden mood changes, irritability, irresponsible behavior, low self-esteem, poor judgment, depression, and a general lack of interest.

Family: starting arguments, breaking rules, or withdrawing from the family
School: decreased interest, negative attitude, drop in grades, many absences, truancy, and discipline problems

Social problems: new friends who are less interested in standard home and school activities, problems with the law, and changes to less conventional styles in dress and music. [9]

Task 10. Read the text Drug War Facts, USA. Get the main idea.

1. The Monitoring the Future survey reports that from 1996 through 2005 more than half of the students in the United States tried an illegal drug before they graduated from high school. In 2006, that figure dropped to 48.2% lifetime prevalence.

2. In 2006, 5.0 percent of 12th graders reported daily use of marijuana. This compares with 6.0% in 1999 and 4.9% in 1996. In 2006, 5.9% of twelfth graders reported smoking 1/2 pack or more of cigarettes daily, compared with 6.9% in 2005.

3. "Since the study began in 1975, between 83% and 90% of every senior class have said that they could get marijuana fairly easily or very easily if they wanted some; therefore, it seems clear that this has remained a highly accessible drug. Since 1991, when data were also available for 8th and 10th graders, we have seen that marijuana is considerably less accessible to younger adolescents. Still, in 2006 two fifths of 8th graders (40%) and almost three quarters of all 10th graders (71%) reported it as being accessible. This compares to 85% for seniors."

4. “Marijuana appears to be readily available to almost all 12th graders; in 2005 86% reported that they think it would be 'very easy' or 'fairly easy' for them to get it - almost twice the number who reported ever having used it (45%). “After marijuana, 12th-grade students indicated that amphetamines are among the easiest drugs to obtain (51%).”

5. Three of every ten (30%) 12th graders in the Class of 2005 believed that marijuana use should be treated as a crime. Similar proportions thought it should be entirely legal (28%), and another 28% felt it should be treated as a minor violation -- like a parking ticket -- but not as a crime. (The remaining 15% said they 'don't know.')

6. Most 12th graders felt that they would be little affected personally by the legalization of either the sale or the use of marijuana. Three fifths (60%) of the respondents said that they would not use the drug even if it were legal to buy and use, and another 17% indicated they would use it about as often as they do now or less often. Only 6.1% said they would use it more often than they do at present while another 8.9% thought they would try it.

7. Marijuana continues to be easier for teens to purchase than beer: 21 percent of teens ranked marijuana easiest to buy, compared to 14 percent for beer.

8. Most teens that use alcohol, cigarettes and marijuana do so before they are 14. Among teens who have tried alcohol, tobacco or marijuana, the average age of first use is a little more than 12 for alcohol, 12½ for cigarettes, and 13 years 11 months for marijuana.

9. The US has higher rates of illicit drug use by young people than European nations, as noted by the Monitoring the Future. The US also had the highest rates of use of most of the other illicit drugs studied, as well as marijuana, with the important exception of heroin. These included amphetamines, hallucinogens, cocaine, crack, and ecstasy.

10. The Office of Juvenile Justice and Delinquency Prevention estimated that in 2004 there were 193,900 arrests of juveniles for drug abuse violations out of a total 2,202,000 juvenile arrests. By comparison, there were 91,100 violent crime index offense arrests and 452,300 property crime index offense arrests of juveniles that year.

11. Juveniles using drugs or alcohol committed 1 in 10 of the nonfatal violent victimizations against older teens. This was 2-1/2 times higher than the percentage of victimizations against younger teens perceived to be committed by a juvenile who was using drugs or alcohol. Younger teens were more likely than older teens to report that their juvenile offender was not using drugs or alcohol. In about 4 in 10 victimizations against younger and older teens committed by juveniles, the victim could not ascertain whether or not the offender was using drugs or alcohol.

12. The Bureau of Justice Statistics reports that in general, the heavier the alcohol use, the more likely an adolescent will be involved with criminal behaviors.

13. Even after controlling for other factors (e.g., age, gender, family structure, income, past month marijuana use, etc.), there is a relationship between past month alcohol use and emotional and behavioral problems.

The relationships were particularly strong among heavy and binge alcohol use and delinquent, aggressive, and criminal behaviors.

14. A federal report by the U.S. Center on Substance Abuse Prevention noted that "adolescence is a period in which youth reject conventionality and traditional authority figures in an effort to establish their own independence. For a significant number of adolescents, this rejection consists of engaging in a number of 'risky' behaviors, including drug and alcohol use. Within the past few years, researchers and practitioners have begun to focus on this tendency, suggesting that drug use may be a 'default' activity engaged in when youth have few or no opportunities to assert their independence in a constructive manner.

15. The World Health Organization noted that, while some studies indicate that adolescents who use marijuana might be more likely to drop out of high school and experience job instability in young adulthood. "The apparent strength of these cross-sectional studies ... has been exaggerated because those adolescents who are most likely to use cannabis have lower academic aspirations and poorer high school performance prior to using cannabis, than their peers who do not." [9]

Task 11. Be ready to discuss in your group. See App 4.

1. Why having drugs becomes so popular among a great number of people all over the world? Tell your own arguments.
2. What country can be called the leader in producing drugs and what country is the leader in buying and using them today?
3. What are the most popular legal and illegal drugs among teens in Russia?

Task 12. Read the article; translate the main idea of it into English

МОСКВА, 14 февраля, /ИТАР-ТАСС/. Глава ФСКН России Виктор Иванов на встрече со студентами, которые весной приняли участие в молодежном саммите Y8 Russia 2014 накануне встречи глав антинаркотических ведомств G8, рассказал, почему он выступает против легализации «легких» наркотиков. «К легализации отношусь отрицательно, и по-другому не могу к этому относиться», — сказал Иванов, отвечая на вопрос студентов. «Мы все ездим на поездах и летаем на самолетах. Вам понравится, если диспетчеры будут под наркотиками? А если человек курит (марихуану) месяц, год, то уже неадекватно воспринимает ситуацию, впадает в депрессию», — рассказал Иванов, сравнив это состояние с «белой горячкой». Он также подчеркнул, что в мае 2012 года Россия подписала декларацию о недопустимости легализации наркотиков. Иванов выразил мнение, что «легких» наркотиков не бывает, и все наркотики являются психоактивными веществами.

Resources:www.focusas.com

Task 13. Let's discuss. Group work. See App 4.

Let's think about the future without drugs. Offer you own ways of solving the problem of drugs using in our country. What should we do to stop this terrible epidemic? Then exchange your ideas among the group-mates. Use the information and the vocabulary from texts above.

Task 14. Write an essay on the topic: What are the consequences of teen's taking drugs. Prove all your points of view. See App 1.

LESSON 4

The Dangers of Teen Internet Addiction

“Wrapped Up In the Web”

*by Sue Scheff **

Task 1. Before reading the Text A, translate the following words:

- web, - network, - site, - friendster, - chat, - message, -online, - role play, - video-game, -access, -tab, - virtual, - tool, - resource, - entertainment, -TV show, - predator, - chat room, - account, - forum, - profile.

Task 2. Read the Text A. Get the main idea.

In today's society, the Internet has made its way into almost every American home. It is a well-known fact that the web is a valuable asset for research and learning. Unfortunately, it can also be a very dangerous place for teens. With social networking sites like Myspace and Friendster, chat rooms, instant messaging, and online role-playing video games, our children are at access to almost anyone. Sue Scheff, along with Parent's Universal Resource Experts, is tackling the dangers of the web.

Keeping tabs on our teens' online habits doesn't just keep them safe from online predators. More and more parents are becoming worry of the excessive hours their teens spend surfing the web, withdrawing from family, friends and activities they used to enjoy. Internet Addiction is a devastating problem facing far too many teens and their families. While medical professionals have done limited research on the topic, more and

more are recognizing this destructive behavior and even more, the potential mental effects it can have.

Though the web is a great place for learning and can be safe for keeping in touch, it is important that families understand the potential risks and dangers to find a healthy balance between real and virtual life.

It is clear that, for teenagers, spending too much time online can really deter social and educational development. The Internet world is such that there is always something new to do and to distract one from one's responsibilities. We all do it- take ten minutes here or there to explore our favorite gossip or sports site. There is nothing wrong with using the Internet as a tool for research, news, and even entertainment. After all, the World Wide Web is the world's most accurate, up to date resource for almost any type of information.

But as the Internet evolves and becomes more tailored to the individual, it grows increasingly easier to develop a dependency on it. This is especially true for teens- a group that tends to be susceptible to flashy graphics and easily enticed by the popularity of social networks. In a sense, the Internet is the new video game or TV show. It used to be that adolescents would sit in front of the TV for hours on end operating a remote, shooting people and racing cars. Now they surf the web. Teens are impressionable and can at times be improperly equipped to handle certain situations with a degree of reason and rationality. Although they may have good intentions, they might be at risk of coming across something inappropriate and even dangerous.

We have all heard the stories about children entering chat rooms who end up talking to someone older than them who may be looking for

something more than merely a chat. These tales may sound far-fetched, or to some, even mundane, because of the publicity they've received, but as a parent it would be rather foolish to dismiss them as hearsay or as something that could never actually happen to your child. The fact is, these accounts of sexual predation are all too true and have caused some families a great deal of strain and fear. Even pre-adolescents have been known to join chat rooms. The reality is that there is no real way of knowing who might be in one at any given time. An even scarier thought is that these forums are often sexual predators' main source of contact with young children. In fact, the popular TV show employs someone to pose as a teen and entice these sex offenders. The show profiles the interactions between them all the way up until the actual meeting. Some of the situations portrayed are horrifying. If you're the parent of a teen or pre-teen, make sure to monitor Internet activity with regards to chat rooms and educate your child on the potential dangers they present. [26]

Task 3. Grammar Drills. Find the underlined word combinations with verbs in the text A. Define the grammatical forms of verbs; translate the sentences.

Task 4. Put down the following new words in your vocabulary. Mind the pronunciation and stress of the words; use the Internet-translator.

subject matter – предмет обсуждения

curiosity – любопытство

aid - помощь, поддержка

to provide - обеспечивать

discovery – открытие
maturation - созревание
questionable situation - сомнительная, подозрительная ситуация
prime - главный, наилучший
inquisitiveness - пытливость, любознательность
anxious - волнующий, стремящийся
knowledgeable - осведомленный, умный
to allow – смягчать, уменьшать
to surf – путешествовать (по просторам интернета)
to represent - исказить, представлять в ложном свете
via - через
savvy - смекалка, здравый смысл
setting - установка, регулирование, настройка
to come across - наталкиваться, набрести
growth - рост, развитие
to engage - заниматься, вовлекать(ся)
in-person - при личной встрече
option - вариант, средство
lure - соблазн, приманка
message board - доска объявлений
outcast - отверженный, изгнанный
rebuff - отпор, отказ
reliance - опора, уверенность
stunt - трюк, фокус

Task 5. Read the Text B. Translate it; understand the main idea.

Text B.

a. Sensitive Subject Matter

Human curiosity is perhaps at its peak during one's teenage years. That curiosity is what aids teens in the growth and development process. It's necessary for survival as an adolescent and can provide for some great discoveries and maturation. However, teen curiosity can also potentially lead a person into some questionable situations, and the Internet is a prime medium through which to quell one's inquisitiveness. Let's face it-teenagers are anxious to be knowledgeable about topics such as sex, drugs, and other dangerous subject matter.

Talking to your teen about these sensitive subjects before he or she has a chance to search online can be a great way to allay his or her need to surf the web for more information. The Internet might be an excellent tool for presenting interesting data, but it can also grossly misrepresent certain issues. If a teenager wants to learn about sex or drugs via the web, he or she might decide to do a search containing the words "sex" or, perhaps "marijuana." The results your child might find may not necessarily be the type of educational, instructive material you would hope they would receive. The Internet may be savvy, but one thing it's not capable of knowing who is using it at any given time and how to customize its settings. Talk to your children about subjects you feel are important before they have the chance to find out themselves. You never know what they might come across.

b. Limited Social Growth

There is no better time to experience new things and meet new people than during one's teenage years. Getting outside, going to social gatherings, and just having a good time with friends are among some of the most productive and satisfying activities in which teenagers can engage. While the Internet can provide a degree of social interaction, online networks and connections cannot replace the benefits of in-person contact. Teen Internet Addiction is dangerous because it limits a person's options when it comes to communication. Much of learning and growing as a teen comes from the lessons one learns through friendships, fights, disagreements, trends, popularity, etc.

The Internet has made it all too easy for teens to recoil from the pressures of adolescence and remain indoors. The lure of the web can often make it seem as though social networks and online gaming are acceptable substitutes for real life. Teens can find acceptance in chat rooms and message boards, while at school they might be complete outcasts. It's easy for teenagers to rebuff the idea of interacting with their peers and risking rejection when the Internet can provide for a seemingly relaxed environment. Children need to know that Internet addiction and reliance on online forums will only stunt social growth and make life much more difficult in the future.

c. Sedentary Lifestyle

Internet dependency also inherently promotes a lifestyle that is not conducive to exercise and physical activity. Many teens tend to become so enthralled in games or chats that peeling them away from the computer can

prove to be an ominous task. The entertainment the Internet can provide often trumps the option to leave the house and get exercise. Parents should encourage their teens to use the Internet for school projects and some degree of entertainment, but they should also limit the time that they are allowed to spend on the computer. Begin supporting your child's involvement in sports teams at an early age and make outside activities fun and interesting. The earlier a child is introduced to the mental and physical benefits of outside activity, the more likely he or she is to avoid inside amusements such as the Internet, TV, and video games.

Nowadays it seems our whole lives can be conducted via the Internet. We can order, purchase, and have groceries delivered all with the click of a few buttons. We can play games, talk to people, find dates, and even attend AA meetings online. The Internet may have made our lives and their day-to-day processes exponentially easier to accomplish, but by the same token it has also increased our dependence on the advantages it can provide. The convenience it creates has been known to cause some people to recoil from outside situations, opting to conduct as much business as possible from home. We must be careful of this trend, especially with teenagers, for whom positive (and negative) social interaction help to form valuable personality and wisdom.

d. The Controversy

While the idea of addiction possibly forming through over usage of the Internet has long been ignored, doctors and parents are beginning to take notice of this disturbing trend in teens.

The term "Internet addiction" was introduced in the late 1990s and has been dismissed by the majority of medical professionals. Many believe that excessive time spent surfing the web is in fact a warning signal for a larger and more dangerous mental disease like depression. Others believe that while Internet addiction can exist on its own, the solitary behavior can lead to growing levels of depression, anxiety, self-consciousness and obesity.

Though the verdict is still out in the medical communities, parents worldwide are concerned over their teens as they spend more and more time in front of computer screens. Sue Scheff parent advocate and founder of Parents Universal Resource Experts, believes that Internet usage should be monitored closely by parents. [26]

Task 6. Grammar Drills. Find the underlined modal verbs in the Text B. Write out all the sentences with these modal verbs. Translate these sentences. What do the modal verbs express in the text? See App 10.

Task 7. Do the skills. Choose the correct definition to the words taken from the Texts A & B.

account: a) a report of an event or experience;

b) a record or statement of financial expenditure;

c) consider or regard in a specified way.

profile: a) an outline of smth;

b) a person's face, as seen from one side;

c) a short article giving a description of a person or organization.

web: a) fine threads constructed by a spider from its fluid;
b) a membrane between the toes of a swimming bird;
c) design, development, marketing communications, online advertising, print media and more.

predator: a) an animal that naturally preys on others;
b) a person or group that ruthlessly exploits others;
c) the title of the famous American horror film.

environment: a) the surroundings or conditions in which a person lives;
b) the natural world as whole;
c) particular geographical areas affected by human activity.

Task 8. Answer the questions to the text B.

1. What helps teens in their growth and development process?
2. What can curiosity provide a teen for?
3. What can curiosity lead a teen into?
4. What quells a teen's inquisitiveness?
5. What subject matters do teens prefer to discuss?
6. Why does the author of the article consider Internet Addiction be dangerous?
7. What kind of lifestyle can the Internet provide?
8. Why do teens spend so much time on the computer?
9. Why are teens so connected to the Internet?

10. What can parents do for their teens to avoid inside activities such as Internet, TV and video games?

Task 9. Write a short summary of the Texts A and B. See App 2.

Task 10. Find out the definition of the following words:

- current, - trend, - user, - MySpace, - blogger, - log,- browsing, - button, - stranger, - Facebook, - photo bucket, - Flickr, - chat room, - message board, - moderator, - interface, - hardware, - software, - password.

Task 11. Learn the following words:

pervasive – глубокий, распространяющийся

ability - способность,

to allow - позволять, допускать

to encourage - поощрять, воодушевлять

to require - требовать

legitimate - законный

to activate - активизировать, включать

method - способ, система

to revolve around - вращаться вокруг

to approve - утверждать, одобрять

to deny - отрицать, отвергать

vulgarity - вульгарность, пошлость

profane - светский, нечестивый

to permit – разрешать

Task 12. Read the Text C. Get the main idea.

1. MySpace. How It Works

MySpace is an online social networking site driven by music and housing nearly 50,000,000 members of all ages around the world. It is, in fact, the most popular website in the world. With all of the negative press surrounding the site in recent months, it is important to understand the facts, dangers and myths being passed from the media to parents and families.

Registering for a MySpace account is free and requires only a legitimate email address to activate. Currently, the registrant must be 14 years or older, however, no method is in place to verify birthdates. Upon successful registration, the new user can add a profile picture, photo album, bio and contact information along with their interests and also, where they go to school. Profiles also include a blog, or journal, where the user can write anything they wish for their friends to see.

A MySpace profile revolves around friends, or a collection of other MySpace profiles belonging to other people grouped and linked to and from the user's page. Most of the communication happening between MySpace users is with their respective friends. Finding friends is easy. Once the user has set up their profile, they are able to use the site's search function to seek out classmates, friends and celebrities by name, email or screen name. Once the user has found a profile, they can send that person a "Friend Request". The next time the person logs on to their profile, they are notified of this request and can either approve or deny it. Users can also send friend requests while browsing profile of the user they'd like to befriend, using a button in place on every profile.

Once the user has sent and received friend requests that have been approved, they have created their network. Users continue to add friends as time goes on, and can remove friends at any time. These friends are allowed to place comments on the user's profile, which are viewable to any person visiting the user's profile. They can also send private messages through the site's email system, which are seen only by the user.

While most activity on MySpace is between friends, profiles are public domain and can be viewed by any person surfing the web. Because of the obvious risks involved with this, MySpace's administration has imposed many restrictions to secure users.

It is a common fact that most teens, whether you know it or not, are MySpace members and actively nurture their profile. Most likely, they share contact information, pictures and thoughts with friends from school and other activities. Most, in fact, view their profile as a status symbol.

As a parent, the entire concept of MySpace may be confusing or worrisome. It is understandable that you may feel inclined to completely ban your teen from the site! The truth is, however, that with the Internet being as accessible as it is, it is possible that they will access the site from other locations, other than your home. Even if you force your teen to cancel their membership, it is entirely possible that they will create a new profile and continue to use it. As prevalent as Myspace is through the teenage culture, parents must communicate with their teens and come to a compromise.

2. Chat Rooms and Message Boards

Today's Internet is becoming more and more interactive. Most television stations, celebrities and musicians have websites with pictures,

information and more importantly, message board communities. Sue Scheff and other parents at P.U.R.E. have also met parents who have used message boards to communicate with other parents.

In the early days of the Internet, many people used chat rooms to message each other nearly instantly. Now that Instant Messenger services such as AIM, MSN Messenger and Yahoo! Messenger are available, chat rooms have become nearly extinct.

Message boards are different from chat rooms. In a chat room, users register and talk to other users in nearly real time through an interactive client on a website dedicated to only chatting. A message board is a part of a larger site, such as the website for TV channel MTV, and consists of a forum for registered users to leave messages, or posts about the site's subject. These messages do not use an interactive client for real time display and reply, but instead work as a virtual cork board for messages to be left, read, and replied to by other users. In both cases, anyone can register for an account with little to no validation, and any member can communicate with any member.

Many teens enjoy visiting message boards on the sites of their favorite celebrities, and participate in conversation with other fans. Most message boards have moderators; hired by the site's administrators to "police" the behavior of posters. These moderators are able to delete inappropriate posts and ban violating members.

While chat rooms and message boards can provide a great platform upon which teens can come together and share information and experiences, they are also dangerous when it comes to taking responsibility for actions. In real life, when we say certain things or exhibit certain

behavior, we are aware of the consequences of those actions. In reality, we are responsible for our words and actions and own them on a daily basis, whether we are at work, school, or just hanging out with friends.

Teens are at times lured in by the anonymity of the web, enticed by the idea that they can say anything to anyone without consequences. In a sense, the Internet takes away the idea of taking responsibility for one's own actions. This is perhaps one of the most appealing facets of it, yet also one of the riskiest. Part of maturing has to do with being able to recognize faults and mistakes and having to make up for them in the best ways possible.

3. Instant Messaging Clients

Many teens today are using Instant Messaging Clients, interactive, real time chatting interfaces, which are downloaded and accessed directly from the computer's hard drive. There are 6 main companies providing this service: Microsoft (MSN Instant Messenger), AOL (AIM Instant Messenger) Yahoo (Yahoo Instant Messenger), Skype, ICQ and Google (Gmail email messenger). In any case, the client can be logged in to with the user's ID and password. They can then send "instant messages" back and forth between friends, who must be added by the user.

Because these clients are contained on your home computer, it is easy to keep an eye on your teen's activity. Often, teens will use instant messengers to talk with their friends much like they would over the telephone. They can talk to many other users at the same time, and have conversations between groups of people. It is generally safe, especially when the computer is kept in a visible and safe place.

4. Online Video Gaming

As more and more American households purchase home computers and game systems such as the Nintendo Wii, PlayStation 3 and Xbox 360, kids, teens and parents are getting in to gaming. For many families, game systems are shared and can be an enjoyable family activity. Some teens enjoy spending time with brain-intensive games made for solo play. With the new generation of gaming systems and PC's, players are even able to log on to the Internet and play games with fellow gaming strangers around the world. While many are able to have healthy relationships with video games, too many teens are finding themselves stuck inside this virtual reality, especially when it comes to online, multi-player games.

5. Facebook

Facebook has perhaps become one of the most, if not the most, popular social networking site on the Net. Facebook experiences hundreds of thousands of sign-ups per day. It was developed by a college student, and is run largely by young people, so it's always updating and keeping up with current trends. On this forum, users create a profile with their information on it. They have the option to post a photo of themselves, provide contact information, showcase religious and political views, favorite music, movies, and books, and even create photo albums.

The social aspect of Facebook is its most enticing feature, as it allows users to keep in touch with friends via several different applications. A user may add someone as a friend and that person must confirm that he or she is a friend. The ways to communicate and have your voice heard are ten-fold. For one, Facebook features an application called a "wall," or the section on each person's profile that allows his or her friends to make comments.

Comments are largely not monitored by Facebook, so wall comments can often be obscene and contain vulgarity or references to other profane material. The site also allows its users to send and receive messages from each other, just as an email client would.

Like any online social network, Facebook can and does pose problems for teens if they aren't careful. It is open to anyone, so the clientele spans across many age groups, schools, and other networks. However, Facebook does offer privacy options, and parents should inform their child of the dangers of not employing these privacy settings. There are settings that can make it so that only a user's friends can view his or her profile. Facebook is a safe and friendly way to keep in touch with friends.

6. Photo bucket and Flickr

Photo bucket and Flickr are two websites that allow users to upload photos and share them with other users. They can be categorized under the social network grouping because they permit members to make comments and, much like Facebook and Myspace, add friends. Users are also encouraged to make comments on other peoples' photos. Photo bucket and Flickr are potentially less dangerous than other actual social networks because their main purpose isn't to create connections between users; rather, the main goal is to present an online platform where people can host all of their digital photos in a neat and organized fashion. Sharing and commenting between friends is merely an option of both services. However, sometimes, teens will join the site solely for displaying party pictures or photos of them essentially testing the limits of their adolescence. Again, privacy settings are the key to preventing these types of dangerous situations from occurring.

Both Photo bucket and Flickr offer their users privacy settings like those featured by Facebook and Myspace. Flickr’s “Privacy and Permissions” page allows a member to decide who can download and share their photos and videos, who can print their photos, and who can blog their material. It also allows users to decide if they want their profile or photos to appear in searches. Photo bucket’s privacy settings are a bit less extensive than Flickr’s, but they can still provide a good deal of protection nonetheless. The “Album Settings” section allows a user to decide whether or not to make an album public or private. If the member chooses the private setting, that profile will not be made available on any Photo bucket search and will not be viewable by anyone but that person’s friends. Both of these sites can be perfectly safe for teenage use if used in the correct way. [26]

Task 13. Write key words and annotation to the article (Text A, B, C) by Sue Scheff. *

***Sue Scheff** is parent advocate and founder of Parents Universal Resource Experts, an organization dedicated to lending support and knowledge to parents of troubled teens. She has worked tirelessly for the rights of parents and teens.

Sue Scheff’s blog - <http://suescheff.blogspot.ru/>

Task 14. Group Work. Be ready to discuss the problem: *Teens’ Internet Using in Russia*. See App 4.

LESSON 5

Symptoms of Video Game Addiction in Teens

Task 1. Before you start working on the Text A, practice the pronunciation of the following words. Use the Internet- translator. Write down new words in your vocabulary.

diagnosis - диагноз, оценка

addiction - зависимость

sign - признак

to suspect - подозревать

to exhibit - выставлять на показ

preoccupation - озабоченность, рассеянность

distracted - рассеянный

unusual - странный

to seem - казаться

irritable - раздражительный

disinterested - безразличный

to downplay - принижать

to use - использовать

outright - откровенный

intent - цель, намерение

to realize - сознавать, понимать

impact - влияние

to neglect - отрицать

to cause - вызывать

grade - класс, оценка, уровень

to slip - уменьшаться (промахнуться)

hygiene - гигиена

to hide – прятаться, скрываться

self-medicate - самолечение

to argue - спорить, ссориться

avoidance – избегание чего-либо

to defend - защищаться

denial - отрицание

bill - счет

substance - вещество

guilt – вина

Task 2. Make up sentences using the following word combinations:

-to be irritable; - outright lie; - negative impact; - areas of life; - to be neglected; - personal hygiene; - to take a shower; - hide from feelings; - to confront with smb.; - argue with smb.; - to “hide” in the game; - method of avoidance; - to be wrong; - misuse of money; - upgrading hardware; - mixed feelings; - euphoric feelings; - to be followed by guilt; - amount of time; -warning signs; - to be concerned about smth.; - to clear one’s head.

Task 3. Read the Text A. Understand its idea without a dictionary.

Text A.

Although it hasn't been given an "official" diagnosis, addiction-like behaviors with computer, video, and Internet gaming have noticeably increased among both teenagers and adults. Like any addictive behavior, there are signs to look for if you suspect your teen might have a gaming

addiction. Your teen need only exhibit two or three of these symptoms for his behavior to be considered "addictive."

- **Preoccupation.** Someone who is addicted to computer, video, or Internet gaming often exhibits an unusual preoccupation with the game or computer when he is away from it. The teen could seem distracted, irritable, or disinterested and may talk about the game almost constantly.
- **Downplaying Computer Use.** It's common for someone with addictive, computer-related behaviors to downplay the amount of time she spends in front of the TV or computer. The person may make excuses, saying she "needs" to be online, or may outright lie.
- **Lack of Control.** A person who is addicted, or at risk of becoming addicted to gaming, is unable to control the amount of time she spends on the computer. She may go online with the intent to spend 15 or 20 minutes, but will keep extending the time until several hours have passed.
- **Loss of Time.** Along the same lines, a person may sit down at his computer, again with the intent to spend only a few minutes, but completely lose track of time and suddenly find that several hours have passed. It is not unusual for someone with a gaming addiction to play through the night and only realize how much time has passed when the sun begins to rise.
- **Negative Impact on Other Areas of Life.** Because the person spends so much time on the computer or video game console, other areas of life are neglected. He may grow distant from friends and family who had previously been close. Homework may go

unfinished, causing grades to slip. In more extreme cases, the teen may even neglect personal hygiene, choosing to play video games rather than taking a shower.

- **Hiding From Negative or Uncomfortable Feelings or Situation.** Some people become addicted to gaming because they use it to self-medicate. When confronted with situations or feelings that are uncomfortable (feeling sad, arguing with a friend, or getting a bad grade), the person may "hide" in the game as a method of avoidance.
- **Defensiveness.** When confronted or asked about his time spent gaming, a person may become defensive. Denial is often an indication that something is wrong, especially if the person seems unconcerned that friends and family feel neglected or left out of his life.
- **Misuse of Money.** Someone who is addicted to video, computer, or Internet gaming will spend a disproportionate amount of money on computer-related items. The person will seem to be continually upgrading hardware, software packages, and accessories. This becomes an even greater problem if the person spends money that should be used for bills, groceries, and other necessities.
- **Mixed Feelings.** As with any addiction, use of the "substance" – in this case, the video game – initially causes euphoric feelings, but that euphoria is quickly followed by guilt. Guilt may be felt either over what the person is doing while online or simply the amount of time he is spending at the computer.

Though this list is not exhaustive, it provides warning signs for parents, friends, and other family members to look for if they are concerned about

someone's use of video, computer, or Internet games. This list can also be used as a self-diagnosis tool for those who believe they may have a problem.

Why Wilderness Works.

If your teen is obsessively playing games getting them in a wilderness environment helps them clear their heads and get a new perspective on what's important. [33]

Task 4. Grammar Drills. Find the underlined verbs in the Text A. Explain the grammatical forms of the verbs; translate the sentences with them.

Task 5. Name all the symptoms of video game addiction in teens. Do it in a written form.

Task 6. Read the definitions of the following words and word combinations; write them down in your vocabulary.

to go online - выходить в интернет

to be angry - сердиться, раздражаться

to hang out - (молодежный сленг) зависать с кем-л.

to lie - лгать

to laugh off – отшучиваться, отделаться смехом

to check - проверять

to trust - доверять

to worry - беспокоиться

to go on - длиться, происходить, твориться

to bother - беспокоить, надоедать, волновать.

Task 7. Try to understand the meaning of the words with the help of given definitions of them in English.

top - highest in position, rank, or degree;

way – a method, style, or manner of doing smth.;

focus – the center of interest or activity;

keyboard – (here) a panel of keys that operate a computer;

print – direct someone’s attention to the position or direction of smth.;

comment – a verbal or written remark expressing an opinion or reaction;

habit – a settled or regular tendency or practice, esp. one that is hard to give up;

gamer – a person who plays a game, typically a participant in a computer or role-playing games (RPG);

chances – a possibility of smth. happening;

issue – an important problem for discussion;

link – a relationship between two things or situations, esp. where one thing affects the other.

Task 8. Read the Text B. Get the main idea.

Text B. Top 5 Signs You Need Help With Gaming or Internet Addiction

Do you or someone you know spend too much time playing video or computer games or going online? Here are some ways to tell if you need to ask for help:

1. You feel really happy when you're online or when you're playing games, but as soon as you have to stop, you get angry or upset.

2. You think about going online or playing when you are supposed to be focusing on other things, like doing school work or having dinner with your family.
3. You spend more time with your keyboard or controller than physically hanging out with your friends.
4. Your friends or parents ask what you spend all your time doing, and you lie about it or laugh it off, but inside you know they may have a point.

You get up in the middle of the night to check your e-mail or your MySpace comments because you're having a hard time sleeping.

If you think there might be a problem, there probably is. And you certainly wouldn't be the first. Some experts say as many as 10 percent of all people who use the Internet or play video games are addicted to them.

It's a tough habit to kick. It's not like you can just stop using the computer altogether. You need it for school and to stay in touch with your friends. If you're a gamer, most of your friends may also be gamers, meaning that you would not have anyone to hang out with if you stopped playing completely.

The best thing to do is talk to someone you trust. Maybe it's your mom or dad, a big brother or sister, or a good friend who is concerned about you. Tell them you're worried about being obsessed and you need their help. Your parents probably already know there's a problem, but they don't know what to do about it. So tell them what's really going on.

Chances are, the games aren't the real issue. You may be using the computer or the controller to avoid doing things you don't want to do or thinking about things that are bothering you. Sometimes that's okay -

grownups do it, too. But when it's keeping you from sleeping, or causing you to be angry with the people who love you, there's a better way. So go on. Get off the computer or send an e-mail to someone with a link to this page and they'll know you're asking for help. And that's a good sign. [21]

Task 9. Group Work.

a) Translate Text B.

b) Explain the usage of the adverbs: -*certainly*, -*probably*, -*completely*, -*really* in the Text B.

c) Remake all sentences with Top 5 Signs into questions in the Text B. Be ready to put your questions to the group-mates.

Task 10. Work in pairs. There exist bad habits and good habits. Name all your good and all your bad habits. Make a list of them in two columns. Discuss them with your group-mates.

<i>My good habits</i>	<i>My bad habits</i>
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Task 11. Practice the following words and word combinations; mind their pronunciation and stress. Use the Internet -translator

to allow - позволять, разрешать

to achieve - достигать, выполнять

to compel - заставлять, вынуждать

to win - выигрывать, побеждать

intent - намерение

edition - выпуск, тираж

recognizable - узнаваемый

to beat - побеждать

to beat the game - пройти, игру

to be fed - насытиться
to create - создавать
to embark - начинать, вступать в дело, отправляться
attachment - привязанность, присоединение
discovery - открытие, обнаружение
exploration - исследование, разведка
imaginary world - воображаемый мир
thrill - трепет, возбуждение, увлекательность
to exist - существование
relationship - отношение, связь
community – сообщество, община
to accept - принимать, допускать
to drawback - отступать, выходить из дела
to save - сохранять, спасать
to rescue - спасать, выручать
outcast - отверженный, изгнанный
to enthrall - увлекать, захватывать
armor - доспехи, оружие
equipment - снаряжение, оснащение
ubiquitous - вездесущий, постоянный
ever quest - постоянный поиск
disparaging - унижительный, пренебрежительный
to release - выпускать, издавать
ultimate goal - конечная цель
to boast - хвастать, тужить
to blow up – взрывать

Task 12. Read the definition of the following words; translate them into Russian. Write them down in your vocabulary.

recreation - activity done for enjoyment when one is not working;

starter - a person that starts in a specified way;

design – a plan or drawing produced to show the look and function;

controller – a person or thing that directs or regulates smth.;

challenge – a call to take part in a contest or competition; esp. a duel;

accomplishment – smth. that has been achieved successfully;

casino – a public room or building where gambling games are played;

hook – here a thing designed to catch people’s attention;

score - the number of points, goals, runs, etc., achieved in a game by a team or an individual;

desire – a strong feeling of wanting to have smth or wishing for smth to happen;

clue – a piece of information for solving of a mystery, a puzzle etc.;

adventure – unusual and exciting experience or acting or esp. the exploration of smth. unknown;

character – a person in a novel, play or movie;

unique – being the only one of its kind;

tactic – an action or strategy carefully planned to achieve a specific end;

portion – part of a whole, or piece of smth.

kid – (разг.) – child – ребенок

Task 13. Read the Text C. Get the main idea.

Text C What Makes a Video Game Addictive?

Most adolescents like to spend at least part of their free time playing video games. But for some, what starts out as innocent recreation can become an addiction. Soon, friends, family, school, and even personal hygiene are neglected as nearly every spare moment is spent playing the game.

As with any addiction, video game or "gaming" addiction is usually a multi-faceted issue. For starters, video games are *designed* to be addictive. Not "addictive" in the clinical sense of the word, but game designers are always looking for ways to make their games more interesting and increase the amount of time people will spend playing them. There are Web sites devoted to gaming design where gamers try to answer the question, "What makes a video game addictive?" They want you - once you log in or pick up that controller - to never want to stop playing.

Consequently, games are designed to be just difficult enough to be truly challenging, while allowing players to achieve small accomplishments that compel them to keep playing. In that respect, the design of video games is similar to the design of gambling casinos, which will allow players to have small "wins" that keep them playing. There are several "hooks" that are built into games with the intent of making them "addictive":

- **The High Score.** Whether you've tried out the latest edition of Grand Theft Auto or haven't played a video game since PacMan, the high score is one of the most easily recognizable hooks. Trying to beat the high score (even if the player is trying to beat his own score) can keep a player playing for hours.

- **Beating the Game.** This "hook" isn't used in online role-playing games, but is found in nearly every gaming system. The desire to beat the game is fed as a player "levels up," or finds the next hidden clue.
- **Role-Playing.** Role-playing games (RPG) allow players to do more than just play - they get to actually create the characters in the game and embark on an adventure that's somewhat unique to that character. Consequently, there's an emotional attachment to the character, and the story makes it much harder to stop playing.
- **Discovery.** The exploration or discovery tactic is most often used in role-playing games. One of the most popular online games currently is World of Warcraft, and a good portion of the game is spent exploring imaginary worlds. This thrill of discovery (even of places that don't really exist) can be extremely compelling.
- **Relationships.** Again, this is primarily an online "hook." Online role-playing games allow people to build relationships with other players. For some kids, this online community becomes the place where they're most accepted, which draws them back again and again.

Massive Multiplayer Online Role-Playing Games (MMORPGs) can be especially addictive because there's no ending. Unlike standard games like Super Mario Brothers, where you win when you save the princess, you can't rescue the princess in an MMORPG.

Another consideration is that some people are more prone to addiction of any kind than others, gaming or otherwise. Kids who are easily bored, have poor relationships with family members, feel like outcasts at school, or

tend toward sensation-seeking are more easily drawn into video gam Addictive games come in many forms. What is exciting and enthralling for one teenager may cause another to be sick to his stomach - literally (just try to play "Crazy Taxi" for more than a few levels without having to lie down).

Here's a guide to addictive games in a variety of categories, ranging from the incredibly complex massive multiplayer online role-playing games (MMORPGs) to simple, repetitive games that have stood the test of time like "Tetris." In the MMORPG category, two games are commonly known as the most addictive: "World of Warcraft" and "Ever quest."

With more than 10 million registered players all over the world, Blizzard Entertainment's "World of Warcraft" (WOW) is often called "World of War crack" in reference to its addictiveness. This game has something for every type of player - fantasy, fighting, playing together, or playing alone. Teenage boys in particular are motivated to play for hours on end in order to get to the higher levels of the game, where they can earn better armor, equipment, and WOW gold. The game is so ubiquitous that the animated comedy show "South Park" produced an episode parodying its addictive nature. "Ever quest," sometimes disparagingly called "Never-Rest," is the granddaddy of all MMORPGs, first released in 1999.

In blog after blog, gamers say the addictive nature of these games comes not just from the variety of game play, but from the ever-changing nature of the game. There is no "winning" the game. There is no ultimate goal. Reaching the highest level in the game requires hundreds of hours of playing time, and right when a certain character level has reached its max,

the game changes! Many players use multiple characters, trying on different roles and weapons.

There's another popular type of multiplayer game that is played online through a game console like PlayStation or XBOX. Lovers of "Halo 3," released late last year, refer to their addiction as "Halodiction." Bloggers have boasted, or bemoaned, 19-hour stretches of Halo play. Halo lovers point to the high-level graphics and sound, saying it's like starring in your own movie. What differentiates this type of console game from the others is that there is an end to the game. At some point, after many, many hours of play, the gamer does reach a final level. But in the multiplayer, online mode, the variations are endless and many go back again and again to blow up the bad guys.

Then you have games like Tetris and Solitaire. The games are very simple, but also can be very addictive, particularly because they often are found on cell phones and PDAs. This allows teens to play anywhere, including under a school desk to keep the teacher in the dark. [21]

Task 14. Answer the questions:

1. What makes a game addictive?
2. Are there certain characteristics that make some games more addictive than others do?
3. Why are some teenagers more susceptible to this kind of addiction?
4. What games listed in the Text C do you play many times?
5. Were you a winner or a loser in that game?
6. What were your feelings that time?

Task 15. Read the Text D. Write down new words in your vocabulary. Use the Internet-translator.

Text D. Physical Consequences of Gaming Addiction

Physical consequences of gaming addiction include carpal tunnel, migraines, sleep disturbances, backaches, eating irregularities, and poor personal hygiene.

- ***Carpal Tunnel Syndrome.*** Carpal tunnel syndrome has long been associated with computer use, so it's no surprise that it's a physical symptom of gaming addiction. Carpal tunnel syndrome is caused when the main nerve between the forearm and hand is squeezed or pressed. This occurs when the carpal tunnel - the area of the wrist that houses the main nerve and tendons - becomes irritated or swollen. Overuse of a computer mouse can cause such irritation and swelling, as can excessive use of a video game controller.
- ***Migraines.*** Migraine headaches typically start in one spot and slowly spread, getting more painful as they progress. In severe cases, the pain can be so extreme that it causes the sufferer to vomit. Light and noise can cause excruciating pain. Someone who plays video games for extended periods of time is more prone to migraines because of the intense concentration required and the strain put on the eyes.
- ***Sleep Disturbances.*** The term "sleep disturbances" covers several sleep-related disorders, including insomnia, narcolepsy, sleep apnea, nocturnal myoclonus (periodic leg or arms jerks during sleep), and parasomnia (i.e., night terrors, sleepwalking or talking, and nightmares). Sleep disturbances are caused, in part, by

overstimulation of the brain. However, some people can't get a good night's sleep simply because they think obsessively about the game they're playing.

- ***Backaches.*** Backaches are a common physical symptom of gaming addiction because most gamers stay seated in the same position for hours on end. The lack of movement causes stiffness and soreness, but could deteriorate into chronic back problems.
- ***Eating Irregularities.*** Eating irregularities are caused by gaming addiction simply because most addicted gamers don't want to take the time to eat properly. Rather than eating healthy, balanced meals, they eat food that is quick and usually unhealthy. In extreme cases, the gamer may choose not to eat at all.
- ***Poor Personal Hygiene.*** An addicted gamer is not going to take the time to properly care for himself. Showers, face-washing, and brushing hair and teeth all get put on the back burner. It simply becomes less of a priority, if it's a priority at all.

These physical consequences will occur in varying degrees from one gamer to another. Though the severity of physical consequences is often tied to the severity of the addiction, this is not always the case. A gamer that is already in poor physical condition will be more susceptible to these effects early on.

Your cell phone starts to ring and you look over to see who's calling. It's your best friend. He probably wants to hang out. After all, it is Friday night. You think about picking up the phone, but you don't. Instead, you tell yourself, "I'll call him as soon as I finish this fight." You promise yourself that you'll call him because, even though you go to the same

school and have most of the same classes, you haven't really hung out in a while. You've just been too busy. So you promise yourself, “as soon as I finish...”

People who are addicted to gaming encounter situations like this all the time; situations in which they have to choose whether to interact with the real world or continue living in their virtual one. Sadly, the real world rarely wins.

Social consequences are a very real part of gaming addiction. Addicted gamers spend so much time playing that their personal relationships get neglected and sometimes disappear altogether. Among addicted gamers who are married, up to 50 percent report a strain in their marriage as a result of their addiction.

A quick search online for information about video game addiction yields multiple stories about detrimental, and potentially harmful, social decisions people have made because gaming takes priority above all else. One such story was about a man who installed an online gaming program onto his laptop so he could play at work, even though he knew that getting caught would mean getting fired. Yet another told of a wife whose husband had begun playing “all the time” because he said it took his mind off his problems.

It's not just neglect that costs addicted gamers their relationships. Some of them talk so much about their game of choice – to the exclusion of everything else – that people no longer want to be around them. They can't, or won't, engage in real world conversations or be a source of support or encouragement to friends and family. Because their friends talk about other things, they begin to feel left out, which in turn causes them to feel irritated

or offended. It doesn't occur to them that they've chosen to be left out by devoting all their time to gaming.

Some of the physical consequences of video game addiction can lead to social consequences as well. For instance, an addicted gamer who loses sleep because he's playing so much simply doesn't have the energy to invest in relationships. Lack of sleep may also make him irritable and difficult to be around.

The lack of social interaction that results from obsessive gaming can have long-term social consequences. An addicted teenager won't develop effective social skills, which will hinder his ability to develop and maintain healthy relationships in college and beyond. Suddenly, he's 21 but has the social skills of a 15-year-old. He doesn't know how to make friends, talk to girls, or just "hang out" and enjoy people's company. The social awkwardness created by the isolationism of gaming addiction, unfortunately, feeds the addiction. The gaming addict will likely retreat back to his online world where relationships are easier and already waiting for him.

Gaming addiction is serious. Though there still is much debate about whether it is a diagnosable disorder, there is clearly a segment of our society for whom gaming is more than just a casual pastime. These people need friends and family members who care enough to intervene and try to help them break the addictive cycle. [33]

Task 16. Write a short summary of the Text D. See App 2.

Task 17. Read the Text E. Write down new words in your vocabulary. Use the Internet-translator, if necessary.

Text E. Stories of Video Game Addiction - Straight From the Horse's Mouth

The following statements were posted at WoWdetox.com, a Web site for people who are trying to overcome their addiction to World of Warcraft, the big daddy of online role-playing games.

"I am 14 and im an addict...my parents seem to care but never try to kick me off or even try to help. i have 2 lvl 70's one that is full t6 and other full t5. thus i have no life i cant even imagine what i would do if i deleted my toons. I really want to quit but i cant. I mean this [expletive deleted] game is controlling me and i cant stop. i have almost deleted my toons but im afraid i'll just start up another one."

"Im 12 and i cant stop playing wow i play about 8-10 hours a day mostly because all my friend are on it, and im bored when i dont play it. I just failed socials too so wat should i do."

"WOW addiction is no joke. I started to play because cousins and friends played (who are by the way all overweight). At first all I did was play WoW once or twice a day for lets say 2-3 hours. Then out of the blue my cousin stopped playing because he said he was addicted to WoW so he gave me his 70 (rogue). Well after that I was on 6-10 hours a day. I ignored my friends went from working out 4times a week to twice. In the end though I realized by playing WoW I was just supporting big business. Also, why waste money, time with friends for a game? I know people who

would be a lot better off without WoW. I just want to try to get all the money I have invested into it back so I am going to sell the (rogue)..."

"I want to quit WoW so badly, I've been playing for 2 years. The problem is I don't know what else to do besides play video games: "I ended up ill with a deep vein thrombosis in one of my legs caused, according to the Doctors by me sitting on my backside doing instances all night and all day."

The creator of the Web site, Gary Haran, started it up after quitting Warcraft himself. He said that many of his online friends confided that they, too, wanted to quit but didn't have an outlet for expressing those feelings.

"So I created wowdetox.com so that anyone could anonymously write their reasons for quitting the game," wrote Haran. "The first day I had about 20 posts. The second I had 400. The third I had over 900."

The site was up to 20,000 posts by the time he sold it several months later. That's a lot of people with a serious problem.

This is not the only Web site where game-addicted people vent their frustrations with themselves for letting a game take over their lives. Similar sites exist for other massive multiplayer online role-playing games like Ever quest.

Parents - it's up to you to help your child. Let's go back to the first posting in this article where a 14-year-old writes, *"...my parents seem to care but never try to kick me off or even try to help."* As with any other addiction, there may be resistance to change and withdrawal symptoms. It will take work on your part to help your child find interests and activities to replace video games. And it may require outside help, such as a therapist or treatment program, if there are underlying problems that led to the game

obsession in the first place. However, video game addiction can be treated, and your children need your help. [21]

Task 18. Prepare a presentation or a report on the theme Video Game Addiction among Teens.

SUWS of the Carolinas (U.S.) is a therapeutic wilderness program with a focus on clinical intervention and assessment. The program uses the outdoors as an alternative to conventional treatment environments, while engaging students using traditional therapeutic methods. The wilderness setting removes modern distractions, simplifies choices and teaches valuable lessons. Since 1981, SUWS unique clinical treatment approach has proven to be highly effective in helping students identify their limiting emotional beliefs and destructive behavioral habits

LESSON 6

Aggressive Behavior in Children and Youth

Task 1. Before you start working on the text, practice the pronunciation of the following words. Mind the stress. Use the Internet-translator.

substance use - употребление психоактивных веществ

violence - насилие, расправа, жестокость

to receive - получать

understanding - распознаваемый

to display - демонстрировать, показывать

to reduce - сокращать

to eliminate - исключать, игнорировать

poor - плохой

conduct disorder - беспорядочное поведение

harsh - жесткий, суровый, строгий

lenient - терпимый

appropriate - подходящий, присущий

supervision - надзор

to reject - отвергать

caregiver - воспитатель

disadvantaged - обделенный, лишенный благоприятных условий

extracurricular - внеаудиторный, внеклассный

to insult - оскорблять, обижать

to taunt - насмеяться, говорить колкости

to detect - определять, выявлять

hidden – спрятанный, скрытый

Task 2. Read the following words; try to understand the meaning of them without a dictionary. Give Russian synonyms of the given words.

-temperament, - emotional control, - social, -IQ, -optimism, -empathy, -cultural, -identity, - discipline, -aggression, -communicate, -instability, -incident, -emotion, -positive.

Task 3. Make up sentences using the words in the Task 2.

Task 4. Read the Text A. Translate it.

Text A.

Aggressive behavior in children and youth: When is it something to be concerned about?

Aggression in young people is an important social issue. Children and youth who behave aggressively may harm not only themselves, but also their families, their communities and society at large.

Research shows us that children with serious aggression problems are more likely than children without such problems to become teenagers who have problems with aggression, other mental health issues or substance use—and as adults they are more likely to engage in acts of violence.

The earlier a young person with an aggression problem is identified and receives help, the greater the chance that the chosen treatment will have lasting benefits.

Aggression is an action or threat of action that is intended to harm another person, either physically or psychologically.

Understanding aggression

There isn't a simple reason to explain why someone behaves aggressively. However, we do know that there are characteristics of children, youth, their families and their environments that can either increase (risk factors) or decrease (protective factors) the likelihood that they will display aggressive behavior. Some of these are listed below.

Working to minimize risk factors and enhance protective factors can help reduce or eliminate aggressive behavior.

Individual Risk factors:

- difficult temperament
- poor emotional control
- poor social skills
- lower-than-average IQ
- substance use
- certain mental health problems, such as conduct disorder

Protective factors:

- optimism
- empathy
- high self-esteem
- strong cultural identity
- higher-than-average IQ

Family Risk factors:

- discipline that is too harsh, too lenient or inconsistent
- lack of appropriate supervision
- having parents who reject them, are cold and unsupportive, use aggression to solve their own problems or don't communicate or work through problems with them
- family instability
- neglect or abuse
- having parents with substance use problems
- having a mother who experiences depression.

Protective factors:

- firm, fair and consistent discipline
- appropriate level of parental supervision
- comforting by caregivers
- secure attachment to a caregiver (that builds trust, self-esteem, self-control, confidence and ability to develop healthy relationships)
- family stability
- positive parental involvement

Environment Risk factors:

- living in conditions that are economically or socially disadvantaged
- living in an unsafe neighbourhood (e.g., with gangs, drug dealing and other criminal activities)
- being associated with gangs
- attending a poorly run or unsafe school
- teens having friends who behave aggressively
- watching a lot of television

Protective factors:

- living in a socially advantaged neighbourhood
- participation in extracurricular activities
- being successful at school
- solid relationship with at least one caring adult (such as a parent, grandparent or teacher)
- feeling a sense of attachment to their community

“Normal” aggression

Children and youth pass through a number of developmental stages in which certain negative behaviors, including those involving some aggression, can be considered commonplace or “normal.”

But no matter how “normal” these behaviors are, they are not socially acceptable, and young people need to be made aware of that.

Types of aggression

Aggression can take many forms. Some types of aggression are listed below: poking, pinching, pushing, shoving, spitting, tripping, hitting, kicking, throwing things and beatings.

Insults and taunts

-hidden activities that are more difficult to detect, such as lying, cheating, stealing and setting fires

-aggressive response to frustration, teasing or threats

-spreading gossip or rumors, manipulating friendships or excluding one person from a group

-sexual acts of any kind performed without the voluntary agreement of the other person

-bullying, which is repeated aggressive behavior of any kind. [6]

Task 5. Grammar Drills. Find the underlined grammar constructions in the Text A. Explain their usage by translation in Russian.

Task 6. Find in the Text A verbal nouns that describe the types of *aggression, hidden insults and taunts*. Translate them in a written form.

Task 7. Write down new words into your vocabulary. Practice their pronunciation. Use the Internet-translator.

to prevent - предотвращать

tip - совет

trigger - импульс, побуждение

outburst - взрыв, выход

reinforcement - укрепление

to praise - хвалить

to reward – награждать

Task 8. Read the Text B. Get the main idea. Write down new words in your vocabulary. Pay attention to the highlighted verbs, which describe the prevention.

Text B. Preventing Aggression

The best way to reduce incidents of aggression among children and youth is to prevent them from occurring in the first place. Successfully discouraging aggressive behavior in young people involves building solid and appropriate relationships with them, and creating a structured and secure environment. The following are a number of tips for preventing aggression:

- **Set out** clear expectations. **Let** young people know how you **expect** them to behave.
- **Build** rapport and be understanding. **Talk** to young people, **listen to** them and **show concern** when appropriate.
- **Show** cultural sensitivity. **Understand** that people who come from other cultural, social or spiritual backgrounds may define aggression differently.
- **Be encouraging**. **Offer** praise and **thanks** for positive behaviors.
- **Avoid** power struggles.
- **Manage** problems as they arise. **Address** small problems before they turn into bigger ones.
- **Become aware** of triggers. **Identify** the situations or stresses that cause a young person to **act out** or **behave** aggressively—and **work** toward eliminating them or minimizing their impact.

- **Develop** strategies to help young people manage their emotions. **Help** children and youth develop the skills necessary to manage emotions that can lead to aggressive outbursts.
- **Use** positive reinforcement.
- **Praise** and **reward** positive social behaviors.

Text 9. Translate the number of tips for preventing aggression among teens into the Russian language in a written form.

Task 10. Read the Text C. Get the main idea. Write down new words in your vocabulary.

Text C. Managing aggression

If you interact with children and youth—for example, as a parent, teacher or front-line worker—you'll likely face aggressive behavior. Some strategies described below can help you diffuse a situation or calm a young person. Other strategies are helpful after the incident, when it is important to find out what brought on the behavior so you can address the cause.

Control your body language and tone of voice. Make sure your body language and tone of voice do not contradict your verbal message. Stay calm. Focus on letting the person know that you care about him or her, are concerned about what is happening and are there to help. Don't try to solve the problem or conflict that led to the aggressive behavior while a young person is acting aggressively toward you.

Offer a way out. Offer a young person a way out of the situation. Give clear choices, with safe limitations. In this way, you allow the young person to retain a feeling of control along with his or her self-esteem.

Discourage bystanders. When a young person is acting out, ask peers who may be watching to leave the setting and continue with their activities.

Don't make threats. Don't give warnings about consequences that you are not prepared to follow through on or that are unreasonably severe.

Don't make generalizations. Saying, "You always do this when . . ." reinforces negative behaviors.

Wait for the right moment. Wait until after an incident involving aggression is over, when everyone has calmed down, to talk to a young person about inappropriate behaviors.

Maintain safety. Make sure that everyone present during an incident involving aggression is safe at all times. If you can't control the situation, call for help.

Deal appropriately with threats. In most cases, children or youth who make threats don't carry them out. Your main goal will be to get a young person making threats to focus on the way he or she is feeling, and to keep them away from any target of aggression. Keep in mind that young people who have behaved aggressively, damaged property, set fires, harmed animals or shown other conduct problems in the past are more likely to carry out a threat.

Note: Get help as quickly as possible if a young person threatens to damage or destroy property, hurt or kill himself / herself or someone else.

When is aggression a concern?

If you are trying to determine whether a young person has a serious problem with aggression, ask yourself the following questions:

Does the behavior occur regularly (that is, every day, every week or every month)?

Has the young person been behaving aggressively for a long time?
Are you concerned about the young person's behavior for any other reasons besides aggression?

Does the behavior persist or appear to be getting worse?

Does the young person explode at situations that don't bother other young people—or for no obvious reason?

Is it difficult to calm the young person down after an outburst?

Has the young person injured himself, herself, or anyone else?

Does the young person's behavior lead to conflicts with parents, siblings, peers or teachers?

Do all the young person's friends behave aggressively or anti-socially?

The earlier a young person with an aggression problem is identified and receives help, the greater the chance that the chosen treatment will have lasting benefits. [7]

Task 11. Write an essay: How to manage aggression (what to do and not to do) for a teacher /parents. See App 1.

Text 12. Group Work. Be ready to discuss the problem Aggressive behavior in adolescents. Express your attitude to the problem. Give examples of your own prevention acts towards a teen's aggressive behavior. See App 4.

LESSON 7

Links Internet Addiction to Aggression in Teens

Task 1. Before you start working on the Text A, practice the pronunciation and stress of the following words and word combinations. Use the Internet-translator. Write down new words into your vocabulary.

finding - открытие

researcher - исследователь

study - изучение, исследование

violence - насилие, жестокость

to make conclusion – делать вывод

link - связь

to pay attention (to) – обращать внимание

aggression - агрессия, вызывающее поведение, нападение

controversial topic - спорная тема

to describe - описывать, характеризовать

mental health - психотерапевт

to refuse - отвергать, отказываться

rehabilitation centre(rehab) - реабилитационный центр

to treat - лечить

to suffer from – страдать от чего-л.

questionnaire - анкета

to deem = to regard = to consider - считать, полагать

scale - шкала, размер, уровень

to threaten - угрожать

to hurt - обижать, причинять боль

to provide opportunity - обеспечить возможность

to observe - наблюдать, следить за

social skills - социальные навыки

to resolve conflicts – разрешать конфликты

Task 2. Read the Text A. Get the main idea.

Text A. “Summary”

Internet-addicted teens seem more prone to aggression than other adolescents, according to new findings from Taiwanese researchers. However, Americans who study violence are not ready to make any conclusions about a possible link.

Armed with the findings of a new study, Taiwanese researchers suggest parents and educators pay more attention to children’s online habits because Internet-addicted teens seem more prone to aggression. However, Americans who study violence are not ready to make any conclusions about a possible link.

The study “does not demonstrate that one behavior caused the other,” said Dewey Cornell, a professor of education at the University of Virginia. Even so, he said, other research shows “that persons who play violent video games will be more prone to have aggressive thoughts, feelings and actions.”

Internet addiction itself remains a controversial topic more than a decade after it was first described. Some mental health specialists refuse to recognize its existence, although a number of rehabilitation centers treat people who say they suffer from it.

In the new study, researchers led by Chih-Hung Ko, M.D., from Kaohsiung Medical University, Taiwan, gave questionnaires to 9,405 adolescents and asked about their Internet activity and behaviors. The study appears online in the *Journal of Adolescent Health*.

The researchers deemed 25 percent of the male students and 13 percent of females to be Internet addicts based on a commonly used scale.

Thirteen percent of all female students and 32 percent of all males reported engaging in aggressive behavior — such as threatening or hurting others — within the last year, compared with 37 percent of those suffering from Internet addiction.

The researchers, who were not available for comment, wrote in the study that chatting online, playing video games and visiting sexually oriented Web sites could provide opportunities for teens to “observe, experience and try aggressive behaviors resulting in positive outcome, (such as) identification in a group, being a hero or winning in games.”

Brad Bushman, a psychology professor at the University of Michigan, said the study does not allow conclusions about which came first — Internet addiction or aggression. “It could be that using the Internet causes people to behave more aggressively or it could be that aggressive people seek out the Internet,” he said. “Or some other third factor could cause both — people with poor social skills don’t have any friends, so they spend a lot of time on the Internet and can’t resolve conflicts in non-aggressive ways.”

[14]

Task 3. Reread the summary (the Text A) and complete the following sentences:

1. Internet – addicted teens seem more prone to ...
2. Researchers suggest parents and educations pay more...
3. Persons who play violent video games will be more prone to...
4. Some mental health specialists refuse to...
5. 30% of all interviewed students reported engaging in ...
6. The researchers wrote in the study that chatting online, playing video games, visiting sex oriented Web sites could provide...
7. Using the Internet causes people to...
8. People with poor social skills don't have any friends, so they...

Task 4. Express your attitude to the given above statements in a written form.

Task 5. Before you start getting new information about Violent Video Games and Investigations, practice the following words:

violent - интенсивный

equal - равный

to accumulate - накапливать

hostile - враждебный

expectation - ожидание, вероятность

session - сеанс

short-term - короткое время

longer-term - длительное время

in a random order - в случайном порядке

to unfold - разворачивать(ся)

to crash – разбивать(ся)

damage - повреждение, ущерб

to list - перечислять

to occur - происходить

cue - сигнал

trial - испытание, попытка

Task 6. Read the Text B. Translate it into Russian.

Text B. Violent Video Games: More Playing Time Equals More Aggression

A new study provides the first experimental evidence that the negative effects of playing violent video games can accumulate over time.

Researchers found that people who played a violent video game for three consecutive days showed increases in aggressive behavior and hostile expectations each day they played. Meanwhile, those who played nonviolent games showed no meaningful changes in aggression or hostile expectations over that period.

Although other experimental studies have shown that a single session of playing a violent video game increased short-term aggression, this is the first to show longer-term effects, said Brad Bushman, co-author of the study and professor of communication and psychology at Ohio State University.

“It’s important to know the long-term causal effects of violent video games, because so many young people regularly play these games,” Bushman said. “Playing video games could be compared to smoking cigarettes. A single cigarette won’t cause lung cancer, but smoking over

weeks or months or years greatly increases the risk. In the same way, repeated exposure to violent video games may have a cumulative effect on aggression.”

Bushman conducted the study with Youssef Hasan and Laurent Bègue of the University Pierre Mendès-France, in Grenoble, France, and Michael Scharkow of the University of Hohenheim in Germany.

Their results are published online in the *Journal of Experimental Social Psychology* and will appear in a future print edition.

The study involved 70 French university students who were told they would be participating in a three-day study of the effects of brightness of video games on visual perception.

They were then assigned to play a violent or nonviolent video game for 20 minutes on each of three consecutive days.

Those assigned the violent games played Condemned 2, Call of Duty 4 and then The Club on consecutive days (in a random order). Those assigned the nonviolent games played S3K Superbike, Dirt2 and Pure (in a random order).

After playing the game each day, participants took part in an exercise that measured their hostile expectations. They were given the beginning of a story, and then asked to list 20 things that the main character will do or say as the story unfolds. For example, in one story another driver crashes into the back of the main character’s car, causing significant damage. The researchers counted how many times the participants listed violent or aggressive actions and words that might occur.

Students in the study then participated in a competitive reaction time task, which is used to measure aggression. Each student was told that he or

she would compete against an unseen opponent in a 25-trial computer game in which the object was to be the first to respond to a visual cue on the computer screen.

The loser of each trial would receive a blast of unpleasant noise through headphones, and the winner would decide how loud and long the blast would be. The noise blasts were a mixture of several sounds that most people find unpleasant (such as fingernails on a chalk board, dentist drills, and sirens). In actuality, there was no opponent and the participants were told they won about half the trials.)

The results showed that, after each day, those who played the violent games had an increase in their hostile expectations. In other words, after reading the beginning of the stories, they were more likely to think that the characters would react with aggression or violence.

“People who have a steady diet of playing these violent games may come to see the world as a hostile and violent place,” Bushman said. “These results suggest there could be a cumulative effect.”

This may help explain why players of the violent games also grew more aggressive day by day, agreeing to give their opponents longer and louder noise blasts through the headphones.

“Hostile expectations are probably not the only reason that players of violent games are more aggressive, but our study suggests it is certainly one important factor,” Bushman said.

“After playing a violent video game, we found that people expect others to behave aggressively. That expectation may make them more defensive and more likely to respond with aggression themselves, as we saw in this study and in other studies we have conducted.”

Students who played the nonviolent games showed no changes in either their hostile expectations or their aggression, Bushman noted.

He said it is impossible to know for sure how much aggression may increase for those who play video games for months or years, as many people do.

“We would know more if we could test players for longer periods of time, but that isn’t practical or ethical,” he said.

“I would expect that the increase in aggression would accumulate for more than three days. It may eventually level off. However, there is no theoretical reason to think that aggression would decrease over time, as long as players are still playing the violent games,” he said. [1]

Task 7. Write a short summary of the Text B. See App 2.

Task 8. Read the Text C. Translate it. Write down new words in your vocabulary.

Text C. Another Questionable Study by Brad Bushman Claims Violent Video Games.

Brad Bushman, the Ohio State University researcher who (usually in conjunction with Craig Anderson) has somehow managed to ignore a body of work to the contrary, has again produced a study that claims video games turn players into monsters. His study, conducted with the aid of Italian researchers, makes a couple of specific claims based on the observed behavior of the 172 subjects.

- People playing violent video games are more dishonest than those playing non-violent games.
- People playing violent video games exhibit less self-control than those playing non-violent video games.

Subjects either played violent games (Grand Theft Auto III or GTA: San Andreas) or non-violent games (Golf3D or Pinball3D). During their playtime, they were given a bowl of M&Ms to snack on, but were first warned that eating too much candy in one sitting was "unhealthy." Let's stop right here for a moment and consider the credibility of researchers who (presumably with a straight face) told teenagers that eating too much candy would make their tummies hurt. The health implications of a single bowl of candy in a research setting are effectively nil, but this ridiculous instruction is used as evidence that violent video games adversely affect players' judgment.

According to Bushman's research, players playing violent games ate more than those playing non-violent games. Ipso facto, violent game players have less self-control.

Moving on.

Post-playtime, players were given a set of logic questions to answer and received a raffle ticket for each correct answer. The "catch" (as it were) was that players were allowed to collect these tickets themselves from an envelope. Research showed those playing violent games were eight times as likely to grab more tickets than they actually earned, thus suggesting players of violent games are more subject to moral turpitude.

An additional factor thrown into the mix was a post-play "game" which gave players the option to blast losing players with a loud noise through their headphones. (There was actually no one on the receiving end of the blasts, which is kind of a shame...) Violent game players were much more prone to do this; again suggesting those under the influence of Grand Theft Auto tend to be more aggressive and harmful towards others.

The problem with Bushman's study is that it collects evidence on short-term effects (behavior observed during or shortly after play) and uses that to suggest there are long-term repercussions inherent in playing violent games. It's completely unsurprising that those who had played Grand Theft Auto would be more prone to blast other players with noise than those who played a sedate game like Golf. (It would be interesting to see this comparison done more aggressive sports games -like football, hockey or boxing.) Both games demand a different mental approach and a game containing violent behavior would likely see a short-term rise in aggression in most players.

Also, when players have just finished playing a game where their protagonists can break all sorts of laws, taking a couple of extra tickets just don't seem to be a big deal. But this is behavior viewed nearly immediately after playing. A reasonable amount of "cool down" time would likely reduce this number. Stealing a raffle ticket from a research project is a far cry from exiting the building and punching people or making off with their vehicles.

The less said about the candy "evidence," the better. But, if nothing else, we are again observing behavior *during and shortly after gameplay*, not long-term indicators.

It needs to be highlighted that the negative behavior was more prevalent in those who "scored highest on a measure of moral disengagement." This suggests the underlying factors are pre-existing, rather than created by gameplay. Research subjects with moral issues were more morally suspect. Go figure. Bushman wants to believe the video games alter the morals of

players, but his own research states otherwise. In fact, Bushman *himself* states otherwise.

“Those who are most morally disengaged are likely to be the ones who show less self-restraint after playing.”

Even the "moral disengagement" is questionable. Take a look at one of the questions used to indicate "moral disengagement."

“Compared to the illegal things people do, taking some things from a store without paying for them is not very serious.”

Well, no kidding. Someone doesn't have to be suffering from outsized "moral disengagement" to realize that stealing from a store is a much less serious crime than other criminal acts (like, say, stealing *directly* from another person). Anyone who disagreed with this statement has some moral issues of his or her own.

Bushman's study involved 172 students, a grouping that will generally produce statistically solid results. But compare those 172 who seemingly proved Bushman's theory ("violent video games are unquestionably bad") to a recent study involving *11,000 children that spanned 10 years*. A broader base, spread over time, indicated that video game playing had nearly no discernible effect on children.

Bushman's (and Anderson's) *body of work* has tried to prove that violent video games make people violent, but has actually done little more than see him push preconceived notions under the pretense of "science." His research tends to indicate short-term effects but his statements assert players of violent video games are incapable of resetting their moral compass. He's been called out before *for his flawed research and cherry-picked "analysis."* This is more of the same. Bushman ignores the results

his own "moral disengagement" test and makes the claim that violent video games make otherwise good people aggressive, dishonest and (LOL) eat more candy.

Because of his past "research," Bushman (and Anderson) will continue to be the go-to man for talking heads who want their own perceptions of Big Bad Video Games confirmed. Those willing to see past the headlines will find little more than a researcher repeatedly confirming his own bias. [1]

Task 9. Write a short summary of the Text C. See App 2.

Task 10. Express your attitude to Bushman's statements concerning violent video games in a written form:

1. "Those who are most morally disengaged are likely to be the ones who show less-restraint after playing."

2. "Compared to the illegal things people do, taking some things from a store without paying for them is not very serious."

Task 11. Practice the pronunciation and stress of the following words:

accurate - точный, меткий

firing - стрельба

gun - ружье, оружие

mannequin - манекен

pistol-shaped - в форме пистолета

shooting - стрельба

human - мишень-человека

habitual - привычный

shot - выстрел

accuracy - точность, меткость

bull's eye - глаз быка

joystick - ручка/рычаг управления, джойстик

bullet - пуля

Velcro – застежка-липучка (лента Велкро)

Airsoft pistol – воздушка (ружье)

rubber - резиновый

goggles - защитные очки

to dismiss - прекращать, отключать

harmless fun - безобидное развлечение

mankind – человечество, мужской пол

Task12. Read the Text D. Get the main idea.

Text D. *Video Games Can Teach How to Shoot Guns More Accurately and Aim for the Head*

Just 20 minutes of playing a violent shooting video game made players more accurate when firing a realistic gun at a mannequin - and more likely to aim for and hit the head, a new study found.

Players who used a pistol-shaped controller in a shooting video game with human targets had 99 percent more completed head shots to the mannequin than did participants who played other video games, as well as 33 percent more shots that hit other parts of the body.

In addition, the study found that participants who reported habitual playing of violent shooting games also were more accurate than others when shooting at the mannequin, and made more head shots.

It's not surprising that video games can improve shooting accuracy - the military, police departments and others already use video games for

training purposes, said Brad Bushman, co-author of the study and a professor of communication and psychology at Ohio State University.

But this is the first study to show that average players using violent shooting games with realistic human targets can improve firing aim and accuracy.

“For good and bad, video game players are learning lessons that can be applied in the real world,” Bushman said.

Bushman conducted the study with Jodi Whitaker, lead author of the study and a graduate student in communication at Ohio State. The study appears online in the journal *Communication Research* and will be published in a future print edition.

The study involved 151 college students who first completed questionnaires measuring their aggression levels and their attitude toward guns, and asked about their firearms training, their favorite video games, and how often they played them.

They then spent 20 minutes playing one of three different video games: a violent shooting game with realistic human targets that rewarded head shots (*Resident Evil 4*); a nonviolent shooting game with bull’s-eye targets (the target practice game in *Wii Play*); or a nonviolent, non-shooting game (*Super Mario Galaxy*).

For the two shooting games, the participants either played with a standard controller including a joystick, or used a pistol-shaped controller.

Immediately after playing the video game, all participants shot 16 “bullets” at a 6-foot tall, male-shaped mannequin covered in Velcro at the end of a narrow hallway, 20 feet (6.1 meters) away.

The gun - a black airsoft training pistol -had the same weight, texture and firing recoil of a real 9mm semi-automatic pistol. The “bullets” were .43 caliber rubber-training rounds covered in soft Velcro. All participants were instructed in the use of the pistol and wore safety goggles.

Participants who played the shooting game using a pistol-shaped controller completed the most head shots at the mannequin (an average of about 7). They were also the only group who completed more head shots than they did shots to other parts of the mannequin.

“We didn’t tell them where to aim - we just told them to try to hit the mannequin,” Bushman said.

“But the violent shooting game they played rewarded head shots, and so they shot at the mannequin like they were playing the game, aiming for the head.”

Participants who played the nonviolent, non-shooting game had the fewest head shots, an average of about 2. Those who played the other games, including those who played the violent shooting game with a standard controller, fell in between those extremes.

Participants who played the violent shooting game with the pistol-shaped controller also made the most shots to other parts of the mannequin, averaging slightly more than 6.

Those who played the nonviolent, non-shooting game made an average of about 4 shots to other parts of the mannequin, the least of any group.

All of the differences among the groups regarding total hits and head shots stayed the same even after taking into account the participants’ levels of aggressiveness, attitudes toward guns and firearm experience.

When the researchers examined the participants' experience playing video games, they found that those who habitually played violent shooting games had more total hits and head shots to the mannequin when compared to less experienced players. "The more frequently one plays violent shooting games, the more accurately one fires a realistic gun and aims for the head, although we can't tell from this study which factor is the cause," Bushman said.

Bushman said these results should give parents and policymakers pause.

"We shouldn't be too quick to dismiss violent video games as just harmless fun in a fantasy world - they can have real-world effects," he said.

Some killers have credited video games for helping them prepare, he said. For example, Anders Behring Breivik, the Norwegian man who shot and killed 69 people at a youth camp in Norway last year, wrote in a manifesto: "I see MW2 (Modern Warfare 2) more as a part of my training-simulation than anything else. You can more or less completely simulate actual operations."

Bushman said he is not claiming that these games necessarily lead people to commit violent crimes.

"But this study suggests these games can teach people to shoot more accurately and aim at the head," he said. [1]

Task 13. Complete the following sentences taken from the Text D.

1. Just 20 minutes of playing a violent shooting video game made players more... and more likely to...
2. Players who used a pistol-shaped controller in a shooting video game with human targets had 99% more...

3. Participants who reported habitual playing of violent shooting games were more...
4. Video games can improve...
5. The military, police department use video games for...
6. Participants who played the non-violent, non-shooting game had the fewest...
7. But these games do not necessarily lead people to...

Task 14. Be ready for a report or presentation on the theme Violent Video Games and Teens' Aggression.

RECOMMENDATIONS FOR STUDENTS

1. Методические рекомендации по выполнению внеаудиторного чтения

Внеаудиторное чтение – самостоятельная работа студента, которая выполняется письменно, и включает чтение литературы страноведческого содержания, понимание прочитанного и переработку полученной информации, с целью практического освоения языка с последующим его использованием в разных видах речевой деятельности. Письменная работа включает следующие виды заданий:

- вопросы-задания по просмотровому и ознакомительному чтению (Skimming, Scanning), ориентирующие обучающихся на поиск информации при беглом знакомстве с текстом;
- задания по аналитическому, изучающему чтению (Detailed Reading), письменный;
- перевод адаптированных и оригинальных страноведческих текстов;
- задания по развитию языковых и речевых навыков в процессе изучающего чтения;
- задания на обобщение и передачу краткого содержания, прочитанного на русском и (или) английском языке – подготовка аннотации (Summary).

Как работать над чтением текста и составлением аннотации прочитанного материала:

- а) для получения общего представления о содержании текста (skimming).

Внимательно прочитайте задание к тексту. Во время просмотрового чтения старайтесь понять основное содержание, не обращая внимания на незнакомые слова. Следите за развитием главной темы по ключевым словам, которые часто повторяются в тексте. Особенно внимательно прочтите первый и последний абзацы текста, в которых обычно формулируется основная мысль автора.

б) для поиска конкретной информации (scanning). При поисковом чтении быстро пробегайте глазами текст, не отвлекаясь на «лишнюю» информацию. Вдумчиво и внимательно прочтите текст, отмечая незнакомые слова, если они мешают пониманию текста. Посмотрите значение слов в разделе Vocabulary List или в словаре. Прочитав текст, проверьте свое понимание по вопросам или другим заданиям после текста, стараясь не заглядывать в текст.

в) изучающее чтение (reading for detail) предполагает полное и адекватное понимание прочитанного текста, что предполагает умение пользоваться разными словарями (толковыми, страноведческими и др).

Работая над таким текстом, вдумчиво и внимательно прочтите его, отмечая незнакомые вам слова. Посмотрите их значения по словарю, выберите значение слова, подходящее по контексту и выучите его. Закончив чтение текста, проверьте свое понимание по вопросам и другим заданиям, которые вы найдете после текста.

1. Прочитайте заглавие и определите, о чем (ком) будет идти речь в данном тексте.

2. Прочтите первые предложения абзацев и определите вопросы, которые будут рассматриваться в тексте.

3. Прочтите текст, разделите его на смысловые части.

4. Определите основные темы повествования.

5. Найдите в тексте предложения, выражающие основные положения текста, и предложения, детализирующие основные положения.

6. Перечислите вопросы, освещенные в тексте.

7. Просмотрите текст и назовите слова, которые употребляются для обобщения сказанного или указывают на выводы.

8. Выпишите из текста предложения, которые передают основное содержание текста.

9. Подберите из текста ключевые слова к каждому предложению.

10. Пользуясь ключевыми предложениями и словами, передайте основное содержание текста.

2. Методические рекомендации по выполнению письменных работ

Написание эссе:

Структура эссе с аргументацией «за» и «против»:

1. Введение: начните с общего представления темы (In today's world... It is important)
2. Основная часть: представьте аргументы «за» (In its favor) и затем, аргументы «против» (However, critics are quick to point out).
3. Заключение: четко подведите итог сказанному (All in all)

Структура эссе с элементами рассуждения по теме:

1. Введение: начните с перефразирования проблемы, заявленной в теме, используя, например, поговорку или афоризм (All work and no play... /traditions remind us about real needs, old pieces of wisdom are right).
2. Основная часть: четко обозначьте различные аспекты проблемы (As it is usually spent on traveling ...it helps widen one's intellectual horizons...)
3. Заключение: так как такое эссе носит философский характер, в заключительном абзаце следует обобщить высказанное.

При написании эссе особое внимание обратите на то, что каждый абзац должен быть написан соответствующим образом (первое предложение выражает основную мысль абзаца).

При проверке языковой правильности обратите внимание на то, как вы выразили свое мнение. Постарайтесь использовать больше безличных структур.

1. All in all, I believe...
2. In my opinion...
3. What I would also like to mention is...
4. It cannot be denied...
5. It is surprising that...
6. To begin with...

3. Методические материалы для проведения тематических дискуссий и бесед

Тематические дискуссии активно применяются на занятиях по иностранному языку при обсуждении теоретических и практических проблем, являясь базовым элементом на завершающем этапе изучения как грамматических, так и разговорных тем. Метод учебных дискуссий улучшает и закрепляет знания, увеличивает объем новой информации, формирует умение обучающихся спорить, доказывать, защищать и отстаивать свое мнение и прислушиваться к мнению других.

Для проведения дискуссии необходимо составить план ее организации:

- несколько узловых вопросов и блоки (по 3-4 дополнительных, частных вопроса к каждому узловому), с помощью которых охватывается основное содержание темы;
- вступление, направленное на завязку дискуссии;
- основные аргументы и тезисы, которые будут главным ориентиром в ходе обсуждения;
- задания обучающимся с высоким уровнем знаний для выполнения роли оппонентов по ряду ключевых позиций.

Дискуссия имеет определенную динамику, в которой отчетливо выделяются три этапа: завязка, коллективное обсуждение, подведение итогов.

4. Методические рекомендации по подготовке к беседе

- Подготовьте список опорных слов и выражений по теме (при необходимости используйте словарь).
- Заучите фразы для поддержания беседы. (See App 4)

5. Методические рекомендации по подготовке проекта

Учебный проект предполагает самостоятельную творческую деятельность, направленную на разрешение конкретной

исследовательской проблемы с помощью иностранных языковых и вспомогательных средств.

Начинать проект следует с этапа планирования действий по разрешению проблемы. Наиболее важной частью плана является поэтапная разработка проекта, в которой обучающиеся вместе с преподавателем намечают перечень конкретных действий с указанием сроков. Результатом работы над проектом является продукт, который создается в ходе разрешения поставленной задачи (устное выступление). Представлением готового продукта с обоснованием, что это наиболее эффективное средство решения поставленной проблемы, является презентация продукта и защита самого проекта.

Главное отличие между обычной и проектной работой состоит в том, что при обычной работе основная деятельность ограничивается рамками практического занятия, а при проектной работе она выходит за пределы занятия, и обучающиеся работают с большей долей самостоятельности.

Работа над проектом позволяет:

- использовать знания иностранного языка;
- расширить коммуникативные навыки, в частности навыки публичного общения;
- самостоятельно добывать знания;
- реализовать свой интерес к предмету исследования;
- сформировать умение работать в сотрудничестве.

Типы проектов

Исследовательский проект характеризуется хорошо продуманной структурой, обозначением целей, предмет исследования интересен для всех участников проекта. Такой проект является научным исследованием.

Творческий проект предполагает соответствующее оформление результатов проекта, например, в виде видеofilmа или презентации.

Требования к подготовке презентаций в рамках проектной деятельности

Исследовательские и творческие проекты сопровождаются оформлением презентаций в программе MS Power Point.

Презентация как документ представляет собой последовательность сменяющих друг друга слайдов – то есть электронных страничек, занимающих весь экран монитора (без присутствия панелей программы). Количество слайдов адекватно содержанию и продолжительности выступления (например, для 5-минутного выступления рекомендуется использовать не более 10 слайдов).

Презентация создается индивидуально. Работа должна быть представлена в электронном варианте.

Первый слайд обязательно должен содержать Ф.И.О. обучающегося, название учебной дисциплины, тему презентации, Ф.И.О. преподавателя. Следующие слайды можно подготовить, используя две различные стратегии их подготовки:

1 стратегия: на слайды выносятся опорный конспект выступления и ключевые слова с тем, чтобы пользоваться ими как планом для выступления. В этом случае к слайдам предъявляются следующие требования:

- объем текста на слайде – не больше 7 строк;
- маркированный / нумерованный список содержит не более 7 элементов;
- отсутствуют знаки пунктуации в конце строк в маркированных и нумерованных списках;
- значимая информация выделяется с помощью цвета, начертания, эффектов анимации.

Особое внимание необходимо уделить проверке текстов на наличие ошибок и опечаток. Основная ошибка при выборе данной стратегии состоит в том, что выступающие заменяют свою речь чтением текста со слайдов.

2 стратегия: на слайды помещается фактический материал (таблицы, графики, фотографии и пр.), который является уместным и достаточным средством наглядности, помогает в раскрытии стержневой идеи выступления. В этом случае к слайдам предъявляются следующие требования:

- выбранные средства визуализации информации (таблицы, схемы, графики и т. д.) соответствуют содержанию;

- использованы иллюстрации хорошего качества (высокого разрешения), с четким изображением;

- максимальное количество графической информации на одном слайде – 2 рисунка (фотографии, схемы и т.д.) с текстовыми комментариями (не более 2 строк к каждому)

CONCLUSION

Пособие разработано с учетом требований компетентностной модели образования, а также ориентиров современной лингводидактической парадигмы, определяющей значимость практического обучения языку для профессиональных целей.

Тематика частей позволяет студентам не только совершенствовать иноязычные коммуникативные умения, но и расширить теоретические знания в области социальной педагогики на основе изучения зарубежной практики и научных взглядов американских, канадских и британских ученых.

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A. The Structure of Essay (with elements of reasoning)

<p>1. Introduction</p> <p>Введение: начните с перефразирования проблемы, заявленной в теме, используя, например, поговорку или афоризм. Вы можете остановиться на положительных или на отрицательных аспектах темы</p>	<p>Рекомендуемый языковой репертуар.</p> <p>There are so many different views on / possible approaches to..., In order to present this problem, let me begin with a proverb/ famous quote/ a paradox</p>
<p>2. Body</p> <p>Основная часть: четко обозначьте различные аспекты проблемы. Так как объем эссе ограничен, лучше всего взять 2-3 аспекта темы: сначала представить данный аспект в первом предложении, а затем более детально его раскрыть.</p>	<p>Socially/psychologically..., From a personal/global/perspective..., From the angle/viewpoint of...</p>
<p>3. Conclusion</p> <p>Заключение: так как такое эссе носит скорее философский характер, в последнем абзаце следует обобщить высказанное и сделать заключение. Оно должно относиться к теме и к введению.</p>	<p>Surely, it would be impossible to give full justice to.../ exhaust this issue,</p> <p>To come back to the point raised at the beginning..., In today's world of ...,</p> <p>However, it must be added...</p>

B. The Structure of Essay (with elements of pro and con)

<p>1. Introduction</p> <p>Введение: начните с общего представления темы и предложения, выражающего ее двойственный характер</p>	<p>The problem / issue/ phenomenon of ...is/ appears to be / has always been ...</p> <p>People always say/have always thought/ agreed/said/ believed...</p> <p>It is a controversial/ burning/ hot question...</p> <p>There is a dispute/ discussion/ no agreement...</p>
<p>2. Body</p> <p>Основная часть: представьте аргументы «за» и затем «против». Эти аргументы можно представить в разных абзацах. Старайтесь представить их симметрично.</p>	<p>On the one hand...on the other hand;</p> <p>Firstly; To begin with;</p> <p>Secondly; Finally; In addition;</p> <p>Besides; Moreover; What is more;</p> <p>Furthermore; However; Despite this; In spite of this; In fact; As a matter of fact; As a result;</p> <p>Consequently</p> <p>One major advantage is ...</p> <p>As advocates of ... claim/ argue</p> <p>As critics point out/ claim ...,</p> <p>There are a number of</p>
<p>3. Conclusion</p> <p>Заключение: четко подведите итог сказанному и снова напишите предложение, отражающее противоречивость темы, но в то же время выражающее надежду на нахождение компромисса.</p>	<p>All in all;</p> <p>To sum up; In conclusion; In summary;</p> <p>In general;</p> <p>It seems important to add/ point out/ remind that...;</p> <p>the issue/ debate is far from solving / resolving yet, but...</p>

How to make a summary of an article for rendering:

The plan for rendering	Expressions for rendering an article
1. About the article (title, author)	I have read the article about ... The title of the article is... The author of the article is
2. The main idea	The main idea of the article is ...
3. The contents (facts, names, parts, conclusion)	The author writes/thinks that ... According to the text... The text can be divided into ... parts The first/second/third part tells/describes/states ... In conclusion I can say ... The author comes to the conclusion...
4. Your opinion of the article	I find the article interesting because important useful informative worth of reading worth of studying I think that ... I suppose (that) ... I am of the same opinion as the author... I am sure/ am not sure To/in my mind To/in my opinion

CAPITALS

Прописные буквы

С прописной буквы всегда пишется:	ПРИМЕРЫ
1. первое слово в предложении:	<u>My</u> brother is a student. <u>How</u> old are you?
2. местоимение 1-го лица единственного числа I -я	<u>I</u> am your friend. You and <u>I</u> are very good friends.
3. имена существительные собственные такие, как: -имена, фамилии людей, клички, псевдонимы; -нация, национальность, национальный язык; - географические названия; - названия городов, населенных пунктов, площадей, улиц и тд.; -названия организаций, учреждений, обществ, политических партий и тд; -названия исторических событий, эпох; -названия месяцев, дней недели, официальных праздников; -в названиях художественных произведений (книг, пьес, фильмов), а также газет и журналов все <u>знаменательные слова</u> , кроме артиклей, союзов и предлогов (если они не стоят в начале заголовка); - существительное, обозначающее титул или звание определенного человека или употребляется в качестве обращения;	<i>Walter Scott, Mark Twain,</i> <i>The Greeks, Spanish</i> <i>Niagara Falls, the Moscow,</i> <i>The Red Square</i> <i>The United Nations Organization</i> <i>The Labour Party</i> <i>The Middle Ages, the French Revolution</i> <i>January, Monday,</i> <i>Christmas</i> <i>White Fang, <u>Gone with the Wind</u></i> <i>the Morning Star</i> <i>Queen Elisabeth</i> <i>President Kennedy</i> <i>Doctor, Sir</i>

<p>-первое слово в каждой строке стихотворения.</p>	
<p>Примечания Прописная буква не употребляется в названиях: 1. времен года 2. школьных предметов (искл. названий родного и иностранного языков)</p>	<p>winter, spring, summer, autumn biology, chemistry Но: Russian, English, German</p>

Фразы для ведения беседы**Как вежливо вступить в разговор:**

By the way...

That reminds me...

Excuse me; I'd just like to say that...

May I come in here?

May I say something?

That is right, but don't you think that...

Как попросить повторить что-л.:

Could you repeat that please?

Sorry. I don't catch what you said. Could you say it again, please?

Could you give an example?

I don't quite see what you mean.

Как выразить неуверенность:

Well... (I am not quite sure...)

You see...

What I mean is...

The point is...

Let me think...

Frankly speaking...

Способы словообразования в английском языке

- **Сложение слов** — когда из двух и более самостоятельных слов путем сложения образуются новые слова: *fireplace, chess-player*. При этом новые слова могут писаться слитно (*postman, windowsill, boyfriend*), через дефис (*copy-book, cinema-goer, holiday-maker*) или раздельно (*stone wall, fire brigade, market place*).
Конверсия – когда слово без изменений становится другой частью речи, например, *water* — вода – *to water* — поливать, *milk* молоко – *to milk* — доить, *picture* – картина – *to picture* — изображать.
- **Изменение слова при помощи приставки (префикса) или суффикса.**

Префиксы

Un- / im- / ir- / il- / dis- / in- / de	отрицательные префиксы. С их помощью образуются слова, противоположные по значению	legal <i>законный</i> – illegal <i>незаконный</i> , like <i>любить</i> – dislike <i>не любить</i> , usual <i>обычный</i> – unusual <i>необычный</i> to deform - <i>искажать</i>
Mis-	этот префикс имеет значение «неправильно, неверно»	misunderstand (<i>от слова understand — понимать</i>) – неправильно понять, misprint (<i>print-печатать</i>) - опечатка
Re-	– имеет значение «сделать заново, повторно»	rewrite (<i>write — писать</i>) – переписать, replay (<i>play-играть</i>) – заново сыграть

Over-	указывает на чрезмерную степень чего-то	overcook (<i>cook</i> - готовить) – пережарить или переварить, overcrowd (<i>crowd</i> - наполнять людьми) – переполнять
Under –	имеет значение «под»	underground (<i>ground</i> - земля) – метро (подземка), underwear (<i>wear</i> — носить) – нижнее белье (то, что носят под одеждой)
Ex-	означает «бывший	ex-president – <i>бывший президент</i> , ex-girlfriend – <i>бывшая подруга</i>
-Up	вверх, кверху, наверху	upstairs – <i>вверх по лестнице</i>
-Bi	двойной, два, дважды	bilingual – <i>двуязычный</i>
-Con (col, com, cor) и тд в зависимости от последующего звука	Совместимость или взаимность действия	consensus - <i>согласие, единодушие</i> to combine - <i>комбинировать</i>
-Non	Отрицание или отсутствие	nonsense - <i>чепуха, бессмыслица</i>

Суффиксы существительных

<i>-er / -or</i>	образовывает существительные от глагола и обозначает того, кто осуществляет действие	player (<i>play</i> - играть) — игрок, swimmer (<i>swim</i> - плавать) — пловец, visitor (<i>visit</i> — посещать) — посетитель, speaker (<i>speak</i> — говорить) — говорящий, оратор
<i>-ing</i>	отглагольного существительного	beginning (<i>begin</i> — начинать) — начало, feeling (<i>feel</i> — чувствовать) — чувство

Абстрактные существительные образуются при помощи следующих

суффиксов

- **-ness** – sleepiness (*sleep* — спать) — сонливость, loneliness (*lonely* — одинокий) – одиночество, darkness (*dark* — темный) — темнота, politeness (*polite* — вежливый) — вежливость
- **-ment** — movement (*move* — двигать) — движение, announcement (*announce* — объявлять) – объявление, agreement (*agree* — соглашаться) — согласие -1-
- **-dom** – freedom (*free* — свободный) — свобода, boredom (*bore* — скучный) — скука, kingdom (*king* — король) — королевство
- **-ion/ -tion / -sion / -ssion** – competition (*compete* — соревноваться) — соревнование, admission (*admit* — признавать) — признание, celebration (*celebrate* — праздновать) — празднование, revision (*revise* — пересматривать) — пересмотр
- **-ure / -ture** — adventure — приключение, agriculture – сельское хозяйство, nature — природа

- **-hood** – childhood (*child* — *ребенок*) – детство, brotherhood (*brother* — *брат*) – братство, neighbourhood (*neighbour* — *сосед*) – соседство
- **-ship** – partnership (*partner*- *партнер*) партнерство, ownership (*owner* — *собственник*) — собственность, hardship (*hard* — *трудный*) — трудность
- **-ist** — idealist (*ideal* — *идеал*) — идеалист, artist (*art* — *искусство*) pianist (*piano*- *пианино*) — пианист
- **-ance/-ence** – importance (*important* — *важный*) — важность, disappearance (*disappear* — *исчезать*)- исчезновение, presence (*present*- *присутствовать*) – присутствие, silence (*silent* — *безмолвный*) — молчание

Суффиксы прилагательных

- **-able / -ible** – подходящий, годящийся: eatable (*eat* — *есть*) — съедобный, обладающий качеством: unbreakable (*un*+*break* – *ломать, разбивать*) – небыющийся, changeable (*change* — *менять*) — переменчивый
- **-less** – обозначает отсутствие, в русском языке часто соответствует приставке *без-*: expressionless (*expression*- *выражение*) – невыразительный, без выражения, cloudless (*cloud* — *облако*)- безоблачный, toothless (*tooth* — *зуб*) — беззубый, careless (*care* — *забота*) — беззаботный
- **-ous** – наличие качества (от существительного) dangerous (*danger*- *опасность*) опасный, famous (*fame* — *слава*) – знаменитый, vigorous (*vigour* – *сила, энергия*) – сильный, энергичный
- **-ful** – обладающий качеством, forgetful (*forget* — *забывать*) – забывчивый, watchful (*watch* — *наблюдать*) — наблюдательный, doubtful (*doubt*- *сомнение*) – сомнительный; полное количество чего-л. – handful – горсть, пригоршня
- **-ish** – обозначает 1) ослабленную степень качества: greenish – *зеленоватый*, reddish – *красноватый*, 2) выражение раздражения или презрения: childish – *ведешь себя, как ребенок*, bearish — *как медведь*, camelish – *упрямый, как верблюд*

- **-y** – прилагательное от существительного -windy (*wind* — ветер) ветреный, stormy (*storm* — буря) – бурный, soapy (*soap* — мыло) — мыльный
- **-ic** – прилагательное от существительного -philosophic (*philosophy*- философия) — философический, scientific (*science* — наука) — научный, democratic (*democracy*- демократия) — демократический
- **-ive** –прилагательное от существительного - expressive (*expression* — выражение) выразительный, progressive (*progress* — прогресс) — прогрессивный, active (*act* – действовать) – активный (тот, кто много действует)

Суффикс наречия

- **-ly** — calmly (*calm* — спокойный) — спокойно, occasionally (*occasional* — случайный) случайно, quickly (*quick* — быстрый) — быстро
- **-ward** – значение направления, обозначенного исходным словом
- *backward*- назад

Суффикс глагола

-en – образует глагол от прилагательных и существительных, обозначает действие, придающее качество, выраженное в основе weak — слабый – weaken — *ослабевать*, hard – твердый – harden — *твердеть*, sharp — острый – sharpen — *точить*

THE PRESENT SIMPLE (INDEFINITE) TENSE

Общая формула образования группы Present Simple:

V (глагол без частицы to) для всех лиц

V + s для 3 лица, ед. числа

Несовершенный вид (Что делать?) постоянно, иногда, всегда, редко

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (we, you, they) ask. He (she, it) asks.	I am asked. He (she, it) is asked. You (we, they) are asked.
ВОПРОСИТЕЛЬНО Е	Do I (we, you, they) ask? Does he (she, it) ask?	Am I asked? Is he (she, it) asked? Are you (we, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) do not ask. He (she, it) does not ask.	I am not asked. He (she, it) is not asked. You (we, they) are not asked

СЛУЧАИ УПОТРЕБЛЕНИЯ
THE PRESENT SIMPLE
(INDEFINITE) TENSE

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Обычное, регулярно повторяющееся действие в настоящем (часто со словами every day <i>каждый день</i> , usually <i>обычно</i> , often <i>часто</i> , never <i>никогда</i> и т. п.)	I often write letters to my sister. <i>Я часто пишу письма своей сестре.</i>
2.	Общеизвестные факты, неопровержимая истина	Water freezes at zero. <i>Вода замерзает при 0 С.</i>
3.	Ряд последовательных действий в настоящем (часто со словами at first <i>сначала</i> , then <i>затем</i> , потом , after <i>после</i> и т. п.)	I come to the office, look through the mail and then write letters. <i>Я прихожу на работу, просматриваю почту, а потом пишу письма</i>
4.	В придаточных предложениях времени и условия после союзов: if <i>если</i> , when <i>когда</i> , as soon as <i>как только</i> , before <i>прежде чем</i> и др. вместо <i>Future Indefinite</i>	As soon as I write the letter, I'll post it immediately. <i>Как только я напишу письмо, я сразу же его отправлю.</i>
5.	Единичное, конкретное действие в будущем (обычно намеченное к выполнению, запланированное, с указанием времени в будущем, часто с глаголами, обозначающими движение)	He comes tomorrow. <i>Он приезжает завтра.</i> When does the conference take place ? <i>Когда состоится конференция?</i>
6.	Действие, совершающееся в момент речи, с <u>глаголами</u> , не употребляющимися во временах группы <i>Continuous (to see, to hear, to recognize, to want, to understand</i> и др.)	I want to attend the conference in Moscow . <i>Я хочу посетить конференцию в Москве.</i>

THE FUTURE SIMPLE (INDEFINITE) TENSE

Общая формула образования группы Future Simple:

will + V (глагол без частицы to)

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will ask.	I (he, she, it, we, you, they) will be asked.
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) ask?	Will I (he, she, it, we, you, they) be asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not ask.	I (he, she, it, we, you, they) will not be asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ

THE FUTURE SIMPLE (INDEFINITE) TENSE

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, которое совершится или будет совершаться в будущем. Это время может обозначать как однократное, так и повторяющееся действие (часто с такими обстоятельствами времени, как tomorrow завтра, in a week через неделю, next month в следующем месяце и т. д.)	He will return to Moscow in a few days. <i>Он вернется в Москву через несколько дней</i>
2.	Выражает ряд последовательных действий в будущем	They will come home, have their dinner and then go to the cinema. <i>Они придут домой, пообедают, а затем пойдут в кино</i>

3.	Общеизвестные факты, являющиеся неопровержимой истиной, сообщающие о том, что будет верно всегда, при всех условиях, в любой момент будущего	Water will boil at 100° C. Вода (за)кипит при 100 °С. Winter will follow autumn. За осенью (по)следует зима.
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THE PAST SIMPLE (INDEFINITE) TENSE

Общая формула образования группы Past Simple:

V (глагол правильный) + ed (called)

V (глагол неправильный) – 3 форма (went)

THE PAST SIMPLE (INDEFINITE) TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (he, she, it, we, you, they) went/ asked.	I(he, she, it) was asked We (you, they) were asked.
ВОПРОСИТЕЛЬНО Е	Did I (he, she, it, we, you, they) go/ ask?	Was I (he, she, it) asked? Were (we, you, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) did not go/ask.	I (he, she, it) was not asked. We, you, they were not asked.

№	THE PAST SIMPLE (INDEFINITE) TENSE СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в прошлом, произошедшее в какой-либо указанный момент	Yesterday I went to the library . <i>Вчера я ходил в библиотеку.</i>
2.	Регулярно повторяющееся действие в прошлом (часто со словами every day <i>каждый день</i> , often <i>часто</i> , at first <i>сначала</i> и т. д.)	He called his parents every day. <i>Он звонил родителям каждый день.</i>
3.	В этом случае часто вместо <i>Past Simple</i> употребляется оборот used to + инфинитив , который также может указывать на длительность периода действия в прошлом	He used to play football. <i>Раньше он играл в футбол.</i>
4.	Последовательные действия в прошлом	He came home, had his dinner and went to bed at once. <i>Он пришел домой, поужинал и сразу лег спать.</i>

THE CONTINUOUS (PROGRESSIVE) TENSE

Общая формула образования времен группы Continuous to be (в соответствующей форме) + причастие I (V+ing)

Несовершенный вид- Что делать? (сейчас, в конкретный момент речи)

THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I am asking. He (she, it) is asking. You (we, they) are asking	I am being asked. He (she, it) is being asked. You (we, they) are being asked
ВОПРОСИТЕЛЬНО Е	Am I asking? Is he (she, it) asking? Are you (we, they) asking?	Am I being asked? Is he (she, it) being asked? Are you (we, they) being asked?
ОТРИЦАТЕЛЬНОЕ	I am not asking. He (she, it) is not asking. You (we, they) are not asking.	I am not being asked. He (she, it) is not being asked. You (we, they) are not being asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее в момент речи	I am writing a letter to my sister now, don't bother me. <i>Я сейчас пишу письмо сестре, не беспокой меня.</i>
2.	Действие в ближайшем будущем (обычно с обстоятельством времени)	My wife is coming in a minute. <i>Моя жена придет через минуту.</i>

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ TO BE GOING TO		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Намерение совершить действие в будущем, близость которого зависит от того, насколько далеко заходят планы говорящего	I am going to leave . <i>Я собираюсь уехать.</i>
2.	Личное мнение какого-то лица о намерениях другого лица или о предстоящих событиях	She's going to be showing some of the latest things, I think. <i>Я думаю, он собирается показывать кое-что из новинок.</i>
ПРИМЕЧАНИЕ		
3	Прошедшее время <u>глагола to be (was, were)</u> в составе конструкции указывает на существовавшее в прошлом намерение	I was going to fix breakfast for you. <i>Я собирался приготовить тебе завтрак.</i>
4	Служебный <u>глагол be going</u> изредка употребляется в форме <i>Past Perfect</i> . В таких случаях конструкция означает, что намечавшееся к осуществлению действие или состояние было потенциально возможно, но не осуществилось	You know, you're going to have to fight these engineers every inch of the way. <i>Знаешь, тебе придется отвоевывать у этих инженеров каждый дюйм.</i>

5	Инфинитив после сочетания может употребляться и в страдательном залоге	He is going to be appointed manager of that department. <i>Его собираются назначить управляющим этого отделения.</i>
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THE PAST CONTINUOUS (PROGRESSIVE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (he, she, it) was asking. You (we, they) were asking.	I (he, she, it) was being asked. You (we, they) were being asked.
ВОПРОСИТЕЛЬНО Е	Was I (he, she, it) asking? Were you (we, they) asking?	Was I (he, she, it) being asked? Were you (we, they) being asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it) was not asking. You (we, they) were not asking.	I (he, she, it) was not being asked. You (we, they) were not being asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PAST CONTINUOUS (PROGRESSIVE) TENSE		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходившее в определенный момент в прошлом	Yesterday at 6 o'clock I was writing a letter. <i>Вчера в 6 часов я писал письмо.</i>

2.	Действие, протекавшее в момент, когда произошло какое-либо другое действие, выраженное в <i>Past Simple</i> (в придаточных предложениях, обычно начинающихся со слова when <i>когда</i>)	He was reading a book when I <i>entered</i> the room. <i>Он читал книгу, когда я вошел в комнату</i>
3.	Параллельные действия в прошлом (в придаточных предложениях времени, обычно начинающихся со слова while <i>пока, в то время как</i>)	I was watching TV while he was looking through the magazines. <i>Я смотрел телевизор, в то время как он просматривал журналы.</i>
4.	Действие, протекавшее в ограниченный период (когда в предложении подчеркивается длительность процесса), часто со словами from ... till, all day long <i>весь день, the whole month</i> <i>целый месяц</i> и т. д.	I was talking to him from 7 till 8 o'clock last night. <i>Я разговаривал с ним вчера вечером с 7 до 8 часов.</i>

THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE

Формула образования:
will be + PI (- причастие настоящего времени)

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will be asking. (I (we) shall be asking.)	Не существует
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) be asking? (Shall I (we) be asking?)	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not be asking. (I (we) shall not be asking.)	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ
THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее либо в определенный момент в будущем, либо в течение целого периода в будущем	<p>I'll be waiting for you at 5 o'clock. <i>Я буду ждать вас в 5 часов.</i></p> <p>I'll be translating this article all day long tomorrow. <i>Завтра я целый день буду переводить эту статью</i></p>
2.	Действие, которое будет совершаться, протекать в тот момент, когда произойдет другое действие, выраженное <u>глаголом</u> в форме <i>Present Simple</i> (в придаточных предложениях времени, начинающихся со слова when <i>когда</i>)	<p>I'll be working when you come. <i>Я буду работать, когда вы придете.</i></p>
3.	Параллельные действия в будущем, т. е. протекающие в одно и то же время (в придаточных предложениях времени, начинающихся со слова while <i>пока, в то время как</i>)	<p>He will be reading while the children will be sleeping. <i>Он будет читать, пока дети будут спать.</i></p>
4.	Действие в будущем, которое явится результатом естественного хода событий, причем точное время его совершения может быть не указано	<p>I'll soon be starting my studies in King's College. <i>Скоро я буду учиться в Королевском колледже.</i></p>

THE PERFECT TENSE

Общая формула образования времен группы Perfect:

to have (в соответствующей форме) + причастие II = (V+ ed)
= (V3)

Совершенный вид = Что сделать? (результат действия)

THE PRESENT PERFECT TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (we, you, they) have asked. He (she, it) has asked.	I (we, you, they) have been asked. He (she, it) has been asked
ВОПРОСИТЕЛЬНО Е	Have I (we, you, they) asked? Has he (she, it) asked?	Have I (we, you, they) been asked? Has he (she, it) been asked?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) have not asked. He (she, it) has not asked	I (we, you, they) have not been asked. He (she, it) has not been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ
THE PRESENT PERFECT TENSE

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, совершившееся в прошлом, но имеющее непосредственную связь с настоящим моментом. Без уточнения времени	I have written this letter. <i>Я написал это письмо.</i>
2.	Действие, совершившееся в истекший период в настоящем (с такими словами, как today сегодня, this week на этой неделе, this month в этом месяце и т. Д.)	This week I have called her twice. <i>На этой неделе я дважды звонил ей.</i> I have visited him today. <i>Сегодня я навестил его.</i>
3.	С наречиями неопределенного времени: never никогда, ever когда-либо, yet еще, already уже, lately недавно (за последние дни или месяцы), recently недавно (за последние месяцы или годы); со словом since с, с тех пор	I haven't seen him since spring. <i>Я не видел его с весны.</i>
4.	В придаточных предложениях времени и условия после союзов after после того как, if если, when когда, as soon as как только, before прежде чем вместо Future Perfect	I'll go to the Crimea after I have taken my exams. <i>Я поеду в Крым после того, как сдам экзамены</i>
5.	Действие или состояние, не законченное к моменту речи, переводится глаголом настоящего времени	I have known him for many years. <i>Я знаю его много лет.</i>

THE PAST PERFECT TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (we, you, they, he, she) had asked.	I (we, you, they, he, she, it) had been asked.
ВОПРОСИТЕЛЬНО Е	Had I (we, you, they, she, he, it) asked?	Had I (we, you, they, he, she, it) been asked
ОТРИЦАТЕЛЬНОЕ	I (we, you, they, he, she, it) had not asked.	I (we, you, they, he, she, it) had not been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ PAST PERFECT TENSE		
№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	<p>Действие или состояние, завершившееся до определенного момента в прошлом. Этот момент определяется либо обстоятельством времени с <u>предлогом</u> by к, либо другим действием или состоянием в прошлом, которое произошло позже и выражается <u>глаголом</u> в <i>Past Simple</i></p>	<p>Yesterday by 7 o'clock I had translated the text. <i>Вчера к 7 часам я перевел текст.</i> I had had breakfast before he came. <i>Я позавтракал до того, как он пришел</i></p>

FUTURE PERFECT TENSE

Формула образования:

will have + PII (причастие прошедшего времени)

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will have asked.	I (he, she, it, we, you, they) will have been asked.
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) have asked?	Will I (he, she, it, we, you, they) have been asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not have asked.	I (he, she, it, we, you, they) will not have been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ

FUTURE PERFECT TENSE

№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, которое будет завершено до определенного момента в будущем, который определяется обстоятельством времени с <u>предлогом</u> by к, до	I'll have translated this text by 2 o'clock tomorrow. <i>Я переведу этот текст завтра до 2 часов.</i>
2.	Действие, которое завершится до другого действия в будущем, выраженного <u>глаголом</u> в <i>Present Simple</i> (с <u>предлогом</u> by к, до)	I'll have written my composition by the time you ring me up. <i>Я напишу сочинение до того, как ты мне позвонишь.</i>

THE PERFECT CONTINUOUS TENSE

Общая формула образования времен группы Perfect Continuous:
to have (в соответствующей форме) **been + P I** (причастие настоящего времени)

Совершенный вид = Что сделать? (в течение определенного периода времени)

THE PRESENT PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (you, we, they) have been asking. He (she, it) has been asking.	Не существует
ВОПРОСИТЕЛЬНОЕ	Have I (you, we, they) been asking? Has he (she, it) been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (you, we, they) have not been asking. He (she, it) has not been asking.	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ
PRESENT PERFECT CONTINUOUS TENSE

СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
<p>Действие или состояние, начавшееся до настоящего момента, длившееся в течение некоторого периода времени и продолжающееся в момент речи или закончившееся непосредственно перед моментом речи. При этом указывается либо весь период действия (обычно с <u>предлогом for</u> в течение, уже), либо начальный момент (обычно с <u>предлогом since</u> с, с тех пор как)</p>	<p>I have been watching TV for 2 hours. <i>Я смотрю телевизор уже 2 часа.</i></p> <p>I have been waiting since yesterday morning. <i>Я жду со вчерашнего утра.</i></p>

THE PAST PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (you, we, they, he, she, it) had been asking .	Не существует
ВОПРОСИТЕЛЬНО Е	Had I (you, we, they, he, she, it) been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (you, we, they, he, she, it) had not been asking .	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ
PAST PERFECT CONTINUOUS TENSE

СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
<p>Выражает длительное действие или состояние, которое началось ранее другого действия или состояния, выражаемого обычно формой <i>Past Simple</i>, и при наступлении этого действия или состояния все еще некоторое время продолжалось или было прервано. При этом указывается либо весь период действия или состояния (обычно с предлогом for в течение, уже), либо начальный момент (обычно с предлогом since с)</p>	<p>I had been writing a letter for 2 hours when he came. <i>Я писал письмо уже 2 часа, когда он пришел.</i></p> <p>I had been reading this book since 3 o'clock when he came. <i>Я читал эту книгу с 3 часов, когда он пришел.</i></p>

THE FUTURE PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫ Й ЗАЛОГ	СТРАДАТЕЛЬНЫ Й ЗАЛОГ
УТВЕРДИТЕЛЬНО Е	I (he, she, it, you, we, they) will have been asking.	Не существует
ВОПРОСИТЕЛЬНО Е	Will I (he, she, it, you, we, they) have been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, you, we, they) will not have been asking.	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ
FUTURE PERFECT CONTINUOUS TENSE

№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	<p>Действие или состояние, которое начнется до определенного момента в будущем и будет продолжаться вплоть до этого момента (либо продолжающееся в этот момент), с указанием всего периода действия или состояния (обычно с <u>предлогом</u> <i>for</i> в <i>течение</i>) или с указанием начального момента действия (обычно с <u>предлогом</u> <i>since</i> с)</p>	<p>By the end of September she will have been living here for 7 years. <i>К концу сентября она будет здесь жить уже 7 лет.</i></p>

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ВОЗМОЖНОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ			
№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	CAN (COULD)	<p>Возможность совершения действия в силу наличия условий для его совершения в настоящем и будущем</p> <p>Возможность совершения действия, основанная на позволении, разрешении</p> <p>Глагол can может также передавать немодальное значение способности, физической возможности совершить действие</p> <p>Вместо could в прошедшем времени может употребляться сочетание to be able в прошедшем времени - was/were able.</p> <p>На русский язык was/were able переводится глаголом совершенного вида: смог, смогла, смогли</p>	<p>I can stay with them. Я могу остаться с ними.</p> <p>Can I see the producer? Могу я увидеть продюсера?</p> <p>He can speak English. Он умеет говорить по-английски.</p> <p>I was able to write this test correctly. Я смог правильно написать этот тест.</p>
2	MAY (MIGHT)	<p>Возможность совершения действия, которое может осуществиться, но может и не осуществиться</p> <p>Возможность совершения действия, обусловленная разрешением, позволением.</p> <p>В этом значении вместо глагола may (might) могут использоваться эквиваленты — to be allowed, to be permitted</p>	<p>It may make that lion furious. Это может взбесить этого льва.</p> <p>You'll be allowed to go out. Вам позволят выйти.</p>

**МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ,
ВЫРАЖАЮЩИЕ НЕОБХОДИМОСТЬ СОВЕРШЕНИЯ
ДЕЙСТВИЯ**

№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	<p>Неизбежность совершения действия, обусловленная объективными причинами</p> <p>Вынужденность совершения действия, обусловленная объективными причинами</p> <p>Необходимость, обусловленная субъективным мнением говорящего</p>	<p>He <u>must</u> understand it. Он должен понять это.</p> <p>You <u>must not</u> ask too much of it. Вы не должны спрашивать про это слишком много.</p> <p>I <u>must</u> be off as soon as I can. Я должен уйти, как только смогу.</p>
2	SHOULD	<p>Необходимость совершения действия, вызванная субъективным мнением говорящего</p> <p>Необходимость совершения действия, вызванная объективными причинами</p>	<p>You <u>shouldn't</u> have come here. Тебе не следовало приходить сюда.</p> <p>Insulators <u>should</u> be kept very clean. Изоляторы должны храниться в чистоте.</p>
3	OUGHT TO	Целесообразность действия, обусловленная субъективным мнением говорящего	Perhaps I <u>ought to</u> have a talk to him about it first. Наверное, мне следует сначала поговорить с ним об этом.

4	SHALL	<p>Необходимость совершения действия, обусловленная субъективным мнением говорящего</p> <p>Вопросительное предложение с shall содержит вопрос говорящего о мнении собеседника по поводу совершения действия</p>	<p>Henry shall go home. Генри должен пойти домой.</p> <p>Shall I open the door? Мне открыть дверь?</p>
5	NEED	<p>Передает оттенок нужности, надобности действия</p>	<p>We needn't talk to each other unless we feel like it. Нам не нужно говорить друг с другом, если только мы не захотим этого.</p>
6	TO HAVE*(TO HAVE GOT)*	<p>Вынужденность действия</p> <p>Надобность действия</p>	<p>I didn't have to make any decisions. Мне не пришлось принимать решения.</p> <p>I have to know it. Мне надо это знать.</p>
7	TO BE*	<p>Необходимость совершения действия согласно предварительной договоренности или согласно расписанию</p>	<p>He was to come yesterday. Он должен был прийти вчера.</p> <p>The train is to come at 5 p.m. Поезд должен прийти в 5 часов вечера.</p>

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ПРЕДПОЛОЖЕНИЕ			
№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	Предположение, основанное на фактах, знаниях, почти граничащее с уверенностью	He must be at home. Он, вероятно, дома.
2	SHOULD	Предположение, основанное на фактах	They <u>should</u> all be of equal mass. Вероятно, все они имеют одинаковую массу.
3	WILL WOULD	Предположение, основанное на субъективном мнении говорящего	You 'll have heard of him? Вы, наверно, слышали о нем?
4	CAN (COULD)	Употребляется главным образом в отрицательных предложениях, выражая, таким образом, предположение о невероятности совершения действия	You can't really love me, or you wouldn't hesitate. Ты, на самом деле, не любишь меня, иначе ты бы не колебался.
5	MIGHT	Предположение, в верности которого говорящий не уверен	She might have been thirty-five. Ей тогда было лет тридцать пять.
6	NEED	Употребляется в отрицательных предложениях в значении предположения о необязательности действия	It need not take you very long. Вряд ли это займет у вас много времени.

КОНСТРУКЦИЯ «СЛОЖНОЕ ДОПОЛНЕНИЕ»

ПОДЛЕЖАЩЕЕ	СКАЗУЕМОЕ (в действительном залоге)	<u>Существительное</u> в общем падеже или личное <u>местоимение</u> в объектном падеже + <u>инфинитив</u>
We Мы	expect <i>надеемся,</i>	<u>him to do</u> it in time. <i>что он сделает это вовремя.</i>

* При переводе конструкции на русский язык, почти всегда используется придаточное предложение.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ДОПОЛНЕНИЕ»

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	После <u>глаголов</u> чувственного восприятия: to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в действительном залоге. После этих <u>глаголов</u> инфинитив употребляется без частицы to	I <u>watched</u> her approach. <i>Я <u>смотрел</u>, как она <u>приближается</u>.</i>
	После <u>глаголов</u> чувственного восприятия используется только Indefinite Infinitive Active . Чтобы выразить действие в страдательном залоге, можно использовать причастие II	I <u>saw</u> the fire slowly <u>conquered</u>. <i>Я <u>видел</u>, как <u>пожар</u> <u>постепенно потушили</u>.</i>
2.	После <u>глаголов</u> , обозначающих умственную деятельность:	He <u>considers</u> this question <u>to be</u> of great importance. <i>Он <u>считает</u> этот</i>

	<p>to know <i>знать</i>, to think <i>думать</i>, to consider, to believe, to suppose <i>думать, полагать</i>, to expect <i>ожидать</i>, to imagine <i>представлять</i>, to find <i>находить, узнавать</i>, to trust <i>верить</i>, to assume <i>допускать, предполагать</i> и др. в действительном залоге. После ЭТИХ ГЛАГОЛОВ в составе конструкции очень часто используется глагол to be</p>	<p><i>вопрос очень важным (= что этот вопрос является очень важным).</i></p>
3.	<p>После глаголов со значением заявления: to pronounce <i>произносить, говорить</i>, to declare <i>заявлять</i>, to report <i>докладывать</i></p>	<p>He declared the conference to be over. <i>Он объявил, что конференция завершилась.</i></p>
4.	<p>После глаголов, обозначающих чувства и эмоции: to like <i>нравиться</i>, to dislike <i>не нравиться</i>, to love <i>любить</i>, to hate, cannot bear <i>не мочь терпеть, ненавидеть</i> и т. д.</p>	<p>I hate you to talk in this way. <i>Я терпеть не могу, когда вы так говорите (= вы говорите таким образом).</i></p>
5.	<p>После глаголов, обозначающих приказ или разрешение, принуждение: to order <i>приказывать</i>, to allow, to permit <i>позволять</i>, to suffer <i>неохотно позволять</i>, to have <i>распоряжаться</i>, to make, to have, to get, to force, to cause <i>распоряжаться, приказывать, заставлять</i> и др. в действительном залоге</p>	<p>She caused a message to be sent him. <i>Она распорядилась, чтобы ему послали сообщение</i></p>

	<p>После <u>глаголов</u> to let <i>позволять</i>, to make, to have <i>распоряжаться</i>, <i>приказывать</i>, <i>заставлять</i> инфинитив другого глагола употребляется <u>без</u> частицы to.</p>	<p><u>Let me describe</u> what happened. <i>Позвольте мне описать</i>, <i>что произошло.</i> <u>Make them work</u> harder. <i>Заставьте их</i> <i>работать усерднее.</i></p>
	<p>В форме повелительного наклонения глагол to let в сочетании с 3-м лицом часто на русский язык переводится словом "пусть"</p>	<p><u>Let him explain</u> why he posted the picture. <i>Пусть он объяснит</i>, <i>зачем</i> <i>он опубликовал эту</i> <i>фотографию.</i></p>

КОНСТРУКЦИИ «СЛОЖНОЕ ПОДЛЕЖАЩЕЕ»

ПОДЛЕЖАЩЕЕ (<u>существительное</u> в общем или <u>местоимение</u> в именительном падеже)	СКАЗУЕМОЕ (обычно глагол в страдательном залоге)	ИНФИНИТИВ
He Он,	<u>is known</u> <i>как известно,</i>	<u>to go</u> to work to Siberia. <i>поедет работать в Сибирь.</i>

Особенность этой конструкции в том, что она не выступает как единый член предложения: именная часть конструкции является в то же время подлежащим предложения, а инфинитив представляет собой часть составного глагольного сказуемого.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ПОДЛЕЖАЩЕЕ»		
№ п/ п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	С <u>глаголами</u> чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в страдательном залоге. В данной конструкции, после этих <u>глаголов</u> инфинитив употребляется с частицей to	Bob was heard to laugh heartily. <i>Было слышно, как Боб смеялся от всего сердца.</i>

2.	<p>С глаголами, обозначающими умственную деятельность: to know <i>знать</i>, to think <i>думать</i>, to consider, to believe, to suppose <i>думать, полагать</i>, to expect <i>ожидать</i>, to imagine <i>представлять</i>, to find <i>находить, узнавать</i>, to trust <i>верить</i>, to assume <i>допускать, предполагать</i> и др. в страдательном залоге. После этих глаголов в составе конструкции часто используется глагол to be</p>	<p>Philip <u>was known to be</u> a young man without money. <i>Знали, что Филипп был</i> молодым человеком без денег.</p>
3.	<p>С глаголом to make <i>заставлять</i> (в страдательном залоге).</p>	<p>Little Bob <u>was made to put on</u> some warm clothes. <i>Маленького Боба заставили надеть</i> теплую одежду.</p>
4.	<p>С глаголами в значении сообщения: to say <i>говорить</i>, to report <i>сообщать</i>, to state <i>утверждать</i> в страдательном залоге.</p>	<p>He <u>is said to have gone</u> to work to Canada. <i>Говорят, что он уехал</i> работать в Канаду.</p>
5.	<p>В действительном залоге с глаголами: to seem <i>казаться (по-видимому)</i>, to happen <i>случаться (случается, случилось)</i>, to prove <i>доказывать (оказывается, оказалось)</i>, to be likely <i>вероятно</i>, to be unlikely <i>вряд ли</i>, to be sure, to be certain <i>быть уверенным (наверняка)</i>, to turn out <i>оказываться (оказалось)</i> и т. п.</p>	<p>They <u>are unlikely to come</u> in time. <i>Они вряд ли придут</i> вовремя. The work <u>proved to be</u> useful. <i>Работа оказалась</i> полезной (= <i>Работа, как оказалось, была</i> полезной). They <u>seemed to have forgotten</u> him. <i>Они, казалось, забыли</i> его.</p>

КОНСТРУКЦИЯ "FOR-TO-INFINITIVE"

	FOR	СУЩЕСТВИТЕЛЬНОЕ (в общем падеже) или ЛИЧНОЕ МЕСТОИМЕНИЕ (в объектном падеже)	ИНФИНИТИВ
Here is the book	for	you	to read
<i>Вот книга, которую вам надо прочитать.</i>			

ФОРМЫ ГЕРУНДИЯ		
	ACTIVE	PASSIVE
INDEFINITE	asking	being asked
PERFECT	having asked	having been asked

№ п/п	СХОДСТВО ГЕРУНДИЯ С СУЩЕСТВИТЕЛЬНЫМ	
1.	Может иметь определение, выраженное притяжательным местоимением или существительным в притяжательном или общем падеже	I know of your reading . <i>Я знаю, что вы много читаете.</i>
2.	Может сочетаться с предлогом	I insist on your going there now. <i>Я настаиваю на том, чтобы вы пошли туда сейчас.</i>
3.	В предложении выполняет те же функции	

№ п/п	СХОДСТВО ГЕРУНДИЯ С ГЛАГОЛОМ	
1.	Имеет залог (действительный и страдательный)	I like writing letters. <i>Я люблю писать письма.</i> The baby likes being spoken to. <i>Ребенок любит, когда с ним разговаривают.</i>
2.	Имеет простую и перфектную формы. Перфектный герундий, так же, как и перфектный инфинитив, выражает действие, которое произошло ранее действия, выраженного сказуемым	I know of his coming to Moscow. <i>Я знаю, что он приезжает в Москву.</i> I know of his having come to Moscow. <i>Я знаю, что он приехал в Москву.</i>

3.	Может иметь прямое дополнение	I like reading books. <i>Я люблю читать книги.</i>
4.	Может определяться обстоятельством, выраженным наречием	I like walking slowly. <i>Я люблю ходить медленно.</i>

В русском языке нет форм, соответствующих формам герундия, ввиду чего изолированно, вне предложения, они не могут быть переведены на русский язык.

УПОТРЕБЛЕНИЕ ГЕРУНДИЯ В ФОРМЕ INDEFINITE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Когда действие, которое он выражает, одновременно с действием, выраженным глаголом в личной форме	I am surprised at hearing this. <i>Я удивлен слышать это.</i> I was quite disappointed at not finding him there. <i>Я был очень разочарован, не застав его там.</i>
2.	Когда действие, которое он выражает, относится к будущему времени	We intend shipping the goods in May. <i>Мы намерены отгрузить товары в мае.</i> We think of going there in the summer. <i>Мы думаем поехать туда летом.</i>
3.	Когда действие, которое он выражает, безотносительно ко времени его совершения	Swimming is a good exercise. <i>Плавание — хорошее физическое упражнение.</i> Loading heavy weights requires great skill. <i>Погрузка тяжелых грузов требует большого искусства.</i>

ГЕРУНДИЙ В ФОРМЕ PERFECT		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Когда действие, которое он выражает, предшествует действию, выраженному глаголом в личной форме	I don't remember having seen him before . Я не помню, видел ли я его раньше.
NB!	После предлогов on (upon) и after обычно употребляется Indefinite (Simple) Gerund, хотя в этих случаях действие, выраженное герундием, предшествует действию, выраженному глаголом в личной форме.	On receiving the answer of the firm we handed all the documents to our legal adviser. Получив ответ фирмы, мы передали все документы нашему юрисконсульту.
NB!	Indefinite Gerund , а не Perfect Gerund, употребляется и в других случаях, когда нет необходимости подчеркнуть, что действие, выраженное герундием, предшествовало действию, выраженному глаголом в личной форме.	I thank you for coming . (a <i>he</i> : for having come) He apologized for leaving the door open. (a <i>he</i> : for having left)

**СПИСОК ОСНОВНЫХ ГЛАГОЛОВ И ГЛАГОЛЬНЫХ
СОЧЕТАНИЙ,
ПРИЧАСТИЙ И ПРИЛАГАТЕЛЬНЫХ, ЗА КОТОРЫМИ
СЛЕДУЕТ **ГЕРУНДИЙ****

to be disappointed at *быть разочарованным в*
to accuse of *обвинять в*
to approve (disapprove) of *одобрять (не одобрять) что-л.*
to think of *думать о*
to prevent from *препятствовать, мешать (сделать что-л.)*
to consist in *заключаться в*
to be fond of *любить что-л.*
to be proud of *гордиться чем-л.*
to count on (upon) = to depend on (upon) *рассчитывать на*
to succeed in *удаваться*
to insist on (upon) *настаивать на*
to be interested in *интересоваться чем-л.*
to be tired of *уставать от чего-л.*
to get used to *привыкать к*
to be used to *привыкнуть к*
to go on *продолжать(ся)*
to suggest *предлагать*

to be surprised at *удивляться чему-л.*
to suspect of *подозревать в*
to be responsible for *быть ответственным за*
to hear of *слышать о*
to be afraid of *бояться чего-л.*
to be capable (incapable) of *быть способным (неспособным) на*
to persist in *упорно продолжать что-л.*
to result in *иметь результатом что-л., приводить к чему-л.*
to spend in *тратить (время) на что-л.*
to be engaged in *заниматься чем-л.*
to object to *возражать против*
to thank for *благодарить за что-либо*
can't help *не мочь не*
to mind *возражать*
to start *начинать*
to want *хотеть*
to need *нуждаться*
to finish *заканчивать*

ПРИМЕРЫ

I am fond of **skating**. *Я люблю кататься на коньках.*

Go on **reading**, please. *Продолжайте читать, пожалуйста.*

Thank you for your **coming** here. *Благодарю вас за то, что вы пришли сюда.*

Would you mind **opening** the window? *Вы не будете возражать, если я открою окно?*

He thought of **going** to the cinema. *Он думал о том, чтобы пойти кино.*

I couldn't help **laughing**. *Я не мог не засмеяться.*

ОСНОВНЫЕ ГЛАГОЛЫ, ПОСЛЕ КОТОРЫХ МОГУТ УПОТРЕБЛЯТЬСЯ КАК **ГЕРУНДИЙ**, ТАК И **ИНФИНИТИВ**

to like *нравиться, любить*

to continue *продолжать*

to prefer *предпочитать*

to begin *начинать*

See more: <http://study-english.info/>

ПРИЧАСТИЕ I (PARTICIPLE I) и ПРИЧАСТИЕ II (PARTICIPLE II)

ФОРМЫ ПРИЧАСТИЯ

ЗАЛОГ (VOICE)	PARTICIPLE I	PARTICIPLE I PERFECT	PARTICIPLE II
ACTIVE	asking	having asked	asked правильного глагола done неправильного глагола
PASSIVE	being asked	having been asked	

ПРИЧАСТИЕ I (PARTICIPLE I)

Причастие I образуется путем прибавления суффикса **-ing** к основе глагола: **work+ing - работающий, работа**

ПРИМЕРЫ

Look at the trees **growing** in our garden.

ОПРЕДЕЛЕНИЕ

Посмотри на деревья, растущие в нашем саду.

Reading an English book he wrote out many new words

ОБСТОЯТЕЛЬСТВО

Читая английскую книгу, он выписал много новых слов.

They **will be working** at that time tomorrow

ЧАСТЬ СКАЗУЕМОГО

Они будут работать завтра в это время.

ПРИЧАСТИЕ II (PARTICIPLE II)

Форма **причастия II** (причастия прошедшего времени) стандартных (правильных) **глаголов** совпадает с формой прошедшего времени этих **глаголов**, т.е. образуется прибавлением к основе **глагола** суффикса **-ed** с соответствующими орфографическими изменениями: to solve *решать* - solved *решил* - **solved** *решенный* (-ая, -ое).

Форма причастия II нестандартных (неправильных) **глаголов** образуется разными способами и соответствует 3-й форме этих **глаголов**: to speak - spoke - **spoken**, to make - made - **made**, to go - went - **gone**.

ФУНКЦИЯ	ПРИМЕР
<p style="text-align: center;">Определение</p> <p>В этой функции причастие II употребляется либо перед определяемым словом (слева от него), либо после (справа). В последнем случае, если нет относящихся к нему слов, при переводе причастие переносится влево. На русский язык причастие II обычно переводится причастием страдательного залога на -мый, -щийся, -нный, -тый, -вшийся</p>	<p>the solved problem, the problem solved <i>решенная задача</i> the houses built <i>построенные дома</i> the opened book <i>открытая книга</i> the method used <i>используемый метод</i></p>
<p>Обстоятельство причины</p> <p>Соответствует в русском языке причастиям на -мый, -щийся, -нный, -тый, -вшийся или придаточным предложениям причины</p>	<p>Well-known all over the world the Russian book on electronics was also translated into English. <i>Так как русская книга по электронике известна во всем мире, она была переведена и на английский язык.</i></p>

<p>Обстоятельство времени Соответствует в русском языке придаточным предложениям времени. Такие обстоятельственные причастные обороты могут иногда вводиться союзами when <i>когда</i>, while <i>в то время как, во время</i></p>	<p>When given the book read the article about environment protection. <i>Когда вам дадут книгу, прочтите статью об охране окружающей среды.</i></p>
<p>Часть сказуемого В этом случае <u>причастие II</u> вместе с <u>глаголом</u> to have является сказуемым предложения в одном из времен группы Perfect</p>	<p>He had translated the text before I came. <i>Он перевел текст, прежде чем я пришел</i></p>

ОБЪЕКТНАЯ ПРИЧАСТНАЯ КОНСТРУКЦИЯ

Объектная причастная конструкция представляет собой сочетание существительного в общем падеже или местоимения в объектном падеже и причастия (в этой конструкции может использоваться как причастие I, так и причастие II).

В предложении эта конструкция выполняет функцию сложного дополнения; в русском языке ей обычно соответствует дополнительное придаточное предложение, вводимое союзом **как** или **что**: I see **him losing** his temper. Я вижу, что он выходит из себя.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОБЪЕКТНОЙ ПРИЧАСТНОЙ КОНСТРУКЦИИ		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	После <u>глаголов</u> чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др.	She could feel her hands trembling . Она чувствовала, как у нее дрожали руки.
2.	После <u>глаголов</u> , обозначающих умственную деятельность : to know знать, to think думать, to consider, to believe, to suppose думать, полагать, to expect ожидать, to imagine представлять, to find находить, узнавать, to trust верить, to assume допускать, предполагать и др.	I consider myself engaged to him. Я считаю себя помолвленной с ним.
3.	После <u>глаголов</u> , обозначающих желание ; в этом случае используется только <u>причастие II</u>	I want it done quick. Я хочу, чтобы это было сделано быстро.
4.	После <u>глаголов</u> to have и to get (в значении распоряжения); в этом случае используется только <u>причастие II</u>	I had my guitar tuned . Мне настроили гитару.

СУБЪЕКТНАЯ ПРИЧАСТНАЯ КОНСТРУКЦИЯ

представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже и причастия (в основном причастия I).

Существительное (или местоимение) является подлежащим предложения. Особенность этой конструкции — в том, что она не выступает как единый член предложения: один ее компонент - подлежащее, другой - часть составного глагольного сказуемого.

СЛУЧАИ УПОТРЕБЛЕНИЯ СУБЪЕКТНОЙ ПРИЧАСТНОЙ КОНСТРУКЦИИ

1.	Только после <u>глаголов</u> чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др.	The horse was seen going down the hill. Видели, как лошадь спускалась вниз по холму.
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See more: <http://study-english.info/>

СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Начальная форма (Инфинитив)	Простое прошедшее время	Причастие прошедшего времени	Перевод
be	was/were	been	быть, находиться
become	became	become	становиться
begin	began	begun	начинать(ся)
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть, жечь
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
drink	drank	drunk	пить
eat	ate	eaten	есть
fall	fell	fallen	падать
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
freeze	froze	frozen	замерзать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти,
have	had	had	выращивать
hear	heard	heard	иметь
hold	held	held	слышать
keep	kept	kept	держать
know	knew	known	хранить
leave	left	left	знать
let	let	let	покидать,
lie	lay	lain	оставлять

lose	lost	lost	ПОЗВОЛЯТЬ
make	made	made	лежать
meet	met	met	терять
pay	paid	paid	делать
put	put	put	встречать
read	read	read	платить
ride	rode	ridden	класть
run	ran	run	читать
say	said	said	кататься (верхом)
see	saw	seen	бежать
sell	sold	sold	говорить
send	sent	sent	видеть
set	set	set	продавать
sing	sang	sung	посылать
sleep	slept	slept	ставить,
speak	spoke	spoken	помещать
spend	spent	spent	петь
stand	stood	stood	спать
swim	swam	swum	говорить
take	took	taken	проводить,
tell	told	told	тратить
think	thought	thought	стоять,
wear	wore	worn	выдерживать
wake	woke/waked	woken/waked	плавать
write	wrote	written	брать
			говорить кому-то
			думать
			носить
			будить
			писать

See more and listen: <https://www.native-english.ru/grammar/irregular-verbs>

Учебное электронное издание

КОЛЕСНИКОВА Лариса Игоревна

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