

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

КУРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ
ЕСТЕСТВЕННОНАУЧНЫХ СПЕЦИАЛЬНОСТЕЙ

АНГЛИЙСКИЙ ЯЗЫК

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

по развитию навыков чтения, перевода,
реферирования текстов для студентов II курса
специальности «Социальная педагогика» 050711 и
«Организация работы с молодежью» 040104

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Дисциплина: «Английский язык» для студентов II курса специальности
«Социальная педагогика» 050711 и «Организация работы с молодежью»
040104.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические указания по развитию навыков чтения, перевода, реферирования текстов на английском языке предназначены для студентов II курса специальности «Социальная педагогика» 050711 и «Организация работы с молодежью» 040104.

Цель методических указаний – помочь студентам в овладении навыками чтения, перевода и реферирования текстов по специальности, а также формировать и развивать коммуникативную компетентность студентов во взаимосвязи речевой, языковой и социокультурной компетенции. Учебные тексты аутентичны, отличаются высокой информативностью, жанровым и стилистическим разнообразием и представляют собой материалы из журнальных и газетных аналитических статей, научно – популярных статей, отрывки из художественных произведений современных английских и американских писателей, подвергшиеся адаптации.

Учебные тексты могут быть представлены студентам, как для аудиторной работы, так и для дополнительного чтения.

TEXT 1

What is an Ideal Family Situation?

Read the following extracts from "Understanding Britain" by Karen Hewitt and give your comment using the phrases expressing opinion and attitude.

Expressing Attitudes

Frankly I to be frank

Actually

Honestly I to be honest

Perhaps

Naturally

Generally

Of course

Unfortunately

I. Today nearly half of all families in Britain end up with two children another quarter have three or more children, and only one family in four has a single child. This means that the vast majority of children have at least one brother or sister.

The number of single children in Russia astonishes many British visitors especially the older ones. "Where are the brothers and sisters?" they ask. "Isn't that child in danger of being spoiled?" "Being spoiled" is a very British concept. It refers to the belief that the child develops badly if he or she is indulged (to indulge - потакать), petted, given too much his or her own way. Such a child will be a horrible nuisance to those around him, and will hurt himself by lack of self-discipline and by not knowing how to work cooperatively with others. Also children in families of brothers and sisters are expected to work out some social rules among themselves. Growing up is seen partly as learning to take responsibility.

Discussion questions:

1. Is it good or bad to be a member of a big family?
2. Why are brothers and sisters sometimes jealous of each other?
3. What are the advantages and disadvantages of being an only child?
4. What traits of character do single children sometimes develop?
5. What problems are they likely to have in future?

II. In Britain, most adult want lives in which they don't have the daily struggle of escaping of being "children" to their own fathers and mothers. Russian grandmothers tend to take over the business of bringing up children from the daughters, the real mothers, and are very dominating in their approach. Every mother has her own way of bringing up children, and she should have the opportunity to do the best in *her* way. Just as importantly, every child has the right to grow up and grow free of adult influence, which is always a struggle.

Discussion questions:

1. What family would you prefer to live in: nuclear or extended?
2. Do you think grandparents should take an active part in bringing up their grandchildren?
3. Who do you think is usually more dominating: parents or grandparents?

TEXT 2

Who is the Modern Student?

Read the extract from the article "The student of 2000: more work less pay" published in the Daily Telegraph and give your opinion on the issue (use discussion questions given below the text).

1. Who is the modern student?
2. The athlete with his college scarf?
3. The bluestocking, cycling to her lecture?
4. The activist hurling abuse at a politician?

These days the students you are most likely to meet are the checkout girl at Sainsbury's or the waiter in your favorite bistro.

The modern student works: "full-time student" no longer means someone who spends time in libraries or lectures, with an occasional vacation job. At many universities, most students have jobs during term-time. At London Guildhall, more than 80 per cent of our students work during term for between live and 25 hours a week.

Why do they do it? For some, it is certainly to fund a car or to finance evenings in the pub. For many, however, whose families are too poor to help, it to keep body and soul together. Some have a natural aversion to building a large debt to the Student Loans Company. Many mature students feel guilty about their wives, husbands or children supporting them during a college course, and work to reduce the burden.

Juggling study with work is hard. It requires skills of time management that would be envied by many management consultants. As one student, Aidan, put it to me: "I need lectures to start at 10am, not because of a party the night before but because then I can use a cheap railcard. I must be away by 4pm to pick up my daughter, leave her with her gran, and get to my evening job. When do I write my essays? Well, there's the weekend and early mornings."

Many students still live in college rooms or halls of residence. But others stay at or close to home, where jobs are easier to come by. Often, they come mute to classes and live in cramped accommodation, a shared room where there is nowhere to study. There is not enough money for books, let alone a computer. It is no surprise that they sometimes wonder if they can cope or will be forced to drop out.

Discussion questions:

1. What are the problems that students face in Russia?
2. Are the problems of young and mature students similar?
3. Do full-time students work in Russia?
4. Is it possible to combine day study with work?
5. What are the major differences between students in Russia and in Britain?

TEXT3

Virtual U. Popularity Rises, Though Doubts Persist

Pre-reading questions:

1. What do you think distance education is?
2. What are the arguments for distance education?
3. What forms of distance education are likely to dominate in the 21st century?

Scan the text to find the answer to the question: What are the advantages and disadvantages of "Virtual Universities"?

Berkeley, California. Imagine being able to attend classes while wearing pyjamas. Or studying at a university located 500 miles away. These possibilities may become facts in the near future as more schools focus on the chatrooms as a place to educate rather than the classroom.

Universities that use the Internet to educate are often called "Virtual Universities", where the education is real but the lessons take place in living rooms and libraries. They are viewed by many as being a tool that allows more people access to learning opportunities. Besides, a virtual university would lower tuition costs. However, these savings would come at the expense of other things. It would be hard to collaborate with peers or professors and students could be socially isolated. There would be less interaction or time to ask questions.

And some-times the most important lessons are not taught in lecture halls but in residence halls and through extracurricular activities where students learn to become a part of a small society. While these aspects of universities may seem to represent the best possible situation, the reality is that many deserving people cannot afford to take classes, cannot find the time to go during the day or do not have the ability to commute.

For many of these people, taking classes over the Internet has become a viable option and many public universities across the country have started to offer these classes, although on a very minor scale.

In a recent speech by UC Berkeley Chancellor Robert Berdahl to the National Press Club last June, he emphasized the need to prepare for the future electronically transmitted education.

"The virtual university promises to transform the manner in which education, or perhaps more accurately, the manner in which teaching material is delivered around the world." California is currently one of the leading states to offer access to online courses. The California Virtual University offers a Web site at <http://www.california.edu> with information and connections to more than 40 post-secondary schools in California that offer classes through the Internet.

These include several of the UC schools, California state universities and community colleges. While UC Berkeley does not currently offer classes on line, UC Berkeley Extension does.

The California Virtual University does not actually offer or issue degrees itself

but rather serves as a bridge between students and institutions, such as the extension program at UC Berkeley. They help students find out about courses and certificate programs offered at schools across California. They also keep a close eye on these programs to ensure that they maintain a level of quality in their teaching.

The Virtual University is viewed by many as an absolute necessity because of the nearly 500,000 additional students who plan to enter the California higher education system in the next decade.

Already, California has more post-secondary students than the western states combined and a limited amount of resources to offer.

The Web site has proven very successful, and receives an average of 120,000 visits every month. Long distance learning has become more popular with colleges across the country. According to a 1995 report by the US Department of Education and the National Center for Education Statistics, more than 33 percent of all post-secondary institutions in the country offered distance education.

An additional 25 percent reported that they planned to offer such programs within the next three years. However, while schools have started to offer alternatives to the classroom, in 1995 only 26 percent offered more than 25 courses and 24 percent offered only one to four courses.

This indicates that while technology has made its way into the heart of the educational system, it has not yet taken on a dominant role.

Students use e-mail to communicate with their professors as well as to turn assignments. They also have class discussions with other students using chatrooms and message boards.

For students who are not entirely comfortable with computers, there are free online tutorials offered by many universities to help beginning students.

"No university that is concerned about its future in the 21st century can afford to overlook these opportunities, despite substantial questions about their implications," Berdahl said.

Read for details and answer comprehension questions:

1. What impact does the advance in information technology have on the manner in which teaching materials are delivered?
2. Does the California Virtual University offer degrees itself? What is its role?
3. Why did the Virtual University become so popular in California? What makes California distinct from the other Western states?
4. How many higher educational institutions offered classes through the Internet in 1995?
5. How can the California Virtual University database be accessed?
6. What information can the Web user find in the site?

TEXT4

Children at work

No minimum rate of pay applies to Saturday staff, so small shopkeepers are happy to use this source of labor on the busiest day of their week.

Many young people start their career with a paper round. A papergirl can expect to earn between £10 and £15 a week for delivering newspapers to around 20 houses each morning.

A Saturday job typically pays £20 - £30 a day. Under 16s pay no income tax. Catherine Lomax, 17, worked for 2 years at a local pet shop: "The job made me more confident when dealing with people because I served in the shop most of the time. I helped order the products, too, which gave me an in-sight into how a business was run. It didn't interfere with my school work – I still managed to get my GCSEs - but it did get in the way of my social life."

Tom Nelson, 17, now studies Art and Design at college: "My first job was in a garage. I spent Saturday and Sunday mornings there and they paid me 25 pounds a morning. I was there for a year and a half and the money helped to pay for holidays and outings with friends."

Steve Edgar, head teacher at American School: "The interaction with adults builds up children's social skills. We are living in a world where academic

Us are not the only things that matter - other factors, such as the ability to dress well, be punctual and work with a wide range of people are also important. But when young people overcommit themselves, their school work suffers."

TEXT 5

Looking for a job

Pre-reading questions:

1. Is it easy for young people to find jobs nowadays?
2. What activities does looking for a job involve?
3. What questions do you think you will be asked at an interview?
4. If you manage to secure a good job would you like to stay in it for life? Why?

Read an extract from the book "Understanding Britain" by Karen Hewitt and answer the questions following the text.

In Britain when a pupil leaves school at sixteen or later he or she must find a job. To achieve this goal school leavers without special qualifications will probably visit a Job Centre or look through local newspaper advertisement. School careers officers also can offer advice. But ultimately it is up to the boys and girls themselves to find work.

Graduates from universities and other colleges are in the same position except that they are older and are looking for different kinds of work. Usually they stall their search near the beginning of their third (i.e. final) year in college. The professional

work many of them seek normally requires further specialized training so the first step is to get a place on a training course - and a grant or some other funds to pay for the course. Probably the first stage will involve some kind of exam and an interview - necessary procedures for choosing which applicants, shall be given places on the course which *may* lead to a job in the end. (Such courses are essential for librarians, computer programmers, social workers, accountants and many other kinds of qualified workers.) Certain organizations take graduates directly and train them while they are working - for example the BBC. A recruitment committee has to read through the papers and select maybe eight or ten applicants for interview. At the interview they will be asked their reasons for wanting the job, and have to answer questions about their academic career activities and - often - questions which seem to have no point but which are intended to reveal their personality, skills and general suitability for the job.

Eventually someone will be selected. If the fortunate candidate is not happy with all the conditions of the job (pay, hours of work, pension rights and so on) he doesn't have to accept it - but once he has signed the contract he cannot leave the job without giving notice (of maybe three or six months) and he cannot be thrown out of the job without notice and without good reason.

Today graduates can expect to make dozens of applications for jobs and get short-listed for interviews two or three times before they find satisfactory work. Some of course know exactly what they want and manage to find the right job in nine, but more often graduates can spend months searching, meanwhile earning enough to pay the rent by washing dishes or some other short-term work.

Having found your job, you certainly do not expect to stay in it for life - or even more than a few years. Whether they are working in private industry or in the state sector, people assume that if they want more money or more responsibility they must expect to move from one employer to another or from one area work to another. Promotion up the steps of the ladder within a firm certainly happens, but the advantages to both employer and employee - stability, familiarity with the work, confidence, loyalty to the firm and its workers - must set against the advantages of bringing in "fresh blood", new challenging ways of approaching the work (avoidance of intrigues and resentment among those already the organization about the promotion of one over the other) and the hard work that can be expected from someone new in the job who has to "prove" himself or herself. In practice promotions are usually a mixture of "within-house" and from outside. Consequently, employees who want to improve their position start looking for other jobs within few years of securing their first one.

Comprehension questions:

1. What steps do school leavers in Britain take to find a job?
2. What makes it more difficult for college graduates to find employment?
3. What can be done to bridge the gap between the completion of education and the start of employment?
4. What information do interviewers try to get during the interview?
5. What obligations do the employer and the employee assume once the contract has

- been signed?
6. How long do people usually stay in the same job? Why?
 7. Does loyalty to the company give employees an advantage over those who are new in the job?
 8. Why are employers interested in bringing in "fresh blood"?

TEXT 6

Advice of a Retired Diplomat to the New Generation

Interest and concern is a substitute of intelligence to a certain extent, but not vice versa.

Good manners are the best guide in practical diplomacy even in difficult situations. Even when you must be impolite, your guide is still good manners. You must have the ambition to serve your country, your fellow citizen and your fellow man.

Shoulder your responsibilities. That is what you are paid for. Not assuming your responsibilities sometimes leads to a greater responsibility, that of omission.

- Always do things more difficult than you think you are capable of, other wise you will fall into a rut.
- If you want to be taken seriously, don't take yourself seriously.
- We differ from the other civil servants mainly because of our knowledge of foreign languages. Don't neglect them. In any case, they are the best means of communicating with our foreign counterparts.
- Political affairs are easy. Study economics and trade. This way the Foreign Service gains in weight and importance.
- Don't neglect answering letters addressed to you by private individuals your own or foreign. It is an example of civilization, good administration and respect for the private citizen.
- Use modern office equipment. It speeds up and multiplies results.

[William Mallinson, "Portrait of an Ambassador"]

TEXT 7

As Diplomats See Themselves

They present themselves as practical men and women who take the world for what it is, rather than what it might be, and who let reason, rather than emotion, govern their actions. According to Mattingly diplomacy does not so much require special qualifications as makes special calls for common qualifications", as well as the "application of intelligence and tact" and "a ready wit and sense of proportion".

Like Dobrynin with his "reassuring presence", diplomats see themselves as the steadying influence when others - public and politicians alike - are carried away by the heat of the moment to demand the satisfaction of national honour with war or be tempted by fear or selfishness to renounce important international responsibilities when they become dangerous or expensive to uphold. This they call professional detachment.

TEXT 8

Some Qualifications Desirable in Members of the Foreign Service

What should the contemporary diplomat be? What personal qualities and attainments does he need for a job that is evidently so far from simple? Ideally speaking, nothing short of all-round perfection can be wished for in a man who is called upon to represent his country. One cannot, in principle deny that such a man ought to be clever, wise, good, beautiful, and much else besides.

It is admittedly unusual and even somewhat shocking to contend that the diplomat should have a warm heart. Certainly he should not be emotionally effusive in his behavior, and he should preserve an unruffled calm when things go wrong and relations become strained. However, he will succeed best in his job when he not only likes at heart, but also shows quite plainly that he likes the fellow human beings with whom he comes in contact. And he will be well advised to make this liking the plainer, the greater the racial and other differences may be.

A certain capacity for deception is needed in a diplomat; but where it is needed is in the domain of ordinary good manners. He must keep a good deal of what he thinks to himself and say for the sake of politeness a good many unimportant things he does not mean. He must be intelligent, but carefully refrain from any oppressive display of intellectual powers. He must have humor (for that is fundamentally no more than a good sense of proportion), but if he also has wit he must usually keep the edge of it well sheathed not to wound those without humor.

Linguistic competence in the diplomat is a specialized branch of good manners as well as a by-product of sensitiveness to environment.

One final virtue of the professional diplomat is patience. Unless he is endowed with it in ample measure, the would-be diplomat will never in reality be a diplomatist at all; for it is of the essence of the profession to plod' endlessly on at tasks which are neither simple nor quickly disposed of.

Read the following extracts expressing opinions of political scientists and their profession. Discuss with your partner:

1. personal qualities of a political scientist
2. special skills and qualifications
3. the areas in which they can be used
4. what aspects of this profession attract you most
5. in what area you would like to work after graduation

TEXT 9

Skills

Political scientists must have skills in researching, analyzing and interpreting information. They also need to have good oral and written communication skills, and should have good planning and organizational ability.

"One of the main skills you need is to be able to read things analytically so that you can understand what an author's political biases are, and give a sociopolitical context to what you read."

Personal Qualities

Political scientists need to be enquiring, accurate and open-minded. They also need to be able to work well under pressure, and they should have good judgment.

The main personal quality is an interest in politics. That includes having an intense interest in what is going on in society, and an interest in news and current affairs.

Knowledge

Political scientists must know about political theories, local, national and world affairs. They should also know about research methods, human behavior and thought, and basic statistics. "Political Scientists need to develop an in-depth knowledge of the political system of the country that they're living in. They must also have knowledge of a range of political areas and subjects.

A particular interest of mine is media politics - how information management and communications are now used in politics. I think that this area is important because most of our knowledge of politics, and indeed most of our politics, takes place in the media. So it's important to study the ways in which the media portray politics."

"There is an enormous range of skills you can gain when studying to become a political scientist. Those who study this area and don't work as academics do a variety of jobs, which can range from government research, administration and policy work, to working in the media, or as consultants. Wherever you find there is a focus on the public and collective matters, or bargaining and politics, you will find political scientists."

"If you study in this area, I think you'll love political science. There are plenty of reasons for this, but the most obvious is that it is inherently fascinating to study the ways in which people have argued with one another about basic collective things."

"I think that it's enormously important that societies have people who act as critics and the conscience of society. I think that political scientists have a responsibility to the public in the same way that the judiciary and the media do: we have a social responsibility to call the powerful into account."

[Andrew Sharp, Professor of Political Studies]

Useful work experience for political scientists includes:

- research-based work
- work for government departments, parliament or local authorities
- community work
- writing or journalism experience

- statistical work
- work in public policy development
- work in international relations

TEXT 10

Education and Training to Tackle the Scourge of Youth Unemployment

Skim the text to find out if you have guessed right.

In the European Union's labour force more than one in five young people aged from 15 to 24 is officially declared to be unemployed. At 21 per cent, this is almost twice Europe's already high 11 per cent rate of joblessness. In the vulnerable, young age group, the total number of those without jobs is five million. A closer look reveals other problems. Young people have to spend much longer looking for their first jobs. Once out of work, they tend to stay out of work.

If one looks at the employment rate in Europe, for the age group from 15 to 24, it is low, at 50 per cent. This reflects the situation right across the age range of a low general employment rate in Europe. Of the great bulk of the EU's active population, that is, those aged from 15 to 64, only 60 per cent are gainfully occupied.'

While one cannot draw hasty conclusions from comparisons with other world economies, the US and Japan appear to be doing significantly better. Employment rates there are 70 per cent and 78 per cent respectively.

For young people, the chances of getting work differ widely across the European Union. In some countries, youth unemployment is less than half the European average. Those Member States that integrate the young more successfully into the world of productive occupation include Austria, Denmark, Germany, Luxembourg and The Netherlands. Examples of successful practice from these countries could be applied elsewhere. Countries where youth unemployment is high include Spain, where it stands at 45 per cent. In Italy and Finland, only around one third of young people is in non-sheltered employment.

TEXT 11

Long-term joblessness: a grave problem

One indicator is the length of periods of unemployment suffered. In Denmark, these are usually relatively short. In Belgium, Greece, Ireland, Italy and Spain, problems of long-term unemployment can be more drastic. In fact Germany, mainly as a result of its apprenticeship system, largely escapes long-term youth joblessness.

Another worry is the increasing number of young workless people in households where there is no one else employed. Since this group is less likely to have any contact with the job market, there is more danger of it drifting into both long-term unemployment and long-term dependency on benefits.

Youth unemployment problems prevail despite higher educational standards in Europe than ever before. Approximately 70 per cent of the young

Europeans who do have jobs succeeded at the upper secondary level of education. In fact, 20 per cent attained university degrees. While it has become apparent that education levels play a major role in the field of youth employment, of the education does not always meet the practical needs of potential employers.

In addition, there is a high priority requirement to improve education and training levels among the more exposed groups of young people. This group is large. Five million young people fail to complete compulsory education. Another 14 million complete it, but do not then follow up with any further training. One in five leaves education without qualifications. Being out of a job is significantly more likely for the approximately 20 per cent of the young leaving education without any recognized, marketable qualifications. As a result of inadequate training, even at times of economic recovery employers cannot get candidates equipped with the more demanding skills they need to fill the new, more productive jobs. Over 40 per cent of European SMES report a shortage adequate skill as an obstacle to recruitment. Potential employers complain that education is too far removed from the world of work. US also complains of skills shortage.

TEXT 12

Bridging the gap between education and work

In November 1997, at the Luxembourg Jobs Summit, the European Union agreed to fight unemployment on four fronts: employability (producing people with better skills); entrepreneurship (supporting job creation); adaptability (helping employees adjust to changing working circumstances, involving life-long learning); and equal opportunities (overcoming discrimination on the basis of gender or disability). For young people, the EU recommended that those without work be given, within six months, a new start, such as training or work experience.

European Union policy against youth unemployment concentrates in the first place on three groups of people. These are: early school leavers; young people with no skills or qualifications; and the unemployed. It should be no surprise that EU policy to combat youth joblessness emphasizes education and training.

Overall, EU policy goes much further than training. It provides a "pathway" to work for all vulnerable groups. This route bridges the gap between the completion of education and the start of employment. Actions range from establishing work experience schemes to the setting up of counseling systems for individuals.

TEXT 13

The road ahead

Looking to the future, there are two important factors with a role in youth unemployment. One is the demographic trend towards fewer births. By 2005 Europe will have more people over 60 than young people under 20.

This will lead to fewer young people being available for work. There is a temptation to believe that this in itself will help to conquer unemployment. The reality is that young people will only be able to take advantage of the changing situation if

they are equipped with the skills that the workplace requires.

However, progress will come about as EU policies and actions along the lines of providing "a pathway to work" approach achieve more responsive educational and training standards. This is essential if we are to solve one of today's most pressing afflictions and to help to build a healthier society, with stronger foundations as far as people are concerned.

Read the text again and say whether the following statements are true or false.

1. Youth unemployment rate in Europe is lower than general unemployment rate.
2. In such countries as Austria, Denmark, Germany young people have better chances of getting work than their peers in Spain, Italy or Finland.
3. Germany is practically the only European country, which has solved the problem of long-term unemployment.
4. Though educational attainments in Europe are higher than ever before, inadequate training hampers the work prospects for many young people.
5. It was not until 1997 that a consistent European employment policy was developed.
6. EU policy against youth unemployment mostly concentrates on providing unqualified young people with training linked with work experience.
7. School leavers in Europe and US are not equipped with skills and qualifications demanded by high-tech industries.
8. The demographic trend towards fewer births in the 21st century will take care of youth unemployment in Europe.

TEXT 14

The Organization Kid

A few months ago I went to Princeton University to see what the young people who are going to be running our country in a few decades are like. In our conversations I would ask the students when they got around to sleeping. One senior told me that she went to bed around two and woke up each morning at seven; she could afford that much rest because she had learned to supplement her full day of work by studying in her sleep. As she was falling asleep she would recite a math problem or a paper topic to herself; she would then sometimes dream about it, and when she woke up, the problem might be solved. I asked several students to describe their daily schedules, and *their* replies sounded like a session of Future Workaholics of America: crew practice at dawn, classes in the morning, resident-adviser duty, lunch, study groups, classes in the afternoon, tutoring disadvantaged kids in Trenton, a cappella practice, dinner, study, science lab, player session, hit the Stairmaster, study a few hours more. One young man told me that he had to schedule appointment times for chatting with his friends. I mentioned this to other groups, and usually one or two people would volunteer that they did the same thing. "I just had an appointment with my best friend at seven this morning," one woman said. "Or else you lose touch."

There are a lot of things these future leaders no longer have time for. I was on

campus at the height of the election season, and I saw not even one Bush or Gore poster. I asked around about this and was told that most students have no time to read the newspapers, follow national politics, or get involved in crusades. One senior told me she had subscribed to *The New York Times* once, but the papers had just piled up unread in her dorm room. "It's a basic question of hours in the day," a student journalist told me. "People are too busy to get involved in larger issues."

When I think of all that I have to keep up with, I'm relieved there are no bigger compelling causes." Even the biological necessities get squeezed out.

I was amazed to learn how little dating goes on. Students go out in groups, and there is certainly a fair bit of partying on campus, but as one told me, "People don't have time or energy to put into real relationships." Sometimes they'll have close friendships and "friendships with privileges" (meaning with sex), but often they don't get serious until they are a few years out of college and meet again at a reunion - after their careers are on track and they can begin to spare the time

I went to lunch with one young man in a student dining room that by 1:10 had emptied out, as students hustled back to the library and their classes. I mentioned that when I went to college, in the late 1970s and early 1980s, we often spent two or three hours around the table, shooting the breeze and arguing about things. He admitted that there was little discussion about intellectual matters outside class. "Most students don't like that that's the case" he told me, "but it is the case." So he and a bunch of his friends had formed a discussion group, which meets regularly with a faculty guest to talk about such topics millennialism, postmodernism, and Byzantine music. If discussion can be scheduled, it can be done.

The students were lively conversationalists on just about any topic - except moral argument and character building, about which more below. But when I asked a group of them if they ever felt like workaholics, their faces lit up and they all started talking at once. One student said, "Sometimes we feel like we're just tools for processing information. That's what we call ourselves power tools."

But nowhere did I find any real unhappiness with this state of affairs, nowhere did I find anybody who seriously considered living any other way. These super-accomplished kids aren't working so hard because they are compelled to. They are facing, it still appears, the sweetest job market in the nation's history. Investment banks flood the campus looking for hires. Nor do these students seem driven by some Puritan work ethic deep in their cultural memory. It's not the stick that drives them on, it's the carrot. Opportunity lures them. And at a place like Princeton, in a rich information-age country like America, promises of enjoyable work abound - at least for people as smart and ambitious as these "I want to be this busy," one young woman insisted, after she had described a daily schedule that would count as slave-driving if it were imposed on anyone.

The best overall description of the students' ethos is that they are professional students. That doesn't mean that these leaders-in-training are money-mad (though they are certainly career-conscious). It means they are goal-oriented. An activity - whether it is studying, drama group, community service, or

one of the student groups they found and join in great numbers - is rarely an end in itself. It is a means for self-improvement, resume building, and enrichment. College is just one step on the continual stairway of advancement, and they are always aware that they must get to the next step (law school, medical school, whatever) so that they can progress up the steps after that.

They are not trying to buck the system; they're trying to climb it, and they are lined for ascent. Hence they are not a disputatious group. If someone is about to disagree with someone else in a group, he or she will apologize beforehand, and will couch the disagreement in the most civil, non-confrontational terms available. These students are also extremely respectful of authority, treating their professors as one might treat a division head at a company meeting.

It is very rare to get a student to challenge anything or to take a position that is counter to what the professor says." Robert Wuthnow, a sociologist, said, "They disconcertingly comfortable with authority. That's the most common limit the faculty has of Princeton students. They're eager to please, eager to conform".

For the generation of runners of things, which came to power in the Clinton years, at least a modest degree of participation in college-years protest was nearly mandatory. The new elite does not protest. Young achievers vaguely know that they are supposed to feel guilty about not marching in the streets for some cause. But they don't seem to feel guilty. They are just prudent.

Part of this is just Princeton. But this is also what life is like at other competitive universities today. In the months since I spoke with the Princeton students, I've been at several other top schools. Students, faculty members, and administrators at those places describe a culture that is very similar to the one at Princeton. This culture does not absolutely reflect or inform the lives and values of young Americans as a whole, but it does reflect and inform the lives and values of an important subset of this generation: the meritocratic elite.

Not only at Princeton but also in the rest of the country young people today are more likely to defer to and admire authority figures. Responding to a 1997 Gallup survey, 96 percent of teenagers said they got along with their parents, and 82 percent described their home life as "wonderful" or "good." Roughly three out of four said they shared their parents' general values. When asked by Roper Starch Worldwide in 1998 to rank the major problems facing America today, students aged twelve to nineteen most frequently named as their top five concerns selfishness, people who don't respect law and the authorities, wrongdoing by politicians, lack of parental discipline, and courts that care too much about criminals' rights. It is impossible to imagine teenagers a few decades ago calling for stricter parental discipline and more respect for authority. In 1974 a majority of teenagers reported that they could not "comfortably approach their parents with personal matters of concern". Forty percent believed they would "better off not living with their parents".

In short, at the top of the meritocratic ladder we have in America a generation of students who are extraordinarily bright, morally earnest, and incredibly industrious. They like to study and socialize in groups. They create and join organizations with great enthusiasm. They are responsible, safety-conscious and mature. They feel no

compelling need to rebel - not even a hint of one. They not only defer to authority; they admire it. "Alienation" is a word one almost never hears from them. They regard the universe as beneficent, orderly and meaningful. At the schools and colleges where the next leadership class is being bred, one finds not angry revolutionaries, despondent slackers, or dark cynics but the Organization Kid.

[David Brooks, The Atlantic Monthly, April 2000]

Read again carefully to explain the title of the article. Answer the questions:

1. What activities are the students engaged in? What activities do they ignore?
2. Why do they call themselves "power tools"?
3. What is their ultimate goal?
4. What stratum of the American society do they belong to?

TEXT 15

Unhealthy Habits

Pre-reading questions:

1. What is a healthy lifestyle, in your opinion?
2. Have you or any of your peers chosen a healthy lifestyle? Why?
3. In what countries are people more concerned about healthy living? Why?

Scan the article to find out the facts about substance abuse among high schools seniors.

How well are teens taking care of themselves? Here is a report card on some of their choices.

OK, there are those dreaded pimples and that mess of raging hormones. But most American teens aren't battling the scourges of adulthood - cancer, heart disease, arthritis. What young people are facing is their own minefield of health risks: an overwhelming array of behavioral and lifestyle choices and pressures from what to eat to whether or not to smoke or use illegal drugs.

What they decide now could affect their health for a lifetime. Here's a look at how they're doing:

Eating: Snack foods and sodas rule. On a scale of zero to 100 in the government's Healthy Eating Index (80 and up being "good"), teens scored in the low 60s, which means "needs improvement". Only about one in 10 adolescents gets the recommended two to four daily servings of fruit. They do slightly bet-n with veggies, with about one fourth *scarfing* down the recommended three to five. But that doesn't mean they're filling up on carrots and spinach - French fries, potato chips and pizza sauce all count.

Even more worrisome are a disturbing duo: eating disorders and rising obesity. More than half of all teen girls say they are or should be on a diet – incessantly battling the 40 pounds they naturally gain as they grow between the ages of

8 and 14. About 3 percent take it to the extreme, spiraling into bulimia or anorexia. There are no precise numbers, but researchers say eating disorders appear to be on the rise and are affecting children as young as 8. The health effects include osteoporosis, organ failure - even death. While far more common in girls, boys are also vulnerable. And they have their own obsession: the muscular look. Jackie Berning of the American Dietetic Association says creatine, in amir 3 acid supplement used by athletes to build muscle power, is now "the hot new thing" among teen boys. Most assume it's harmless, but its safety hasn't been tested long term.

Experts are increasingly worried about obesity, too. Today a record one in five teens is overweight (as defined by weight-to-height ratio), putting them all increased risk for heart disease, the nation's No. 1 killer. The immediate effects are already evident: weight-related type II diabetes once called "adult-onset" is now being diagnosed more frequently in adolescents. Sedentary lifestyles are a big' part of the problem. Daily enrollment in high-school P.E. classes dropped from 42 percent in 1991 to 25 percent in 1995. And when teens aren't working after school or *slogging* through homework, many are watching TV or *surfing* the chat rooms. Burning energy? Not.

Sleeping: Given the hurried-up, tech-driven lives they lead, adolescents aren't exactly well rested. They should get at least nine hours of sleep night, but only about 15 percent do. And a full quarter get less than six, says Dr. Mary Carskadon of Brown University. They're "hugely sleep deprived" she says. High-school students, whose biological clocks keep them up later at night, have it the worst. Nearly 40 percent go to sleep after 11 o'clock on school nights, but have to be alert at their desks as early as 7.15. "It's equivalent to sending adults to a business meeting at 4 a.m.", says Dr. Mark Mahowald, director of the Minneapolis Regional Sleep Disorders Center. Some schools are changing their clocks to address the problem. At Broughton I in Raleigh, N. C, the opening bell was moved from 7: 30 to 8: 15 last August. A little more sleep - and maybe even time for breakfast. "They seem more awake and ready to learn," says assistant principal Mike Ludwich.

Drinking, drugs and smoking: There is some preliminary good news here. Drinking, some drug use and cigarette smoking either held fairly steady declined slightly last year after climbing in the early-to-mid-1990s according to the University of Michigan's Institute for Social Research. Many teens are getting the message and deciding it's *cool* to stay clean. But still, there are more than 3,000 new young cigarette smokers every day in this country. One third of high school seniors have used marijuana and about the same number now qualify as *binge* drinkers, consuming five or more drinks in a row over two weeks. About one in 20 high scholars has used the club-drug ecstasy, and heroin use has doubled since 1991. "You can't go to a party where s someone isn't smoking weed or getting a drink," says 17-year-old Marcus Robinson, a peer counselor and junior at Westlake High in Ohio. The side effects are huge: both smoking and drinking make kids much more likely to have sex, placing them at higher risk for STDs.

Mental health: Eating disorders, sleep problems and substance abuse can all

be critical clues to mental turmoil. Anxiety disorders are the most pervasive psychiatric problems in teens: 13 percent of children between 9 and 17 suffer social phobia. The big concern is suicide, which is highly associated with depression. Every year, one in 13 high-school students attempts suicide - girls try to kill themselves more often than boys, but boys succeed far more frequently. "An amazing number of kids are either thinking about suicide or making suicide attempts or even dying," says Dr. David Shaffer, a child psychiatrist at Columbia University. Shaffer is hopeful that a decline in teen suicides over the last few years will continue downward, but the rate is still staggering - three times higher among males in the 1990s than it was in the 1960s.

In the end, teens should and will make their own choices. But they're more likely to make the best ones if the adults in their lives do the right thing - communicate, pay attention and set a good example themselves.

[Claudia Kalb, *Newsweek*, May 8, 2000]

Read the article for detail and answer comprehension questions. Comprehension questions:

1. What eating habits do American adolescents have?
2. Why do some teen girls suffer from bulimia and anorexia?
3. What are the boys obsessed with?
4. Why do many teens become obese?
5. What kind of sleep problems do they have?
6. Why do many teens decide "to stay clean"?
7. What are the side effects of substance abuse?
8. Are most American teens mentally healthy?
9. Who should help teenagers make the right choice?

TEXT 16

University Top-Up Fees Opposed by 75% of Parents

TWO THIRDS of university vice-chancellors are either in favor of charging higher tuition fees or view them as inevitable, a survey has found. But another survey shows that three out of four parents are opposed to universities charging "top-up" fees.

The results highlight a growing mood of restlessness over the issue as leaders of Britain's universities battle to control large financial deficits.

A White Paper on higher education funding, which had been expected this month, has now been postponed until January: supporters of higher fees, led by the Prime Minister, have been trying to persuade skeptics such as Charles Clarke, the Education Secretary, and Gordon Brown, the Chancellor.

Nineteen of the 46 vice-chancellors who responded to the survey by *The Times Higher Education Supplement* wanted undergraduate fees to be raised, while ten said they were uncommitted but viewed them as inevitable.

Fifteen claimed that they opposed higher fees, although many of those admitted

that they were still preparing for their introduction.

Tony Blair has ruled out higher fees for the lifetime of this parliament, but in the Commons this week he left open the possibility that legislation could be passed in this term to allow for their future introduction.

Measures being considered by the Government include a doubling of the current figure of £1,000 a year to £6,000: parents earning more than £10,000 would pay some of the fees, while those taking home more than £50,000 would pay all of the charge. Sir Richard Sykes, the Vice-Chancellor of Imperial College London, has led the pro-fees camp, arguing for the right charge up to £15,000 a year. Most other vice-chancellors couch their support in more cautious terms, stressing that higher fees should be balanced with more generous system of grants to support students from poorer backgrounds.

Eric Thomas, the Vice-Chancellor of Bristol University, said he would support higher fees if it created a real increase in income and was combined with well-funded, locally-managed system of grants and bursaries and an equitable system for repayment of debt.

He said that he had come to the conclusion reluctantly after identifying 300 million of additional costs next year and £300 million of infrastructure and strategic investment for the years 2005 to 2015.

Cambridge University has adopted a similar stance. "If we do consider any changes to student fees, we would remain committed to admitting the most able students regardless of their backgrounds or ability to pay fees," a spokesman said.

Glasgow University is leading the antis. "We should not transfer our financial burden to the students," a spokesman said. "We should work to create revenue by increasing income from research grants and contracts, commercialization and overseas student recruitment."

Malcolm McVicar, the Vice-Chancellor of the University of Central Lancashire, said: "Differential fees would be a disaster for British higher education. They would destroy equality of access and negate widening participation. I would set higher education back 40 years."

In an indication of the scale of resistance Tony Blair might face over fee increases, just 23 per cent of parents backed higher charges as the best way to help universities maintain world-class standards. In the survey, for *The Times Educational Supplement*, more than twice as many - 54 per cent - said that the Government should invest extra public money in Britain's best universities, if necessary by raising taxes. Another 23 per cent believed that universities "should do what they can with the income they receive under the present system and not try to compete with the world's best".

The survey of 1,530 parents shows continued hostility to tuition fees and cost-of-living loans introduced in 1998; in place of student grants. Only 8 per cent want to keep the present arrangement. Half want fees scrapped and grants restored, paid for either by a tax on graduate earnings or through increased income tax.

Mandy Telford, president of the National Union of Students, said: "It is not surprising that the majority of parents are opposed to top-up fees. The majority in the country is."

[Glen Owen and Tony Halpin, The Times, November 2002]

TEXT 17

When Women Rule the World

If girls continue to outshine boys, what will men do?

This year, for the first time ever, more women than men got first-class degrees. Female educational achievements go from strength to strength, and, in a world where knowledge, analysis and interpretation are crucial for economic success, it seems likely that women will soon be running everything.

It may have taken a while for female achievement to gain critical momentum - mass secondary education for girls came in with the Butler Act of 1944 -but it now seems unstoppable. Girls do better at GCSE, get more A grades at A level, enter university in larger numbers and come out with more Firsts and fewer Thirds.

One reason, or excuse, offered for this upset is the large coursework component of today's exams. It is true that women have always been good at the coursework of life, which is why behind every successful man there stands an amazed woman. But in the past, men had been able to get advantage over us with the occasional bold flourish. Secure in their assumptions of superiority, it has been possible for them to survive on 98 per cent laziness and 2 per cent chutzpah.

However, it is going to be increasingly difficult for men to assume that they are entitled to take over everything and, additionally, to be paid our salaries plus one-third as much again. How will they carry it off, when they remember all those spelling tests and finals papers? Besides, women would laugh. Even if you changed the exams back to the cramming type, it is likely that boys would be unable to pull off their old confidence trick. The prospect of a world in which women are not merely good at work, but also self-assured enough to manage the flourishes, alarms a great many people. Last summer, David Blunkett ordered an inquiry into the slump in boys' performance at GCSE, blaming lad culture.

But what are boys to do? Become more like women? This is what many feminists have long advocated - Dusting Man - and it may have some appeal for the more sensitive guy. But I am not sure that we want the right to do a 40- hour week, and then come home and do another one, managing the stress by frequently bursting into tears in the toilets at work, all that much.

A larger cohort, perhaps, will welcome female success as an excuse more hopeless than ever. They will focus on the things they are really go going to the pub, remembering obscure facts about the performance of cars- and ditch the rest. Let women get on with achieving! Girls are so much better at all that graft¹.

This lot will be unable to do housework, on the grounds that their hands are too big and they keep dropping things. They won't be able to manage interior decor either, because they have never been able to see why you shouldn't keep the tomato ketchup on top of the television. They won't be much good at changing tires, because that's technical, and, as everyone knows, that's something they just didn't shine at back in school. They will be quite good at plying with children, but only as long as it doesn't go on all day.

There is, however, a third way - which, it is my guess, is the route that most

men will take. It will involve adopting female roles, but in a peculiarly testosterone-fuelled fashion. For example, in the past, the education system was able to rely for a supply of teachers on intelligent, motivated, good-at-coursework women, because women had few other options. In future, however, economically rational women with their Firsts and MBAs are likely to dismiss teaching: why put yourself through that when you could be a £150-an-hour lawyer men will have to move in. But being men, and excelling above all at attaching status to anything they do, they will insist that they are now in the front line of the economy.

They will point out that they are producing people - clever, thoughtful people, who are the primary engine of economic growth. Where, they will ask, are all the artists, engineers, scientists, analysts and commentators to come from, if teaching is not taken seriously? Teachers must therefore be paid substantial salaries, as befits their position (one intrinsic to all social and economic activity), and must be accorded great respect

What is true of teaching is even truer of parenting. Sensible, success-women will become increasingly unwilling to take on a job demanding very long hours (high-quality applicants preferred) but offering in return no salary or status, no pension provision or profits. Again, men are going to have to take up the slack, and they will do so in their own, uniquely aggressive fashion.

This will involve pointing out that in the post-industrial economy, parents are the major producers of wealth. And an economic system that disproportion rewards individualism, selfishness and competitiveness but penalizes cares - they will explain - is doomed to spiral downward, because, without the cares, there is no civilized context for society.

Think, apart from anything else, of all the money these good fathers will be saving the criminal justice system. But their task (they will insist) is far from easy. Starting a family requires as much effort and investment as starting a business, and it is at least as risky. It is therefore essential (men aren't that stupid) that there be a decent return on this investment. They will be performing vital tasks, for which there can be no technological substitutes. It is only right that this activity should be seen as cool, high status, seriously worthwhile and extremely well paid.

David Blunkett should stop worrying. It's going to be great.

[Geraldine Bedell, New Statesman, January 22, 2001]

TEXT 18

The Problems of Youth

I think that young people all over the world have almost the same problems. I also think that these problems existed in the past and will remain in the future. And when our parents were as young as we are now they also had the same problems.

There are two main problems of young people: frequent misunderstanding with adults, especially with parents and the choice of future profession. These two problems are connected with each other, because our parents want to help us to make this choice and they often think that they know better than we do what

profession we should choose. Of course they have life experience, they love us and want us to be happy and rich and that is why they want to help us to make the most important choice in our life. But it is our life, our choice and our future. Our parents can give us some very good advice, but we should have the right to follow our parents' advice or not. Also parents like giving advice about our friendship and love. That's even worse. Because if the problem of our future profession can be discussed with our parents, our friendship and love is so private, so personal that we don't usually want to discuss it. If we need some advice, we will ask for it. There are a lot of family problems that we will be glad to discuss with our parents, for example: what new furniture to buy, how to feed our dog, what provider to choose for our Internet and so on. We will be glad to listen to our parents' opinion, if they listen to ours. That is the only way to understanding: we should listen to each other and we should respect the opinion of each other. And our parents should understand that we want to live our own life, to make our own choice, and to make our own mistakes. Sometimes they understand this, but sometimes they don't.

Another problem of young people is money. Of course it is not only our problem. But adults can work and earn some money. We can also earn some money, but our parents want us to study and not to work. And we understand that we have to study a lot. So we have to ask our parents to give us some money. They give, but ask us how we want to spend this money. It is not very pleasant. I don't want to say that we are going to do something bad with this money, but it is so pleasant to buy something secretly. Maybe this problem is small and trivial compared with the choice of future profession, but I think parents should trust their children. If children don't want to tell them how they are going to spend some money, they should never suspect them of doing something bad.

TEXT 19

Misunderstandings Between Teenagers and Their Parents

Nowadays teenagers have a lot of problems, their lives are no easier than the lives of grown-ups. One of the most important problems is that children and their parents don't understand each other. I'd like to tell you a story about my best friend Ivan Yershov and his father.

Ivan didn't know his father. He didn't spend a lot of time at home with his family, and he loved freedom and independence very much. My friend loved his father, liked many of his actions and traits of character, but he has always known that they were not able to understand each other. The father thought that he was bringing up his son properly, that he loved and understood him; and that he was a very clever and kind boy. He also believed that they were like-minded friends and in some years they were expected to work together.

But frankly speaking, year-by-year Ivan and his father tended to understand each other with greater difficulty.

When he was 12 his father left the family. He just didn't come back in the evening. For the first time in his life Ivan realized most vividly that he needed a

father. He felt physically sick and cried out of sheer vexation. But time went on and he continued his normal life. He believed he hated his father until he met him one day.

For several years they've been slightly out of touch. And now Ivan and his father meet from time to time and get on rather well. They talk about their past and future, but they speak two different languages and, unfortunately, his father is unable to feel his appeals, although it isn't very hard.

This story doesn't turn out to be interesting if your parents understand you, but it is a simple example of a little tragedy for each of us.

TEXT 20

Youth Subculture

Even generation has its own culture in music, fashion, and hair-do. Older people can't understand it: They think that girl's skirts are too short or too long. They consider our clothes to be too colorful. They don't like our hair-do, they think it is a bad idea to have hair of different colors. Besides they don't like when boys have long hair. What makes grownups angry and nervous - is our music. Older people consider hard rock, rap and rave not to be music, but combinations of terrible sounds. Surely it is difficult to compare music of their times with ours. We think that their music is dull, not energetic enough. The way we dance gets on our parents nerves as well. But we like our dances as they help us to relax and give optimism. They say that young people have their own language. It is not so, as we have just a number of word-combinations having unusual meaning. Our fathers and mothers say that it is impossible to understand us when we speak that way. Our parents want us to read books and to go to picture galleries. But we prefer to watch video-films, to raise our cultural level getting information about cultural treasures with the help of computers.

TEXT 21

Generation Gap

Most people say that a family is very important for them. They like to repeat that families give them a sense of tradition, strength and purpose in their lives. "Our families show what we are", they say. Most parents teach their children to respect elder people and observe holidays. But the most important thing for a family is to give an emotional support and security. The right family values help boys and girls to gain confidence and resist the influence of bad friends. Teenagers often consider their parents old-fashioned, unaware of the latest style. As for their parents they do their best to give their children a better chance than they had themselves. After finishing school children often try to get complete independence, they leave their homes and sometimes even their native towns. Staying with parents has its negative and positive aspects but children must understand that parents don't want to do them any harm! That's why sometimes young people have to listen to criticism from their parents.

Some people often speak about the so-called "generation gap" that is a gap in views between parents and teenagers, but the majority of people think that this generation gap is sometimes exaggerated. Very often children feel neglected in their families. When they find cruelty, indifference and misunderstanding in their families they become divide and heartless themselves. As a result children feel hurt and some of them try to escape from the reality by tuning to alcohol and drugs. So all of us should pay more attention to family problems, we must avoid quarrels and look for consent. We must remember about spiritual values and all people should live in peace and harmony.

TEXT 22

Higher Education in the USA

In the United States, a student who has finished high school may want to continue in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or vocational schools.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A program for undergraduates usually takes four years. University students get an undergraduate degree in the arts or sciences. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree. The university always has programs for graduate and professional study in many subjects.

The university may get money from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money only from private sources. Or the university may be funded by a religious group.

College students usually spend four years at school, too. A college does not have graduate or professional programs. If a college student completes a course of study in art or science, he or she gets Bachelor of Arts or Science degree. If college students want to continue for a graduate or professional degree, they must go to University. The college is usually funded in one of the three ways already described.

The program of study in the community college usually lasts two years. Not all of the subjects taught there are the usual school subjects. The community college may give courses in the regular academic subjects or subjects like dental technology, sewing and other non – academic subjects. Not all students of the community college have a high school diploma. They may then go to a college for two more years to get the bachelor s degree. Community colleges are nearly always publicly funded.

The technical or vocational school has only job training, it has no academic program. Students may have a high school diploma, or not. Programs may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

TEXT 23

American Family

The American family is the basic unit of society, but it has experienced significant change in the last few decades. A generation ago the average family consisted of a mother, a father, and two or more children. The nuclear family often maintained important ties to members of the extended family. But today the traditional American family only represents about one-fourth of all families. Non-traditional families are more common; they include families with a single parent and one or more children, or unmarried couples with or without children. Half of all households have no children.

Parental roles have also changed. Before the 1970s, most married women did not work outside from home. Today nearly one half of all working Americans are women. In homes where both the husband and wife work, men are not expected to share some household duties traditionally reserved for women. Though men play greater role in raising children.

Older Americans (or senior citizens), who cannot care for themselves, live with their adult children or in retirement communities. Otherwise, older Americans live in their own homes.

The American family is very mobile. It is common to move from one region of the country to another for education, employment, or a change in living conditions.

Most Americans live in “single-family dwellings”, that is, houses that usually have a front and backyard. The percentage of Americans owning the houses (apartments) is one of the highest among western nations. In many American families children are expected to help around the house, they are assigned “chores”, which might include vacuuming the rugs, washing the floors, cleaning the windows, and so on. There is always something that needs to be done around the house, and most American homeowners do it themselves.

TEXT 24

Work and Occupation

In Britain, as in most highly industrialized countries, the overwhelming majority of people of normal working age work for their living. However, the proportion of women who go out to work is lower than in other countries.

The occupational structure reflects the nature and structure of the national economy and is constantly changing. Thus, the number of miners, textile workers, railway men, ship-building workers and farm workers has been falling for many ears,

while the labor force in engineering, especially in electrical engineering and electronics, is expanding.

Broadly speaking, there are three main groups of occupations: professions, trades and jobs. Traditionally, professions are occupations, which involve mainly intellectual work and require a long period of higher education at a university or an institution of a similar standard (the medical profession, the legal profession, the teaching profession, the theatrical profession and so on). Trades are occupations, which demand a higher level of manual skill and an extended period of practical and theoretical training (mechanics, electricians, toolmakers, plumbers, joiners, locksmiths, etc.)

Young people who wish to learn a trade will long to get an apprenticeship after leaving school; during this time apprentices are paid much lower wages than other workers.

The term job includes both unskilled and semi-skilled manual occupations on the one hand and occupations which require considerable knowledge and mental skills on the other. The dividing lines between trades and jobs, and professions and jobs are by no means always clear.

Many higher – grade white-collar and staff workers, and most professional people, receive a monthly or annual salary, and are paid by cheque each month. Their salary cheque may be handed over to them or it may be paid directly into their bank accounts. Manual workers and lower clerical grades receive a wage (or pay), which is paid out each week in cash. The day on which a pay is received is known as pay – day.

TEXT 25

Work in America

American business and industry have greatly benefited from the major universities, their basic research, and their willingness to support talent. Unlike the tough old industrial barons of the 19th century, American entrepreneurs today are likely to be young, adventurous, and well – educated. Despite their emphasis on the individual, Americans often work well together in small groups. They respect the person with practical experience as well as the expert with the Ph. D. after his name.

Many Americans prefer to be their own bosses, and they are willing to trade security for the chance of “making it”. Despite its own claims America is far from being a “free enterprise” market. Anyone trying to start a business is faced with many regulations, restrictions and laws from all levels of government: federal, state, and local. The federal government sets laws concerning working conditions, transportation, minimum wages, and working hours. When people in America are given work they sign an agreement with their employer. Through these agreements employees receive a certain percentage of the profits the company makes beside the wages they get for their work. Profit shares may be paid out in cash or company stock at the end of fiscal year, or may be put into a trust fund and distributed to participants at retirement. Recently a new trend has emerged which attempts to put employees

and employers on much the same level. In some firms all employees own a part of the company and do all kinds of jobs. But all share in the profits or losses as well.

In the early 1990s more than half of the over 120 million Americans in the work force were in white-collar jobs with an additional 16 million in service occupations. The American blue-collar worker is among the highest paid in the world. An average production worker earned between \$10.50 and \$12.50 an hour in 1990.

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