

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ І.І.МЕЧНИКОВА
ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ

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ОСОБЛИВОСТІ СУЧАСНОЇ АНГЛОМОВНОЇ ПРЕСИ

МЕТОДИЧНІ ВКАЗІВКИ
до курсу “Друга іноземна мова (англійська)”
для здобувачів вищої освіти ступеня бакалавра спеціальності 035 «Філологія»
спеціалізації 035.043 «Германські мови та літератури (переклад включно),
перша - німецька»

Одеса
ТОВ «Удача»
2020

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Рекомендовано до друку Вченою радою факультету романо-германської філології Одеського національного університету ім. І.І. Мечникова.
Протокол №7 від 2 липня 2020р.

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Т92 Особливості сучасної англомовної преси: методичні вказівки до курсу “Друга іноземна мова (англійська)” для здобувачів вищої освіти ступеня бакалавра спеціальності 035 «Філологія» спеціалізації 035.043 «Германські мови та літератури (переклад включно), перша - німецька» / укл.: Н.В. Степанюк, Л.В. Терехова, Н.В. Реконвальд; Одес. нац. ун-т ім. І.І. Мечникова, Факультет романо-германської філології. – Одеса: ТОВ Удача, 2020. – 26 с.

Мета даних методичних вказівок - ознайомити студентів III курсу відділення факультету романо-германської філології, що вивчають англійську як другу іноземну мову, з композиційно-лексичними особливостями англомовного газетного тексту. У вказівках надається загальна характеристика британської та американської преси, а також огляд лексико-граматичних особливостей газетного заголовку, що підкріплюється відповідними вправами.

У методичних вказівках представлені автентичні англомовні статті, що супроводжуються завданнями, які спрямовані на збагачення лексичного запасу студентів та розвиток монологічних і діалогічних висловлювань у мовленнєвих ситуаціях, що охоплюють різні сфери життя. Вказівки розраховані на 12 навчальних годин.

УДК 811.111-26

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British and American press

The British are one of the biggest newspaper-reading nations in the world. In Britain there are 12 national daily newspapers and most people read one of them every day. Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are larger than daily ones. All Sunday newspapers are national. Most national newspapers in Britain express a political opinion, most of them are right wing, and people choose the newspaper that they read according to their own political beliefs.

Fleet Street in London used to be the home of most national daily Sunday newspapers and that is why people often say 'Fleet Street' to mean 'the press' even now.

British newspapers can be divided into two groups: quality papers (broadsheets) and popular papers (tabloids). Quality newspapers are more serious, they concern themselves with factual reports of major national and international events, with the world of politics and business, with the arts and sport while popular newspapers like shocking, personal stories. These two groups of papers can be distinguished easily because the quality newspapers are twice the size of the popular newspapers.

The quality daily newspapers are *The Times*, *The Guardian*, *The Daily Telegraph*, *The Independent* and the *Financial Times*. *The Times*, founded in 1785, is considered to be the most authoritative newspaper voice in the country and is said to be the paper of the Establishment¹. *The Guardian* appeals to well-educated readers interested in intellectual and social affairs. *The Daily Telegraph* is bought by educated upper-middle and middle-class readers. The *Financial Times*, printed on pink paper, is read by businessmen.

The 'popular' or 'tabloid' press consists of the *Daily Mail*, the *Daily Express*, the *Daily Mirror*, the *Daily Star* and *The Sun*. They concentrate on more emotive reporting of stories, featuring violence, the life of the Royal Family, film and pop

¹ the Establishment – the people who have most of the power within government or society or in a particular business or activity.

stars, and sport. They aim to entertain readers rather than inform them. The tabloid press is much more popular than the quality press.

In some countries newspapers are owned by government or by political parties. But in Britain newspapers are mostly owned by individuals or by publishing companies, and the editors of the papers are usually allowed considerable freedom of expression. It does not mean that the newspapers are without political bias. Papers like *The Daily Telegraph*, the *Daily Express* and *The Sun*, for example, usually reflect conservative views in their opinions, comment and reporting, while the *Daily Mirror* and *The Guardian* have a more left wing bias.

Apart from London-based papers, there are many local newspapers. Most of these are evening papers. Nearly every area in Britain has one or more local newspapers.

Unlike Britain the US has very few national newspapers. They include *The Wall Street Journal* (known as *The Journal*), the *Christian Science Monitor* and the *USA Today* which enjoy large circulations and significant social and political impact. *The Wall Street Journal* (founded in 1889) is a business daily newspaper which also carries news of national importance. Until recently it was ranked first by circulation on the list of newspapers in the US. The *USA Today* (founded in 1982) delivers current local and national news, sports, entertainment, finance, technology etc. It is distributed in 50 states, Washington, D.C., and Puerto Rico, and an international edition is distributed in Asia, Canada, Europe and the Pacific Islands. It is printed at 37 sites across the US and at five additional sites internationally. In 2019 it was ranked first by circulation. Among the serious metropolitan dailies which are read on a national scale are *The New York Times*, the *New York Post*, the *Los Angeles Times*, *The Washington Post*, the *Star Tribune*, the *Newsday*, the *Chicago Tribune*, *The Boston Globe*, etc.

The New York Times gives a wide coverage of national and international news and reports on the arts, health, food, etc. *The Washington Post* is of national interest too because it contains full coverage of the Congress.

Although there are no separate Sunday papers as there are in GB, US daily papers do have special Sunday editions. Many of these are remarkable in size: *The New York Times* Sunday edition regularly has over 200 pages. A lot of organisations that publish a printed newspaper have also an online newspaper. Newspapers can decide to publish the same information as in the printed version online or choose to provide different articles compared to the printed newspaper. Information can be provided for free or as a paid subscription. Some newspapers provide digitalized versions of their printed editions. Others experiment with new layouts to provide the news on their websites.

Vocabulary

- quality newspapers (broadsheets) = newspapers printed on large sheets which are considered more serious
- tabloids = gossip newspapers

British newspapers

Title and foundation date:

National dailies

‘Qualities’

Financial Times (1886)
The Daily Telegraph (1885)
The Guardian (1821)
The Independent (1986)
The Times (1785)

‘Populars’

Daily Express (1900)
Daily Mail (1896)
Daily Mirror (1903)
Daily Star (1966)
The Sun (1964)
Today (1986)

National Sundays

‘Qualities’

Sunday Telegraph (1961)
The Observer (1791)
The Sunday Times (1822)
The Sunday Correspondent (1989)

‘Populars’

News of the World (1843)
Sunday Express (1918)
Sunday Mirror (1963)
Sunday Sport (1986)
The Mail on Sunday (1982)
The People (1881)

Answer the following questions about the British and American press:

1. What is the difference between daily newspapers and 'Sundays'?
2. What 'quality' newspapers do you know?
3. What do they concern themselves with?
4. What is the 'popular' press? What kind of material do they concentrate on?
5. What 'popular' newspapers do you know?
6. Who owns newspapers in Great Britain?
7. Are the papers given freedom of expression?
8. In what way is American press different from British press?
9. Do newspapers publish the same information in their printed versions as online?

Typical sections found in newspapers

"One thing I always read in the paper is the **obituaries**¹: it's so interesting to read about the lives of well known people. I also usually read the **leader**² (or **editorial**); it helps me form my opinion on things. Although national newspapers give you all the important news, I find that if you just want to sell your car or something, the **classified ads**³ in a local paper is the best place. But at the weekend I just love the Sunday papers. Most British Sunday papers have **supplements**⁴ with articles on travel, food and fashion and so on and that keeps me occupied for hours. Last week there was a **feature**⁵ on new technology in one of them: it was fascinating. My teenage daughter prefers magazines, especially the **agony columns**⁶. I just can't imagine writing to an **agony aunt**⁷. It amazes me how people are prepared to discuss their most intimate problems publicly."

Match the words in bold describing typical sections found in newspapers with their definitions:

- 1 sections in a paper or magazine that deal with readers' private emotional problems
- 2 descriptions of the lives of famous people who have just died
- 3 an article giving the newspaper editor's opinion
- 4 a person, typically a woman, who answers letters in the agony column

5 pages of advertisements in different categories

6 an article or set of articles devoted to a particular topic

7 a separate section, especially a colour magazine, added to a newspaper.

HEADLINES

I. Newspaper headlines often include key words that are not commonly used. They are chosen because they are shorter and require less space and also because of the effect that they may produce on the readers. Headlines are also written in a special style where grammar is simplified. Therefore, in headlines, we usually find:

1. Short words instead of long ones, abbreviations, e. g. **MP backs** strikers. (A Member of Parliament has supported some strikers).

2. Dramatic adjectives and adverbs which attract the readers' attention, e. g. Man carries **dazed** deer to safety. (A man saved a scared deer).

3. Cultural references, e. g. **Picasso** painting goes for \$5 million. (A painting by Spanish artist Pablo Picasso was sold for \$5 million at auction).

4. Condensed structure:

a) articles and the verb "to be" are frequently omitted;

b) verbs are simplified:

- Present Simple refers to the present or the past;

- the infinitive refers to the future;

- the verb "to be" is omitted in the passive and in continuous forms;

- the progressive -ing form is used to show something that is developing;

- nouns and adjectives are grouped together without any verbs or conjunctions.

II. Newspapers also resort to playing with words or punning in headlines, e. g. Girl had a detective in her boot. (boot = an enclosed space at the back of a car for carrying luggage or other goods; a detective was hiding in the boot of a girl's car).

I. Complete each headline by filling the gap with one of the following words:

quiz, halt, flak, flares, drama, foils, backs, cleared, blaze, bid.

1. A group of Italian climbers is attempting to climb Everest.

ITALIAN CLIMBERS IN NEW EVEREST _____

2. Three people have died in a hotel fire.

THREE DEAD IN HOTEL _____

3. The President has expressed his support for school reforms.

PRESIDENT _____ SCHOOL REFORMS

4. A police officer is found not guilty after a corruption accusation.

POLICEMAN _____ OF CORRUPTION CHARGES.

5. A pensioner has prevented thieves from stealing things from her home.

BRAVE PENSIONER _____ BURGLARS

6. A minister was in a tense or dangerous situation at an airport.

MINISTER IN AIRPORT _____

7. The government is getting criticism over a policy on housing.

GOVERNMENT FACES _____ OVER NEW HOUSING POLICY

8. There has been violence in Paris.

VIOLENCE _____ IN FRENCH CAPITAL

9. BMW have announced they will stop producing a certain car.

BMW TO _____ PRODUCTION OF MODEL B VEHICLES

10. The police are questioning a politician.

POLICE _____ TRANSPORT MINISTER OVER PAYMENTS

II. Explain what the following headlines mean in ordinary English:

1. Hundreds of vehicles in rush-hour queues.

2. British beaches tainted by toxic plastic pellets.

3. Tax investigators find missing receipts in cupboard.

4. Government blocks chuggers ban.

5. Politicians to discuss rubbish.

6. Teen takes selfie with queen.

7. Daring dog defies death.

8. NHS “miracle” fat pill sells out in three days.

9. A fuel crisis made in Downing Street.

10. Mayor to Open Shopping Mall.

Articles for analysis

ARE EXPENSIVE ACTIVITIES FOR KIDS A RIP-OFF?

Circus school?!

Raising a kid has never been cheap, but parents a generation ago didn't have to contend with toddler Mandarin classes, Mommy & Me yoga or preschool chess clubs. The pressure society places on today's kids to learn more skills at ever younger ages can feel overwhelming, if not totally bonkers. When my mom signed me up for an after-preschool program in 1981, it involved my being driven in a van to an old church and playing on the playground for a couple of hours. If I signed my kid up for something like that today, other parents might call child protective services.

Often I wonder: How are all these new classes affecting parents' finances? And do our kids actually need to do all this stuff? Are today's enrichment classes truly enriching our children, or are we being fleeced by the child-development-industrial-complex?

Parents are spending more

No organization systematically tracks extracurricular costs for young kids. But we can find hints. Research shows that affluent parents spend a lot more on kids' enrichment activities than they used to. In a 2016 study, Sabino Kornrich, Ph.D., a sociologist at Emory University, analyzed data from the Consumer Expenditure Survey, a nationally representative survey of spending conducted by the Bureau of Labor Statistics. He found that, after adjusting for inflation, wealthy U.S. parents — those in the top 10 percent for household income — tripled the amount of money they spent on child-care and enrichment activities for children under 6 between 1972 and 2010. Spending increases were much smaller in middle- and lower-class households.

The other day, I looked at what I paid for a music class with my toddler in Brooklyn in 2012 and compared it to the cost of the same class offered today; the price had gone up by 29 percent, with only 16 percent of that number due to inflation.

Of course, overall costs — and cost trends — vary greatly by geography. Everything is more expensive in the big cities, including (if not especially) children's activities.

In many ways, it makes sense that costs are rising. “The entire structure of what we're presenting has changed,” said Lauren Barr, the vice president of youth & community development at the YMCA of Greater New York. Parents now expect classes to teach kids special skills, she says, rather than to just let kids play, as in the past.

So organizations have to charge more to cover higher staffing and equipment costs. The same goes for camps: Barr said that interest in specialized options — swim camps, STEM camps, robotics camps, culinary camps and even circus camps — has gone up, while demand for traditional day camps has dropped. And as you might guess, specialty camps are typically a lot pricier.

That said, not all costs are going up. As extracurriculars have become more popular, new programs have popped up, increasing competition. Musicians now offer toddler music classes in public spaces like parks, where they don't have to deal with rent or other overhead costs, so they can charge less. “I have not been able to raise my prices in many, many, many years,” said Rosanna Magarelli, who since 1993 has been the director of Music Together in the City in Manhattan (which now offers not only regular music classes but also foreign language music classes, including classes in Mandarin). As a result, her business has been struggling.

The race to keep up with other parents

Why are parents so hungry for expensive, specialized enrichment activities? Parents today worry that unless their children are truly exceptional, they're going to be left behind, said Suniya Luthar, Ph.D., a professor emerita at Columbia University's Teachers College and Arizona State University who studies well-being in affluent children.

And who can blame us? At the 50 most competitive universities in the United States, admissions rates dropped by 45 percent between 2006 and 2018, from an average of 36 percent of applicants accepted in 2006 to 23 percent in 2018 (for the top 10 universities, the drop was much steeper). It really is harder to succeed

nowadays, so of course we're giving our kids every leg up we can; of course we're shelling out extra money for robotics camp if we can. "There are these really strong cultural pressures that are real, and these fears are real," Dr. Luthar said.

The problems with extracurriculars

So do all these activities actually help our kids? It's hard to tell. It certainly seems as though it would be good for kids to try new things and encounter new challenges. Still, the research is difficult to interpret. Studies have found that kids who participate in extracurriculars earn better grades and are happier than those who don't. But it's hard to know whether the activities themselves are responsible for these outcomes, or whether kids who are going to be happy and successful are more likely to participate in extracurriculars.

The research also typically involves school-aged kids, too — not preschoolers or toddlers. No studies have followed kids who've done preschool extracurriculars over time to see if they fare any better than kids who don't.

And if activities seem to provide benefits, it may not be for the reasons we think. "If there's a primary mechanism by which those kinds of extracurriculars matter, it's actually in terms of linking parents to other parents," said Jessica Calarco, Ph.D., a sociologist at Indiana University and the author of "Negotiating Opportunities: How the Middle Class Secures Advantages in School."

While parents watch their kids' games or dance classes, they strategize and share information in ways that help their kids. They'll talk about how to get their children into the gifted classes and who the best math tutors are. In a nutshell, extracurriculars are "where parents network with each other," Dr. Calarco said. The downside: The kids whose parents can't afford extracurriculars, and who don't have the opportunity to network in these ways, might be missing out.

Furthermore, the pressure parents put on kids and teens to excel may undermine their mental health. Luthar and others have repeatedly found that older kids in high-achieving schools are more likely to drink alcohol and take illicit drugs than less affluent kids. They are also at an elevated risk for anxiety and depression. Some, including the authors of a 2019 report by the National Academies of Science,

Engineering and Medicine, have pointed to the constant pressure to succeed as a reason, even citing extracurricular overload as a symptom.

“If your self-esteem is tied to whether or not you’ll make it on all of those very high bars that you’ve set for yourself — or others have set for you — and you don’t make any one or more of them, well then that makes for disappointment and depression,” Dr. Luthar said.

If this sounds like an impossible predicament, I hear you. But I think it’s possible to find a balance. We should feel free to enroll our kids in activities they might benefit from and that they enjoy. But we need to let our kids be kids, too. And more than anything else, we need to make sure our children know that we love them for the people they are, not for the people we hope they will become.

From The New York Times

Exercises

I. Explain and translate the following words and word combinations:

bonkers, to sign smb. up for, child protective services, enrichment classes, to fleece, to pop up, affluent, admission rates, to give smb. a leg up, preschooler, toddler, in a nutshell, illicit, drug, predicament, to enroll in.

II. Answer the following questions:

1. What was raising a kid like for parents a generation ago? What childhood memories does the author have?
2. Which conclusions does Sabino Kornrich make after analyzing the data presented in the Consumer Expenditure Survey?
3. What do cost trends depend on? Why are they rising?
4. What new programs for kids have popped up, increasing competition?
5. Why do American parents want their children to get engaged in expensive, specialized enrichment activities?
6. What might have caused the drop of admission rates at the most competitive American universities between 2006 and 2018?
7. How do extracurriculars help American kids? Which age group do research studies typically involve?

8. How can parents network with each other through extracurriculars?
9. How can the pressure parents put on their children affect them?
10. Do you think parents should enroll their kids in various activities?

III. Render the article adding your ideas concerning the problem.

WE'RE ALL RESPONSIBLE FOR PLASTIC CATASTROPHE

Britain could take a lead by banning plastic bags but politicians will only act if voters demand it.

I don't know when my anxiety about plastic pollution turned from vague unease to actual dread. It may have been last summer, going to swim on a hot day at one of Crete's most beautiful beaches and finding as we waded into the surf that it was dense with glittering, whirling, reflective fragments; not shell or sand but millions of pieces of microplastic, as thick as soup, as disgusting as showering in a rubbish truck; inextricable, toxic, irreversible.

It may have been the accounts of whales and seals found dying with plastic bags blocking their stomachs and twisted around their intestines, starving them in agonising deaths. Or the waste disposal manager telling me that since China decided to stop taking much of Europe's plastic waste last year, we've had no idea what to do except to open new landfill sites. Or the chilling realisation that much of the waste we send across the world is not recycled at all; just unofficially dumped, ending up in landfill or oceans. Or the understanding that so far none of the solutions we're trying are solving anything; the giant plastic-catching device in the Pacific, the plastic-munching worms, the beach clean-ups, the 5p charge on bags.

We are strangling ourselves and the planet with takeaway trays and crisp packets, not slowly, but unbelievably fast. Unless we radically reform, in 30 years' time there will be more plastic in the ocean by weight than fish. Stop to think about that. It's unimaginable, petrifying, true and nobody is averting it. None of the feeble gestures we're making is remotely adequate to the threat.

This week David Attenborough, launching a new report on the devastation, warned that this was an "unfolding catastrophe that had been overlooked for far too long". On the same day an American explorer reported from the world's deepest ever dive,

seven miles down in the Mariana Trench, the most remote point of the oceans. There he found not exotic creatures, but sweet wrappers and a plastic bag.

This crisis is unfolding over a single lifetime. Perhaps that's why we find it so hard to take in. We think of our plastic dependence as normal, and therefore sustainable, but it is an unprecedented way to live.

Plastic, invented at the end of the 19th century, only began to be produced in bulk in the 1950s. Since the 1960s, when the plastic shopping bag was patented, production has soared. Half of all the plastic ever made has been produced in the past 20 years. In the next decade that will soar again, by another 40 per cent.

The problem is, it's essentially a poison. It's a problem for ever, however we try to dispose of it. Only 10 per cent is recycled, and usually only once, because it degrades — unlike, say, aluminium, which is infinitely re-useable. Half is thrown away after a single use. Flimsy or layered plastic is never recyclable. If it is burned, as it often is in poor countries with no waste collection, it creates toxic particles and adds to climate change. If it is buried, it never biodegrades. Soft plastic breaks down, disintegrating and poisoning the soil. If it enters the ocean it kills the ecosystem.

This is a cataclysm. The vast majority of us, however responsible we think we are, blithely assume that whatever we do either the planet will cope or someone else will take care of it. We're selfish and inconsistent.

Look at the shocking aftermath of Pride's gathering in Brighton last year, with the beach covered in glass, needles, plastic and cans, much of it swept out to sea. Or Glastonbury, with an estimated 760 tons of waste, including 5,500 abandoned tents and 3,300 airbeds. Or watch the boats in any marina, with people carelessly discarding paint, glass, cloths or plastic rope over the side, and plastic bottles bobbing by the jetty. Or me on any morning, chucking clingfilm, yoghurt pots and blueberry boxes into my bin.

If we're going to halt this there will have to be revolutionary change, not incremental reform. Individual action is necessary but not enough. The government is just starting to take this threat seriously, with Michael Gove leading a plan to end

avoidable plastic waste by 2042, starting with a ban on straws, stirrers and cotton buds.

This gentle pace may be politically acceptable but environmentally disastrous. It was market forces that created this global disaster, encouraging companies to promote a cheap and brilliant product with total indifference to its eternal toxicity. Even now, producers only pay 10 per cent of the cost of plastic disposal; councils pay the rest.

That must be reversed. Only governments have the power to make the market for pollution unprofitable, discouraging plastic production and use, imposing substantial penalties to drive innovative alternatives, forcing us to deploy it as judiciously as the lethally destructive invention it is.

Our government should start by banning all plastic knives, forks, spoons, polystyrene, glitter and plastic shop bags by the end of the year; banning all black plastic for being unrecyclable; imposing penal costs on packaging; returning pills to glass bottles, and food to paper, cardboard, tin and glass. Britain is looking for a global role; here's one.

But this will only happen if we, the voters, could be persuaded to agitate for it. Politicians are as selfish and short-sighted as we are. They're more concerned with saving their careers than saving the planet. They will only impose expensive disruptions on us if we demand them.

Do we care enough? Can we think that far ahead? Can we make plastic the carefully planned luxury it ought to be, not a lethal testament to the devastation we're wreaking with our thoughtless lives?

From The Times

Exercises

I. Explain and translate the following words and word combinations:

rubbish truck, inextricable, irreversible, intestine, landfill site, charge on smth., to avert smth., Mariana Trench, sustainable, in bulk, to soar, to dispose of smth., to biodegrade, blithely, aftermath, to discard, cling film, incremental, to impose penalties on, short-sighted, testament.

II. Answer the following questions:

1. When you think of plastic, what springs to mind?
2. Speak about the history of plastic.
3. What made the author's anxiety about plastic pollution turn from vague unease to actual dread?
4. Account on China's decision to stop taking much of Europe's plastic waste.
5. What are the prospects of plastic pollution unless we radically reform?
6. What examples does the author give to show how much plastic consumption affects the environment?
7. Which types of plastic are mentioned in the article? Can they be recycled?
8. What solutions to plastic catastrophe are mentioned in the article? Do you think they might be effective?
9. Give your own examples of the devastating impact of plastic pollution on the environment.

III. Render the article adding your ideas concerning the problem.

HOW TO TALK TO YOUR CHILDREN ABOUT BEAUTY.

"MIRROR, MIRROR ON the wall, who's the fairest of them all?"

Not the kindest, not the most loyal, not the most courageous or the most determined; just who is the prettiest?

Western culture has been teaching a lesson about the social value of beauty for centuries. The lesson is simple: nothing is as important as beauty, specifically female beauty (but this is an issue boys should think about too). The primacy and frequency of this message makes it almost impossible to escape. Every cultural stream is saturated with it: philosophy, poetry, myth, literature, art, dance, cinema, television, advertising, social media. The cumulative effect is that the lesson becomes embedded in our brains and in our hearts, and we carry it with us into adulthood, so that every time we look in the mirror we think, "Not me."

In doing so we become part of the message, passing it down to our children.

I cannot strip all the stories and images that revere beauty from my children's lives. I am not going to stop telling the old tales. But I can try to introduce some context into the telling, so that my children can begin to understand why the princess is always pretty.

Our primary function as human beings is reproduction; our bodies and our brains are built for it. Beauty is part of that system. Physical symmetry denotes health, which is important when choosing a mate for reproduction. The female features that we have come to understand as beautiful - big eyes and full lips - suggest youth and, when combined with high-cheekbones to denote just enough maturity, that equals fertility. Beauty engages our neural pleasure centres. It makes us feel happy the way that chocolate makes us feel happy. We are happy, we make babies, our species survives. It's a clever system.

But the system has a flaw. The feeling that beauty elicits is so powerful it makes us do more than just make babies. "Beauty awakens the soul to act," wrote Dante. It makes us write poems, compose operas and paint pictures. It inspires awe, yearning, obsession, love, the urge to possess and control. It helps to create societies where women are not allowed to leave the house or be in the company of men who are not their relatives. It creates societies that tell made-up stories about pretty princesses, whether in 17th-century Germany or 21st-century England: hello Kate and Meghan!

What has changed in the past 400 years is that images of physical beauty are more ubiquitous than ever, on our screens and in our homes, airbrushed and surgically altered to become even more perfect. Our biological responses, our souls being awakened to act, are being manipulated by commerce and we are being fooled into believing that extraordinary physical beauty is not only normal, but available for purchase.

We need to give our children an understanding, a healthy cynicism even, about beauty. More importantly, we need to give them a sense of their worth beyond their physical appearance. So, do not tell children (only) that they look lovely. Praise them for how funny they are, how good at drawing, how nice they are to their friends. Talk

to them about fitness rather than thinness. Teach them to see beauty everywhere; in a flower, an animal, a piece of music.

Introduce new narratives. Tell them about the female astronauts, the scientists and the sportswomen who flourish for reasons other than their physical beauty. Tell them about young women like Malala Yousafzai and Greta Thunberg who are changing the world with their bravery.

But most important of all: we have to make sure we are living this, not just saying it. Swapping fairy stories for Goodnight Stories for Rebel Girls won't undo the most powerful message of all - the one we transmit to our children through our own behaviour.

Plato thought that beauty was goodness, but actually it is the other way round, as Roald Dahl explains in *The Twits*. "A person who has good thoughts can never be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

It is only if we believe that kindness, loyalty and courage are more important than physical beauty that our children will too.

From The Times

Exercises

I. Explain and translate the following words and word combinations:

loyal, courageous, determined, social value, saturated, cumulative effect, embedded, to pass smth. down, to revere, maturity, fertility, a flaw, urge, to elicit, ubiquitous, airbrushed, cynicism, to flourish.

II. Answer the following questions:

1. What lesson has western culture been teaching about the social value of beauty for centuries? Does it differ much from your idea of beauty?
2. Why does the author resort to the allusion to a famous fairy tale at the very beginning of the article?
3. What fairy tale is it? Are there any other allusions in the article? What is their purpose in each case?

4. Why is beauty quite often considered to be important for reproduction? Which flaw does this opinion have?

5. What changes have images of physical beauty undergone in the past 400 years?

6. What does the author think we should teach our children about beauty? Do you agree with it?

7. What do you know about Malala Yousafzai and Greta Thunberg? Why are they mentioned in the article?

8. What was Plato's idea of beauty? Does Roald Dahl's idea differ much from the one of Plato's?

9. How do you think we should talk to our children about beauty?

III. Render the article adding your ideas concerning the problem.

THE PSYCHOLOGICAL DIFFERENCES BETWEEN THOSE WHO LOVE AND THOSE WHO LOATHE BLACK FRIDAY SHOPPING

If the thought of taking part in the annual ritual of Black Friday gives you cold chills rather than a rush of excitement, you're not alone. For every avid bargain hunter who plans for the day as if training for a marathon, there's someone else who stays home, secure in the knowledge that no one will trample them, shove them or invade their personal space just to get this season's hottest deals.

Psychology research indicates that several factors determine which side of the shop-'till-you-drop divide you land on. Some people just aren't able to enjoy the more social aspects of shopping.

What you prioritize plays in

Psychology researchers divide the world into two groups: those who tend to focus more on achieving tasks versus those who focus more on making connections with others. This idea is encapsulated in what's known as goal theory.

Task-oriented shoppers typically focus on finding the things they need as quickly as possible and with the least amount of effort. Socially oriented shoppers, on the other hand, enjoy the presence of others while they shop.

There is experimental evidence that task-oriented shoppers are more likely to find even a handful of other shoppers nearby to be a crowd and an obstacle to a successful shopping trip. The same research suggests that social shoppers are actually energized by the presence of other consumers. These folks enjoy the experience more when there are others nearby, even if they don't directly interact.

Another aspect of this shopping divide comes down to individual expectations regarding personal space. Psychology researchers talk about this preference in what they call field theory. If you've ever been bothered by a "close-talker" who leans in too close or touches your arm as they tell you a story, then you are likely someone who requires a little more personal space than that storyteller does.

The presence of other shoppers in a store is psychologically arousing for people on both ends of the personal space spectrum, but in different ways. People who don't require much personal space feel excitement when others are around. That same arousal feels instead like stress to the person who requires a little more space to call their own. And stress is something everyone tries to minimize. Almost everything we do as consumers is an attempt to reduce stress – from eating when we feel hungry to buying that bigger TV you just have to have.

Taken together, these two theories explain a lot about the way you feel about Black Friday-style shopping.

Survival tips for the reluctant shopper

The five-day period that starts on Thanksgiving Day and ends on Cyber Monday will bring about two-thirds of Americans out to shop. Black Friday remains the busiest shopping day of the year, with roughly half Americans leaving their homes to take part in this consumer ritual.

If you read those statistics and think, "Bring it on!" then you are likely a social shopper who enjoys the thrill of the hunt and finds crowds energizing.

If instead, you react to those numbers by trying not to hit the stores, then you're more likely a task-oriented shopper who prefers to get in and get out with the items you need. You are also more likely to be annoyed by the physical closeness of strangers that is a hallmark of competitive shopping. But don't call the dentist just yet

– there may still be ways for you to comfortably participate in Black Friday and its bargains.

First, make a list of everyone for whom you would like to find a gift. Then do your research on the sales that might help you achieve your goals. Next, recognize that the majority of Black Friday devotees are going for the big bargains first, and that means that they'll head for the big box and department stores. Instead make your first stops the local boutiques and smaller shops that won't get as much traffic early in the day.

By the time you've taken care of those items on your list, the larger stores will begin to clear out and you can head in. Try avoiding malls and go where you can park close to the store you actually want to visit. Doing this will allow you to feel some degree of control and alleviate some of the stress you feel when you don't have direction.

By the end of the day, you can check some things off your shopping list and feel good about the bargains you were able to find, all while maintaining your sanity.

And if you've read this far merely to better understand why your significant other doesn't want to join you on this most special of consumer holidays, just acknowledge your psychological differences. You go ahead and tackle Black Friday with the enthusiasm of a natural-born social shopper. Don't worry about those who resist – they can always snag Cyber Monday bargains from the comfort of home.

From the Time

Exercises

I. Explain and translate the following words and word combinations:

annual ritual, to give cold chills, bargain hunter, avid, to invade smb.'s personal space, to get the hottest deal, obstacle, reluctant, thrill, hallmark, devotee, big box, department store, mall, to head for, to alleviate stress, to check off, to maintain one's sanity.

II. Answer the following questions:

1. What feelings can Black Friday arouse in different people? How can it be explained?
2. What two groups do psychology researchers divide the world into?

3. What are the main characteristics of task-oriented and socially oriented shoppers?
4. In what way do shoppers of both groups regard personal space?
5. What tips concerning shopping on Black Friday are given to reluctant shoppers?
Do you consider them useful?
6. Which group of shoppers do you identify yourself with? Give your reasons.

III. Be ready to tell the class about Thanksgiving Day and Cyber Monday.

IV. Render the article adding your ideas concerning the problem.

HANCOCK: COMPULSORY VACCINATIONS BEING SERIOUSLY CONSIDERED

Health secretary suggests government could introduce law soon to tackle falling rates

The government is “looking very seriously” at making vaccinations compulsory for state school pupils and has taken advice on how such a law could work, the health secretary has said. Matt Hancock, a vehement critic of anti-vaccination campaigners, has previously suggested such a plan.

Speaking at a fringe event at the Conservative party conference, he said he was “very worried” by falling vaccination rates, indicating the government could act soon. “I’ve said before that we should be open-minded, and frankly, what I’d say is that when the state provides services to people then it’s a two-way street – you’ve got to take your responsibilities, too,” Hancock told the Q&A session hosted by the Huffington Post. “So I think there’s a very strong argument for having compulsory vaccinations for children when they go to school, because otherwise they’re putting other children at risk. Then I’d want to make it very easy if the children do arrive at school not vaccinated, simply to get vaccinated, and make it the norm. But I think there’s a very strong argument for movement to compulsory vaccination, and I think the public would back us.”

Several US states, including California, have introduced such laws for state school pupils but also faced lengthy legal challenges. Asked about such potential opposition in the UK, Hancock said: “Actually, I’ve received advice inside government this week on how we might go about it, and I’m looking very seriously at it.”

The UK has lost its official measles-free country status from the World Health Organization after a gradual fall in rates of MMR (measles, mumps and rubella) immunization. Figures released earlier this week showed that for vaccinations administered at the ages of 12 months, 24 months and five years, there has been a marked decline for 13 different diseases, including whooping cough, diphtheria and meningitis.

Hancock said this was “a serious problem” and added: “It’s unbelievable, I think, that Britain has lost its measles-free status, and it should be a real wake-up call. I think that the social media companies have got a lot to answer for, because they allow the spread of anti-vaccine messages. I will do whatever I can – the science is absolutely clear and settled on the importance of vaccination. And the worst thing is that if you don’t vaccinate your child, and you can, then the person you’re putting at risk is not only your child but it’s also the child who can’t be vaccinated for medical reasons.”

Hancock said that vaccination rates below 95% lost the so-called herd immunity effect, and thus put at risk children unable to be vaccinated, for example those undergoing treatment for cancer. He added: “You’ve got to make sure the system would work, because some children can’t be vaccinated and some may hold very strong religious convictions that you’d want to take into account, but frankly, the proportion of people in either of these categories is tiny, compared to the 7% or 8% now who don’t get vaccinated.”

Hancock first raised the idea of compulsory vaccinations in May, saying he did not wish to do it but might be forced to act if no other solutions to improve take-up rates could be found. He said: “Those who have promoted the anti-vaccination myth are morally reprehensible, deeply irresponsible and have blood on their hands.”

Confidence in the MMR vaccination seems to have dropped at least partly in response to social media misinformation and scare stories. The discredited claims of Andrew Wakefield, who in 1998 theorised that the jab was linked to autism, are widely circulated. Wakefield was struck off the medical register in 2010 after suggesting a link between the MMR vaccine and autism.

From The Guardian

Exercises

I. Explain and translate the following words and word combinations, transcribe the names of diseases: vaccination / immunisation, measles, mumps, rubella, whooping cough, diphtheria, meningitis, wake-up call, herd immunity, to undergo treatment for cancer, take-up rates, jab, autism, to strike off the medical register.

II. Answer the following questions:

1. Why is compulsory vaccination for children so important?
2. What is MMR immunisation?
3. Why has the UK lost its official measles-free status? Who is to blame for it?
4. Why does Matt Hancock think the social media companies have got a lot to answer for?
5. At what vaccination rates is the so-called herd immunity effect lost? Who can be put at risk as a result?
6. Why was Andrew Wakefield struck off the medical register in 2010?
7. What could be done to improve vaccination rates?
8. Do you think vaccinations should be compulsory?

III. Render the article adding your ideas concerning the problem.

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Навчальне видання

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ОСОБЛИВОСТІ СУЧАСНОЇ АНГЛОМОВНОЇ ПРЕСИ

МЕТОДИЧНІ ВКАЗІВКИ

ДО КУРСУ “ДРУГА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”

*для здобувачів вищої освіти ступеня бакалавра спеціальності 035 «Філологія» спеціалізації
035.043 «Германські мови та літератури (переклад включно), перша - німецька»*

Підп. до друку __.07.2020. Формат 60x84/16.

Ум.-друк. арк. 1,2. Тираж 20. Зам. №_____.

Видавець і виготовлювач

Поліграфічна фірма ТОВ «Удача»

Свідоцтво суб'єкта видавничої справи **ДК №**

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