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ПРОБЛЕМЫ МОЛОДЕЖИ XXI ВЕКА
YOUTH PROBLEMS OF THE 21ST CENTURY

Учебно-практическое пособие по английскому языку



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Цель пособия – совершенствование навыков чтения оригинальной литературы по специальности, анализа, аннотирования и реферирования специальных текстов по социальной педагогике и психологии, формирование навыков письменного перевода и работа со словарем англоязычной терминологии. Все тексты аутентичны.

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ПРЕДИСЛОВИЕ

Учебно-практическое пособие по английскому языку – составная часть раздела «Социально-культурная сфера общения» учебно-методического комплекса дисциплины «Иностранный язык».

Основой содержания пособия, охватывающего актуальные социально-педагогические темы, касающиеся молодежи современности, служат аутентичные языковые материалы по социологии и психологии, источником которых являются научные статьи известных ученых стран изучаемого языка.

По каждой теме предусматриваются задания для формирования умений использования изучаемого материала в разных видах речевой деятельности: групповая и парная работа, дискуссии, обсуждение проблемных вопросов в малых группах, подготовка сообщений, докладов, презентаций, написание сочинений и эссе, выступление на конференции.

Представленное пособие может быть успешно использовано в образовательном процессе будущих социальных педагогов-психологов для развития необходимых языковых умений и коммуникативных навыков в рамках формируемой общепрофессиональной компетенции соответствующего Федерального государственного стандарта высшего образования.

PART I SCHOOL & NEW TECHNOLOGY



LESSON 1

Task 1. Before reading the Text A *Are Tablets Ready for K-12 Education?* by Ed Hardy R., mind the following notes.

Notes:

K–12 (spoken as «k twelve», «k through twelve» or «k to twelve») is a term for the sum of primary and secondary education. It is used in the United States, Canada, South Korea, Turkey, the Philippines, Egypt, Australia and Iran.

P–12 is also occasionally used in Australia. The expression is a shortening of kindergarten (K) for 4- to 6-year-olds through twelfth grade (12) for 7- to 19-year-olds, the first and last grades of free education in these countries, respectively. Also called ELHI, as a short for elementary to high school.

Task 2. Write down the underlined words from the Task 1 in your vocabulary, translate them, and mind their pronunciation.

Task 3. Read the definitions of the following modern notions; find the equivalents of them in Russian.

a tablet

Tablet computer, commonly shortened to tablet, is a mobile device, typically with a mobile operating system and LCD touchscreen display processing circuitry, and a rechargeable battery in a single thin, flat

package. Tablets, being computers, do what other personal computers do, but lack some I/O capabilities that others have. Modern tablets largely resemble modern smartphones, the only differences being that tablets are relatively larger than smartphones.

e-Reader

An e-Reader, also called an e-book reader or e-book device, is a mobile electronic device that is designed primarily for the purpose of reading digital e-books and periodicals.

Their main advantages over printed books are portability since an e-reader is capable of holding thousands of books while weighing less than one and the convenience provided due to add-on features in these devices.

the Kindle

The Kindle is a series of e-readers designed and marketed by Amazon. Amazon Kindle devices enable users to browse, buy, download, and read e-books, newspapers, magazines and other digital media via wireless networking to the Kindle Store. The hardware platform, developed by Amazon subsidiary Lab126, began as a single device in 2007 and now comprises a range of devices, including e-readers

i-Pad

iPad (/ˈaɪpæd/ EYE-pad) is a line of tablet computers designed, developed and marketed by Apple Inc., which run the iOS mobile operating system. The first iPad was released on April 3, 2010

An iPad can shoot video, take photos, play music, and perform Internet functions such as web-browsing and emailing. Other functions – games, reference, GPS navigation, social networking, etc. – can be enabled by downloading and installing apps.

Task 4. Learn the following words and word-combinations:

pilot program – пилотная программа

device – устройство

electronic materials – электронные материалы

betterment – улучшение
to implement – воплощать в жизнь
implementation – реализация
flipside – обратная сторона
downside – отрицательная сторона
findings – полученные данные
to deal with – иметь дело с чем-то (с кем-то)
low-income – низкий доход (семьи)
to keep up with (smth. or smb.) идти в ногу с
options – опции, варианты
to find a way to around it – найти способ обойти это
the pros – за, в пользу
the cons – против, минусы
apps – программы, приложения, дополнения
software – программное обеспечение для компьютера
hardware – аппаратура

Task 5. Text A. Read the text, translate it. Write down new words in your vocabulary.

Schools such as Clearwater High School in Florida have been busy testing a tablet and eReader pilot program by using the Kindle in the classroom for the past seven months and are now looking for a solid answer to the question, “Can we go 100 percent electronic with the help from a tablet?”

The school officials in Clearwater have even gone as far to construct a five-year tablet proposal for the Kindle, iPad, and other similar devices. The proposal states that all students in grades K-12 will use only electronic materials for the betterment of the students’ education.

Another pilot program in Morgan Fitzgerald Middle School in Florida has a room of 45 sixth graders excited to learn again because of their new electronic devices. This school just implemented the iPad in the classrooms, and the Pinellas school district has spent around \$1 million to buy 1,800 of them for its students.

But with all new implementations, there is bound to be a flipside and a downside. Every pilot program has had similar findings when dealing with the hot tablets in the schools, such as the problem of low-income households not being able to keep up with the cost new technology presents or technical issues resulting in malfunction of a device. Many schools are still finding it difficult to come up with a tablet for each and every student, and some are looking at the options to find a way around it.

But many experts still believe the pros far outweigh the cons when it comes to general tablet use in education – not only do students find it much more exciting to learn with a tablet than a textbook and pen, but there are many apps and a lot of software designed for kids to better understand the material. [13]

Task 6. Fill in the blanks in the sentences below with one of the verbs in proper tense forms given in the table.

Check the results having found these sentences in the Text A.

<i>dealing with</i>	<i>have been testing</i>
<i>to find</i>	<i>are still finding</i>
<i>there is</i>	<i>are looking at</i>
<i>by using</i>	<i>not being able</i>
<i>will use</i>	<i>to come up</i>
<i>has had</i>	<i>have even gone</i>

1. High Schools in Florida _____ a tablet and eReader pilot program ____ the Kindle in the classroom.
2. The school officials _____ as far to construct a five-year tablet proposal for new electronic devices.
3. The proposal states that all students in grades K-12 _____ only electronic materials for the betterment of the students' education.
4. But with all new implementations, _____ bound to be a flipside and a downside.
5. Every pilot program _____ similar findings when _____ the hot tablets in the schools, such as the problem of low-income households' _____ to keep up with the cost of new technology devices.

6. Many schools _____ it difficult _____ with a tablet for each and every student, and some _____ the options _____ a way around it.

Task 7. Answer the questions:

1. Where has a tablet and eReader pilot program been testing?
2. What will all students in grades K-12 use for the betterment of their education?
3. How much has Morgan Fitzgerald Middle school in Florida spent money to buy 1,800 iPads in the classrooms?
4. Why do many schools find it difficult to come up with a tablet for each student?

Task 8. Learn the following words and word-combinations, put down them in your vocabulary.

iPad pen – ручка iPad

to get smb. interested in – заинтересовать кого-то чем-то

to create – творить, создавать

school instrument – школьный инструмент

constraining – сдерживающий

to follow the train of thoughts – следовать мыслям

to get the thumbs up - получить добро на что-либо

predict – предсказывать

hybrid – смешанный, разнородный

feasible – выполнимый, возможный, осуществимый

influx – приток, наплыв

embracing – охватывающий

to go beyond – выходить за рамки чего-либо

plethora – изобилие, множество

opportunity – возможность

Task 9. State the part of speech of the following words, translate them.

- necessarily, - recently - easily, - valuable, - particularly, - conveniently, - specifically, completely, - currently, - more likely

**Task 10. Read the Text B Which Tablets Make the Grade?
Translate it. Write down new words in your vocabulary.**

Bill Gates once said, *“The iPad was good for reading, but not necessarily for creating.”*

But an Apple patent was recently discovered revealing an iPad pen, built specifically for education. This pen and others like it can be easily adopted in schools to get students interested in doing class work and to “create,” making it an even more valuable school instrument. Whether or not this will secure the iPad in future K-12 classrooms or if tablet PCs or some other device will win the battle is yet to be determined. Some experts have said the iPad 2 will lead for a year or two and then Android tablets will take over, while others are saying that the iPad will hold the market for many, many years to come.

Robert Baker, an expert in mobile technology and Director of Technology for Cincinnati County Day School in Ohio, says he thinks the iPad is a “particularly constraining device” and that it is a “limiting rollout compared to what we can do with our devices.”

The students in grades 5 to 12 who go to CCDS have been using a tablet PC with full notebook functionality instead for the past three years; the Toshiba Portégé M750, a PC that got two big thumbs up from Baker. He says that he doesn’t think CCDS will ever switch to the iPad or anything that isn’t a tablet PC.

Nonetheless, he said he would still like to have a tablet PC that can come apart completely and convert to a lightweight tablet, saying he would like students to be able to “rip” their screens away and carry them around more conveniently.

Following that train of thought, Baker predicts that the Lenovo IdeaPad U1 hybrid (LePad) and similar devices may be in the works for CCDS and could have a lot of potential for other schools in the future, too.

District-wide Instructional Technology Leader Dani Herro for the K-12 schools in the School District in Wisconsin says the students currently have limited use of iPads and Kindles in the classrooms. Out of 5,200 students and over 300 staff members, Herro says that the students in the

district have access to about 50 iPads and a sporadic number of Kindles in certain classrooms, as well as classroom set of iPod Touches used by students in one of the K-4 schools. She also mentioned that the schools would soon integrate Samsung Galaxy Tabs for an upcoming gaming club.

Herro says officials “have been very happy” with the performance and apps the iPads provides for the students, adding that she hopes to make them more personal for the students to own or lease in the future. Herro believes Kindles just won’t cut it, though—saying they have limited functionality in the classroom and that the educators and students alike prefer the iPad over the Kindle. She thinks the iPad is the best device to use in the classroom because of not only of its functionality, apps, and battery life, but because it’s appropriate for all students across the K-12 spectrum.

She believes the iPad will be the “hot” device in the upcoming years for schools that can either afford them district-wide or allow for students to bring their own tablet into school. Because she thinks it’s more likely going to be the latter and because the iPad is the most commonly chosen device outside of schools, she believes this will lead to it being the most popular device across the board.

Many experts think it is completely feasible to see an influx of tablets, tablet PCs, and eReaders with educational software and loaded eTextbooks in numerous classrooms the near future, in what several are call it “embracing technology.” Even though what device is chosen is based on individual classroom and school needs and wants, many experts and educators agree that the new technology can go beyond the physical walls of each classroom and open up a plethora of learning opportunity for our students. [6]

Task 11. Change the following sentences from Direct into Indirect Speech.

1. *Bill Gates once said, “The iPad is good for reading, but not necessarily for creating.”*
2. *Some experts said, “The iPad 2 will lead for a year or two and then Android tablets will take over.”*

3. *Robert Baker, an expert in mobile technology in Ohio, said, “The iPad is a particularly constraining device and that it is a limiting rollout compared to what we can do with our devices.”*
4. *District-wide Instructional Technology Leader Dani Herro for the K-12 schools in Wisconsin said, “The students currently have limited use of iPads and Kindles in the classrooms.”*
5. *Dani Herro said, “The iPad is the best device to use in the classroom because of not only of its functionality, apps, and battery life, but because it’s appropriate for all students across the K-12 spectrum.”*
6. *Herro (she) believed, “The iPad will be the hot device in the upcoming years for schools that can either afford them district-wide or allow for students to bring their own tablet into school.”*

Task 12.

A. Discuss with your group mates. Do you agree or disagree with the following statements:

1. *“The iPad is good for reading, but not necessarily for creating.”*
2. *“The iPad is the best device to use in the classroom because of not only of its functionality, apps, and battery life, but because it’s appropriate for all students.”*
3. *“The iPad will be the “hot” device in the upcoming years for schools that can allow for students to bring their own tablet into school.”*
4. *“The new technology can go beyond the physical walls of each classroom and open up a plethora of learning opportunity for our students.”*

B. Use the phrases for discussion:

Well,... (I’m quite sure...)

You see,...

Actually, .../ In fact,...

What I mean is...

The point is...

Let me think, ...

Frankly speaking, ...

That may be true, but...

I’m not sure I agree with you.

Perhaps, but don’t you think that...

I can’t agree with you there.

You can’t be serious.

That’s exactly what I wanted to say.

I agree entirely.

So do I.

I think/ believe/ that...

In my opinion ...

It seems to me that...

LESSON 2

Task 1. Read the following words. Translate the words into Russian without using a dictionary, and put them down in your vocabulary.

- dynamic, - model, - interactive, - individual, - face-to-face, - types, - ideal, - lecture-and-test, - history, - creativity, - balance, - projects, - to comment, - traditional, - textbook, - content, - self-monitor, - online, - resource

Task 2. Give three forms of the verbs and translate them.

- to grow, - to state, to begin, -to draw, - to change, - to write, -to allow, - to work, - to stand, - to spend, -to use, - to help, - to load, -to say, -to avoid, -to bring, - to see, - to know, -to come, - to hone

Task 3. Read the following words with the correct stress. Translate and write them down in your vocabulary.

shipment – поставки

skills – навыки, умение, мастерство

activity – активность

quiz – опрос, экзамен

teacher's load – нагрузка учителя

possibility – возможность

science – наука

to enhance – усиливать, повышать

personalize – персонализировать

learning – обучение

approach – подход

grading – оценка уровня

assessing – оценивание

to lighten – облегчать

overview – обзор

exploration – исследование
application – применение
camera – фото камера
mold – шаблон, матрица
development – развитие
vital – жизненно важный
budget – бюджет
access – доступ
benefit – приносить пользу
to hone skills – оттачивать навыки
peers – сверстники
boredom – скука
responsibility – ответственность
crowdsourcing – краудсорсинг ("толпа" и "подбор ресурсов") –
термин впервые введен писателем Джеффом Хауи (Jeff Howe).
Означает - привлечение добровольцев для решения каких- либо задач.

Task 4. Read the Text C K-12 Schools Add Tablets, Classroom Dynamics Will Change. Get the main idea.

Tablet shipments to US schools grew 103% in the last years according to research from International Data Corporation (IDC). This growth in tablets will affect learning and classroom management – but how?

Here are five ways tablets will begin to change K-12 education.

Change 1: Personalized learning

Tablets allow a class of 30 students to work on 30 different specific skills at the same time. The educational model in which a teacher stands in front of neat rows of students works when subjects are being introduced, but not so much when skills are being practiced. In the future, teachers will spend more time guiding and coaching students as they work on individual activities on their tablets.

Personalized learning is efficient learning. Interactive question-and-answer quizzes on individual tablets will lighten the teacher's load of

grading and assessing—freeing them up to use their time to work face-to-face with the kids who need their attention.

Change 2: Creative interactivity

Some types of learning are ideal for lecture-and-test models—an overview of a history lesson, for example. Many others, however, are best suited for exploration and creativity. Students need a balance of both. Tablets can help teachers introduce more creative, exploratory learning into their classrooms.

Applications on tablets can include drawing boards and writing notebooks that allow children to interact creatively with what they're learning. Tablets with cameras open up new possibilities for science projects. For example students can record and comment on the growth of a flower or the development of mold over time. Interactive Q&A forms and quizzes in tablets can enhance traditional textbook content. Tablets allow students to self-monitor their learning and interact with narratives.

Change 3: Online learning

Online learning has a place in K-12 education today. We're not saying to cut human interaction out of K-12 education—classroom, playground, and hallway engagements are of vital importance to children's education. In-person interactions between kids and teachers, students and other students, administrators and classes help everyone grow. But online learning brings the world to students fingertips and allows schools with low budgets to access a wealth of resources.

Tablets are a great way for children to participate in online learning. Online learning can benefit students who have specific skills to practice or have special needs. They help English language learners hone their skills. Advanced students who finish the regular classroom work before the rest of their peers can use online tools to supplement their learning and avoid boredom. Tablets will bring these opportunities to more kids, more often.

Change 4: Formative assessments

Regular, informal tests that allow teachers and students to know “what they know, and what they don't know” can be easy to incorporate into the school day using tablets. Formative assessments offer immediate

results and allow teachers to quickly offer remediation for students who need more help. The NMC Horizon Report for K-12 Education 2013 states that “assessment is an important driver for educational practice and change, and over the last years we have seen a welcome rise in the use of formative assessment in educational practice.”

Formative assessments don’t have to take time away from learning – used properly, they are a natural part of the learning process, especially if they are offered at flexible times and locations using tablets. These assessments give educators timely, specific information on which students have gained proficiency in which skills. Teachers can use this information focus their attention where it’s most needed and bring more students up to grade level. Formative assessments can also help students take responsibility for their own learning. If they know what they need to practice, they can focus on those areas during study time.

Change 5: Change

This isn’t a trick answer. “Change” is one of the changes that we need to be prepared for in K-12 education. The history of technology is the history of change. When we add technology to schools we add the spirit of change. Educators need to change the mindset that next year will be the same as last—because it won’t. We don’t know what innovative, effective applications will be created for tablets and sweep schools in three or five years—but we do know new ones will be created.

Schools will be adapting as they include them in their lesson plans. Teachers will continue to log hours in professional development seminars. What apps, add-on features, and accessories will enhance tablets? Perhaps a plug-in camera that functions as a microscope or crowdsourcing survey tools that allow students to perform real-time reports. Who knows? What we do know new technologies will come. Schools are going to need to experiment with using those new technologies in the classroom. In the future, the status quo is going to be...more change.
[28]

Task 5. Make up questions to the each way of the tablet changing education in future, see Text C. Work with your partner in the group.

Task 6. Read and translate these words into Russian without using a dictionary and put them down in your vocabulary.

Mind the pronunciation of the words.

- debate, - to press, - experiment, - methods, - technology, - pedagogy, - to democratize, - effectiveness, - hybrid, - instruction, - strategy, - content, - to demonstrate, - competencies, - to communicate, - dynamic, - visualization, - platforms, - to transform, - scenarios, - automate, - material, - intuitive, - adaptation, - context, - to differentiate, - etiquette, - structure, - culture, - respect, - specific, - project, - skeptical, - to communicate, - presentation, - focus, - problem, - manner, - statistics, - function.

Task 7. Read the following words with correct stress. Translate and write them down in your vocabulary.

pro & cons- за и против

consequences – последствия

curricula – учебный план, программы

to incorporate – включать в состав, объединять

on one hand – с одной стороны

on the other hand – с другой стороны

to engage – привлекать внимание, вовлекать, привлекать

to distract – отвлекать, сбивать с толку

to foster cheating – поощрять обман

digital – цифровой

natives – родной, естественный

facilitate – способствовать, облегчать

culprit – виновник

to improve – улучшать

opportunity – возможность

success – успех

to require – требовать

to combat – бороться

to come across – сталкиваться с чем-либо

feedback – обратная связь

to raise one's hand – поднимать руку
to check in – проверять
to enhance – усиливать, повышать
reward – награда
role play – ролевая игра
time-consuming – трудоемкий, отнимающий много времени
to keep track – отслеживать
to streamline – рационализировать, упрощать
objective nature – природное состояние, объективный характер природы
access – доступ,
supplement – дополнение
value – ценность
up to date – актуальный
to share – делиться
literate – грамотный, образованный
to ban – запрещать
educator – педагог
guideline – директива, указание, установка
open-book – открытый
mastery – мастерство
software – программное обеспечение
inclusive – включающий в себя
top-notch – первоклассный
campus – университет, кампус
sage-on-a stage – мудрец на сцене
an end in itself – самоцель
to bring the best out – принести наилучшие результаты
gamification – геймификация = the application of typical elements of game playing (e.g., point scoring, competition with others, rules of play) to other areas of activity

Task 8. Read the following words, translate them, and write them down in your vocabulary. State the part of speech of the following words. Point out the prefixes and suffixes of their formation.

- diversion, - harness, - environment,- collaboration, - thoughtful, - consumer, - creator, - assessment, - participation, - shortage,- **gamification**, - distribution, -automation, - tedious, - attendance, - performance, - engagement, - supplement, -addition, - reliable, - distraction, - capable, - educator, - intention, - interaction, -verbally, - assignment, - subtly, - holistic,- relationship, - sensible, - flexible, - collaborative, - ultimately

Task 9. Read the Text D Six Pros & Cons of Technology in the Classroom .Get the main idea of the text.

Technology in education is the biggest change in teaching we will ever see. For years, policy makers, teachers, parents and students alike have been weighing the potential benefits of technology in education against its risks and consequences. But now the debate is more pressing than ever, as curricula increasingly incorporate technology and professors experiment with new teaching methods. On one hand, technology allows you to experiment in pedagogy, democratize the classroom and better engage students. On the other hand, some argue technology in the classroom can be distracting and even foster cheating.

Students are digital natives. They've grown up with technology; it's woven into their lives. But using technology in the classroom isn't just about digital devices in class – it relates to anything that facilitates an interaction between teacher and student. Classroom engagement is at an all-time low and lecturers are competing against countless diversions from phones, tablets and laptops. Technology could be seen as the culprit, or it could be harnessed to improve engagement and effectiveness.

David Goodrum, director of academic technology and information services, Oregon State University, in Campus Technology said, “Digital education is generating new learning opportunities as students engage in online, digital environments and as faculty change educational practices through the use of hybrid courses, personalized instruction, new

collaboration models and a wide array of innovative, engaging learning strategies.”

With that in mind, this article looks at the pros of using technology in the classroom as well as the cons—and it addresses how to combat some of the pitfalls you might come across when adopting new technology-based teaching and assessment techniques.

The pros:

1. Using technology in the classroom allows you to experiment more in pedagogy and get instant feedback.

Technology allows for more active learning; you can increase engagement through online polling or asking quiz questions during lectures. Subject matter is dynamic and timely with digital textbooks that embed links to relevant materials or student-maintained course wikis. Whether adding a single tool for a specific project or term, or making a more dramatic change such as a flipped classroom, being well-versed in technology can help build credibility with students, and even fellow colleagues.

2. Technology in the classroom helps ensure full participation.

Online polling and other tools help to engage all students, including shy students who wouldn't normally raise their hand in class. Online engagement systems allow you to regularly check in with students for feedback on course materials and assignments; data analytics could be used to help spot areas where students might be struggling, so you can adjust the coursework accordingly.

3. There are countless resources for enhancing education and making learning more fun and effective.

From apps and e-textbooks to organizational platforms, there's no shortage of tools that can transform the classroom. Some instructors are turning toward classroom 'gamification,' the use of competitive scenarios, and the distribution of points and rewards to make the classroom more fun and engaging. The key to ensuring these methods are also effective is designing them to support the course learning objectives.

Some gamification tips include role play—where students are asked to pose arguments on behalf of historical figures or scientific concepts—and introducing healthy competition. Technology can greatly aid the implementation, and indeed the assessment, of classroom games.

4. Technology can automate a lot of your tedious tasks.

Automation can speed up tedious, time-consuming tasks, such as keeping track of student attendance and performance. Engagement tools can help streamline grading for writing assignments, discussions and participation, as well as answer common student questions, which otherwise could seem daunting due to their objective nature.

5. With technology in the classroom, your students have instant access to fresh information that can supplement their learning experience.

There is value in having textbooks and course materials that are always up to date, which can even include additions suggested by students. This also fosters a more collaborative learning environment; students, networked together online, can share information, work together on group projects, and interact with the instructor.

6. We live in a digital world and technology is a life skill.

Creating presentations, learning to differentiate reliable from unreliable sources on the Internet and maintaining proper online etiquette are all vital skills that students can learn in the classroom. It can also help universities deliver better ROI on student education (and remain relevant).

The cons:

1. Technology in the classroom can be a distraction.

College students learn less when they use computers or tablets during lectures, writes Susan Dynarski, a professor of education, public policy and economics at the University of Michigan, in the New York Times. “They also tend to earn worse grades. The research is unequivocal: Laptops distract from learning, both for users and for those around them.”

But Matthew Numer, an assistant professor in the School of Health and Human Performance at Dalhousie University, says that banning laptops is an “insult” to students: “Our students are capable of making their

own choices, and if they choose to check Snapchat instead of listening to your lecture, then that's their loss. Besides, it's my responsibility as an educator to ensure that my lecture is compelling. If my students aren't paying attention, if they're distracted, that's on me."

This makes the notion of creating a structure and culture of respect all the more important from day one. Identify specific projects, times during class, and your intentions for allowing the use of technology in the classroom. Creating expectations and guidelines for students, and sticking to them, will be important for them in respecting your boundaries.

2. Technology can disconnect students from social interactions.

Many people are skeptical of technology and what it does to students' ability to verbally communicate.

By creating assignments in class that use both technological tools as well as oral presentations and group collaboration, students will learn to be dynamic in how they learn and interact with others.

Sara Eskridge, history professor at Randolph College in Virginia, believes that technology is a tool to be used in the classroom, rather than an end in itself. The teacher is in control – and knows how to bring the best out in the student.

3. Technology can foster cheating in class and on assignments.

While students have always found ways to cheat, the digital age makes it even easier – from copying-and-pasting someone else's work to hiring an essay-writer from an online essay mill.

While technology could be seen as yet another avenue for cheating, it's possible to structure assignments and exams in a way that makes cheating difficult, or make exams open-book and focus on problem-solving and mastery rather than retention.

Some classroom software allows you set questions that are subtly different for every student, making them focus on the technique rather than the answer; and software such as Turnitin is already well-established in most higher education settings.

4. Students don't have equal access to technological resources.

Some students can't afford iPads or even the textbooks required for class. For these students, point them in the direction of library or

community resources, or create assignments that allow them to work in groups and share resources.

Don't make technology the focus of your class, and don't make it a barrier. Incorporate it in a holistic and inclusive manner.

5. The quality of research and sources they find may not be top-notch.

The Internet is a blessing and a curse. Your students may need guidance on identifying proper sources and unreliable sources. Many campuses have writing centers that can help with this.

You can also use OERs (am. Office of Extramural Research), which are open educational resources in the public domain that anyone can freely use, copy and adapt; they range from textbooks to lecture notes, examinations and assignments.

6. Lesson planning might become more labor-intensive with technology.

The task of adapting technology into your classroom can seem daunting or overwhelming. In many ways though, using technology can become as natural to you as any daily activity.

When you're choosing classroom technology, it's important to engage with the software vendor and make sure you have the support in place. Some questions you should ask include whether they supply training or on boarding, and what their reliability statistics and support functions are – after all, you don't need to be the person all the students come to if the technology goes offline.

But the most important thing is to allow yourself time to learn how to use something, and make sure you ask for, and receive the support that you need. [32]

The final verdict

Technology in the classroom:

It's clear that the benefits outweigh the cons. But the key to technology in the classroom is always going to be the teacher-student relationship, because that's where the education happens. Technology can be a highly effective tool, but that's all it is – a tool. In today's hyper-connected world, sensible use of technology can enhance education.

Technology is not meant to replace the teacher. Rather, the idea is to create a flexible learning environment that breeds innovation. It shifts the classroom experience from the ‘*sage-on-a-stage*’ approach to a more collaborative learning environment. The success of such endeavors will ultimately depend upon how technology is applied to keep students engaged.

It can be frustrating and time-consuming, but in the end, technology in education can open doors to new experiences, new discoveries, and new ways of learning and collaborating. [29]

Task 10. Read the opinions of some professors of US universities about using digital technologies in the classroom. Fill in the blanks in the sentences below with the words or word-combinations given in the table.

the focus	technological skills
competencies and communicating ideas	data visualization
co-creation of content	digital content
aren't paying attention	responsibility
to replace the teacher	breeds innovation
a tool to be used	to bring the best out
literate	a holistic and inclusive
creators	to check

1. “A 21st century view of learner success requires students to not only be thoughtful consumers of _____, but effective and collaborative _____ of digital media, demonstrating _____ through dynamic storytelling, _____ and content curation.”
2. “Being digitally _____ is more than obtaining isolated_____. Rather, it’s about generating a deeper understanding of the digital environment, enabling intuitive adaptation to new contexts and _____ with others.”

3. “Our students are capable of making their own choices, and if they choose ___ Snapchat instead of listening to your lecture, then that’s their loss. Besides, it’s my _____ as an educator to ensure that my lecture is compelling. If my students _____, if they’re distracted, that’s on me.”
4. “Technology is _____ in the classroom, rather than an end in itself. The teacher is in control and knows how _____ in the student.”
5. “Don’t make technology ___ of your class, and don’t make it a barrier. Incorporate it in _____ manner.”
6. “Technology is not meant _____. Rather, the idea is to create a flexible learning environment that _____ innovation.”

Task 11. Answer the questions:

1. What does it mean to use technology in the classroom? What technology do you use in the classroom?
2. Are students nowadays digital natives? Do you consider yourself a digital native?
3. Can digital education generate new learning opportunities for students and for teachers? What are new learning opportunities?
4. What does a 21st century view of learner success require students to do with digital technology?
5. How can technology be a distraction in the classroom? Can you give any examples?
6. Can technology really disconnect students from social interactions?
7. How can technology foster cheating in class?
8. The Internet is said to be a blessing and a curse, isn’t it?
9. How can you tell if content is written by a competent authority?
10. Can technology in education open doors to new ways of learning and collaborating? Do you believe in it? Give your arguments.

Task 12. Using the questions in the Task 11 discuss with your group mates all the pros & cons of technology in the classroom.

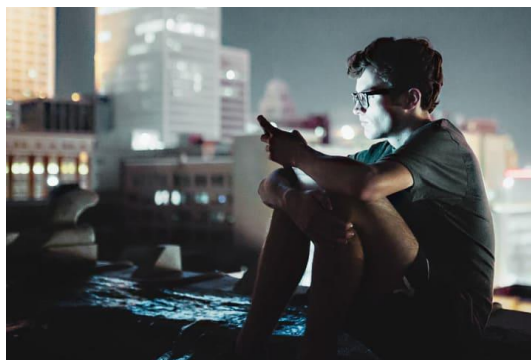
Task 13. Write an essay Technology in the Classroom

Use the structure of an essay writing.

<p>1. Introduction</p> <p>Введение: начните с общего представления темы и предложения, выражающего ее двойственный характер</p>	<p>The problem / issue/ phenomenon of ...is/ appears to be / has always been ...</p> <p>People always say/have always thought/ agreed/said/ believed...</p> <p>It is a controversial/ burning/ hot question...</p> <p>There is a dispute/ discussion/ no agreement...</p>
<p>2. Body</p> <p>Основная часть: представьте аргументы «за» и затем «против». Эти аргументы можно представить в разных абзацах. Старайтесь представить их симметрично.</p>	<p>On the one hand...on the other hand;</p> <p>Firstly; To begin with; Secondly; Finally; In addition; Besides; Moreover; What is more;</p> <p>Furthermore; However; Despite this; In spite of this; In fact; As a matter of fact; As a result;</p> <p>Consequently</p> <p>One major advantage is ... As advocates of ... claim/ argue</p> <p>As critics point out/ claim ..., There are a number of</p>
<p>3. Conclusion</p> <p>Заключение: четко подведите итог сказанному и снова напишите предложение, отражающее противоречивость темы, но в то же время выражающее надежду на нахождение компромисса.</p>	<p>All in all; To sum up; In conclusion; In summary; In general; It seems important to add/ point out/ remind that...; the issue/ debate is far from solving / resolving yet, but...</p>

PART II

Communication, Entertainment & Smartphone Use



LESSON 1

Task 1. Before you start getting new information about Compulsive Smartphone Use, practice the following words and word combinations:

to break free – освободиться от чего-л.

to interfere with – мешать, вмешиваться во что-то

news feeds – новостные ленты

Website – Интернет портал, узел

consequence – следствие, последствие

nomophobia – страх быть без телефона или вдалеке от него

to encompass – заключать в себе, охватывать

texting – текстовое сообщение

messaging – обмен сообщениями

to extend – расширять, продлевать

to ignore – игнорировать, пренебрегать

to compete – соревноваться, конкурировать

short term – короткий срок

bidding on auction – торги на аукционе

damage – вред, повреждение

winning bid – выигрышная ставка

to neglect – пренебрегать, не обращать внимание

to pursue – преследовать

to impact – влиять, воздействовать

convenient – удобный,

to admit – допускать, признавать

performance – выполнение, эффективность, действие

Task 2. Read the following words, translate them, and write them down in your vocabulary. State the part of speech of the following words. Point out the prefixes and suffixes of their formation.

-repeatedly, - reassess, - addiction, - colloquially, - overuse, - disorder, - variety, - relationship, - reconnect, -healthy, -interaction, -messy, - retreating, -availability, -excitement

Task 3. Read and translate the following words into Russian without using a dictionary, and put them down in your vocabulary.

Mind the pronunciation of the words:

-impulse, -reality, - control, - social, - romantic, - financially, - aspect, - cybersex, - negative, - anonymous, -religion

Task 4. Understand the meaning of the following words by reading their definition in English:

compulsive	- resulting from or relating to an irresistible urge, especially one that is against one's conscious wishes
addiction	- the fact or condition of being addicted to a particular substance, thing, or activity
disorder	- a state of confusion or - disrupt the systematic functioning or neat arrangement of smth
virtual	- almost or nearly as described, but not completely or according to strict definition
gambling	- play games of chance for money; bet; - take risky action in the hope of a desired result
trigger	- cause an event or situation to happen or exist

Task 5. Replace the Russian phrases in the sentences below with the English equivalents in the box.

to break free of the habit	compulsive use
a smartphone, tablet	smartphone and Internet addiction
on social media or playing games	to reassess your technology use.
can interfere with your daily life	repeatedly checking texts, emails, news feeds, websites, or apps

1. While (*смартфон, планшет*) or computer can be a hugely productive tool, (*чрезмерное использование*) of these devices (*может мешать вашей каждодневной жизни*), work, and relationships.
2. When you spend more time (*в соцсетях или на игры*) than you do interacting with real people, or you can't stop yourself (*от повторной проверки текстов, электронных писем, новостных лент, веб-сайтов или приложений*) even when it has negative consequences in your life - it may be time (*пересмотреть использование ваших технологий*).
3. By learning about the signs and symptoms of (*смартфон и Интернет зависимости*) and the ways (*освободиться от привычки*) you can better balance your life, online and off.

Task 6. Text A Smartphone addiction.

Read the text, understand the main idea.

Smartphone addiction, sometimes colloquially known as “nomophobia” (fear of being without a mobile phone), is often fueled by an Internet overuse problem or Internet addiction disorder. After all, it’s rarely the phone or the tablet itself that creates the compulsion, but rather the games, apps, and online worlds it connects us to.

Smartphone addiction can encompass a variety of impulse-control problems, including:

Virtual relationships

Addiction to social networking, dating apps, texting, and messaging can extend to the point where virtual, online friends become more

important than real-life relationships. We've all seen the couples sitting together in a coffee shop or restaurant ignoring each other and engaging with their smartphones instead.

While the Internet can be a great place to meet new people, reconnect with old friends, or even start romantic relationships, online relationships are not a healthy substitute for real life interactions. Online friends tend to exist in a bubble, not subject to the same demands or stresses as messy real-world relationships. Since few real-life relationships can compete with these neat, virtual relationships, you may find yourself spending more and more time with online friends, retreating from your real world family and friends. Compulsive use of dating apps can change your focus to short-term hookups instead of developing long-term relationships.

Online compulsions, such as gaming, gambling, stock trading, online shopping, or bidding on auction sites like eBay can often lead to financial and job-related problems. While gambling addiction has been a well-documented problem for years, the availability of Internet gambling has made gambling far more accessible. Compulsive stock trading or online shopping can be just as financially and socially damaging. eBay addicts may wake up at strange hours in order to be online for the last remaining minutes of an auction. You may purchase things you don't need and can't afford just to experience the excitement of placing the winning bid.

Information overload

Compulsive web surfing, watching videos, playing games, searching Google, or checking news feeds can lead to lower productivity at work or school and isolate you for hours at a time. All this compulsive use of the Internet and smartphone apps can cause you to neglect other aspects of your life, from real-world relationships to hobbies and social pursuits.

Cybersex addiction

Compulsive use of Internet pornography, sexting, nude-swapping, adult chat rooms, or messaging services can impact negatively on your real-life intimate relationships and overall emotional health. While online pornography and cybersex addictions are types of sexual addiction, the Internet makes it more accessible, relatively anonymous, and very convenient. It's easy to spend hours on a smartphone or tablet engaging in

fantasies impossible in real life. Excessive use of sex and dating apps that facilitate casual sex can make it more difficult to develop long-term intimate relationships or damage an existing relationship.

While you can experience these impulse-control problems with a laptop or even desktop computer, the size and convenience of smartphones and tablets means that we can take them just about anywhere and gratify our compulsions. In fact, studies suggest that most of us are rarely ever more than five feet from our smartphones.

Many people admit to regularly using them in theaters, while driving, during religious services, business meetings, kids' school performances, in the shower, and even during sex.

So what causes the obsession with these always-connected devices?

Smartphones, tablets, or the Internet can be addictive because their use, just like the use of drugs and alcohol, can trigger the release of the brain chemical dopamine and alter mood. And just like using drugs and alcohol, you can rapidly build up tolerance so that it takes more and more time in front of these screens to derive the same pleasurable reward.

Task 7. Complete the sentences, using the Text A.

1. Smartphone addiction is often fueled by
2. Smartphone addiction can encompass a variety of impulse-control problems, including: ..., ...,
3. Addiction to social networking, dating apps, texting, and messaging can extend to the point where virtual, online friends become
4. Compulsive use of dating apps can change your focus to short-term hookups instead of
5. While gambling addiction has been a well-documented problem for years, the availability of
6. Compulsive stock trading or online shopping can be just
7. All this compulsive use of the Internet and smartphone apps can cause you to
8. Excessive use of sex and dating apps that facilitate casual sex can make it more difficult to develop
9. Smartphones, tablets, or the Internet can be addictive because their use, just like the use of

Task 8. Read and learn the following words and word combinations:

to exacerbate – обострять, усиливать
security blanket – (зд.) безопасное укрытие
face-to-face – лицом к лицу
to boost one’s mood – повышать настроение
to evaporate into air – испариться в воздухе
peer – ровестник
to fuel anxiety – разжигать беспокойство
personal life – личная жизнь
to be in touch – БЫТЬ на связи
to be out of touch – БЫТЬ вне связи
persistent – постоянный, настойчивый

Task 9. Understand the meaning of the following words without a dictionary:

-phone, - problems, - stress, - depression, -situation, - deficit, -constant, - information, -focus, -concentrate, -cognitive, - selfie, - narcissism, -details, -distance

Task 10. Here are some words connected with the theme Smartphone Addiction. Arrange the following verbs, nouns, adverbs and adjectives into three columns according to the parts of speech. Read and translate them.

Verbs	Nouns	Adjectives & Adverbs
-------	-------	----------------------

- relieve, - stare at, - anxiety,- heavy,- unfavorably, - alleviate, - promote, - burnout, - loneliness, - awkwardness, - poorly, - deeply, - overwhelm, - diminish, - boredom, - creatively, - clearly, - endless, - distract, - interrupt, - buzz, - ping, - beep, - attention, - disturb, - disrupt, - reduce, - brain, - memory, - self- centeredness, - crucial, - excessive, -self-absorption, - ability, - cope with, - snap

Task 11. Read the Text B Effects of Smartphone Addiction. Translate it.

While heavy phone use can often be symptomatic of other underlying problems-such as stress, anxiety, depression, or loneliness - it can also exacerbate these problems. If you use your smartphone as a “security blanket” to relieve feelings of anxiety, loneliness, or awkwardness in social situations, for example, you’ll succeed only in cutting yourself off further from the people around you. Staring at your phone will deny you the face-to-face interactions that can help to meaningfully connect you to others, alleviate anxiety, and boost your mood. In other words, the remedy you’re choosing for your anxiety (engaging with your smartphone), is actually making your anxiety worse.

Smartphone or Internet addiction can also negatively impact your life by increasing loneliness and depression. While it may seem that losing yourself online will temporarily make feelings such as loneliness, depression, and boredom evaporate into thin air, it can actually make you feel even worse.

A 2014 study in UK found a correlation between high social media usage and depression and anxiety. Users, especially teens, tend to compare themselves unfavorably with their peers on social media, promoting feelings of loneliness and depression.

Fueling anxiety. One researcher found that the mere presence of a phone in a work place tends to make people more anxious and perform poorly on given tasks. The heavier the phone user, the greater the anxiety experienced.

Increasing stress. Using a smartphone for work often means work bleeds into your home and personal life. You feel the pressure to always be on, never out of touch from work. This need to continually check and respond to e-mail can contribute to higher stress levels and even burnout.

Exacerbating attention deficit disorders. The constant stream of messages and information from a smartphone can overwhelm the brain and make it impossible to focus attention on any one thing for more than a few minutes without feeling compelled to move on to something else.

Diminishing your ability to concentrate and think deeply or creatively. The persistent buzz, ping or beep of your smartphone can distract you from important tasks, slow your work, and interrupt those quiet moments that are so crucial to creativity and problem solving. Instead of ever being alone with our thoughts, we're now always online and connected.

Disturbing your sleep. Excessive smartphone use can disrupt your sleep, which can have a serious impact on your overall mental health. It can impact your memory, affect your ability to think clearly, and reduce your cognitive and learning skills.

Encouraging self-absorption. A UK study found that people who spend a lot of time on social media are more likely to display negative personality traits such as narcissism. Snapping endless selfies, posting all your thoughts or details about your life can create an unhealthy self-centeredness, distancing you from real-life relationships and making it harder to cope with stress.

Task 12. Translate the underlined adjectives and adverbs used in the degrees of comparison in the Text B.

What idea do these adjectives and adverbs express in the text?

Task 13. Read the Text C Signs and Symptoms of Smartphone Addiction. Translate it.

We can use smartphones to fill every quiet moment and keep us entertained, up to date, and connected to friends and strangers alike. But how much time is too much time to spend on a smartphone or other mobile device?

The Americans spend an average of nearly 3½ hours a day on their mobile devices-checking social media, watching videos, and accessing apps or the Internet. However, there is no specific amount of time spent on your phone, or the frequency you check for updates, or the number of

messages you send or receive that indicates an addiction or overuse problem. You may need to use the Internet or email extensively for work, for example, or have to be on call for your job or as a family caregiver, or you may rely heavily on social media to keep in touch with faraway family and friends.

Spending a lot of time connected to your phone only becomes a problem when it absorbs so much of your time it causes you to neglect your face-to-face relationships, your work, school, hobbies, or other important things in your life. If you find yourself ignoring friends over lunch to read Facebook updates or compulsively checking your phone in while driving or during school lectures, then it's time to reassess your smartphone use and strike a healthier balance in your life.[5]

Task 14. Answer the following questions:

1. What do we use smartphone for?
2. How much time do the Americans spend on their mobile devices?
3. What can indicate an addiction or overuse problem?
4. When does the usage of your device become a problem?

LESSON 2

Task 1. Read the Text A General Warning Signs of Smartphone Addiction. Translate it. Write down new words in your vocabulary.

Trouble completing tasks at work or home

Do you find laundry piling up and little food in the house for dinner because you've been busy chatting online, texting, or playing video games? Perhaps you find yourself working late more often because you can't complete your work on time.

Isolation from family and friends

Is your social life suffering because of all the time you spend on your phone or other device? If you're in a meeting or chatting with friends, do you lose track of what's being said because you're checking messages or updates on your phone? Have friends and family expressed concern about the amount of time you spend on your phone? Do you feel like no one in your "real" life-even your spouse-understands you like your online friends?

Concealing your smartphone use

Do you sneak off to a quiet place to use your smartphone? Do you hide your smartphone use or lie to your boss and family about the amount of time you spend online? Do you get irritated or cranky if your online time is interrupted?

Have a fear of missing out

Do you hate to feel out of the loop or think you're missing out on important news or information if you don't check your phone regularly? Do you need to compulsively check social media because you're anxious that others are having a better time, making more money, or leading a more exciting life than you? Do you get up at night to check your phone?

You are feeling of dread, anxiety or panic if you leave your smartphone at home, the battery runs down or the operating system crashes. Or you feel a phantom vibration - you feel your phone vibrating but when you check, there are no new messages or updates.

Withdrawal symptoms from smartphone addiction

A common warning sign of smartphone or Internet addiction is experiencing withdrawal symptoms when you try to cut back on your smartphone use. These may include:

Restlessness

Anger or irritability

Difficulty concentrating

Sleep problems

Craving access to your smartphone or other device. [4]

Task 2. Are you addicted to your smartphone?

Has your smartphone use become a problem? Take this test to find out.

1. Do you often absent-mindedly pass the time by using your phone even when there are better things to do?	<input type="radio"/> Yes <input type="radio"/> No
2. Do you lose track of time when on your phone?	<input type="radio"/> Yes <input type="radio"/> No
3. Do you spending more time on your phone than talking to real people face-to-face?	<input type="radio"/> Yes <input type="radio"/> No
4. Do you wish you could be less connected to your phone?	<input type="radio"/> Yes <input type="radio"/> No
5. Do you regularly sleep with your smartphone ON next to your bed?	<input type="radio"/> Yes <input type="radio"/> No
6. Do you use your phone at all hours of the day and night—even when it means interrupting other things?	<input type="radio"/> Yes <input type="radio"/> No
7. Do you use your phone while driving or doing other activities that require your focused attention?	<input type="radio"/> Yes <input type="radio"/> No
8. Are you reluctant to be without your smartphone, even for a short time?	<input type="radio"/> Yes <input type="radio"/> No
9. When you leave the house do you ALWAYS have your smartphone with you and feel ill-at-ease when you accidentally leave it at home?	<input type="radio"/> Yes <input type="radio"/> No
10. When you eat meals is your smartphone always part of the table place setting?	<input type="radio"/> Yes <input type="radio"/> No
11. When your phone buzzes do you feel an intense urge to check for texts, tweets, emails, updates, etc.?	<input type="radio"/> Yes <input type="radio"/> No
12. Do you find yourself mindlessly checking your phone many times a day even when you know there is likely nothing new or important to see?	<input type="radio"/> Yes <input type="radio"/> No

Interpreting the score:

4 or more: You might benefit by examining how much time you spend on your smartphone and consider changing your use patterns.

This questionnaire is not intended to replace professional diagnosis.

Adapted from: Smartphone Abuse Test by Dr. David Greenfield, The Center for Internet and Technology Addiction. [17]

Task 3. Translate the following statements about smartphone addiction in English.

1. *Современные цифровые, сетевые технологии и коммуникации стали частью жизни современных молодых людей до такой степени, что многие не осознают свой уровень зависимости от своего смартфона.*

2. *Ученые Junco и Cotton в 2012 году, в США, провели опрос более 1649 студентов вузов и выявили следующие факты: студенты тратят в среднем 97 минут в день на передачу текстовых сообщений, 118 минут на поиски информации в Интернете, 41 минуту на Facebook, 49 минут на электронную почту и 51 минуту на разговоры по сотовому телефону.*

3. *Ученые делают вывод, что это является мощным инвестированием своего личного времени во взаимодействие с сотовым телефоном и напрямую связано с академической успеваемостью студента. [23]*

Task 4. Before reading the Text B learn the following words and word-combinations:

self-help – самопомощь

tips – советы

log – (зд.) журнал

habits – привычки

body language – язык тела

nonverbal cues – невербальные знаки
 emotional well-being – эмоциональное состояние
 dedicated time – выделенное время
 similar interests – общие интересы
 volunteering – добровольчество
 health – здоровье

Twitter – социальная сеть; публичный обмен короткими сообщениями.

Blog – блог (от web log – интернет-журнал событий, интернет-дневник, онлайн-дневник) – веб-сайт, основное содержимое которого – регулярно добавляемые записи, содержащие текст, изображения или мультимедиа.

angry feelings – чувства злости

trouble – тревога, неприятность

treatment – терапия, лечение

step-by-step – шаг за шагом

meditation – медитация

face down – нагнуть страху своим взглядом

doubts – сомнения

invitation – приглашение

gossip – слухи

Task 5. Match an English phrase from the column A with a Russian equivalent from the column B.

A	B
to get smth under control –	следить за временем
to be within easy reach –	упускать что-то
old patterns of usage –	быть в курсе всех событий
to keep a log of smth-	играть по телефону в сетевую игру
to track the time –	взять под контроль
to spend on one's phone –	обуздать свой страх
to curb one's habits –	плохое настроение
to regain control of one's time –	сесть на диету

A	B
to practice relaxation technique –	чувствовать себя спокойно
to make eye contact –	тормозить стресс
to feel calm –	практиковать техники релаксации
to put brakes on stress –	смотреть в глаза
to make lasting friends –	оставаться на связи
to join a sport team –	бросить/ отказаться резко
to wear oneself off –	встреча с группой поддержки
to strengthen health –	не придавать большого значения
a case of quitting cold turkey –	присоединяться к спорт. команде
to go on a diet –	вернуть контроль над временем
to stay in touch with –	быть изолированным от кого-то
phone “stack game” –	вести записи в журнале
to brush over the doubts –	укреплять здоровье
to curb one’s fear –	тратить время на телефон
to miss out on –	быть под рукой
to stay on top of smth –	старые модели поведения
rocky moods –	обуздывать привычки
to be isolated from smb –	заводить постоянных друзей
group support meeting –	изматывать себя

Task 6. Translate the following verbs. Mind the pronunciation of the verbs.

-to slip back, -to track, - to curb, - to rely on, - to bypass, - to hug, - to set, - to overcome, - to enroll in, - to numb, - to distract, - to modify, - to cut, - to fill, - to grab, - to pick up, - to exaggerate

Task 7. Read the Text B Self-help Tips for Smartphone Addiction. Translate it.

There are a number of steps you can take to get your smartphone use under control. While you can initiate many of these measures yourself, an addiction is hard to beat on your own, especially when temptation is always within easy reach. It can be all too easy to slip back into old

patterns of usage. Look for outside support, whether it's from family, friends, or a professional therapist.

To help you identify your problem areas, keep a log of when and how much you use your smartphone for non-work or non-essential activities. There are specific apps that can help with this, enabling you to track the time you spend on your phone. Are there times of day that you use your phone more? Are there other things you could be doing instead? The more you understand your smartphone use, the easier it will be to curb your habits and regain control of your time.

Recognize the triggers that make you reach for your phone. Is it when you're lonely or bored? If you are struggling with depression, stress, or anxiety, for example, your excessive smartphone use might be a way to self-soothe rocky moods. Instead, find healthier and more effective ways of managing your moods, such as practicing relaxation techniques.

Understand the difference between interacting in-person and online. Human beings are social creatures. We're not meant to be isolated or to rely on technology for human interaction. The inner ear, face, and heart are wired together in the brain, so socially interacting with another person face-to-face—making eye contact, responding to body language, listening, talking—can make you feel calm, safe, and understood, and quickly put the brakes on stress. Interacting through text, email or messaging may feel important but it bypasses these nonverbal cues so can never have the same effect on your emotional well-being. Besides, online friends can't hug you when a crisis hits, visit you when you're sick, or celebrate a happy occasion with you.

Strengthen your support network. Set aside dedicated time each week for friends and family. If you are shy, there are ways to overcome social awkwardness and make lasting friends without relying on social media or the Internet. To find people with similar interests, try reaching out to colleagues at work, joining a sports team or book club, enrolling in an education class, or volunteering for a good cause. You'll be able to interact with others like you, let relationships develop naturally, and form friendships that will enhance your life and strengthen your health.

Build your coping skills. Perhaps tweeting, texting or blogging is your way of coping with stress or angry feelings. Or maybe you have trouble relating to others, or are excessively shy with people in real life and find it easier to communicate with people online. Building skills in these areas will help you weather the stresses and strains of daily life without relying on your smartphone.

Recognize any underlying problems that may support your compulsive behavior. Have you had problems with alcohol or drugs in the past? Does anything about your smartphone use remind you of how you used to drink or use drugs to numb or distract yourself? Recognize if you need to address treatment in these areas or return to group support meetings.

Modify your smartphone use, step-by-step

For most people, getting control over their smartphone use isn't a case of quitting cold turkey. Think of it more like going on a diet. Just as you still need to eat, you probably still need to use your phone for work, school or to stay in touch with friends. Your goal should be to cut back to more healthy levels of use.

Set goals for when you can use your smartphone. For example, you might schedule use for certain times of day, or you could reward yourself with a certain amount of time on your phone once you've completed a homework assignment or finished a chore, for instance.

Turn off your phone at certain times of the day, such as when you're driving, in a meeting, at the gym, having dinner, or playing with your kids.

Don't bring your phone or tablet to bed. The blue light emitted by the screens can disrupt your sleep if used within two hours of bedtime. Turn devices off and leave them in another room overnight to charge. Instead of reading eBooks on your phone or tablet at night, pick up a book. You'll not only sleep better but research shows you'll also remember more of what you've read.

Replace your smartphone use with healthier activities. If you are bored and lonely, resisting the urge to use your smartphone to play games or check social media can be very difficult. Have a plan for other ways to

fill the time, such as meditating, reading a book, or chatting with friends face to face.

Spending time with other smartphone addicts? Play the “phone stack” game. When you’re having lunch, dinner, or drinks together, have everyone place their smartphones face down on the table. Even as the phones buzz and beep, no one is allowed to grab his or her device. If someone can’t resist checking their phone, that person has to pick up the check for everyone.

Remove social media apps from your phone so you can only check Facebook, Twitter and the like from your computer. What you see of others on social media is rarely an accurate reflection of their lives—people exaggerate the positive aspects of their lives, brushing over the doubts and disappointments that we all experience. Spending less time comparing yourself unfavorably to these stylized representations can help to boost your mood and sense of self-worth.

Limit checks. If you compulsively check your phone every few minutes, wean yourself off by limiting your checks to once every 15 minutes, then once every 30 minutes, then once an hour. If you need help, there are apps that can automatically limit when you’re able to access your phone.

Curb your fear of missing out. Accept that by limiting your smartphone use, you’re likely going to miss out on certain invitations, breaking news, or new gossip. There is so much information available on the Internet, it’s almost impossible to stay on top of everything, anyway. Accepting this can be liberating and help break your reliance on technology.

Task 8. Complete the following sentences using the Text B.

1. An addiction is hard to beat on your own, especially when ...
2. To help you identify your problem areas, keep a log of when and how much...
3. Look for outside support, whether it’s ...
4. If you are struggling with depression, stress, or anxiety, for example, find healthier and more effective ways of ...

5. Human beings are social creatures. So socially interacting with another person face-to-face—making eye contact, responding to body language, listening, talking - can make...
6. Online friends can't hug you when a
7. To find people with similar interests, try reaching out to ...
8. For most people, getting control over their smartphone use isn't a ...
9. Turn off your phone at certain times of the day, such as when you're ...
10. Turn devices off and leave them in another room overnight to ... instead of reading eBooks on your phone
11. When you're having lunch, dinner, or drinks together, have everyone...
12. Remove social media apps from your phone so you can ...
13. If you compulsively check your phone every few minutes, wear yourself off by ...
14. There is so much information available on the Internet, it's almost ..

Task 9. Discuss the following situations in your group:

1. Your friends have come to celebrate your birthday party. During the party one of your friends is **phubbing*** and does not take part in your conversations. What is your attitude towards his/her behaviour?
 2. Your friend sends his/her messages to you very often, even at night time. What is your attitude towards his/her behaviour?
 3. You are at the cinema or the concert. A girl sitting next to you is chatting over the phone during the séance. What is your attitude towards her behaviour?
 4. You are in a bus. One of the passengers is speaking over the phone very loudly, solving his/her problem. You have to listen to his/ her annoying speech. What is your attitude towards his/her behaviour?
 5. You are in your car and have stopped before a traffic light. You see a girl crossing the road, her eyes in her gadget and headphones in her ears. What is your attitude towards her behaviour?
- **phubbing** – (разг.) пренебрежение разговором ради копания в телефоне

Task 10. Translate the following results of a quiz into English.

«В опросе участвовало 260 студентов Владимирского государственного университета 1х-3х курсов. Были получены следующие результаты: 63% опрошенных студентов находятся в зоне риска возникновения смартфон-зависимости, 37% - проявляют зависимость, испытывают непреодолимую тягу к использованию смартфона, не представляют жизни без него. Студенты ответили, что они:

- рассеяны, когда используют свой смартфон;*
- используют смартфон в любое время дня и ночи;*
- во время ночного сна смартфон находится рядом с их кроватью или под подушкой;*
- во время приема пищи смартфон находится всегда под рукой;*
- проверяют несколько раз в день сообщения, зная, что ничего нового или важного не увидят;*
- чувствуют себя беспокойно, если случайно оставят его дома.*

Мы выяснили также, что большое количество молодых людей, которые имеют проблемы с проведением свободного времени, используют сотовый телефон для поиска сенсаций и развлечений».

Task 11. Before reading the Text C translate the following words without using a dictionary.

-group, - organization, - face-to- face, -technology, -forum, -assistance, - intervention, -specialist, -center, - detox, -program, -academy, - pediatrics, -material, -limit, -separate, -message, -to confiscate, -device, -symptoms, - balance, -imitate, -to monitor, - to limit, -browsing, -zone, -phone-free, - interests, -computer, -authority, -figure, -doctor, - respect, -professional.

Task 12. Read the Text C Treatment for Smartphone Addiction, translate it. Make up all kinds of questions, work in pairs.

1. Group support for smartphone addiction

Organizations such as Internet & Tech Addiction Anonymous (ITAA) and On-Line Gamers Anonymous offer online support and some face-to-face meetings to curb excessive technology use, as well as tips on

starting your own chapter. Of course, online support groups and forums should be used with caution. Although they may be helpful in finding sources of assistance, it's easy to use them as an excuse to spend even more time on your smartphone or computer. While you need real-life people to benefit fully from any addiction support group, it's especially important for smartphone or Internet addiction. Sex Addicts Anonymous may be another place to try if you are having trouble with cybersex or compulsive use of sex and dating apps.

For those in need of greater intervention, there are now specialist treatment centers that offer digital detox programs to help you disconnect from digital media.

2. Helping a child or teen with smartphone addiction

The American Academy of Pediatrics (AAP) recommends that kids under age 2 have no screen time, while young children older than 2 should spend no more than 1 to 2 hours a day viewing age-appropriate material. Of course, once kids have their own smartphones, limiting their use becomes that much more difficult. Any parent who's tried to drag a child or teen away from a smartphone or tablet knows how challenging it can be to separate kids from social media, messaging apps, or online games and videos. Youngsters lack the maturity to curb their smartphone use on their own, but simply confiscating the device can often backfire, creating anxiety and withdrawal symptoms in your child. Instead, there are plenty of other ways to help your child find a healthier balance:

3. Be a good role model.

Children have a strong impulse to imitate, so it's important you manage your own smartphone and Internet use. It's no good asking your child to unplug at the dinner table while you're staring at your own phone or tablet. Try not to let your own smartphone use distract from parent-child interactions.

Use apps to monitor and limit your child's smartphone use. There are a number of apps available that can limit your child's data usage or restrict his or her texting and web browsing to certain times of the day to enforce technology breaks. Other apps can eliminate messaging capabilities while in motion, so you can prevent your teen using a smartphone while driving.

4. Create “phone-free” zones. Restrict the use of smartphones or tablets to a common area of the house where you can keep an eye on your child's activity and limit time online. Ban phones from the dinner table and bedrooms and insist they’re turned off after a certain time at night.

Encourage other interests and social activities. Get your child out from behind the phone or computer screen. Expose kids to other hobbies and activities, such as team sports, Scouts, and afterschool clubs. Spend time as a family unplugged.

Talk to your child about underlying issues. Compulsive smartphone use can be the sign of deeper problems. Is your child having problems fitting in? Has there been a recent major change, like a move or divorce, which is causing stress? Is your child suffering with other issues at school or home?

5. Get help. Teenagers often rebel against their parents, but if they hear the same information from a different authority figure, they may be more inclined to listen. Try a sports coach, doctor, or respected family friend. Don’t be afraid to seek professional counseling if you are concerned about your child’s smartphone use.

Resources: [10, 20, 36]

**Task 13. Write an essay Leisure Time and Modern Technology
Use the structure of the essay with elements of reasoning.**

<p>1. Introduction Введение: начните с перефразирования проблемы, заявленной в теме, используя, например, пословицу или афоризм. Вы можете остановиться на положительных или на отрицательных аспектах темы</p>	<p>Рекомендуемый языковой репертуар. There are so many different views on / possible approaches to..., In order to present this problem, let me begin with a proverb/ famous quote/ a paradox</p>
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<p>2. Body</p> <p>Основная часть: четко обозначьте различные аспекты проблемы. Так как объем эссе ограничен, лучше всего взять 2-3 аспекта темы: сначала представить данный аспект в первом предложении, а затем более детально его раскрыть.</p>	<p>Socially/psychologically..., From a personal/global/perspective..., From the angle/viewpoint of...</p>
<p>3. Conclusion</p> <p>Заключение: так как такое эссе носит скорее философский характер, в последнем абзаце следует обобщить высказанное и сделать заключение. Оно должно относиться к теме и к введению.</p>	<p>Surely, it would be impossible to give full justice to.../ exhaust this issue, To come back to the point raised at the beginning..., In today's world of ..., However, it must be added...</p>

PART III LEISURE TIME & VIDEO GAMES



LESSON 1

Task 1. Read the Text A Video Games. Get the main idea of the text. Write down new words or word-combinations in your vocabulary.

Video games always provide a great pass time activity for children. These games are so many and so addictive that when a child is not controlled, he can spend all his time playing the games. The game a child plays can be a good or a bad thing in his life. For example, children who learn how to play chess at a tender age usually show signs of high levels of intellect. However, the same case does not apply for violent video games.

The effect of violent video games is their addiction. This can be a terrible thing because a child might not do any productive activity whenever at home. This means that he does not study when at home or even do his assignments. Consequently, his performance at school definitely deteriorates. Moreover, the child could sacrifice development of his talent such as attending a music class just for the purpose of playing a violent game.

Another effect that has caused ripples among parents and the society in general is the possible violent behaviour in kids who play such games. Several studies have been conducted to investigate the relationship between such games and violent behaviour in children. Controlled experiments place little emphasis on this relationship. The obtained results show that the negative effects of such games are quite minimal.

There is also an observation regarding these games and their players where children who are naturally aggressive prefer playing this type of games to others. This observation waters down the chances of violent games leading to violent behaviour in children. When interviewed, some kids who play this type of games say that they are not negatively affected by the games. This is definitely backed up by their non violent behaviour.

It has also been observed that violence displayed on television such as in action movies or news has more chances of leading to violence in children than the violent games. However, it is important to note that when a child plays a violent game he is likely to experience some physiological effects. These effects include an increase of both heart rate and brain activity.

In conclusion, it is safe to say that violent games barely lead to violent behaviour in children. However, they are not beneficial to the children because of their addictive nature, which can deter a child's growth.

Task 2. Read the Text B Should Violent Video Games Be Ban? Get the main idea of the text. Write down new words or word-combinations in your vocabulary. Mind the pronunciation of the new words.

The essay is written by an American teenage gamer.

*“Violent video game had been a problem in the Unite States. Many people believe that violent video games **should** be banned; claiming they have negative effects on people. Violent video game is not like the real-world. Video games have become not only a form of entertainment, but also another way for people to escape reality and to enter their own virtual fantasy. James Gee explains that, if you blame violent video games for horrific events that have occurred is much like putting the blame on food for the cause of obesity. Violent video games **should** not be ban because violent video games improve your skills, there is less violence, and banning violent video games is against the fourteenth amendment. Violent video games strengthen and coordinate visual skills. There have been studies shown that gamers are improving their skills. Researchers from the University of Rochester found, a person who frequently plays video games*

can have better visual skills of their surroundings than a person who does not or rarely play any video game. It means that a person who plays videogames **could** help improve our society. Between 1995 and 2008 there has been huge production of violent video games because of this there has been a huge decrease of juvenile crimes.

If a child began playing violent video games at a young age, then he **might** think that violence in real life is the same as the game violence and that it doesn't have a real impact on others. However, most children can distinguish between virtual violence and real violence.

Researchers at the Indiana University School of Medicine conducted a survey of 44 males and discovered that after 30 minutes of playing violent video games, subjects showed "increased activity within the amygdala (part of the brain involved in emotional arousal)". When the same group played non-violent video games, the opposite effects were seen. Doctors concluded that more research would need to be done to prove that playing violent video games increases violent behavior. Thus, this study provided no conclusive evidence that video games cause aggressive behavior.

People often try to excuse their actions and find a scapegoat. Some blame music, others movies, and some blame video games. We seem to have forgotten that our world is a violent place. Some years ago video games were innocent - "Pong" in the 1970s and, in the 1980s, "Pac-Man." In the 1990s "Mortal Kombat" - a violent game became popular.

Today games are extremely violent. Take, for example, the "Grand Theft Auto" series. In these games the main character is a man who has connections with the mob. Players **can** steal cars and money and even kill people. This game isn't an evil, conjured-up thought of some sick person; these things happen every day!

The evolution of video games from innocent to violent reflects our society's evolution. Much of the daily news focuses on war and murder. Video games just reflect our violent world.

I enjoy playing video games, especially violent ones. Whether I am virtually mowing down people with a semi-automatic, or hacking them into tiny little bits with a ninja sword, I enjoy it.

After playing, I **might** talk about how cool it was when my character jumped over two guys and sliced them in half, but I - unlike the Columbine killers - will not carry that into real life.

In many video games the characters are nimble and **can** perform unreal stunts that most people only dream of doing. That, I believe, is the joy of video gaming: doing something you **can't** do in real life.

Some countries **have to** ban video games. Australia currently holds the record for the most banned games. Most were banned because of their violent content, which led to censored versions being released. Germany has banned "Mortal Kombat" due to its violence, as well as a couple of games containing Nazi symbols. The U.S. has not banned any video games yet. Saudi Arabia hasn't prohibited violent video games either, but it has banned "Pokemon: Blue" for allegedly promoting Zionism.

*I believe that games don't kill people, people **can** kill people."*

Task 3. Find the highlighted modal verbs in the Text B above and explain their meaning in the sentences.

Task 4. Read the underlined sentences in the Texts A & B; express your opinion towards the statements. Use the following expressions:

It seems to me that it is ...

Мне кажется, что это ...

I believe that ...

Я считаю/ полагаю, что ...

In my opinion ...

По моему мнению ...

I think ...

Я думаю ...

That may be true, but...

Это может быть правдой, но

I'm not sure I agree with it (you). Я не уверен, что согласен с этим (с Вами)

I can't agree with it (you) there. Я не могу согласиться с этим (вами) в этом.

It can't be serious.

Это не может быть серьезно.

That's exactly what I think.

Это именно то, что я думаю.

I agree entirely.

Я полностью согласен.

Task 5. Before reading the Text C translate the following words without using a dictionary. Mind the pronunciation of the words.

-debate, - aggressive, -rating, -content, -verdict, -fantasy, -perception, - reality, -to confuse, -in contrast, -monster, -android, - concept, industry, -to orient, - containing, -voluntary, -to protect, -to control, -moral, -console, - barrier, -human, -to direct, -to act

Task 6. Here are some words connected with the theme Violent Video Games. Arrange the following verbs, nouns, adverbs and adjectives into three columns according to the parts of speech. Read and translate them.

Mind the pronunciation of the words. Write down them in your vocabulary.

Verbs	Nouns	Adjectives & Adverbs
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-violent, -harrassment, -to assault, -to ban, -behaviour, -to impact, - vigorous, - to torture, -appropriate, -cartoon, -currently, -decision, -drug, - massacring, -acceptable, -justifiable, - creature, -to grasp, -to purchase, - guidance, -boundary, -entertainment, -software, -adult, -explicit, -useful, suitable, -caution, -to choose, -voluntary, - to decide, -mistakenly, - to assume, -responsibility, -track, -to overcome, -expensive, - cheap, - approval, -consumption, -severe, -to promote, -observer

Task 7. Read the Text C Argumentative essay; get the idea of the text.

Claim: *Violent video games in which humans are being harassed, physically harmed, killed, sexually assaulted, or contain elements of drugs should be banned for children under the age of 18, because they may increase violent behavior and have a negative impact on their moral development.*

In November 2010, the Supreme Court in California held a vigorous debate on whether children should be allowed to play violent video games, and to what extent it may increase their aggressive behavior. Many questions were posed during the running of the debate:

1. Should children really be allowed to torture or kill human beings in such games?
2. Why are not current game ratings sufficient enough as a guide for inappropriate content?
3. And what difference is there between playing a violent video game and watching a violent cartoon anyway? [40]

Currently, the Court is waiting to present its decision on this matter. Before its final verdict, the Court should very much consider banning all violent video games in which humans are harmed by the player.

Violent video games in which humans are being harassed, physically harmed, killed, sexually assaulted, or contain elements of drugs should be banned for children under the age of 18.

This is because such games may increase violent behaviour and have a negative impact on their moral development. The term “*violent video games*” that will be referred to in this essay will include video games in which there is torture, massacring, killing, sexual violence, and similar violence applied to human beings only.

The games that children play should not contain any harassment or violence exerted by the player on a human being within a game. Neither should there be any drugs or sex present. The video games containing one or more of such elements will be regarded as violent video game, and should not be sold to children under 18 years old. There is a big difference between harming humans and harming fantasy beings. Children should not be exposed to making decisions concerning violent acts, which they will undertake in regard to a human being in a game. It may distort their perception of reality, and confuse them about what is acceptable and justifiable and what is not.

In contrast, any sort of fantasy monsters or androids will be excluded from the ban. Children who play video games are able to understand the distinction between the reality and the made-up reality in the video games where fantasy creatures are involved. However, when humans come into the picture, this concept may be more difficult to grasp, and therefore, children should be restricted from being able to purchase such video games and play them without the consent with their parent.

It is true that video game industry already rates its games, so that people, and especially parent, can orient themselves in the matter of which games are appropriate for which age group. These ratings serve as guidance for finding the appropriate age boundary for each game. In the US, these rating are set by the Entertainment Software Rating Board. Ratings distinguish age groups such as 12+, 15+, 17+, or adults only. In addition, they present information about explicit content including violence and sexual content. The current ratings are useful in rough understanding of which games are suitable for children, and which they should be allowed to play. However, they do not actually restrict selling in appropriate games to children.

They merely caution of in appropriate content. The problem with ESRB is also that the game industries choose which restrictions provided by ESRB it will place on the package of the games. There are a certain number of restrictions that must be there, but in the end this restrain is voluntary, so they may decide which of them will be disclosed on the package (*Hutchison, 2007*) [22]

Therefore, not all information may be presented. Due to the ratings acting only as guidance, parents might not be cautious enough about the contents of the game that they are buying. “Parents mistakenly assume that just because video games are marketed to the kids, they are appropriate for kids. This is not so.” (*Carpenter, & Ferguson, 2009*) [8]

This ban would help parents understand that they should pay more attention to the content of certain games, that they let their children play. Until reaching the 18 years of life, parents serve as guardians, and they take responsibility for their child's development. The ban of video games would help the parents to protect and control the development of their children in moral terms. Very often, children play games during the times that their parents are not at home. So, it is hard to keep track of what games the children are playing, and often the parents might not be even aware of it. There are many ways of parental control for the consoles and computers, but it is easy for children to overcome that with the help of Internet.

Often these games are fairly expensive, and although this makes it difficult for younger children to buy them and serves as a barrier, there is

another way to play the game. If they do not have enough money to buy the game, they can still rent it, which is much cheaper (*Schwarzenegger vs. Entertainment Merchants Association*). [40]

The ban would help in preventing children from getting to violent video games, without their parents being aware of it, and without their parent's approval. Because parents are also only human beings cannot be present at all times, the government should intervene and act as the parent when necessary.

There are times when parents fail to keep up with the activities of their children. So, the government should be present to help out and act in the name of the parent when he is not there to direct his child. The government has been doing so for many years. It has banned sexually explicit material from children under the age of 18, or forbidding alcohol consumption until reaching certain age. It should also be more severe when it comes to violent video games in which children directly harm human beings in tormenting way. The government puts age restrictions on the in appropriate TV programs that promote sex or violence and so, it should act similarly via-à-vis violent video games. Many argue that there is no difference between watching violent cartoons on the TV and playing violent games. However, there is. Children playing such games decide to kill or torture people and then perform these acts on the screen themselves. This means, that they are actively engaging in doing harm, not simply watching it. This may be harmful for their perception of reality, as they are not only observers to the violence. [39]

This point is greatly enhanced also by the fact that graphically the video games are becoming more and more realistic. They are not just unclear cartoons with vague silhouettes as they used to be several years ago. In many games, the graphics nowadays are more real-life like than cartoon like, and a lot of attention paid to very small details of video games. This makes it more difficult for children to separate reality from the game. The moral development of the child can be adversely affected not only due to the child being the aggressor. “Of particular concern is the argument that some video games encourage racism and sexism by

providing children with the world populated by the worst of such stereotypes” [2]

Mafia, prostitution and performance of illegal actions are elements that can be found in several games, including the very popular game “Grand Theft Auto”, better known as GTA. Its third edition is well known for the controversy with the role of prostitutes in the game. In order to increase your character's health, it is possible to pick-up a prostitute, drive to a private place and once the car begins to shake, the health goes up and the amount of money decreases. However, once the woman gets out of the car, the character may run her over and steal the money back. Children should not be exposed to playing out such role-plays, as it may harm their development and perception of what is correct.

Not only that it can harm their moral development, but it may also affect their empathy and aggression. Playing violent video games is a risk factor for higher aggressive behavior. [2]

Exposure to playing violent video game “was positively associated with aggressive behavior, aggressive cognition, and aggressive affect”. [4]

Children who are exposed to violent video games are more likely to get into fights, and it may negatively affect their school performance. [15]

Playing such games may also lead to addictions, and many Governments have decided to fight this problem by trying to persuade manufacturers to lower the number of awards and possibilities to win within each game. [21]

These reasons serve as support for government understanding that there are possible negative effects associated with playing violent videogames, which may increase the negative behavior of children. The example of the increased aggression was demonstrated by the case of two school boys from Colorado Dylam Klebold and Eric Harris in 1999. [8]

Before shooting themselves in their high-school, they shot several of their classmates. They were inspired to do so by the violent video game *Doom* that they liked to play. Of course, the game *Doom* was far

from being the only factor that contributed to the massacre at high-school, but it was a factor that played a role.

Banning certain violent video games would make parents understand that they may have negative effects, and therefore they should pay more attention to what their children are playing. On the other hand, banning all violent video games due to this sole case would be a wrong step to take. It should be emphasized that not all violent video games should be banned. The games can greatly help children to cope with aggression, and help them filter out negative thoughts and emotions. [8]

If they feel angry, they can project their feelings onto the screen and into the made-up world behind that screen, without interfering with their actual reality. Doing so may calm them, and they will not look for other places to help them cope with their feelings. That is why violent games concerning creatures and monsters with fantasy elements should be left intact from the ban, so that children do not lose a media for filtering negative thoughts. Essentially, this ban would only help parents when they are not around and it would protect children development. However, it must be understood that there would not be a complete ban on violent video games, containing drugs, sex and where human beings are harmed. The state should guide its citizens and protect them but if the parent sees it fit for its child to play game where he can run over people with a car, then he will not be stopped from doing so. The parent is a guardian and can still walk into a shop to buy any violent game for its child. The censorship of violent video games should be done by a state-owned organization not a privately-owned one. This will decrease the likelihood of video game industry using financial means of supporting such organization, in order to gain benefits in the rating process. Either the judges could be appointed to do so, or a separate commission could be set up composed of psychologists and perhaps even people of different background, who would serve similarly to how jury acts in the court. This would help in making the decision on the bans more objective.

The violent video games have shown to be a risk factor in increase aggressive behavior and can lead to adverse effect in school performance. The elements of drugs, sex as well as harassment or harming of human

beings should not be incorporated in video games that are to be sold to children below the age of 18.

The sale of these games should continue, but only grown-ups should be allowed to purchase them, just like alcohol or sexually explicit material. [8]

Task 8. Write the annotation and key words to the article in the Task 7 Argumentative essay. Use the following expressions for annotation writing:

The article deals with – Статья посвящена ...

The article is devoted to – Статья посвящена ...

The article is concerned with – Статья касается...

The article touches upon the issue of – Статья затрагивает проблему...

The purpose of the article is – Цель статьи ...

Much attention is given to ... – Большое внимание уделено ...

It is reported that ... – Сообщается, что ...

It is spoken in detail about – Рассказано в деталях о ...

The article gives a detailed analysis of – Статья дает детальный анализ...

The following conclusions are drawn – Следующие выводы были сделаны...

Task 9. Before reading the Text D learn the following words; write them down in your vocabulary. Mind the pronunciation of these words.

psychotic – психический

to claim – утверждать, заявлять

brain – мозг

to imagine – представлять

frontal cortex – лобная кора мозга

impulse control – импульсный контроль

attribute – характерная черта, приписывать, относиться к чему-л

horrendous – вселяющий ужас, устрашающий

attention – внимание

leap – прыжок, скачок
forebrain – передний мозг
dopamine – допамин
neurotransmitter – медиатор
activate – активировать, включать
dopaminergic – допаминовый
fun – веселье, забава, шутка
resting level – уровень покоя
cognitive – познавательный
neuroscientist – нейробиолог
visual acuity – острота зрения
spatial memory – пространственная память
transient – временный, скоротечный
long-term – долгосрочный
extensive – экстенсивный, обширный
hippocampus – гиппокамп
entorhinal cortex – энторинальная кора
prefrontal – предлобный
percentage – доля, процент
preoccupation – озабоченность, рассеянность
withdrawal – отстраненность
tolerance – терпимость, привыкание
to give up – сдаваться, отступать
anxiety – тревожность, страх
significant – значительный
preoccupation – озабоченность, рассеянность
passionate – страстный, жгучий
bunny hill – детская горка

Task 10. Read the Text D Digital Heroin. Translate it.

"IT'S DIGITAL HEROIN: HOW SCREENS TURN KIDS INTO PSYCHOTIC JUNKIES." That's the dramatic headline screaming across a New York Post article, by a Dr. Nicholas Kardaras (2016).

Kardaras claims, “We now know that those iPads, smartphones and Xboxes are a form of digital drug. Recent brain imaging research is showing that they affect the brain’s frontal cortex – which controls executive functioning, including impulse control – in exactly the same way that cocaine does.”

Although Kardaras attributes these horrendous effects to all sorts of screen use, he particularly singles out video gaming, when he says: “That’s right – your kid’s brain on Minecraft looks like a brain on drugs.”

You can find many similar scare headlines and articles elsewhere in the popular media, including even at Psychology Today. What seem to be most frightening to parents and appealing to journalist and others, trying to grab readers' attention, are references to research suggesting that screen use and especially video gaming affects the brain. The assumption to which many people leap is that any effect on the brain must be harmful.

The actual effects of video gaming on the brain

The research that Kardaras referred to demonstrates that certain pathways in the forebrain, where dopamine is the neurotransmitter, become active when people are playing video games, and drugs like heroin activate some of these same pathways. What Kardaras’s and similar articles leave out, however, is the fact that everything that is pleasurable activates these pathways. These are the brain’s pleasure pathways. If video gaming didn’t increase activity in these dopaminergic pathways, we would have to conclude that video gaming is no fun. The only way to avoid producing this kind of effect on the brain would be to avoid everything that is pleasurable. [24]

As gaming researchers Patrick Markey and Christopher Ferguson (2017) point out that video gaming raises dopamine levels in the brain to about the same degree that eating a slice of peperoni pizza or dish of ice cream does (without the calories). That is, it raises dopamine to roughly double its normal resting level, whereas drugs like heroin, cocaine, or amphetamine raise dopamine by roughly ten times that much. [30]

But actually, video gaming activates much more than pleasure pathways and these other effects are not at all like the effects of drugs.

Gaming involves lots of cognitive activities, so it necessarily activates parts of the brain that underlie those activities.

Recently, neuroscientist Marc Palaus and his colleagues (2017) published a systematic review of all the research they could find – derived from a total of 116 published articles concerning effects of video gaming on the brain. The results are what anyone familiar with brain research would expect. Games that involve visual acuity and attention activate parts of the brain that underlie visual acuity and attention. Games that involve spatial memory activate parts of the brain involved in spatial memory. And so on. [35]

In fact, some of the research reviewed by Palaus and his colleagues showed that gaming not only results in transient activity in many brain areas, but, over time, can cause long-term growth of at least some of those areas. Extensive gaming can increase the volume of the right hippocampus and the entorhinal cortex, which are involved in spatial memory and navigation. It can also increase the volume of prefrontal regions the brain that are involved in executive functioning, including the ability to solve problems and make reasoned decisions. Such findings are consistent with behavioral research showing that video gaming can produce long-term improvement in these cognitive abilities. Your brain is, in this sense, like your muscular system. If you exercise certain parts of it, those parts grow bigger and become more powerful. Yes, video gaming can alter the brain, but the documented effects are positive, not negative.

Video game addiction can be identified

The fear spread by articles such as Kardaras's is that young people who play video games are likely to become "addicted" to them. We all know what it means to become addicted to nicotine, alcohol, heroin, or other drugs. It means that we have serious, physical withdrawal symptoms when we stop using the drug, so we are driven to continue using it even when we know it is hurting us and we want to stop very much. But what does it mean to be addicted to a hobby, such as video gaming (or surfing, or any other hobby you might have)? [24]

The question of whether or not the term "addiction" is useful at all, in relation to anyone's video gaming, is very much debated by the experts.

Currently, the American Psychiatric Association (APA)* is considering the addition of “Internet Gaming Disorder” (their term for video gaming addiction) into their diagnostic manual. Research shows that the great majority of video gamers, including those who are heavily immersed in games and spend large amounts of time at them, are at least as healthy psychologically, socially, and physically as are non-gamers. But the same research shows that some small percentage of gamers is suffering psychologically in ways that at least are not helped by gaming and maybe are worsened. That’s the finding that leads the American Psychiatric Association to propose the addition of Internet Gaming Disorder (IGD) to their official manual of disorders. [1]

On a trial basis, the APA is proposing that a person receive the diagnosis of Internet Gaming Disorder, if at least five of the following nine characteristics apply to that person:

- Preoccupation: Spends lots of time thinking about games, even when not playing them.
- Withdrawal: Feels restless when unable to play games.
- Tolerance: Needs to play more, or play more powerful games, to get the same excitement as before.
- Reduce: Feels he or she should play less, but is unable to.
- Give up other activities: Reduces participation in other recreational activities.
- Continue despite problems. Continues play games despite knowing that they have a negative impact on his or her life.
- Deceive: Lies about how much he or she games.
- Escape mood: Plays games to reduce anxiety or stress.
- Risk: Risks loss of significant relationships or employment because of games.

Just from reading this list you can perhaps see why this definition is controversial.

Some video gamers become addicted

In a recent study, Laura Stockdale and Sarah Coyne (2018) identified a sample of teens and young adults who were addicted to video games, as assessed with the 9-item IGD scale shown above, and compared them on

various clinical questionnaires to other teens and adults who played video games extensively but were not addicted. She found that the addicted players, regardless of gender, were more anxious and depressed, and showed poorer impulse control and cognitive functioning than gamers who were not addicted. This was a correlational study, not an experiment, so it's hard to know to what degree gaming addiction was a cause of these psychological detriments or a result of them. [42]

Other research (e.g. Bickel et al., 2014), however, has shown that poor impulse control and poor cognitive functioning are risk factors for various kinds of addiction, so at least these characteristics are likely to have contributed to the onset of gaming addiction. Other research, some of which I discussed here, has likewise suggested that pre-existing depression and anxiety can lead to addictive video gaming. [7]

In another research study, Daniel Loton and his colleagues (2016) found that gaming addiction was most likely to occur in people who were depressed or in other ways stressed and who had an avoidant rather than approach method of coping. In other words, they were people who dealt with life problems by trying to avoid them rather than by trying to confront and solve them. They were apparently playing video games not so much because they enjoyed playing, but more because gaming diverted their attention from serious problems they didn't want to think about. If video gaming wasn't an option, they would quite likely use some other means of distracting themselves from their problems. [27]

So, if you know someone who seems to be addicted to video gaming, your attempt to help should probably not focus on taking the video screen away. It should focus, instead, on trying to understand, and help that person understand, what is missing or wrong in other parts of his or her life and how that problem might be solved. [27]

** The American Psychological Association, in Washington, D.C., is the largest scientific and professional organization representing psychology in the United States. APA's membership includes more than 134,000 researchers, educators, clinicians, consultants and students. Through its divisions in 54 subfields of psychology and affiliations with 60 state, territorial and Canadian provincial associations, APA works to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.*

Task 11. Answer the questions:

1. What are the actual effects of video gaming on the brain?
2. How video game addiction is identified and how prevalent is it?
3. Why do some video gamers become addicted?
4. What are your thoughts and experiences concerning video game addiction?
5. Have you been affected by the scare media? Are you, or is someone close to you, heavily involved in this hobby?
6. What, in your experiences, are the upsides and downsides of such involvement?
7. Can you suggest alternative hobby and ways of leisure time spending?

Task 12. Discuss the following statements of a gamer with your group mates. Express your agreement or disagreement. Use the expressions below.

Those five characteristics of the video game addiction given by the American Psychiatric Association might well apply to anyone who is intensely interested in any hobby:

1. *Preoccupation* may just mean that the person is really into gaming. Anyone who has a passionate interest in any hobby is likely to “spend a lot of time thinking about” it. When I was 11 I thought about fishing almost all the time, and I regularly dreamed about it at night.
2. *Tolerance* likewise applies to almost any hobby. As you develop increased ability at anything, you need to increase the level of challenge to get the same thrill that you got before. If you are a skier, for example, the bunny hill is exciting at first, but then you need steeper hills.
3. *Give up other activities*. Well, of course, whenever you spend more time on any hobby there is less time for other things. Time is finite, so there’s always a tradeoff.

4. *Deceive*. In a world where others disapprove of video gaming and are continuously nagging the gamer to play less, it is hardly surprising that some would lie about how much they play.
5. *Escape mood*. Don't we all sometimes, if not often, engage in our favorite hobby as a way of reducing anxiety or stress? If the hobby were reading, or chess, or skiing, people might regard this as a plus, not a minus.

Use the following expressions for the discussion:

That's exactly what I think/ what I wanted to say.

I couldn't agree more.

I agree entirely.

So do I.

That may be true, but...

I'm not sure I agree with it...

Perhaps, but I don't think that...

It can't be serious.

LESSON 2

Task 1. Before reading the Text A learn the following words. Put down them in your vocabulary. Mind their pronunciation.

sophisticated – изощренный, утонченный

decade – десятилетие

pastime – времяпрепровождение

the Pew Research Center – the American fact tank based in Washington, D.C. (*It provides information on social issues, public opinion, and demographic trends shaping the United States and the world.*)

behavioral – поведенческий

fatigue – утомление, усталость

pain – боль

tingling – покалывание

weakness – слабость, недостаток

ligament – связка
tendon – сухожилие
nerves – нервы
wrists – запястье
bursitis – бурсит, разрыв
tendinitis – тендинит
inflammatory – воспалительный
fluid-filled sac – заполненный жидкостью мешок
bone – кость
skin – кожа

Task 2. Read the Text A Helping Compulsive Gamers. Get the main idea of the text. Pay attention to the underlined sentences in the text. Translate them. Explain the grammatical meaning of the highlighted words.

Written by: Rai Cornell, MA an American Addiction Centers Resource
<https://www.projectknow.com/behavioral-addictions/video-game-addiction/>

Today's computers **have become more sophisticated** over the decades, so too have video games. While many people think of video games as a pastime **enjoyed** by children and teenagers, the Pew Research Center found that 49% of adults play video games on **either** their computer, television, game console, **or** a portable device such as a cell phone or tablet.

Other research **has found** that approximately 88% of American youth play video games, and 8.5% of children and teens, ages 8 to 18, show signs of video game addiction.

Because video games and video game addiction are relatively new problems, there is very little information and few treatment options available-but Internet and **gaming** addiction treatment centers do exist for those who need them.

WHAT IS VIDEO GAME ADDICTION?

Video game addiction is a serious disorder characterized by excessive game play and disturbances in normal life functioning. Many mental health and behavioral health experts **consider** the condition of a compulsive gamer **to be serious**. Experts believe that the signs and symptoms of video game addiction mimic those of other compulsive disorders, such as exercise addiction and sex addiction.

BEHAVIORAL ADDICTIONS

Behavioral addiction refers to several mental health conditions in which a person engages in a particular behavior repeatedly; even if the behavior causes them harm – it may seem as if they simply cannot resist engaging in the behavior.

The major signs and symptoms of video game addiction or compulsive gaming are similar in some ways to those of drug and alcohol addiction. First, a person who suffers from compulsive gaming **feels compelled to play games** more and more over time, and the urge **to play becomes** stronger such that they can't resist the desire to play.

When a gamer initially **starts playing**, one or two hours might be enough. But similar to drug and alcohol addiction, people suffering from gaming addiction become desensitized to the effects of short gaming sessions, and develop a need to play for longer periods or with more intensity as the addiction worsens.

The second sign that someone has a problem with video game addiction is that people become irritable, anxious, or miserable when they are unable to play games. A person **suffering from** video game addiction **may also experience:**

- *Significant weight gain or weight loss.*
- *Sleep disruptions.*
- *Mood changes.*
- *Sleep deprivation.*
- *Avoiding friends and family members.*
- *Lying about the time spent playing video games.*
- *Skipping meals.*
- *Poor work performance.*
- *Poor academic performance.*

Although researchers know many of the factors that contribute or lead to substance abuse problems, the origins of video game addiction are still unclear.

Some researchers believe that bursts in dopamine activity play a hand in the development of this disorder. As a neurotransmitter, or brain signaling molecule, dopamine is a key player within the brain's reward system and also plays an important role in problem-solving, memory, and attention. **Dopamine is released** during pleasurable activities, such as **eating and using** drugs and, in a similar fashion; its heightened activity **may also contribute to** video game addiction.

The brain **may begin to associate gaming** with increased dopamine levels, **making** it difficult for a person with this type of addiction **to stop** the compulsive behavior.

Some researchers also believe that video game addiction has an emotional component, hypothesizing that some compulsive gamers **use gaming** as a way **to escape** their problems. Much like some people who suffer from alcoholism **drink to escape** emotional pain, a person addicted to video games may use gaming as a way to bury their emotions. Compulsive gamers may also use violent games as a safe way to express anger and aggression.

The physical effects of too much game playing are well documented. When someone **is truly addicted to gaming**, they **may avoid showering or participating** in other personal hygiene activities. This addiction also increases the risk for compulsive eating and weight issues. With the exception of games like Wii Sports and Dance Dance Revolution, gaming is a sedentary activity, which **may lead to** health problems **associated with sitting** for long periods of time, such as diabetes, heart disease, poor circulation, and weight gain.

The more time someone **spends participating** in sedentary activities, **the fewer** calories they burn, which can lead to the development of metabolic syndrome, a disorder characterized by excess fat around the waist, which increases the risk for hypertension, diabetes, and other serious medical problems. It may also cause hormonal changes in women, **leading**

to facial hair growth. Playing video games for long periods of time can also increase the risk for injury.

Playing video games for long periods of time can also increase the risk for injury, such as “video gamer’s thumb” and “nintendinitis,” terms used to describe one of the physical effects of excessive video game play. Repeatedly **pressing** the buttons on a video game controller **may cause** your thumb **to swell** and **create** long-term problems with your hands and arms.

Other symptoms **associated with** this problem include:

Fatigue.

Pain.

Burning and tingling.

Weakness.

Prolonged stress on the ligaments, tendons, and nerves of the hands, wrists, and arms may lead to bursitis and tendinitis. Bursitis is an inflammatory condition that affects the fluid-filled sacs that lie between the skin and the tendons or between bones and tendons, which reduce friction and aid movement. Bursitis causes swelling of the joint, stiffness when moving the joint, and tenderness pressing on the joint; some people also develop redness of the skin covering the affected joint. If someone with bursitis does not cut back on excessive gaming, the condition may become a chronic problem.

Tendinitis is inflammation that affects the tendons, which are cords that attach the muscles to the bones. Depending on where the inflammation is located, tendinitis may be called pitcher’s shoulder, tennis elbow, or golfer’s elbow. This condition causes pain, mild swelling, and tenderness around the affected tendon, and without proper treatment, the affected tendon may rupture, a serious complication that requires surgical intervention. Without proper treatment, tendinitis may cause serious pain and loss of mobility in the affected area. Tendinitis may also cause partial disability, making it difficult to engage in physical activity.Excessive gaming may also contribute to the development of carpal tunnel syndrome, a repetitive stress disorder that develops due to compression of the median nerve.

This nerve runs through the forearm and the palm of the hand, so excessive video game play can create this type of nerve compression. Because the median nerve controls sensation in some parts of the hands, carpal tunnel syndrome causes numbness, pain, and tingling in the hand and wrist.

The psychological effects of video game addiction are just as harmful as the physical effects. One of the biggest debates in the gaming world is whether playing violent video games causes increased violent behavior. Researchers have found that some people do develop severe and sometimes uncontrollable aggression as a complication of video game addiction. This is especially true when a concerned family member or friend tries to convince the compulsive gamer to stop playing. This may cause agitation, anxiety, aggression, and other emotional changes.

Resources: [19, 39]

Task 3. Write the annotation and key words to the article in the Text A Helping Compulsive Gamers.

Task 4. See App 1. Look at the pictures. What kind of problem do you see? Comment on them.

Task 5. Read the Text B The Benefits of Playing Video Games.

Get the main idea of the text. Write down new words in your vocabulary.

Authors suggest balancing questions of harm with potential for positive impact.

Playing video games, **including** violent shooter games, **may boost children's learning**, health and social skills, according to a review of research on the positive effects of video game play **to be published** by the American Psychological Association.* [1]

The study comes out as debate continues among psychologists and other health professionals regarding the effects of violent media on youth. An APA task force is conducting a comprehensive review of research on violence in video games and interactive media and will release its findings in 2014.

“Important research *has already been conducted* for decades on the negative effects of gaming, *including* addiction, depression and aggression, and we *are* certainly *not suggesting* that this *should be ignored*,” said lead author Isabela Granic, PhD, of Radboud University Nijmegen in The Netherlands. “However, *to understand* the impact of video games on children’s and adolescents’ development, *a more balanced perspective is needed*.”

The article *will be published* in APA’s flagship journal, American Psychologist.

While one widely held view *maintains playing* video games is intellectually lazy, such play actually *may strengthen* a range of cognitive skills such as spatial navigation, reasoning, memory and perception, according to several studies reviewed in the article. This is particularly true for shooter video games that are often violent, the authors said. A 2013 meta-analysis found that *playing* shooter video games *improved* a player’s capacity *to think about* objects in three dimensions, just as well as academic courses *to enhance* these same skills, according to the study. “This has critical implications for education and career development, as previous research *has established* the power of spatial skills for achievement in science, technology, engineering and mathematics,” Granic said. This enhanced thinking *was not found* with playing other types of video games, such as puzzles or role-playing games.

Playing video games may also *help* children *develop* problem-solving skills, the authors said. The more adolescents *reported playing* strategic video games, such as role-playing games, the more they improved in problem solving and school grades the following year, according to a long-term study published in 2013. Children’s creativity *was also enhanced by* playing any kind of video game, *including* violent games, but not when the children *used* other forms of technology, such as a computer or cell phone, other research *revealed*.

Simple games that *are easy to access* and *can be played* quickly, such as “Angry Birds,” *can improve* players’ moods, *promote* relaxation and ward off anxiety, the study said. “*If playing video games simply makes people happier, this seems to be a fundamental emotional benefit to consider*,” said Granic. The authors also highlighted the possibility that

video games are effective tools *to learn* resilience in the face of failure. *By learning to cope with ongoing* failures in games, the authors *suggest that children build* emotional resilience they *can rely upon* in their everyday lives.

Another stereotype the research challenges is the socially *isolated* gamer. More than 70 percent of gamers *play with* a friend and millions of people worldwide *participate* in massive virtual worlds through video games such as “Farmville” and “World of Warcraft,” the article noted. Multiplayer games become virtual social communities, where decisions *need to be made* quickly about whom *to trust or reject* and how *to lead* a group, the authors said. People who play video games, even if they are violent, that encourage cooperation *are more likely to be helpful* to others while gaming than those who play the same games competitively, a 2011 study found.

The article emphasized that educators *are currently redesigning* classroom experiences, *integrating* video games that *can shift* the way the next generation of teachers and students approach learning. Likewise, physicians *have begun to use* video games *to motivate* patients *to improve* their health, the authors said. In the video game “Re-Mission,” child cancer patients *can control* a tiny robot that shoots cancer cells, overcomes bacterial infections and manages nausea and other barriers to adhering to treatments. A 2008 international study in 34 medical centers found significantly greater adherence to treatment and cancer-related knowledge among children who played “Re-Mission” compared to children who played a different computer game.

“It is this same kind of transformation, *based on* the foundational principle of play, that *we suggest* has the potential *to transform* the field of mental health,” Granic said. “This is especially true because engaging children and youth is one of the most challenging tasks clinicians face.”

The authors recommended that teams of psychologists, clinicians and game designers work together *to develop* approaches to mental health care that integrate video game *playing* with traditional therapy. [16]

Task 6. Explain the grammatical meaning of the highlighted words in the Text B.

Task 7. Read the Text C Treatment Options for Compulsive Gamers. Translate it. Write down new words in your vocabulary.

Treatment for video game addiction is similar to treatment used for other types of behavioral addictions. Counseling and behavior modification are two of the most important components of a compulsive gaming rehabilitation program. Individual counseling helps compulsive gamers address their behavior and motivates them to work toward reducing their compulsions to play, and family therapy helps compulsive gamers address family issues that may contribute to their addiction. The goal of these therapy sessions is to help the gamer learn to cope with the addiction and engage in positive activities in place of gaming.

Video game addiction treatment programs often use behavioral modification techniques to help people suffering from video game addiction recognize when they are most vulnerable to engaging in excessive gaming and turning to healthier options. There are also therapeutic boarding schools for children and teenagers, as well as wilderness therapy programs that help people struggling to overcome video game addiction in the US.

Video game addiction is a relatively new disorder that mental health and behavioral health experts are just beginning to understand. As a result, there are very few proven treatment methods available for video game addiction and limited inpatient treatment programs specifically for video game addiction. However, using techniques created to treat other behavioral addictions is showing promise. Also, mental health professionals can employ proven methods to treat conditions associated with video game addiction such as depression, anxiety, and anger management problems.

Resources: [32, 33, 34, 38, 43]

Task 8. Using the idea of the texts above discuss with your group mates all the pros & cons of video games.

Task 9. Here are some words connected with the theme Violent Video Games. Arrange the following verbs, nouns, adverbs and adjectives into three columns according to the parts of speech. Read and translate them.

Mind the pronunciation of the words. Point out the prefixes and suffixes of their formation.

Verbs	Nouns	Adjectives & Adverbs
-------	-------	----------------------

-expectation, - nonviolent, -meaningful, - aggression, - regularly, - smoking, -greatly, -unseen, -cumulative, -exposure, -unpleasant, - defensive, - eventually , -theoretical, - decrease, -consecutive, - unfold, - competitive, -reaction, - loser, -winner, -mixture, -actuality, -react, - steady, - aggressive, - aggressively, -defensive, -specific, -observed, - unhealthy, -player.

Task 10. Read Text D. Violent Video Games: More Playing Time Equals More Aggression. Translate it. Write new words in your vocabulary.

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

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

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

“It’s important to know the long-term causal effects of violent video games, because so many young people regularly play these games,” Bushman said.

“Playing video games could be compared to smoking cigarettes. A single cigarette won’t cause lung cancer, but smoking over weeks or

months or years greatly increases the risk. In the same way, repeated exposure to violent video games may have a cumulative effect on aggression.” Bushman conducted the study with Youssef Hasan and Laurent Bègue of the University Pierre Mendès-France, in Grenoble, France, and Michael Scharkow of the University of Hohenheim in Germany. Their results are published online.

The study involved 70 French university students who were told they would be participating in a three-day study of *the effects of brightness of video games on visual perception*. They were then assigned to play a violent or nonviolent video game for 20 minutes on each of three consecutive days.

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

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

Students in the study then participated in a competitive reaction time task, which is used to measure aggression. Each student was told that he or she would compete against an unseen opponent in a 25-trial computer game in which the object was to be the first to respond to a visual cue on the computer screen.

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

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

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

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

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

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

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

In his another study, conducted with the aid of Italian researchers, Bushman makes a couple of specific claims based on the observed behavior of 172 subjects:

- People playing violent video games are more dishonest than those playing non-violent games.

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

Students either played violent games (**Grand Theft Auto III or GTA: San Andreas**) or non-violent games (**Golf 3D or Pinball3D**). *During their playtime, they were given a bowl of M&Ms to snack on, but were first warned that eating too much candy in one sitting was "unhealthy."*

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

Post-playtime, players were given a set of logic questions to answer and received a raffle ticket for each correct answer. The "catch» was that players were allowed to collect these tickets themselves from an envelope.

Research showed those playing violent games were eight times as likely to grab more tickets than they actually earned, thus suggesting players of violent games are more subject to moral turpitude. *“Those who are most morally disengaged are likely to be the ones who show less-restraint after playing,” Bushman said.*

But Bushman's *body of work* has to be proved that violent video games make people violent. [2, 3, 4]

Task 11. Make up questions to the sentences written in italics in the Text D. Put these questions to your group mates.

Task 12. Express your attitude to Bushman’s statements concerning violent video games players:

1. *“People who have a steady diet of playing the violent games may come to see the world as a hostile and violent place.”*
2. *“Those who are most morally disengaged are likely to be the ones who show less-restraint after playing.”*

Task 13. Practice the pronunciation and stress of the following words:

accurate – точный, меткий

firing – стрельба

gun – пистолет, ружье, оружие

mannequin – манекен

pistol-shaped – в форме пистолета

shooting – стрельба

human – мишень - человека

habitual – привычный

shot – выстрел

accuracy – точность , меткость

bull’s eye – глаз быка

joystick – ручка /рычаг управления, джойстик

bullet – пуля
Velcro – липучка (застежка)
Airsoft pistol – воздушка (ружье)
rubber – резиновый
goggles – защитные очки
to dismiss – прекращать, отключать
harmless fun – безобидное развлечение
mankind – человечество

Task 14. Read the Text E Video Games Can Teach How to Shoot Guns More Accurately and Aim for the Head. Get the main idea of the text.

Just 20 minutes of playing a violent shooting video game made players more accurate when firing a realistic gun at a mannequin - and more likely to aim for and hit the head, a new study found. Players who used a pistol-shaped controller in a shooting video game with human targets had 99 percent more completed head shots to the mannequin than did participants who played other video games, as well as 33 percent more shots that hit other parts of the body.

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

It's not surprising that video games can improve shooting accuracy - the military, police departments and others already use video games for training purposes, said Brad Bushman, co-author of the study and a professor of communication and psychology at Ohio State University.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bushman said these results should give parents and policymakers pause.

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

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

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

"But this study suggests these games can teach people to shoot more accurately and aim at the head," he said. [3]

Task 15. Complete the following sentences taken from the Text E.

1. Just 20 minutes of playing a violent shooting video game made players more... and more likely to... .
2. Players who used a pistol-shaped controller in a shooting video game with human targets had 99% more... .
3. Participants who reported habitual playing of violent shooting games were more...
4. Video games can improve... .
5. The military, police department use video games for... .
6. Participants who played the non-violent, non-shooting game had the fewest... .
7. But these games do not necessarily lead people to... .

Task 16. Write a review on Brad Bushman's article *Video Games Can Teach How to Shoot Guns More Accurately and Aim for the Head.*

Use the structure of a review:

Introduction

Введение: относится к теме, например, может выражать положительное или отрицательное мнение о предмете рецензии, но не забудьте дать такую важную информацию, как автор, заголовок, о чем эта статья и т.д.

Body

Основная часть: детализирует содержание статьи, акцентирует внимание на отдельных чертах, деталях предмета рецензии.

Conclusion

Заключение: суммирует различные аспекты, затронутые в рецензии; важно четко заявить, можно ли рекомендовать рецензируемую статью. Начать последний абзац можно со слов: *All in all – в общем; On balance – в итоге; In conclusion- в заключение*

Language and style

Язык и стиль: т.к. рецензия должна представить ваше собственное мнение о предмете, используйте соответствующие слова и фразы (*highly informative – весьма информативно; coloured by- сильно приукрашено; a fascinating document – интересный документ.*

При написании рецензии старайтесь придерживаться одного стиля. В зависимости от содержания рецензия может быть официальной или неофициальной, поэтому вы должны выбрать один стиль и придерживаться его.

Expressions of your opinion

Выражение мнения

- | | |
|--|---|
| <i>It seems to me that it is ...</i> | - Мне кажется, что это |
| <i>I believe that ...</i> | - Я полагаю, что |
| <i>In my opinion ...</i> | - По моему мнению |
| <i>I think ...</i> | - Я думаю... |
| <i>That may be true, but...</i> | - Это может быть правдой, но... |
| <i>I'm not sure I agree with it (you).</i> | - Я не уверен, что согласен с этим (с вами). |
| <i>I can't agree with it (you) there.</i> | - Я не могу согласиться с этим (с вами) в этом... |
| <i>It can't be serious.</i> | - Это не может быть серьезным |
| <i>That's exactly what I think.</i> | - Это именно то, что я думаю. |
| <i>I agree entirely.</i> | - Я полностью согласен |

PART IV

TEENS, SELF-ESTEEM & NEW TECHNOLOGY



LESSON 1

Task 1. Before reading the Text A Obsessive Selfies learn the following words and word-combinations. Write them down in your vocabulary.

obsessive – одержимый, навязчивый

to take pictures/ selfies – фотографировать / сам себя

genuine – подлинный, настоящий,

mental illness – психическое заболевание

to coin – придумывать

to spread – распространять (ся)

hoax – обман, розыгрыш

to compel – принуждать, заставлять

to imply – подразумевать, предполагать

enhancement – усиление, улучшение, совершенствование

conformity – соответствие, согласованность

scale – шкала

borderline – пограничный

chronic – хронический, затяжной

self-confidence – уверенность в себе

attention seeking – поиск внимания

mood modification – изменение настроения

environmental enhancement – улучшение окружения, среды обитания

subjective conformity – субъективное соответствие

social competition – социальная конкуренция

Task 2. Read the Text A Obsessive Selfies. Get the main idea of the text.

If you obsessively take selfies, you may have a genuine mental ‘illness,’ study says. By Matthew Martinez mmartinez@star-telegram.com

The term “**selfitis**” was originally coined in 2014. It has spreaded like wildfire throughout Internet-land before the original article, which claimed the American Psychological Association classified “selfitis” as a mental disorder, was outed as a hoax.

But now two psychologists have published a study they say establishes the obsession with taking selfies as a real mental “illness.”

If you take six or more selfies per day, you’ve got it bad, they say.

The authors, Mark D. Griffiths* of Nottingham Trent University in the UK and Janarthanan Balakrishnan of Thiagarajar School of Management in India, say the hoax article inspired them to conduct their study.

They conducted focus group interviews with 400 students attending management school in India, because, according to their study, more people in India use Facebook than in any other country, and selfies are inextricably linked, of course, with social media. They asked respondents questions like, “What compels you to take selfies?”, “Do you feel addicted to taking selfies?” and “Do you think that someone can become addicted to taking selfies?”

“Focus group data from participants strongly implied the presence of ‘selfie addiction,’” the study’s authors wrote.

From the responses, they found “**six factors that underlie selfitis,**” *meaning that if selfies fill your need for self-confidence, attention seeking, mood modification, environmental enhancement, subjective conformity or social competition, you may have caught a case of this particular “-itis.”* The researchers used those **six underlying factors** to establish what they call the “Selfitis Behavior Scale,” or SBS. Those who suffer from selfitis may do so on three levels:

Borderline - *Taking selfies at least three times a day, but not necessarily posting them on social media*

Acute - *Taking selfies at least three times a day and posting every one of them on social media*

Chronic - These are the selfie-takers who have an uncontrollable urge to point their phone at their face and post the selfies on social media more than six times per day

While not without its limits in population sampling (90 percent of the study's participants were younger than 25 at the time the research was done), the study "empirically validates" what we may have already known but refused to acknowledge: we've become addicted to the fleeting photos we take of ourselves. [15]

* *M.D. Griffiths is a distinguished professor of behavioral addiction, according to the Telegraph.*

Task 3. Answer the questions:

1. Do you take selfies?
2. What compels you to take selfies?
3. Do you feel addicted to taking selfies?
4. Do you think that someone can become addicted to taking selfies?

Task 4. Complete the following sentences taken from the Text A.

1. The American Psychological Association classified "selfitis" as a ...
...
2. The authors, Mark D. Griffiths and Janarthanan Balakrishnan say: "If you take six or more selfies per day, you"
3. Those who suffer from selfitis may do so on three levels: ..., ...,
4. The study "empirically validates" what we may have already known but refused to acknowledge: we've become addicted to

Task 5. Discuss in your group the highlighted sentence in the Text A about six factors that underlie selfitis. Express your opinion.

Task 6. Read the verbs. Find out which is a regular verb or not.

Translate them. Write 3 forms of the irregular verbs. See App 6.

-to find, -to underlie, -to fill, -to seek, -to catch, -to suffer, -to post, -to urge, -to point, -to fleet, -to add, -to relate, -reward, -sweep, -to prey, -to satisfy, -to capture, -to hit, -to get, -to destroy, -to pick, -to gut, -to tell, -to

recall, -to know, -to take, -to begin, -swipe, -to change, -to spend, -to lock, -to loose, -to limit, -to see, - to pop, -to rush, -to wake, - to begin, -to go.

Task 7. Read the Text B Selfies Are Dangerous Addiction Among Teenagers. Get the idea of the text. Write down new words into your vocabulary.

If we believe experts, adding social media to the already prevalent peer pressure is only increasing the pressure further up. The use of social media can be a great way for teenagers to relate to their peers and to express themselves but "excessive Internet use can have serious negative consequences," Karrie Lager, a Los Angeles-based child psychologist, was quoted as saying.

In a recent survey published by CASA Columbia, a science-based organisation, researchers explored the relationship between teenagers, social media use and drug abuse.

The researchers found that 70 percent of the teenagers aged from 12 to 17 spend time on a social media site in a typical day, which amounts to 17 million teenage users.

Those that interact via social media on a daily basis are five times likelier to use tobacco, three times likelier to use alcohol and twice as likely to use marijuana.

Forty percent of these teenagers admitted to having seen pictures of people under the influence, and are four times likelier to use marijuana than those who have not scrolled through these images, a report in the Huffington Post said.

In another study by Harvard University's psychology department, researchers found that self-disclosure was strongly associated with increased activation in brain regions.

"Rewards were magnified when participants knew that their thoughts would be communicated to another person," the researchers noted. Experts, however, clarify that additional research needs to be done before defining "social media addiction" as a distinct diagnosis.

Task 8. Answer the question:

1. Why Selfies are considered to be dangerous addiction among teens?

Task 9. Read the Text C Danny Bowman – Britain’s First Selfie Addict. Translate it.

Danny Bowman, 19, spent 10 hours a day taking up to 200 snaps of himself on his iPhone. He dropped out of school, didn’t leave his house in six months, lost two stone trying to make himself look better for the camera and became aggressive with his parents when they tried to stop him. Finally, in a drastic attempt to escape his obsession, Danny took an overdose – but was saved by his mum Penny.

Now the lad, believed to be Britain’s first selfie addict, is battling back towards a normal life after intensive hospital therapy to treat his technology addiction, OCD and Body Dysmorphic Disorder – an excessive anxiety about personal appearance.

Danny says: “I was constantly in search of taking the perfect selfie and when I realised I couldn’t I wanted to die. I lost my friends, my education, my health and almost my life.”

But Danny is not some bizarre one-off case in a world where smartphone and social media obsession is spiralling upwards. The top psychiatrist at the clinic where Danny was treated revealed addiction to taking selfies is becoming so widespread now and is recognised as mental illness.

“Danny’s case is particularly extreme,” said Dr David Veal whose clinic has weaned the teen off his iPhone. “But this is a serious problem. It’s not a vanity issue. It’s a mental health one which has an extremely high suicide rate.”

The selfie craze has swept social media over the past five years, with stars, politicians and even Pope Francis posting shots online. Last year, the Oxford English Dictionary named it word of the year after research showed its frequency of use had soared 17,000 per cent in 12 months.

Danny is one of millions caught up by the craze – only for it to prey on his vulnerabilities.

He says: “The only thing I cared about was having my phone with me so I could satisfy the urge to capture a picture of myself at any time of the day.”

“I finally realised I was never going to take a picture that made the craving go away and that was when I hit rock bottom.”

People don't realise when they post a picture of themselves on Facebook or

Twitter it can so quickly spiral out of control. It becomes a mission to get approval and it can destroy anyone.

“It's a real problem like drugs, alcohol or gambling. I don't want anyone to go through what I've been through.”

He first posted selfies on Facebook when he was 15. *Danny says: “People would comment on them, but children can be cruel. One told me my nose was too big for my face and another picked on my skin. I started taking more and more to try to get the approval of my friends. I would be so high when someone wrote something nice but gutted when they wrote something unkind.”*

His ambition was to be a male model, but a casting session at an agency in 2011 sent him and his selfie-taking into turmoil.

Danny recalls: “They told me that my body was the wrong shape to be a model and that my skin wasn't up to scratch. I was mortified. When I got home that night I stood in front of the mirror and took a photo of myself. I didn't like it so I took another. Then before I knew it I had taken about 30, discarding each one.”

It was the beginning of his two-year addiction. Within a fortnight he was taking up to 80 selfies before he even left the house for school. *He says: “My alarm went off and I would take 10 pictures before I had washed. Then I would take another 10 after showering and another 10 after moisturising. I swiped through them on my phone. I would change the lighting and take another 10, or go into another room and take another 20. Then I would spend hours looking at them, scrutinising my features and skin. I took selfies in bed, in the bathroom, and all day into the early hours. I would pore over pictures of my idol, Leonardo DiCaprio, and then take selfies in different poses, trying to look like him. But I felt so ugly.”*

Soon, Danny started sneaking out of lessons three times an hour to take pictures in the toilet. *He says: “I would become really anxious and*

need to know what I looked like. I'd take pictures in the toilets mirror then lock myself in a cubicle to look at them until a teacher came to find me.

"I'd never been in trouble in my life but suddenly I found myself in the headmaster's office every day. Taking selfies was making me late for school all the time."

Danny dropped out of school at 16 so he could stay at home indulging his addiction. And he was desperately losing weight in search of the perfect snap.

He says: "I would limit myself to an apple and a bowl of couscous a day in a bid to be thinner and improve my skin. I had dropped from 9 stone to 7 stone but I still saw an overweight monster in the pictures."

His worried parents Robert and Penny – who are both mental health nurses – tried to confiscate his phone. All it did was make their usually placid boy aggressive.

But no matter how many shots he took, Danny never liked any of them. And after a heavy selfie-binge in December 2012 he took an overdose at his home in Newcastle upon Tyne.

He says: "I'd taken over 200 pictures that day and looked at them over and over," he says. "I couldn't see any that I liked. I couldn't take any more and just started popping the pills."

Luckily Penny found him and he was rushed to hospital.

Danny says: "I woke feeling groggy, in pain, with my parents devastated at what I had done. All I could think about was what I would look like in my next picture. I needed help."

He was referred to London's Maudsley Hospital. *Danny says: "At first they would take my phone from me for 10 minutes, then half an hour, then an hour.*

"It was excruciating to begin with but I knew I had to do it if I wanted to go on living.

"They made me scruff up my hair and walk down the street without my phone and no way to see what I looked like. Gradually I realized everyone wasn't looking at me. I didn't need to check my appearance the whole time."

Resources: [5, 10, 11, 12, 26, 36]

Task 10. Explain the grammatical meaning of the underlined word-combinations in the Text C. Translate them.

Task 11. Retell the story about Denny Bowman. Transfer Direct Speech into Indirect Speech.

Task 12. Read the text. Get the main idea.

a) A new study has revealed that more than 250 people died from taking selfies in the past six years. Of the 259 reported deaths, research has shown that drowning was the number one cause of death by a failed selfie. The second cause was people taking selfies in front of oncoming trains. Others involved falling from heights, wild animals, firearms and electrocution.

b) See App 2. Look at the selfies. What do you see? Comment on them.

c) Express your attitude towards them. Use the following word-combinations:

- driving a car
- to lean out of a car window
- on the background of fire
- scaling skyscrapers without safety equipment
- on the top of a skyscraper
- on a high-rise building with no support
- together with a wild animal
- standing on the rails
- on the background of a moving train
- to risk in order to make a unique selfie
- to get a kick out of some unusual/ crazy/ funny selfies
- to enjoy a challenge in life
- to have several images of one's stunts

Task 13. Write an essay about your attitude towards selfies. Do you like to take selfies? Where do you usually take them? Why?

LESSON 2

Task 1. Before you start working at the Text A Low Self-esteem Among US Adolescents practice the pronunciation of the following words.

Mind the stress.

self-esteem – самооценка

to encompass – охватывать, включать в себя

determinant – определяющий фактор

development – развитие

influence – влияние, воздействие

modifiable – поддающийся изменению, модифицируемый

to enhance – повышать, совершенствовать

construct – концепция

comprehensive – комплексный, исчерпывающий

assessment – оценка, суждение

scale – шкала, уровень, масштаб

self-concept – я -концепция

self-perception – самовосприятие

profile – профиль, краткий очерк

global – всеобъемлющий

measure – мера, мерило, план

aggregate – совокупный, общий, весь

to incorporate – объединять, соединять(ся)

domain – домен, область

to capture – захватывать

to explore – изучать, исследовать

sample – образец

inconsistent – противоречивый

inclusion – включение

covariate – ковариата (переменная, которая предсказывает изучаемый исход)

gender – пол

exposure – выдержка

aggravation – ухудшение, раздражение

weight – вес

overweight – избыточный вес
obesity – ожирение
obese – тучный, страдающий от ожирения
performance – (здесь) успеваемость
sedentary – сидячий
income – доход
closeness – близость
perceived – осознанный
support – поддержка
community – община
complexity – сложность
counterpart – коллега
confirm – подтверждать
et. al – (сокр.) и др.
item – элемент
meta- analysis – мета-анализ
heterogeneity – гетерогенность, разнородность
predictor – прогноз
mediate – промежуточный
outcome – результат
simultaneously – одновременно
intrinsic – внутренний, присущий
extrinsic – внешний, несвойственный
perception – восприятие
approach – подход
bolster – буфер, поддержка

Task 2. Try to understand the lexical meaning of the words reading their definitions.

reflection - *serious thought or consideration;*

self-worth - *self-respect, dignity;*

belief - *trust, faith, confidence in someone or smth;*

response - *a verbal or written answer;*

capacity - *the ability or power to do, or understand smth;*

challenge - *вызов, проблема, сложная задача, to ~ бросать вызов, вызывать, требовать;*

consequence - *a result or effect of an action or condition;*
transition - *the process or a period of changing from one state or condition to another;*
adulthood - *maturity;*
consensus - *general agreement;*
sedentary - *(of a person) tending to spend much time seated, somewhat inactive;*
peer - *a person of the same age, Status;*
multiple - *having or involving several parts, elements or members.*

Task 3. Read the Text A Introduction to the Study Devoted to Low Self-Esteem among US Adolescents. Get the main idea of the text.

Introduction

Self-esteem, as an overall reflection of an individual's self-worth, encompasses beliefs about oneself as well as an emotional response to those beliefs. Representing the capacity to feel worthy of happiness and be able to successfully address life challenges, self-esteem is an important determinant of adolescent mental health and development. Accordingly, low self-esteem has been associated with a number of psychological, physical, and social consequences that may influence successful adolescent development and the transition to adulthood, including depression, anxiety, suicide and disordered eating, violent behavior, earlier initiation of sexual activity (in girls), and substance use. Recent research also suggests that low self-esteem in adolescence may be a harbinger for poor longer-term outcomes, such as fewer years of post-secondary education, greater likelihood of joblessness and financial difficulties, as well as poorer mental/physical health and higher rates of criminal behavior. Identification of modifiable risk factors for low self-esteem in adolescents is important in developing interventions to prevent and to enhance adolescents' self-esteem.

Self-esteem research has been conducted for several decades, but researchers have yet to reach a consensus on a definition for this construct. Several comprehensive assessment scales have been reported including Rosenberg's self-esteem scale, the Piers-Harris Children's Self-Concept Scale, and Harter's Self-Perception Profile. The former focuses on a global

measure, while the latter two scales evaluate specific dimensions of self-esteem (i.e. physical appearance) and then aggregate scores to form a global score. The current study utilizes an abbreviated version of Harter's Self-Perceptions Profile for Children and incorporates those domains that capture global self-worth and comfort with one's appearance.

Many publications have explored risk and protective factors for the development of low self-esteem during adolescence, but much of the research is limited by small sample sizes, regional populations and inconsistent inclusion of covariates. Reported risk factors include older age, female gender, low socioeconomic status, nontraditional family structure, having special health care needs, exposure to school violence, parental aggravation or family stress, and higher TV viewing. A relationship between weight status (overweight and obesity) and low self-esteem has also been demonstrated; however results have been mixed with some studies showing lower self-esteem among obese adolescents and others finding associations only among subgroups based on age or race, or for a particular domain of self-esteem. Wang and Vuegeler identified both risk and protective factors with complex relations between self-esteem, body mass index (BMI), school performance and a number of socio-demographic risk factors. Elevated BMI and sedentary behavior were risks for low esteem, but greater parent education, higher household income, greater physical activity and better school performance were protective.

Other protective factors include physical activity, better health, positive family communication and closeness, more authoritative parenting, perceived teacher support, feeling safe in school and being part of a religious community. Additional complexity has been identified when researchers have assessed interactions between self-esteem and race/gender.

A number of longitudinal studies have demonstrated that Black adolescents are less likely to have low self-esteem compared with their White counterparts; the association between Hispanic race and self-esteem has been less studied and offers mixed results. In a national longitudinal sample, Black and Hispanic race both predicted higher self-esteem among female adolescents.

This finding confirmed earlier work by Brown et al demonstrating greater stability of self-esteem and satisfaction with physical appearance among Black adolescent girls as well as a study by Young blade et al that showed Hispanic ethnicity (both genders) to be protective in a large national sample of US adolescents using a single item measure of self-esteem. In contrast, other studies, including a meta-analysis, demonstrated lower self-esteem among Hispanics when compared to Black and White peers. This heterogeneity of results has been attributed, in part, to study design (sample, esteem scale used, definition of race/ethnicity, analyses) but also to variation in ethnic identity over time and among populations. Ethnic identity has been shown to be an important predictor of self-esteem in adolescents and may mediate the complex associations between race, gender and other predictors of esteem that put adolescents at risk for poor health outcomes. As briefly reviewed above, the literature to date suggests a number of risk and protective factors for low self-esteem with potentially important differences across gender and race. Results have been mixed, however, in part because few studies have included a broad range of covariates simultaneously in a large sample. This population-based correlational study aims to advance the current understanding of risk factors for low self-esteem in adolescents by assessing, in a large national sample of US adolescents, a number of intrinsic and extrinsic factors associated with low self-esteem as defined by perception of physical appearance and self-worth. The current study adds to previous research by utilizing a large, nationally representative sample of adolescents, and by employing a multivariate approach that controls for multiple relevant covariates. This work extends previous research by examining complex interactions between self-esteem, gender, race, and weight status in this national sample. Identifying modifiable risk factors and better understanding the multiple influences at play may guide efforts to bolster self-esteem among adolescents. [31]

Task 4. Translate the following word-combinations into English:

- 1) личная самооценка;
- 2) вера в себя;
- 3) эмоциональная реакция;
- 4) заслуживающий счастья;
- 5) вызов жизни;
- 6) низкая самооценка;

7) переход к взрослой жизни; 8) предвестники низких долгосрочных результатов; 9) большая вероятность безработицы; 10) факторы риска, поддающиеся изменению; 11) повышать самооценку подростка, 12) достигнуть консенсуса; 13) шкала самооценки Розенберга; 14) профиль самовосприятия Хартера; 15) внешний вид; 16) социоэкономический статус; 17) структура семьи; 18) потребности здравоохранения; 19) напряженное состояние в семье; 20) просмотр телепередач; 21) состояние веса тела; 22) индекс массы тела; 23) сидячий образ жизни; 24) семейный доход; 25) физическая активность; 26) авторитетная родительское воспитание; 27) поддержка учителей; 28) внешние физические данные; 29) глубокое понимание.

Task 5. Write out from the Text A:

- 1) The definition of “self-esteem”.
- 2) What is self-esteem associated with? List all the social consequences that may influence successful adolescent development and their transition to adulthood.
- 3) Name all risk and protective factors for the development of low self-esteem during adolescence.

Task 6. Learn new words; write down them into your vocabulary.

to maintain – поддерживать

invention – изобретение

to pursue – преследовать

emphasis – акцент, внимание

to nourish – питать, лелеять

material – вещественный

success – успех

common sense – здравый смысл

to appeal – обращение

choice – выбор

would rather – лучше, предпочел бы

well-being – благополучие

impact – влияние

reverse – обратный ход, задний ход
 to occur – случаться, иметь место
 new-age frill – современная роскошь
 drop – падение, снижение
 course – направление, курс
 to sacrifice – жертвовать
 “kid stuff” – ребячество
 overwhelm – подавлять, сокрушать
 to diminish – уменьшать
 to punish – наказывать
 messing up – портить дело

Task 7. Here are some words connected with the theme Adolescence and Self-Esteem. Arrange the following verbs, nouns, adverbs and adjectives into three columns according to the parts of speech. Point out the prefixes and suffixes of their formation. Read and translate them. Write down them in your vocabulary.

Verbs	Nouns	Adjectives & Adverbs
- healthy, - particularly, - invention, - psychologist, - justify, - happiness, - fulfillment, - individualism, - improvement, - addition, - validity, - scientifically, - counseling, - significant, - unhappiness, - mutually, - distinctive, - existence, - contentment, - relationship, - psychological, - disappointment, - visually, - physically, - directly, - specifically, - descriptive, - identify, - evaluative, - definition, - worthless, - constancy, - consider, - routinely, - hard, - unmeet, - imperfection, - unwise, - mistreatment, - unwisely, - independent, - accomplishment, - capable, - miscalculation		

Task 8. Read the Text B Adolescence and Self-Esteem. Translate it. Teach Adolescents How to Maintain Healthy Self-Esteem.

By Carl E Pickhardt, Ph.D. www.carlpickhardt.com

The concept of self-esteem is a very American one; particularly at home in our culture during the century that has followed its invention by psychologist William James.

Perhaps justified as part of our right to the pursuit of happiness and self-fulfillment, rooted in our emphasis on individualism, and nourished by

our belief in self-improvement and material success, self-esteem is a notion that seems here to stay.

In addition, it has a certain common sense appeal and validity, if not a scientifically verifiable one. Given a choice, most people would rather have high self-esteem than low because they link it to personal well being and effectiveness.

From my view in family counseling, self-esteem can have significant impact on relationships. It generally seems that family members are more prone to act badly toward each other when they are feeling bad about themselves. The worse they feel about themselves, the worse they often treat others, the worse they get treated in return, the worse they end up feeling about themselves, the worse they treat others, and round and round the cycle of unhappiness goes. In low-esteem families, relationships can become mutually destructive.

In high esteem families, however, the reverse seems more likely to occur. The better family members feel about themselves, the better they treat each other, the better they get treated in return, the better off everyone tends to become. In high esteem families, relationships can become mutually affirming. Members seem more inclined to bring out the best in each other, not the worst.

So positive self-esteem is not some kind of popular fad or new-age frill. Upon its existence, the happy and healthy functioning of individuals and families partly depends, particularly during children's teenage years.

I have seen two major self-esteem drops during the normal course of adolescence.

The first drop occurs at the outset in early adolescence (ages 9-13) when the young person's separation from childhood creates a loss of contentment with being defined and treated any longer as just a child. In this process, many components of self-definition now considered "childish" - beloved interests, activities, and relationships that supported self-esteem - may be sacrificed for the sake of future growth and acting older. A lot of "kid stuff" of significant psychological value can be thrown away. Old toys and hobbies can be abandoned, and even cherished grandparents can be put at a distance.

The second drop in self-esteem occurs during **the end of adolescence**, trial independence (ages 18-23), when the young person is confronted with the daunting reality of independence and feels overwhelmed and diminished by the future shock. Feeling not up to this challenge and sometimes acting this way, it is easy to feel disappointed in them selves, to get down on them selves, and even to punish them selves, esteem falling in the process. *"Here I am 22 years old, still messing up, and I can't get my life together!"*

So what is self-esteem?

It is not real in the sense that it can be visually examined, physically touched, or directly observed. Similar to notions like 'intelligence' or 'conscience', self-esteem is an abstract psychological concept made up to describe part of a person's human nature. Its existence and utility is inferred through actions and expressions considered evidence of its presence.

Just as solving a problem may be considered evidence of intelligence, or acting in accord with one's ethical beliefs may be considered evidence of conscience, insisting on being dealt with fairly or respectfully may be considered evidence of self-esteem, the young person acting as though they are worth treating well.

More specifically, "self-esteem" is two words compounded into one. Separate them, and the meaning of the larger term comes clear. "Self" is a descriptive concept: By what specific characteristics do I identify who I am? "Esteem" is an evaluative concept: *How do I judge the value of who I am?*

Self-esteem has to do with how a person identifies and evaluates his or her definition of self.

Start with self-esteem as identification.

When the adolescent commits his or her identity to just one part of life - to having friends, to competitive sports, to high academic achievement - then when friends are lost, when injury ends athletics, when academic performance drops, esteem comes crashing down. *"I'm nothing without my friends!" "I'm worthless without my sport!" "I'm a failure if I don't make an A!"* To maintain relative constancy of well being through

the normal ups and downs of adolescence, it really helps to have multiple pillars of self-esteem.

Consider self-esteem as evaluation.

When the adolescent is routinely hard on him or herself - from insisting on excellence, from criticizing failings, from punishing mistakes - then when expectations are unmet, when imperfections become apparent, when human errors occur, esteem comes crashing down. *“I’m so stupid!” “What’s wrong with me?” “I can’t do anything right!”* To maintain constancy of well being during the trials of adolescence, it really helps when life goes badly to treat oneself with tolerance and understanding.

Particularly in the response to a bad experience where impulsive or unwise decision making led to error, disappointment, or trouble, an adolescent can get into some pretty harsh self-evaluation, descending common steps that systematically lower self-esteem.

They are:

Make a bad choice,

Suffer hurt feelings,

Take burden of guilt,

Self-criticize or blame,

Punish self for acting badly,

Treat this mistreatment as deserved,

Spend more energy on penance than recovery.

Should your son or daughter proceed to beat up on themselves for choosing unwisely or for life going badly, you might suggest this to them: *“To hurt yourself when you are already hurting only makes the hurt worse. When you’re hurting is a time not to treat yourself badly, but well. That way you can motivate yourself to do better.”*

So what might you say to your adolescent about self-esteem? *“The more narrowly you define yourself and the more negatively you evaluate yourself, the more at risk of lowered self-esteem you are likely to be. In that unhappy state, you may also be more at risk of treating yourself and others badly. Therefore, do yourself a favor. To maintain positive self-esteem, define yourself broadly and evaluate yourself kindly and most of the time you will appreciate the value, and enjoy the company, of who and how you are.”*

Is there such a thing as having too much self-esteem? Yes. People who prize themselves too highly often believe they are superior, are always right, are owed special consideration and treatment, need allow no disagreement, know it all (or at least all worth knowing), deserve to be given their way, and should be allowed to rule over the lives of others. Many tyrants, petty and great, from the entitled child to the cruel despot, have had extremely high self-esteem – to other people's cost.

Within the matrix of concepts that explain psychological functioning, I believe self-esteem has a useful place. Important as it is, however, strong self-esteem is not everything.

For example, it is independent of morality. Strong self-esteem does not prevent wrongdoing. People who feel extremely positive about who and how they are can still become bullies, criminals, and even destructive zealots. Evil can claim strong self-esteem as easily as can good.

Self-esteem is also independent of outcome. It does not assure accomplishment. People who feel confident about performing well are still capable of making misunderstandings, miscalculations, and mistakes. Strong self-esteem can lead a person into failure as well as to success.

My favorite prescription for preserving strong self-esteem was reported in the New York Times a number of years ago. “There's a lot of talk about self-esteem these days...It seems pretty basic to me. If you want to feel proud of yourself, you've got to do things you can feel proud of. Feelings follow actions.” This statement was made by Oseola McCarty, a washerwoman who gave her life savings of \$150,000 to fund scholarships at the University of Southern Mississippi.

Task 9. Fill in the blanks in the sentences below with one of the proper words given in the table. Check the results having found these sentences in the Text B above.

<i>counseling</i>	<i>drop</i>	<i>affirming</i>	<i>destructive</i>
<i>happy & healthy</i>	<i>impact</i>	<i>to bring out</i>	<i>new-age frill</i>
<i>contentment</i>	<i>adolescence</i>	<i>separation</i>	<i>independence</i>
<i>confronted with</i>	<i>evidence</i>	<i>future shock</i>	<i>concept</i>
<i>separate</i>	<i>decision making</i>	<i>compounded</i>	<i>experience</i>
<i>self-evaluation</i>	<i>common steps</i>	<i>disappointment</i>	<i>clear</i>

1. In family ..., self-esteem can have significant ... on relationships. In low-esteem families, relationships can become mutually
2. In high esteem families, relationships can become mutually Members seem more inclined to ... the best in each other, not the worst.
3. Positive self-esteem is not some kind of popular fad or Upon its existence, the ... and ... functioning of individuals and families partly depends, particularly during children's teenage years.
4. The first ... occurs at the outset in early adolescence (ages 9-13) when the young person's ... from childhood creates a loss of ... with being defined and treated any longer as just a child.
5. The second drop in self-esteem occurs during the end of ..., trial ... (ages 18-23), when the young person is the daunting reality of independence and feels overwhelmed and diminished by the
6. Self-esteem is an abstract psychological ... made up to describe part of a person's human nature. Its existence and utility is inferred through actions and expressions considered ... of its presence.
7. "Self-esteem" is two words ... into one. ... them, and the meaning of the larger term comes
8. In the response to a bad ... where impulsive or unwise led to error, ... , or trouble, an adolescent can get into some pretty harsh ... , descending that systematically lower self-esteem.

Task 10. Answer the questions to the Text B.

1. What are common steps that lower self-esteem?
2. What a parent/ teacher might suggest to a teen when his/her life going badly?
3. What might a parent/ teacher say to a teen about self-esteem?
4. How can adolescence maintain positive self-esteem?
5. Can strong self-esteem prevent wrongdoing? Give examples.
6. What is the author's prescription for preserving strong self-esteem?

Task 11. Read the Text C Self-Confidence vs Self-Esteem. Translate it. Get the main idea. Write down new words in your vocabulary.

Self-confidence and self-esteem do not always go hand in hand.

Adapted from Heaven and Hell: The Psychology of the Emotions.

By Neel Burton, 2015

People usually find it easier to build their self-confidence than their self-esteem, and, conflating one with the other, end up with a long list of abilities and achievements. Rather than facing up to their imperfections and failures, they hide them behind their certificates and prizes. But as anyone who has been to university knows, a long list of abilities and achievements is neither sufficient nor necessary for healthy self-esteem. While people keep on working on their list in the hope that it might one day be long enough, they try to fill the emptiness inside them with status, income, possessions, relationships, sex, and so on.

So what, then, is the precise difference between self-confidence and self-esteem?

“Confidence” comes from the Latin *fidere*, “to trust”. To be self-confident is to trust in oneself, and, in particular, in one’s ability or aptitude to engage successfully or at least adequately with the world. A self-confident person is ready to rise to new challenges, seize opportunities, deal with difficult situations, and take responsibility if and when things go awry.

Just as self-confidence leads to successful experience, so successful experience leads to self-confidence. Although any successful experience contributes to our overall confidence, it is, of course, possible to be highly confident in one area, such as cooking or dancing, but very insecure in another, such as mathematics or public speaking.

In the absence of confidence, courage takes over. Confidence operates in the realm of the known, courage in that of the unknown, the uncertain, and the fearsome. I cannot be confident in diving from a height of 10 meters unless I once had the courage to dive from a height of 10 meters. Courage is a nobler attribute than confidence because it requires greater strength, and because a courageous person is one with limitless capabilities and possibilities.

Self-confidence and self-esteem do not always go hand in hand. In particular, it is possible to be highly self-confident and yet to have profoundly low self-esteem, as is the case, for example, with many performers and celebrities, who can perform before an audience of thousands but then damage and kill themselves with drugs.

“Esteem” is derived from the Latin “aestimare”, meaning “to appraise, value, rate, weigh, estimate,” and self-esteem is our cognitive and, above all, emotional appraisal of our own worth. More than that, it is the matrix through which we think, feel, and act, and reflects and determines our relation to ourselves, to others, and to the world.

People with a healthy self-esteem do not need to prop themselves up with externals such as income, status, or notoriety, or lean on crutches such as alcohol, drugs, or sex. To the contrary, they treat themselves with respect and take care of their health, community, and environment. They are able to invest themselves completely in projects and people because they do not fear failure or rejection. Of course they suffer hurt and disappointment, but their setbacks neither damage nor diminish them. Owing to their resilience, they are open to growth experiences and meaningful relationships, are tolerant of risk, quick to joy and delight, and are accepting and forgiving of themselves and others.

Task 12. Find English equivalents in the Text C to the Russian ones:

1) идти рука об руку; 2) найти что-то полегче; 3) сопоставить одно с другим; 4) в конечном итоге; 5) длинный список способностей и достижений; 6) сталкиваться с недостатками и неудачами; 7) прятаться за своими сертификатами и призами; 8) быть ни достаточным и ни необходимым для здоровой самооценки; 9) продолжать работать над списком в надежде; 10) заполнить пустоту внутри себя статусом, доходом, имуществом, отношениями, сексом и так далее; 11) быть уверенным в себе - значит верить в себя; 12) готов принять новые вызовы; 13) воспользоваться возможностями; 14) справиться с трудными ситуациями; 15) взять на себя ответственность, когда что-то пойдет не так; 16) эмоциональная оценка нашего собственного достоинства; 17) успешный опыт приводит к уверенности в себе; 18) отражает и определяет наше отношение к себе, к другим и к миру; 19) мужество - более благородный атрибут, чем уверенность.

Task 13. Discuss in your group the theme Self-Confidence vs Self-Esteem.

Get ready with your questions to the groupmates.

PART V

TEENS, BODY IMAGE & NEW TECHNOLOGY



LESSON 1

Task 1. Before reading the article *Senses of Body Image in Adolescents* practice the pronunciation and stress of the following words. Write them down in your vocabulary.

adolescent – подросток

sense – чувство, ощущение

image – образ

self concept – самооценка

stigma – клеймо, позор

qualitative – качественный

quantitative – количественный

research – исследование

field – сфера, область

influence – влияние

perceive – воспринимать, осознавать

insult – обида, оскорбление

overweight – избыточный вес

evaluate – оценивать, анализировать, давать оценку

relevant – уместный

morbidity – болезненно, патологически

preoccupy with – озадачиться чем-то, заниматься, волновать

neighborhood – район

saturation – насыщенность, насыщение
script – сценарий
to take into account – принимать во внимание, учитывать
contradiction – противоречие
equipment – оборудование, оснащение
uninhibited – раскованный, свободный
explicit – откровенный, ясный
hair dye – краска для волос
sneakers – кеды, кроссовки
broad shoulders – широкие плечи
“6-pack” stomach – живот из 6 кубиков
medium height – средний рост
unanimous – единогласный
obesity – ожирение
broadcasting – радиовещание, трансляция
artificial – искусственный
predominant – преобладающий, доминирующий
participant – участник
consumption – потребление
well-developed – хорошо развит
relationship – отношение, взаимоотношение
preconceived – предвзятый
gym – спортзал

Task 2. Read the following words. Try to understand their meaning without a dictionary.

- sociocultural, - figure, - diet, - bio-psycho-social, -coordinator, -focus, - criterion, - to center, - day-to-day, - to analyze, - method, -categories, - logic, -multi-media, - to separate, - to dominate, - intervention, - parallel, - to guarantee, - affirmation, - to comment, - analysis, - discrimination, - standard, - details, - biceps, - criticism, - situation, - enthusiastic, - argument, - model, - subjectively, - dominant, - consensus, - hypertrophied, - muscles, - perfect, -icon, - products, - company, - potential, - result, -to transform, - object, - to socialize, - role, - idealize, -aesthetic, - masculinity,

- athletic, - mass, - tone, -physical, - musculature, - plastic surgery, - anabolic, - steroids, - aspect, -specifically, - in contrast to, - motive, - normal, -discrimination, -individuals, -defects, -alternative, - medicine, - norms, - attribute, - segregation, -conception, - to illustrate, - to tolerate,- nickname, - characteristic

Task 3. Read the verbs. Find out which is a regular verb or not. Translate them. Write 3 forms of the irregular verbs. See App 6.

-to perceive, - to evaluate, - to obtain, -to approach, -to transcribe, -to study, -to become, -to avoid, -to see, -to respond, -to consider, -to aim, - to correspond, -to sell, -to interpret, -to concern, -to follow, -to stand, -to provide, -to lose, -to perceive, -to restrict, -to improve, -to meet, -to exclude, -to feel, - to smell, -to hug, -to conceal, -to prey, -to link, - to distort

Task 4. Read the Text A *Senses of Body Image in Adolescents in Elementary School* . The article based on the doctoral thesis of *Maria Lídia de Abreu Silva, Stella Regina Taquette, and Evandro Silva Freire Coutinho*. **Get the main idea of the article.**

Key words: adolescent, body image, self concept, social stigma, video-audio media, qualitative research

INTRODUCTION

Issues relating to body image are becoming more and more apparent in the field of health and influence the way the subject constructs their identity, as well as the way they perceive their own body and what they view as healthy.

Research into body image shows its relationship with pathologies such as depression and eating disorders, associated with the negative side of body image, expressing the subject's dissatisfaction with their own body.

Moreover, sociocultural influences, such as idealized figures in the media, diets, the way being thin is valued and personal insults from peers

on being overweight are recognized risk factors for increased dissatisfaction with the body.

Evaluating the development and expression of body image is very relevant to public health, especially in the period of adolescence, when dissatisfaction with the body is highly prevalent.

Adolescence is a period in which the individual undergoes significant, potentially negative, bio-psycho-social changes and is “morbidly preoccupied with how they appear to others”.

However, the majority of research on body image is conducted with adults and is of a quantitative nature, which does not allow process through which the studied groups’ perceptions, attitudes and social representations are constructed to be studied.

The aim of this study was to understand the perception of body image in adolescents.

METHODOLOGICAL PROCEDURES

This was a qualitative study conducted with adolescents from four public educational institutions in Rio de Janeiro, Southeastern Brazil, in the first semester of 2013. Students of both sexes from the eighth and ninth grade participated.

As research suggests that adolescents in the south of Rio de Janeiro city – the area with the highest purchasing power – are those most represented in the media, private and public schools in this geographic area were listed. The team only obtained permission to carry out the research in municipal schools, where group meetings were conducted. The schools, located in the Laranjeiras, Gávea and Vidigal neighborhoods, were selected based on a list provided by the municipal education coordinator.

Two focus groups, one of male and one of female students, were set up after hours in each school making a total of eight focus groups. It was decided to conduct the discussion groups separated by sex as previous research suggested that body image norms and rules differ for males and females. The number of focus groups followed the criterion of saturation for the topics approached.

The discussions, led by a pair of researchers, followed a pre-established script containing topics that provided the basis of the debate

and about which the adolescents were invited to express their feelings. The discussions centered on body image and its importance in day-to-day life; on the factors that can influence adolescents' feelings regarding their bodies (parents, peers, the media...); on the ideal of beauty presented by the media and by society; and on exercise and the standard of beauty idealized by adolescents. The meetings were recorded and later transcribed in order to classify the topics. The data were analyzed using the method proposed by Minayo, creating categories, taking into account the understanding of the text and its contradictions, seeking to understand the group's internal logic.

The schools visited were well-structured for teaching, with appropriate facilities and computer and multi-media equipment. Classes had between 28 and 32 students. Ninety-six adolescents aged 13 to 18 participated in the study, 51 males and 45 females, with a mean of 12 participants/focus group. The meetings lasted between 50 min and an hour and were conducted in privacy. Of the 96 students, 47 were in the eighth grade (23 males and 24 females) and 49 were in the ninth grade (28 males and 21 females). There were two groups per school, composed of students in the same year and separated by gender. In the majority of the groups, the debates began timidly, soon becoming more heated with the most uninhibited participants dominating, so that the researcher had to intervene several times to avoid parallel discussions and to guarantee that everyone participated.

All of the students interviewed showed concern about self-image in their narrative. Even in those who denied such concern, contrary to their affirmations, it was possible to observe explicit care in the way they dressed, their hair and accessories, using hair dye, colorful sneakers, large and exotic earrings, among other things. This concern can also be seen in the comments they made about their own appearance and that of other participants.

At the end of the study, the results obtained were shown to the focus group participants, aiming for valid and reliable data produced in the research.

ANALYSIS OF RESULTS AND DISCUSSION

The students' narratives were classified and interpreted based on the research assumptions, and three main categories resulted: influence of the media on body image, importance of a healthy body and the relationship between standards of beauty and discrimination. [41]

Task 5. Answer the questions to the Text A.

1. What does the research show?
2. What are risk factors for increased dissatisfaction with bodies of adolescents according to the research?
3. Why body image is highly evaluated among teens?
4. What was the aim of the study?
5. What students took part in the study?
6. Why did the researchers take the area with the highest purchasing power?
7. What focus groups were taken for the study?
8. What topics of discussion did the researchers lead among students?
9. What topics did they discuss with teens?
10. Did the researchers use the equipment at schools during the study? What are they?
11. What concern did all of the interviewed students show about?
12. What was the result of the research?

Task 6. Read the Text B - the continuation of the article in the Task 4. Get the idea of the text.

The influence on body image

The participants recognized the existence of a standard of physical appearance considered by society to be the ideal, and described it in detail. Thus, the perfect male body was reported to be tall, muscular and tanned, with broad shoulders, defined biceps and a "6-pack" stomach. The idealized female body was slim yet curvy, and of medium height. We observed detailed representations on the body characteristics most valued in women, especially in the discourse of the female students, something that was not seen in relation to the male body.

This finding, that female adolescents are generally more detailed in their criticism, is in agreement with the research conducted by Manderson et al, which shows that in interview situations women tend to respond in detail and are more enthusiastic about telling “their story”, whereas men tend to be more succinct and direct in their arguments.

On the other hand, adolescents of both sexes were unanimous in criticizing obesity and being overweight, deeming this state to be incompatible with the model of male or female beauty, and considering it as something undesirable. The greater demand for women to have a slim body partly results from the media exhibiting and broadcasting images of ideal female beauty in relation to masculine figures. This accumulated message subjectively pressures women to fit into the dominant standard of beauty with the above characteristics related by the adolescents. Moreover, there are more magazines with a substantial amount of advertising on diet and exercise aimed at women than at men. These experiences may contribute to women’s increased concern in achieving beauty ideals.

This difference between sexes was verified in research by Halliwell & Dittmar in which women tended to view their bodies as made up of distinct parts, whereas men are more prone to view their physical structure as one single and complete entity.

Another study, by Hargreaves & Tiggemann, revealed that men may view physical appearance as a topic they should not discuss, as this could be considered a “gay” or “feminine” issue and make them appear more sensitive or vulnerable. In consequence, male adolescents may feel uncomfortable and be less accustomed to describing in detail what they consider to be ideal beauty in a man.

Although there was consensus within the group about the beauty standards they desired to achieve, the participants were also aware that these standards were unattainable and artificial. The adolescents reported how it was very difficult for one woman to have both a flawless face and a perfect body, just as the hypertrophied muscles of certain men were unnatural. Thus, the adolescents reported that such a perfect physical form was only possible for a woman through plastic surgery, and for a man through use of anabolic steroids, attitudes which they rejected.

Another relevant issue was criticism of the way images broadcast by the media were manipulated. The predominant idea was that the images of so-called perfect bodies were retouched using a computer and do not correspond to the way people are in real life. They recognized that there was a hidden intention, believing that the aim of using icons of beauty in commercials and advertising was to sell products. In clothing commercials, the veiled message of the company to its potential customers can be interpreted and summed up as one of the participants puts it: *“buy this clothing and you’ll look slim like this”*.

Wood-Barcalow et al. found very similar results in a piece of research conducted with university students, who criticized the ideals of extremely thin women, photo re-touching and, finally, the way the media transformed women into an object of consumption.

To summarize, this category shows that the adolescents’ concern with self-image follows the pattern of gender socializing in society, in which it is more part of a woman’s role than a man’s to care more for appearance. On the other hand, despite their criticism of the standards of beauty propagated by the media and deeming them manipulated and idealized, they struggled to follow them, showing the power of the media over them. [41]

Task 7. Read the Text B again and fill in the appropriate words in the sentences. Translate them.

1. The participants recognized the existence of a standard of physical appearance considered by... .
2. The perfect male body was reported to be
3. The idealized female body was..., and of
4. In interview situations women tend to respond in detail and are more ... about ... , whereas men tend to be ... in their arguments.
5. Adolescents of both sexes were ... in criticizing ... , deeming this state to be ... with the model of male or female ... and considering it as ...

6. There are more magazines with a ... amount of advertising on ... and ... aimed at ... than at
7. The adolescents reported how it was very ... for one woman to have both a ... face and a ... body, just as the ... muscles of certain men were
8. Men may view physical ... as a topic they should not ..., as this could be considered a “gay” or “feminine” ... and make them appear more ... or
9. The images of so-called ... bodies were retouched using a ... and do not ... to the way people are in ... life.
10. The university students ... the ideals of extremely ... women, photo re-touching and the way the ... transformed women into and object of

Task 8. Read the Text C - the continuation of the article in the Task 6. Get the idea of the text.

Importance of a healthy body

Having a healthy body stood out in the students’ narratives as the main objective for doing physical exercise. Although the beauty ideal for men consisted of an athletic body and that of women a slim but curvy physical structure, the students reported that their main goal for doing physical exercise was not to achieve these ideals. The valued bodily aesthetic is obtained as a consequence of exercises that provide physical health. The ideal of well-developed muscles was accepted by the adolescents when it mean masculinity, being in good physical condition and athletic, and was rejected when the body became too muscular, as in the findings of Pope et al.

Muscular mass and tone were considered significant results of doing physical activity by male participants, who associated well defined musculature as being in shape and healthy, as well as defining male beauty: “... being in shape, toned, healthy and athletic...”

The boys valued physical activity mainly as a way to achieve being fit and not for the aesthetic aspect, even in cases where the aim of physical

activity is specifically to lose weight. In contrast to women, the males did not refer to dieting to lose weight. According to research conducted by Brownmiller, dieting is generally perceived as female behavior, whereas for men, restricting food intake as a means of losing weight is not a popular topic.

Other data relevant to physical activity was its relationship with free-time activities in groups with other adolescents. The students engaged more easily in sports, games and exercise in company with other young people. More specifically, the participants found that the main incentive for doing physical activity was to have fun and to encourage healthy behavior with friends and peers, with improving appearance a background motive. These findings are in agreement with those of other studies using focus groups.

According to Prichard & Tiggemann, exercise motivated only by improving physical appearance has been associated with having a worse body image, especially in women.

Peers' opinions on doing exercise in order to have a healthy, beautiful body affected the boys more than the models shown in the media, in contrast to the female students who saw themselves reflected in media celebrities more easily. Thus, based on the growing findings of qualitative and quantitative research, the mass media appear to influence body image less in male adolescents than in females. The preference of the boys who participated in this research was to have a slim but moderately muscular body, in contrast to the females, who also sought a slim body, albeit with curves instead of muscles, which was consistent with previous studies by Grogan & Richards, Ridgeway & Tylka.

There are various hypotheses to explain these findings, requiring further research in order to be proven. Perhaps it is not acceptable for males to admit that they are influenced by messages about their bodies. Male adolescents do not perceive these messages, or may be reluctant to talk about their bodies, or it may be because the volume of messages aimed at boys is smaller than that aimed at girls.

Some studies have shown the effects of sociocultural influences on body image in female adolescents, with weight loss being this age group's

main objective. However, for our interlocutors, the exaggerated search for slimness was viewed negatively and associated with disease, being generally criticized and not forming part of this group's culture. For the adolescents, especially girls, thinness is associated with excessive, uncontrolled concern with having a slim body, incompatible with their standard of beauty, as thinness was highlighted as something negative. This exhaustive search culminates in neglecting health and with a body that has exceeded the aesthetic limits of attractive and healthy. Physical activity was reported as a tool for achieving a "normal", "beautiful" and healthy body. Many adolescents reported that to achieve beauty and health, a woman's body should be "normal" or meet "one single standard", defined by them as being "neither fat nor thin: neither overweight nor underweight".[41]

Task 9. Find the English equivalents of the following Google-translation sentences below in the Text C above. Correct translation of the sentences if necessary.

- 1. Хотя идеал красоты для мужчин состоял из атлетического тела, а у женщин – из стройной, соблазнительной физической формы.*
- 2. Ценная эстетика тела получается в результате упражнений, которые обеспечивают физическое здоровье.*
- 3. Мышечная масса и тонус были признаны значительными результатами физической активности мужского пола, которые связывали хорошо определенную мускулатуру как находящуюся в форме и здоровую, а также определяющую мужскую красоту.*
- 4. Мальчики ценили физическую активность главным образом как способ достичь физической формы, а не с эстетической точки зрения, даже в тех случаях, когда целью физической активности является именно похудение.*
- 5. Диета обычно воспринимается как поведение женщины, в то время как для мужчин ограничение потребления пищи как средство похудения не является популярной темой.*

6. Участники обнаружили, что основным стимулом для занятий физической активностью было развлекаться и поощрять здоровое поведение с друзьями и сверстниками, при этом улучшение внешнего вида - это фоновый мотив.
7. Мнения сверстников о том, чтобы делать упражнения для того, чтобы иметь здоровое, красивое тело, влияли на мальчиков больше, чем на модели, показанные в средствах массовой информации, в отличие от студенток, которые легче воспринимали себя в медиа-знаменитостях.
8. Тем не менее, для наших собеседников преувеличенный поиск стройности воспринимался негативно и ассоциировался с болезнью, будучи в целом критикованным и не входящим в культуру этой группы.
9. Для подростков, особенно девочек, худоба связана с чрезмерной, неконтролируемой заботой о том, чтобы иметь стройное тело, несовместимое с их стандартом красоты, поскольку худоба была выделена как нечто негативное.
10. Многие подростки сообщали, что для достижения красоты и здоровья тело женщины должно быть «нормальным» или соответствовать «единому стандарту», определяемому ими как «ни толстой, ни худой».

Task 10. Read the Text D - the continuation of the article in the Task 8. Get the idea of the text.

Relationship between standards of beauty and discrimination

The participants discussed discrimination, recognizing that there was discrimination against individuals considered unattractive or having minor physical defects. The adolescents stated that individuals were rejected and even excluded when it was perceived that they made no effort to improve their appearance. This shows the pressure that discriminated adolescents feel from the group to meet pre-conceived standards of beauty. Dissatisfaction with body image means that the individual who is not accepted socially seeks alternatives (gym, plastic surgery taking medicine, among others) in order to correct what some perceive as a defect.

According to Costa, for adolescents, physical appearance outside the so-called norms comes to mark the individual, distinguishing them from others in a negative way. Only one aspect or attribute is noticed, making this difference an exception and these individuals come to be viewed through this difference, which may lead to social segregation.

From these conceptions, it can be seen that young people who do not fit in or who do not attempt to achieve beauty ideals are discriminated against, marginalized by their classmates or summarily excluded from social interaction and even attacked both morally and physically. This is illustrated in the following excerpt:

“If the guy is ugly but he dresses well, has good sneakers, smells good... I try to forget his ugliness... I tolerate it... if not, a friendly hug!”

Nicknames are often used and often serve to emphasize negative characteristics that the young person would rather conceal. According to Silva, those who are stigmatized are easy prey for prejudice, especially as it is impossible to achieve a determined standard of beauty. Many adolescents who are overweight are socially marginalized and depressive symptoms linked to distorted body image are commonly found in school-aged girls.

The young people’s narratives indicate that the culturally transmitted models frequently have a negative impact on the perception the adolescents have of themselves, showing that, if they are not to be excluded, they must live according to imposed aesthetic standards and they lose themselves in the search for their own identity.

Discriminated individuals may believe that improving their physical appearance will lead to improved self-esteem and acceptance by the group and often engage in initiatives such as beauty treatments for the skin and hair, weight loss treatments, dental treatment and cosmetic surgery, among other procedures related to improving the perceived defect. Although it is common for adolescents to have some degree of dissatisfaction with their body image, those who are extremely dissatisfied with their appearance may be suffering from a psychological disorder known as body dysmorphic disorder. In such cases, cosmetic surgery to improve body

image is doomed to fail, as there is no actual deformity and the surgery may perhaps not cure concerns, which will always change with appearance.

At the end of the research, a synthesis of the results was produced and presented to the participants. Reflexive analysis on the perceptions revealed there showed that they recognized themselves in the texts presented, but were being politically correct when they emphasized they were against discrimination and claimed that they never bullied anyone with a defect, in school or in any other place.

Our study indicates that the students interviewed perceived that the media constructs models of beauty that are difficult to achieve. And that, although the adolescents attempted to follow the models, they demonstrated their own opinions and moderation in condemning excess in the search for idealized beauty. They recognized the existence of discrimination and prejudice against those who were considered unattractive. These results need to be further explored in order to construct prevention and intervention programs aimed at adolescents so as to avoid problems with body image and behavior associated with health risks. [41]

Task 11. Find the English equivalents of the following sentences below in the Text D above.

- 1) улучшить самооценку;
- 2) лечение зубов и косметическая хирургия;
- 3) уровень неудовлетворенности;
- 4) дисморфическое расстройство;
- 5) модели красоты;
- 6) усиление негативных характеристик;
- 7) предвзятое мнение;
- 8) эстетические стандарты;
- 9) поиск идентичности;
- 10) улучшение физической внешности;
- 11) не прилагать усилий к чему-либо;
- 12) соответствовать навязанным стандартам красоты;
- 13) искать альтернативы;
- 14) откорректировать недостатки;
- 15) оценка личности;
- 16) подвергаться нападению морально и физически;
- 17) достигнуть идеалов красоты;
- 18) не придавать особого значения.

Task 12. Make up questions to the underlined sentences in the Text D. Work in your group.

Task 13. Write the annotation to the article Senses of Body Image in Adolescents in Elementary School in the Tasks 4, 6, 8, 10. Use the following expressions for annotation writing:

The article deals with – Статья посвящена ...

The article is devoted to – Статья посвящена ...

The article is concerned with – Статья касается...

The article touches upon the issue of – Статья затрагивает проблему...

The purpose of the article is – Цель статьи ...

Much attention is given to ... – Большое внимание уделено ...

It is reported that ... – Сообщается, что ...

It is spoken in detail about – Рассказано в деталях о ...

The article gives a detailed analysis of – Статья дает детальный анализ...

The following conclusions are drawn – Следующие выводы были сделаны...

LESSON 2

Task 1. Read the following words. Translate them without a dictionary.

-total, - component, - statistic, -normal, - to indicate, - to transmit, - model, - negative, -identity, - initiative, - dental, - cosmetic, - procedure, - psychological, -associated with, - synthesis, -reflexive, -analysis, - politically, -to indicate, -interview, -to construct, -idealized, -prevention, - intervention, -program, -satisfaction, -constant, -problematic, -project, - chronic, -industry, -pathology, -control, -patient, -strategy, -regular, - critical, -to balance, -line, -policy.

Task 2. Before working with the Text A read the following words and word-combinations. Write them down in your vocabulary.

anxiety – тревожность

eating disorder – нарушение питания

to transmit – передавать, транслировать

impact – влияние

to impose – навязывать

acceptance – принятие
treatment – терапия, лечение
skin – кожа
to suffer – страдать
dysmorphic disorder - психосоматическое расстройство
to attempt – пытаться, стремиться
moderation – умеренность, сдержанность
to condemn – осуждать, клеймить
prejudice – предрассудок, предубеждение
to explore – изучать, обследовать
to avoid – избегать, сторониться
fat – жир, толстяк
to reach – достигать
dieting – питание, соблюдение диеты
fasting – пост, голодание
skipping meals – пропускать прием пищи
laxatives – слабительные средства
shape – форма
to binge eat – переедать (зд. обжираться)
milestones – этап, веха
pervasive – распространяющийся, проникающий
plummet – груз, тяжесть
to fluctuate – меняться, быть неустойчивым
to strive for – стремиться к чему-л.

Task 3. Read the Text A Teens, Social Media & Body Image

by Heather R. Gallivan, PsyD

What is Body Image? Many times body image is confused with self-esteem.

Self-Esteem: how you think and feel about yourself as a total package.

Body Image: how you think and feel about your body. Body Image is a component of self-esteem.

Statistics on Body Image in U.S.

Approximately 80% of U.S. women don't like how they look. 34% of men are dissatisfied with their body. Over 50% of Americans aren't happy with their current weight. 70% of normal weighted women want to be thinner. Body image is a big problem in our society, and can lead to depression, social anxiety and eating disorders.

Adolescent Statistics

- Over 80% of 10 year olds are afraid of being fat!!
- 53% of 13 year-old American girls are unhappy with their bodies. This number grows to 78% by the time girls reach 17. By middle school 40-70% of girls are dissatisfied with 2 or more parts of their body.
- Around 30% of 10-14 year olds are actively dieting.
- 46% of 9-11 year olds are "sometimes" or "very often" on diets, 82% of their families are "sometimes" or "very often" on diets.
- Over 50% of teen girls and 30% of teen boys use unhealthy weight control behaviors such as skipping meals, fasting, smoking cigarettes, vomiting, and taking laxatives.
- Adolescent Girls who diet frequently are 12 times as likely to binge eat as girls who don't.

What Influences Body Image?

One of most important influences on body dissatisfaction and appearance focus in adolescent girls is how appearance focused their peers are. Parents and other family members also influence self - esteem:

Direct: comments about weight and shape, developing bodies, putting children on diets to lose weight, and teasing all can have a negative impact.

Indirect: Modeling actions speak louder than words! Personality traits can make a person more or less vulnerable to things around us.

Developmental Milestones

Preschool: Children begin to recognize themselves around the age of 2. Around the age of 4 we begin to compare ourselves to others. Body Image concerns around this age are usually focused on clothing and hair. Body Size awareness tends to enter around the age of 5; however, it is usually focused on wanting to be bigger.

Childhood & Elementary School:

The age of 6 is when sociocultural factors seem to start influencing body dissatisfaction. 40% of elementary school girls and 25% of elementary school boys want to be thinner. By late elementary school, 50% of girls are dissatisfied with weight and shape and have developed pervasive negative body esteem.

Elementary school is where body esteem for girls and boys starts to diverge and remains different throughout the life span. Most consistent risk factor for body dissatisfaction in children is BMI. Sociocultural factors: Media, toys, peer and parental comments.

Childhood-Preadolescence:

Before Elementary school, girls and boys feel equally positive about themselves. Around the age of 11 or 12 girls and boys score similarly on self-esteem measures. After the age of 12, girls' scores plummet, while boys remain relatively constant. This is likely related in part to significant body changes with the onset of puberty. Self-esteem seems to fluctuate more for girls than for boys.

Preadolescence-Adolescence:

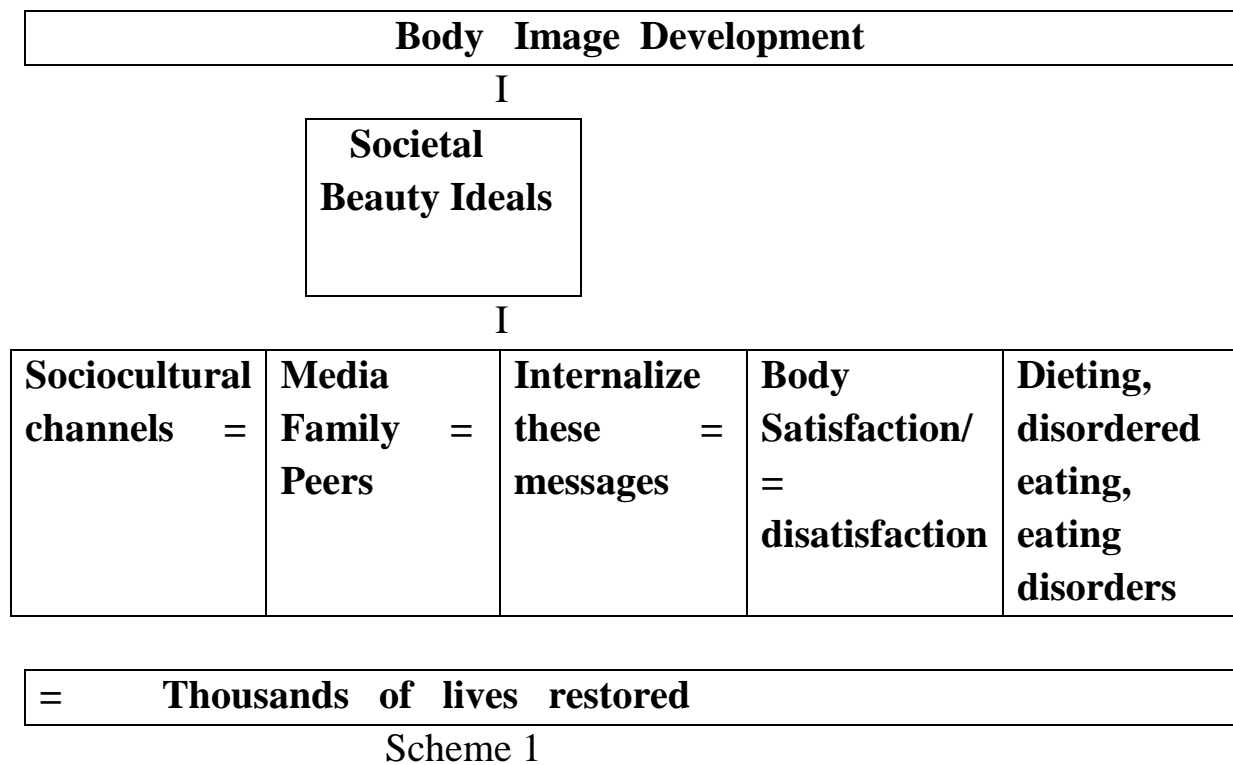
As early as the preteen years, girls start to withdraw from activities such as, giving an opinion, going to school, going to the pool, etc. because they feel badly about how they look. In middle school girls start to actively manage their appearance. Risk for depression, self-harm, eating disorders, and anxiety goes up. For girls, middle school is particularly stressful because everything is happening at once-puberty, social changes, etc. Body satisfaction hits a low between the ages of 12-15 and is the most important component of self-esteem.

Adolescence:

- Adolescent girls often think that being thinner would make them happier, healthier, & better looking.
- Focused on fitting in-problematic for girls who mature at different rates than peers.
- Competitive athletics can take a toll on body image and self-esteem.
- Project EAT reported that 19% of high school girls reported chronic dieting and 57% engaged in unhealthy weight control behaviors.

- Recognition that there is something wrong with emphasis on physical appearance (but that doesn't change behaviors).
- Girl Scouts did an online survey in 2010 with over 1000 girls ages 13-17.
- 9 out of 10 girls felt pressure by fashion and media industries to be skinny.
- While 65% of respondents thought body image represented by fashion industry was too skinny,
- Over 60% compared themselves to fashion models, and 46% used fashion magazines as a body image to strive for! [14]

Task 4. Read the scheme #1. Do you agree with the idea showing in the scheme?



Task 5. Answer the questions:

1. What is body image?
2. What is self-esteem?
3. Is body image a big problem in your society?
4. Can body image lead to depression and eating disorders?

5. Are you afraid of being fat? Why?
6. Are you happy / unhappy with your body?
7. Are you actively dieting?
8. Do you use unhealthy weight control behaviours such as skipping meals, fasting, smoking cigarettes, vomiting, and taking laxatives?
9. What influences body image?
10. Do parents and peers **have influence on*** a teen's body appearance?
11. How do parents and family members **influence** * self - esteem?
12. What or who had influence on your body appearance and self-esteem in adolescence?
 - to influence smth / smb – влиять на что-то/ кого-то
 - to have influence **on** smth/smb – иметь влияние на что-то/кого-то

Task 6. Read the continuation of the article Teens, Social Media & Body Image in the Task 3. Get the idea of the article.

What Role Does Media Play?

We don't know exactly, but there seems to be a correlation.

Of American elementary school girls who read magazines, 69% said that the pictures influenced their concept of the ideal body shape, 47% said the pictures make them want to lose weight.

The average American Woman is 5'4" tall and weighs 144 lbs*, the average model is 5'10" and weighs 110 lbs*. Over 80% of Americans watch TV daily, 3 hours on average. On a typical day American children ages 8-18 are engaged with some form of media for 7.5 hrs.

Survey of the contents of Seventeen magazine found that the largest percentage of pages were devoted to articles about appearance.

- TV commercials, programming and movies almost exclusively feature thin, healthy looking people.

- Women's magazines have about 10 times the Content related to dieting and weight loss than men's magazines.

Research done in Fiji after TV was introduced found that scores on eating pathology doubled in three years and influenced their opinion on ideal body shape.

Study conducted in Australia found that seeing thin models on TV and in magazines made girls feel that they weren't good enough, pretty enough, or thin enough. These girls also reported getting a lot of diet information from magazines. They reported a great deal of pressure to be thin from the media. The researchers also concluded that in many instances, the media influences had been reinforced by peers and family.

Project EAT found that girls who read articles on dieting or weight loss were 6 times more likely to engage in unhealthy weight control behaviors. Boys were 4 times more likely. These girls were more likely to have lower self-esteem, lower body dissatisfaction and be more depressed. 2006 Stanford University Study found that 96% of girls who already had eating disorders had visited pro-anorexia websites and learned new weight loss techniques there.

Earlier research at Stanford found that patients who viewed proana or pro-mia websites were ill longer and spent less time on schoolwork.

A 2011 study from the University of Haifa found that the more time girls spent on Facebook, the more they suffered conditions of AN, BN, poor body image, negative approach to eating and more urges to be on a weight loss diet.

The study also found that girls whose parents were involved in their media usage were more resilient to the negative impacts compared to girls who parents were not involved in their media exposure.

One residential eating disorder treatment center found that 30- 50% of their patients were actively using social networking sites to support their eating disorders.

Dina Borzekowski, professor at Johns Hopkins School of public health notes: "Social media may have a stronger impact on children's body image than traditional media. Messages and images are more targeted: if the message comes from a friend it is perceived as more meaningful and credible."

She also emphasizes those children most at risk are those with more exposure to media messages and less exposure to rational, clear messages from supportive adults. [14]

Notes:

5'4'' – 5 feet 4 inches = 162,56 см

5'10'' – 5 feet 10 inches = 177,8 см

lbs – фунты; 144 lbs = 65 кг 110 lbs = 49,8

Сокращение lbs для pound.

В латыни было выражение **libra pondo** (фунт веса). При переходе этого выражения в английский язык – слово **pound** произошло от одной части (pondo), а сокращение lbs - от второй.

Task 7. Read the Text A again and fill in the appropriate words in the sentences. Translate them.

1. American elementary school girls said that the pictures influenced their concept of the ideal body ... , and the pictures make them want to
2. On a typical day American children ages 8-18 are engaged with some form of ... for 7.5 hrs.
3. Survey of the contents of Seventeen magazine found that the largest percentage of pages were devoted to articles about
4. Study conducted in Australia found that seeing thin models on TV and in magazines made girls feel that they weren't ... enough, ... enough, or ... enough.
5. The researchers concluded that in many instances, the media influences had been reinforced by ... and
6. Project EAT found that girls who read articles on ... or ... loss were 6 times more likely to engage in ... weight control behaviors.
7. Stanford University Study found that 96% of girls who already had eating ... had visited pro-anorexia ... and learned new weight loss ... there.
8. Social media may have a stronger ... on children's than traditional media.

Task 8. Explain the grammatical form of the underlined verbs in the Text A. (Task 3, Task 6) Translate them. Mind the Sequence of Tenses rules.

Task 9. Read the Text B The perfect body. Translate it. Write down new words in your vocabulary.

Most people were surprised when Renee Zellweger got the part of Bridget in the film Bridget Jones's Diary. The film is about a young woman who worries about work, her weight and men. Zellweger is a slim American woman – completely different from Bridget who is English and overweight.

So, what did Zellweger do to get the part right? She had lessons to improve her English accent and she put on about eleven kilos. For several months she didn't do any exercise and she ate a lot of pizza, peanut butter sandwiches and chocolate. Although it was fun at first, she often felt quite sick.

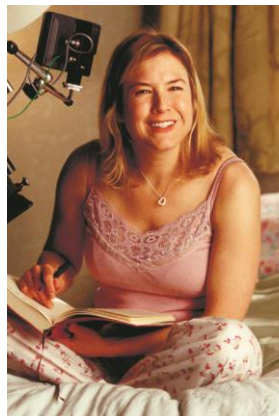
Zellweger put the weight on because she thought it was important to be as real as possible. She was surprised, however, by people's criticisms. People criticised her for being fat when she put on weight for the film. Then they criticise her again for being too skinny when she lost weight after the film.

She realised it's almost impossible to have the perfect body in the eyes of the media.

Renee Zellweger



before the film after the film



'being fat'



'being skinny'

So why did she do it?

Well, money was probably one reason. On top of her \$15 million salary, she earned \$ 225,000 for every kilo she put on. That's an extra \$2.5 million! And it didn't stop there. A British slimming magazine paid her \$ 3.5 million to lose all the weight again. So perhaps Zellweger doesn't need to care about the criticism when she earns all this money! [37]

Task 10. Read these opinions. Which one(s) do you agree with and why? Do you read any 'celebrity' magazines or watch programmes about celebrities? Why/Why not? Discuss in your group.

a. People worry too much about weight.

b. Putting on eleven kilos is dangerous.

c. I would do the same in her situation.

Task 11. Translate and discuss the Strategies for Counteracting Negative Media Messages:

1. Be mindful of Media Exposure.
2. Keep TV out of kids' bedrooms.
3. Don't watch TV during meals.
4. Turn off the TV if it isn't being watched!
5. Pay attention to the magazines you subscribe to, if your teen wants to subscribe to a magazine, check it out first.
6. Be aware of what Internet sites teens are on and what they are doing on social networking sites.
7. Teach children to be critical viewers of media:
8. Teach them about media distortions- ex. Photoshop. - Show them how "ideal" body shapes have changed over time.
9. Watch TV with them and talk about the kinds of messages being given in commercials and other programming.

Offset the Negative with Positive:

10. Provide them with positive Internet resources, magazines, TV shows and movies.

Task 12. Read the Tips for Promoting Healthy Weight and Body Image in Children & Adolescents. Get the main idea.

Discuss the tips with your group partner.

1. ***Model Healthy Behaviors for Children:*** - Avoid extreme dieting. - Avoid diet discussions. - Avoid weight-related comments about yourself and others. - Engage in regular, balanced physical activity that you enjoy. - Don't outlaw certain foods-everything fits in moderation.
2. ***Focus less on weight; instead focus on behaviors and overall health:*** - Encourage children to adopt healthy behaviors without focusing on weight loss. - Help children develop an identity that goes beyond physical appearance. - Establish a no-tolerance policy for weight teasing or fat talk.
3. ***Provide a supportive environment with lots of talking and listening:***
- Be there to listen and provide support when a child discusses weight/body image concerns. - Listen for and address any unusual body-related comments. - Keep the lines of communication open. - Help separate self-esteem from body esteem.[37]
4. ***Watch for any strange or restrictive eating habits.***
5. ***Act on any suspicions regarding eating disorders, depression or anxiety.***
6. ***Have regular family meals.***

Task 13. Discuss the Tips for Promoting Healthy Weight and Body Image with your groupmates. Be ready with your questions to your groupmates.

Task 14. Be ready with your presentation on the theme Teens, Body Image and New Technology

PART VI

ROMANTIC RELATIONSHIPS & CYBERBULLYING



LESSON 1

Task 1. Read the words and word combinations. Write them down in your vocabulary.

to flirt – флиртовать, заигрывать

to break up – расставаться, разводиться

romantic – романтический,

youth – молодежь, юность

adult – взрослый

to hook up- (разг.) зависать, тусовать, познакомиться с кем-л

to hook up for lunch – встречаться, чтобы вместе пообедать

Task 2. Here are some words connected with the theme Technology and Romantic Relationships. Arrange the following verbs, nouns, adverbs and adjectives into three columns according to the parts of speech. Read and translate them. Mind the pronunciation of the words. Point out the prefixes and suffixes of their formation.

Verbs	Nouns	Adjectives & Adverbs
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-incredibly, -emotional, - relationship, - especially, -critical, -deeply, -to enmesh, - rapidly, -universe, -space, -infrequently, -to woo, - potential, - communicate, - current, - to examine, -to pursuit, -mature, -attachment, - forefront, -developing, -reworking, -incorporating, -unknown, -unfamiliar, -scary, -expectation, -rapidly, -landscape, -educator, -policymaker,

-experience, -daters, -to represent, -deliberately, -jealousy, -uncertainty, -simultaneously, -to display, -publicly, -affection, -prune, -profile, -to foment, - harmful, - distinction, - to abuse

Task 3. Read the Text A Technology and Romantic Relationships. Get the main idea of the article written by Amanda Lenhart, Monica Anderson, and Aaron Smith.

From flirting to breaking up, social media and mobile phones are woven into teens' romantic lives.

Adolescence is a time of incredibly physical, social and emotional growth, and peer relationships – especially romantic ones – are a major social focus for many youth. Understanding the role social and digital media play in these romantic relationships is critical, given how deeply enmeshed these technology tools are in lives of American youth and how rapidly these platforms and devices change.

This study reveals that the digital realm is one part of a broader universe in which teens meet, date and break up with romantic partners. Online spaces are used infrequently for meeting romantic partners, but play a major role in how teens flirt, woo and communicate with potential and current flames.

This report examines American teens' digital romantic practices. It covers the results of a national Pew Research Center survey of teens ages 13 to 17. The survey was conducted online for 2014-2015. [25, 38]

Introduction

As teens grow and develop, the creation of peer relationships – both for friendship and romance – is a major focus of their social and personal lives. The pursuit of romantic relationships becomes increasingly important as teens mature physically and emotionally, and explore how romance factors into their emergent identities. As digital technologies like mobile phones and social media become ever-more deeply enmeshed in teens' lives, these tools are playing a role in all types of peer relationships, including romantic attachments. As C.J. Pascoe writes in her qualitative study of youth: “Young people are at the forefront of developing, using,

reworking and incorporating new media into their dating practices in ways that might be unknown, unfamiliar and sometimes even scary to adults.”

Understanding the norms that teens are constantly developing (and revising) in relation to both changing expectations around gender roles and relationship practices, and the rapidly changing technological landscape is critical for parents, educators and policymakers.

This study examines the role of digital tools in teens’ romantic relationships – how teens meet, flirt, ask out, hang out, hook up and break up with their significant others. The structure of this report follows the arc of a relationship, from meeting and flirting to breakups.

The study explores how many American teens of ages from 13 to 17 are in relationship with others and the variety of types of those relationships. It explores how teens research prospective partners and flirt with others who interest them.

The report then focuses in on teens with romantic relationship experience (either current or in the past). We refer to these teens as “teen daters” – they represent 35% of the teen population. The study then looks at how teens ask someone out, what teens share with each other online, where teens spend time together – in person or digitally – and what sort of expectations romantic partners have for communication with each other.

Social media is the focus of the next section of the report. It looks at the positives of social media and relationships, including an increased sense of connection to a partner and a chance to see another side of one’s partner’s personality. And it probes the negatives, which can include the way digital media is used to deliberately create jealousy and uncertainty. This section also examines the way teens simultaneously use social media to display and publicly “perform” affection in their relationship, but also how they feel as though their online digital network is overly involved in their romantic relationship.

Finally, it looks at breakups. What do teens consider an acceptable mode for breaking up – in person or on the phone – and then how teens really do it. After the breakup, some teens prune content from their profiles and sometimes kick their exes from their lists of social media friends and phone address books. And while a majority find that social media and its web of friends helps them feel supported after a breakup,

many teens also find that breakups foment the worst of social media-based drama.

The report ends by looking at potentially controlling and harmful behavior within romantic relationships – both behaviors in which teens have participated and those they have experienced. It also makes a distinction between the experiences teens have during a relationship and the abuse they suffer after it ends.

Task 4. Find the meaning of the word corresponding to the idea of the Text A above.

1. *peer*
 - a. a member of the nobility in Britain, comprising the rank of duke, etc.;
 - b. a person of the same age or status;
 - c. person of the same ability as another specified person.

2. *major*
 - a. an army officer of high rank (in the US Army);
 - b. specialize in (a particular subject) at a college or university;
 - c. important, serious or significant.

3. *platform*
 - a. a raised level surface on which people or things can stand;
 - b. the declared policy of a political party or group;
 - c. a shoe with very thick soles.

4. *date*
 - a. the day of the month or year as specified by a number;
 - b. a social or romantic appointment or engagement;
 - c. establish or ascertain the date of an object or event/

5. *identity*
 - a. the fact of being who or what a person or thing is;
 - b. a close similarity or affinity;
 - c. a transformation that leaves an object unchanged.

6. *prune*
 - a. a bushy little perisher;
 - b. a plum preserved by drying, having a black, wrinkled appearance.
 - c. to trim a tree by cutting away overgrown branches.

Task 5. Look through the Text A carefully. Fill in the blanks in the sentences below with the suitable word combinations given in the table.

content from their profiles	phone address books
jealousy and uncertainty	in person or on the phone
in person or digitally	parents, educators and policymakers
Mobile phones and social media	friendship and romance
exes from their lists	physically and emotionally

1. The creation of peer relationships – both for _____ – is a major focus of their social and personal lives.
2. The pursuit of romantic relationships becomes increasingly important as teens mature _____.
3. _____ are playing a major role in all types of peer relationships, including romantic attachments.
4. The rapidly changing technological landscape is critical for _____.
5. The study looks at how teens ask someone out, what teens share with each other online, where teens spend time together – _____ – and what sort of expectations romantic partners have for communication with each other.
6. The report probes the negatives of social media, which can include the way digital media is used to deliberately create _____.
7. What do teens consider an acceptable mode for breaking up – _____ – and then how teens really do it?
8. After the breakup, some teens prune _____ and sometimes kick _____ of social media friends and _____.

Task 6. Before reading the Pew Research Center Survey Chart learn the following words and word combinations:

overall – в общем и целом

majority – большинство

to meet via offline methods – знакомиться автономно (без помощи социальных сетей)

one-quarter of – одна четвертая часть

teen “daters” – подростковые свидания

the bulk of – основная масса

to meet on Facebook – знакомиться в социальной сети Facebook

Task 7. See App 3. Chart 1.

Overall, 35% of American teens ages 13 to 17 have ever dated, hooked up with or been otherwise romantically involved with another person, and 18% are currently in a romantic relationship. Though 57% of teens have begun friendships in a digital space, teens are far less likely to have embarked on a romantic relationship that started online. A majority of teens with dating experience (76%) say they have only dated people they met via offline methods. One-quarter (24%) of teen “daters” or roughly 8% of all teens have dated or hooked up with someone they first met online. Of those who have met a partner online, the majority met on social media sites, and the bulk of them met on Facebook. [25]

Task 8. Read out the underlined sentences from the Task 7. Comment on them. Work in your group.

Task 9. Read the Text B Social Media is a Top Venue for Flirting. Get the idea of it. Write down new words in your vocabulary. Learn these words.

While most teen romantic relationships do not start online, technology is a major vehicle for flirting and expressing interest in a potential partner. Along with in-person flirting, teens often use social media to like, comment, “friend” or joke around with someone on whom they have a crush. Among all teens:

55% of all teens ages 13 to 17 have flirted or talked to someone in person to let them know they are interested.

50% of teens have let someone know they were interested in them romantically by friending them on Facebook or another social media site.

47% have expressed their attraction by liking, commenting or otherwise interacting with that person on social media.

46% have shared something funny or interesting with their romantic interest online

31% sent them flirtatious messages.

11% have made them a music playlist.

10% have sent flirty or sexy pictures or videos of themselves.

7% have made a video for them.

Digital flirting has “entry-level” and more sophisticated elements for teens, depending on the nature of the relationship and their experience with virtual flirting strategies

Each of the flirting behaviors measured in the survey is more common among teens with previous dating experience than among those who have never dated before. But while some of these behaviors are at least relatively common among dating neophytes, others are almost entirely engaged in by teens with prior relationship experience.

When it comes to “entry-level” flirting, teens who have never been in a romantic relationship are most comfortable letting someone know that they are interested in them romantically.

Girls are more likely to be targets of uncomfortable flirting tactics

Not all flirting behavior is appreciated or appropriate. One-quarter (25%) of all teens have unfriended or blocked someone on social media because that person was flirting in a way that made them uncomfortable.

Just as adult women are often subject to more frequent and intense harassment online, teen girls are substantially more likely than boys to experience uncomfortable flirting within social media environments. Fully 35% of all teen girls have had to block or unfriend someone who was flirting in a way that made them uncomfortable, double the 16% of boys who have taken this step.

Social media helps teen daters to feel closer to their romantic partner, but also feeds jealousy and uncertainty

Many teens in relationships view social media as a place where they can feel more connected with the daily events in their significant other’s life, share emotional connections, and let their significant other know they

care. At the same time, teens' use of social media sites can also lead to feelings of jealousy or uncertainty about the stability of their relationships. However, even teens who indicate that social media has played a role in their relationship (whether for good or for bad) tend to feel that its role is relatively modest in the grand scheme of things.

Boys are a bit more likely than girls to view social media as a space for emotional and logistical connection with their significant other.

65% of boys say social media makes them feel more connected with what's happening in their significant other's life (compared with 52% of girls).

Teen daters like being able to publicly demonstrate their affection and show support for others' romantic relationships. Yet they also find it allows too many people to be involved in their personal business

For some teens, social media is a space where they can display their relationship to others by publicly expressing their affection on the platform. More than a third (37%) of teens with relationship experience (also called "teen daters" throughout this report) have used social media to let their partner know how much they like them in a way that was visible to other people in their network. As noted above, teen daters say social media makes them feel like they have a place to show how much they care about their boyfriend, girlfriend or significant other. A bit less than half of teens (47%) say they feel this way about social media.

Teens also use social media to express public support or approval of others' romantic relationships. Nearly two-thirds (63%) of teens with dating experience have posted or like something on social media as a way to indicate their support of one of their friends' relationships. Girls are especially likely to support friends' relationships on social media: 71% of girls with dating experience have done so, compared with 57% of boys.

But even as they use social media to show affection, display their relationships and support their friends' relationships, many teen daters also express annoyance at the public nature of their own romantic partnerships on social media. Some 69% of teen social media users with dating experience agree that too many people can see what's happening in their relationship on social media; 16% of this group "strongly" agrees.

Many teens in romantic relationships expect daily communication with their significant other.

Most teens in romantic relationships assume that they and their partner will check in with each other with great regularity throughout the day.

See App 3. Chart 2.

Overall, 85% of teens in a romantic relationship expect to hear from their partner or significant other at least once a day, if not more often.

11% expect to hear from their partner hourly.

35% expect to hear something every few hours.

38% expect to hear from their significant other once a day.

When asked about their partner's expectations for their own communication, a similar pattern emerges.

88% of teens in romantic relationships say their partner expects to hear from them at least once a day.

15% say they are expected to check in hourly.

38% are expected to do so every few hours.

35% are expected to do so once a day.

Texting, voice calls and in-person hanging out are the main ways teens spend time with their significant others.

When it comes to spending time with a significant other, teens say texting is the top method, but phone calling and in-person time mix with other digital means for staying in touch.

Task 10. Read the text. See the bullet-chart App 4. Read the chart. Use the following expressions for chart description below.

Teens consider the text message breakup to be socially undesirable, but a sizeable number of teens with relationship experience have been broken up with — or have broken up with others — using text messaging [25, 38]

Expressions for chart description:

If you look at this line chart, you will understand...

The chart illustrates the number of ...

It can be seen that the number of ...

The chart shows the number...

From the chart it is clear that the majority of ...

The least acceptable

The most acceptable

Summarize the information in the chart...

Task 11. Find English equivalents in the Text B (Task 8) to the following Russian word combinations:

1) *главное связующее средство*; 2) *проявлять интерес к потенциальному партнеру*; 3) *посылать комментарии и лайки*; 4) *быть влюбленным в кого-то*; 5) *дать знать, что кем-то интересуются*; 6) *присоединяться к друзьям в Фейсбуке*; 7) *ясно демонстрировать своё внимание к кому-то*; 8) *взаимодействовать в соцсетях*; 9) *посылать свои сообщения о флирте: что-то смешное или музыкальный плейлист*; 10) *снимать и посылать кому-то свои видео*; 11) *цифровой флирт*; 12) *начальный уровень*; 13) *характер отношений*; 14) *опыт виртуального флирта*; 15) *прежний опыт отношений*; 16) *неудобная ситуация*; 17) *подпитывать чувство ревности и сомнения*; 18) *делиться эмоциями*; 19) *выражать заботу о ком-то*.

Task 12. Before reading an article from *The New York Times* learn the following words and word combinations. Write them down in your vocabulary.

to charge – обвинять, атаковать

pervasive – распространяющийся

wattage – мощность в ваттах

amorous – влюбчивый

awkward – неловкий, неуклюжий

to avoid – избегать, уклоняться

a new spin – новый виток

timeless – вечный

challenge of coming of age – вызов совершеннолетия

curiosity – любопытство
for worse and for better – к худшему или к лучшему
highly explicit – очень явный
worrisome story – тревожная история
acceptance – принятие
to turn to the Internet for info – обращаться к Интернету за информацией
abortion rates – процент абортов
round –the- clock – круглосуточно
to snuggle online – (зд.) уютно устроиться в сети
to be intertwined – быть насыщенным
omnipresent – вездесущий
to contend with – бороться, соперничать, спорить
heartbreak – разбитое сердце
lovelorn – покинутый
to bounce back – оправиться от невзгод
underestimate – недооценивать
to add new twists to smth – добавлять новые повороты чему-л.
dating violence – насилие при свиданиях
tween- (ам., разг.) подросток в возрасте от 10 до 13 лет
oblique approach – не прямой (косвенный) подход
abusive relationships – оскорбительные отношения
mistreatment – плохое обращение
to spread rumors – распространять слухи
hurtful messages – вредные (пагубные) сообщения
to make threats – угрожать, запугивать
sexual coercion – сексуальное принуждение
sexual victimization – сексуальное преследование
via digital means – с помощью цифровых средств
without permission – без разрешения
to spy – шпионить, следить

Task 13. Read the following words. Try to translate them without a dictionary.

- sexual material, - positive notes, - to transmit, - reduction, - abortion,-
access, - shift, - contraception, - front, - to tolerate, - options, - to sponsore,
- comfortably, - sex message, -comment, - welcome, - nude pictures, - to
monitor, - to control, - texting, - receipient, - password, - location

**Task 14. Read the article How Technology Changes Teen Romance
by Lisa Damour *The New York Times* (Sept. 21, 2017) . **Translate it.****

The topic of teenage romance and sex has always been charged, but today's pervasive digital technology has succeeded in turning up the wattage. Some parents have an easy and open channel with their adolescent around all things amorous while others find the subject painfully awkward and try to avoid it altogether. Regardless of where you and your teenager sit on this spectrum, the digital world puts a new spin on some of the timeless challenges of coming of age.

When you're ready to talk, here are some points to consider.

Curiosity, for better or worse, will be satisfied online.

Young people have always been curious about sex, and when our teenagers have questions, the internet is usually their first stop, for worse and for better. Adolescents **can do find** highly explicit sexual material online, and an emerging body of research tells a worrisome story about the place of pornography in young people's lives. For example, a new research review links exposure to sexually explicit and sexually abusive media to an increased occurrence and acceptance of both dating violence and sexual violence.

On a more positive note, teenagers also turn to the internet for information about relationships and sexual health. Indeed, a recent report found that rates of teenage births and sexually transmitted infections dropped in communities as high-speed internet access improved. The researchers concluded that the reduction in adolescent births was not clearly linked to a shift in abortion rates and was likely explained, in part, by increased access to information about contraception and how to obtain it.

Parents can address both of these fronts by talking with teenagers about pornography and by directing them to dependable online information. While books about healthy sexuality can serve as excellent resources for children and tweens, older adolescents may appreciate (or, at least, tolerate) having their parents highlight online options such as Sex, Etc., a youth friendly website sponsored by Answer at Rutgers University.

Some adolescents might comfortably surf sexual education websites with their parents, while others might prefer to receive a text message from their folks (“Sharing, without comment, a site with solid info...”). And some will welcome an oblique approach — should your teenager mention that a classmate has a serious girlfriend you could say, “If they need it, I hope that they know to check out the health and relationship information that Planned Parenthood puts up online.”

Dating violence can be digital.

Parents should consider talking with their teenagers about abusive relationships, and a conversation about digital mistreatment would be a good place to start. In a recent survey, more than half of adolescent girls and boys had dated someone who tried to monitor or control them by texting so frequently that it made the recipient uncomfortable, expecting immediate responses, asking for their passwords, or tracking their location or social activity.

The same report also found that nearly half of teenagers had been in a relationship with a partner who used technology against them, either to spread rumors, post embarrassing or hurtful messages, or make threats. And roughly a third experienced sexual coercion via digital means: they were pressured to have sex, received unwanted sexual images or were urged to send them, or had their nude pictures sent to others without permission.

In talking with our teenagers about coercive relationships, we should acknowledge that “if someone wants to know what you are doing all the time that can feel like a really close relationship” but that healthy romances are grounded in trust and support, not spying or intimidation. Further, we can tell our teenagers that we stand ready to help if they ever “feel pushed around by a boyfriend or girlfriend, either online or in person.”

In my experience, adolescents are greatly relieved when we remind them to alert an adult if they are concerned about their own or a friend's health and safety. Digital dating violence falls squarely into this category as, not surprisingly, it has been linked in some studies to physical and sexual victimization, especially against girls.

Relationships can become round-the-clock affairs.

It's hard to imagine that anything could up the intensity of a teenager's first love, but digital technology seems to have done the job. When adolescents in my practice talk about their happy romances, I'm often amazed at how completely their lives are saturated by them.

Teenage couples awaken together by text or call, communicate — hopefully not while driving — on the way to school, connect in person during the day while still texting, FaceTime through their homework, then virtually snuggle online before falling asleep. On more than one occasion I've found myself listening to the details of a teenager's day thinking that my husband and I, except for when we traveled together before we had children, have never been as completely intertwined as many young couples are now.

Most adolescents keep up their friendships and activities even when enjoying healthy, albeit wall-to-wall, romances. Still, it's important to appreciate what it means for a teenager when an omnipresent relationship ends. In addition to contending with heartbreak, the suddenly single teenager has to find a new way to begin and end each day and to fill a lot of the time in between. Lovelorn teenagers usually bounce back pretty quickly, but parents shouldn't underestimate the scale of the loss in the short term.

Technology adds some new twists to the age-old roller coaster of teenage romance. Our adolescents may know more than we do about the online world, but we know more about the romantic one. Even if their love lives don't look like the ones we remember, we still owe it to teenagers to find ways to offer our support and guidance. [9]

Task 15. Write key words and an annotation to the article *How Technology Changes Teen Romance* in the Task 14.

LESSON 2

Task 1. Read the article 7 Ways Technology Is Changing Teen Romance

by Amy Morin, LCSW (May 29, 2017). **Get the main idea of the article.**

The digital world has revolutionized teenage romance. The way your teen communicates with a date and maintains a relationship is likely much different from the experiences you had with your high school relationships.

Here are seven ways technology is changing the teenage dating scene:

1. The Dating Pool Has Widened

Your Experience - Your dating pool likely consisted of the teens in your high school, or perhaps the teens who lived in your neighborhood. If you were lucky, your friend may have introduced you to a cousin who went to another school.

Your Teens' Experience - Your teen has access to teenagers all over the world. Social media provides endless opportunities to connect with friends of friends - as well as complete strangers - from all corners of the earth. About 8% of teens report dating someone they first met online, according to the Pew Research Center.

2. Flirting is Mostly Virtual

Your Experience - Your opportunities to flirt with your high school crush were likely limited to math class or the occasional times you crossed paths in the hallway.

Your Teen's Experience - Your teen can share emoticons, jokes, and winks with anyone on social media at any time. Approximately 50% of teens have let someone know they're interested through a social media message.

3. Online Harassment is a Problem

Your Experience - Before the digital age, harassment from a creepy crush likely consisted of calling your house and hanging up. Or, if you were really being harassed, a scorned lover may have ridden his bike past your house repeatedly to see if you were home.

Your Teen's Experience - Your teen may experience unwelcome advances, sexual pictures, and intense harassment via social media. One-quarter of all teens report they've had to block or unfriend someone who behaved inappropriately online.

4. Social Media is a Major Source of Jealousy

Your Experience - Jealousy may have arisen when you saw your girlfriend talking to the homecoming king in line for hot lunch. Or perhaps, you had a twinge of envy when you heard the quarterback of the football team was talking to your love interest in the hallway.

Your Teen's Experience - Your teen has the opportunity to watch conversations play out online. He'll be able to read the public conversations his partner has with others and he'll be able to witness first hand who likes, favorites, and comments on the things she posts. Approximately 27% of teens report social media makes them feel jealous and uncertain about their relationship.

5. Technology Allows for Constant Contact

Your Experience - You likely sat home waiting to see if your boyfriend was going to call on Friday night. And if he did call, your parents were likely the gatekeepers of the landline. If you didn't talk over the weekend, you had to wait until Monday to learn what your love interest did over the weekend.

Your Teen's Experience - Your teen likely knows what her boyfriend is doing all hours of the day. In fact, 85% of teens say they expect to hear from their significant other at least once a day and 11% expect to hear from their partner hourly.

6. There are More Ways to Say, "It's Over"

Your Experience - When you got word that a relationship was over, you likely got the bad news either over the phone or in-person. On a rare occasion, you may have received a handwritten note.

Your Teen's Experience - Technology provides a lot of opportunities for teens to dodge the awkward, "It's not you, it's me," conversation. Your teen could get easily get dumped via text message, Facebook, or even email.

7. Most Teens Engage in Sexting at One Time or Another

Your Experience - Unless you had a Polaroid, exchanging scantily clad photos with a high school partner likely wasn't an option.

Your Teen's Experience - Your teen has endless opportunities to share nude photos or webcam images. Some studies estimate that about 50% of teens have engaged in sexting at one point or another. While some teens consider it flirting, others get pressured into doing so.

Task 2. Look through the article in the Task 1 again. Make up logical questions with *when, where, why, what, how, etc.* to the underlined words in the text. Work in pairs.

Task 3. Before reading an article about Cyberbullying work with the following vocabulary:

cyberbullying – киберхулиганство, *травля в отношении какого-л. лица, (чаще всего ребенка или молодого человека) с использованием кибертехнологий. Явление расцвело с ростом популярности современных социальных сетей, SMS, и пр. электронных сервисов.*

В США, после гибели девочки (Мегаан Мейер) в результате кибербуллинга, законодательство, направленное против травли в Интернете, было принято в подавляющем большинстве штатов, а также внесено на рассмотрение федерального Конгресса.

victimization – издевательство, преследование, виктимизация

high-profile – желание быть на виду

suicide – самоубийство

sprate – поток, череда

to launch – запускать

to filter out – отфильтровывать

abusive – оскорбительный

hugely – очень, весьма

pediatrics – педиатрия

to double – удваивать

exposure – подверженность

target – мишень
well-publicized – широко освещаемый
self-harm – нанесение себе вреда
anxiety – тревожность

Task 4. Read the article Cyberbullying on Social Media Linked to Teen Depression by Stephanie Pappas, *Live Science* Contributor (June 22, 2015)*.

Get the main idea of the article.

Cyberbullying on social media is linked to depression in teenagers, according to new research that analyzed multiple studies of the online phenomenon.

Victimization of young people online has received an increasing level of scrutiny, particularly after a series of high-profile suicides of teenagers who were reportedly bullied on various social networks. In 2013, for example, a spate of suicides was linked to the social network Ask.fm, where users can ask each other questions anonymously. The deaths of teens who had been subject to abuse on the site prompted Ask.fm (which was acquired by Ask.com in 2014) to launch new safety efforts. Twitter, likewise, announced plans in April to filter out abusive tweets and suspend bullying users.

“Social media use is hugely common among teenagers”, said Michele Hamm, a researcher in pediatrics at the University of Alberta, “but the health effects of cyberbullying on social media sites is largely unknown.” Regular, face-to-face bullying during the teen years may double the risk of depression in adulthood, and bullying's effects can be bad or worse than child abuse, studies show.

A depressing effect

In the new review, Hamm and her colleagues combed through studies on cyberbullying and social media, finding 36 that investigated the effects of cyberbullying on health in teens ages 12 to 18. Although the studies examined different health outcomes and sometimes defined cyberbullying differently, one finding stood out.

"There were consistent associations between exposure to cyberbullying and increased likelihood of depression," Hamm told **Live Science**.*

The studies covered a variety of social sites, but Facebook was the most common — between 89 percent and 97.5 percent of the teens who used social media had a Facebook account. Seventeen of the 36 studies analyzed looked at how common cyberbullying was, and the researchers found that a median of 23 percent of teens reporting being targeted. About 15 percent reported bullying someone online themselves.

Two studies examined the prevalence of so-called “bully-victims,” meaning teens that both bully others and are bullied. Research on offline bullying shows these kids to be most at-risk for mental health problems. One study found that 5.4 percent of teens were bully-victims, while the other reported a prevalence of 11.2 percent.

Safe social media

Despite the well-publicized suicide cases linked to cyberbullying in news reports, Hamm and her colleagues did not find consistent links between being bullied and self-harm across the studies. Nor did they see a consistent link between cyberbullying and anxiety. Some studies found evidence for these links, and others did not.

However, Hamm cautioned, the findings don't mean these links don't exist. The 36 studies used a variety of definitions and health outcomes, and not enough work has been done to confirm or rule out connections between cyberbullying and anxiety or self-harm.

But cyberbullying and depression went hand-in-hand, the researchers report today (June 22) in the journal *JAMA Pediatrics*. Ten studies examined the link between social media victimization and depression, and all of them found a connection.

Alone, these studies can't prove that the bullying caused the depression — it's possible that depressed teens are more likely to become targets of bullying than their healthier peers. However, Hamm said, one of the 10 studies did follow the teens over time and found that the cyberbullying preceded the teens' depression, hinting at a causal

relationship. The research also found that the more cyberbullying a teen experienced, the more severe his or her symptoms of depression.

Alarmingly, teens typically suffered cyberbullying in silence. “Kids really are hesitant to tell anyone when cyberbullying occurs,” Hamm said. “There seems to be a common fear that if they tell their parents, for example, they'll lose their Internet access.”

“Therefore, it's important for parents to respond carefully if their kids are being bullied online, and to teach teens safe Internet use rather than cutting off permission to use the Web”, she said.

“Parents need to address that this is happening and that the Internet and social media is here,” Hamm said. “It's an important part of their kids' lives. But it needs to be a whole team approach.”

*** **Live Science** – “Живая наука”, новости науки на Website

Task 5. Find English equivalents in the article (Task 4) to the following Russian word combinations:

1) *быть связанным с чем-либо*; 2) *делать кого-то жертвой*; 3) *подвергаться оскорблениям в соцсетях*; 4) *приостановить издевательства над пользователями*; 5) *весьма распространенный среди подростков*; 6) *последствия для здоровья*; 7) *столкнуться лицом к лицу*; 8) *издевательства в подростковом возрасте*; 9) *удваивать риск возникновения депрессии в зрелом возрасте*; 10) *подверженность к киберзапугиванию*; 11) *быть мишенью*; 12) *так называемые "жертвы- хулиганов"*; 13) *подвергаться наибольшему риску*; 14) *проблема с психическим здоровьем*; 15) *широко освещаемые случаи самоубийств*; 16) *последовательная связь между кибертравлей и тревогой*; 17) *кибертравля и депрессия идут рука об руку*; 18) *кибертравля предшествует депрессии подростков*; 19) *намекать на причинно-следственную связь*; 20) *переносить киберзапугивание в полном молчании*; 21) *не решаться кому-либо рассказать*; 22) *потерять доступ к Интернету*; 23) *важная часть жизни детей*.

Task 6. Explain the grammatical forms of the underlined verbs in the Task 4. Translate them.

Task 7. Read the article Cyberbullying: Social Media and Teen Depression

by Mary Sauer, December 18, 2017 <https://www.healthyway.com/content>.

Translate the article. Write down new words in your vocabulary.

When it comes to preventing and recovering from cyberbullying, parents should feel empowered to make big changes to their child's social media use.

This summer, after endless bullying from her peers, 15-year-old Sadie Riggs took her own life. She had experienced bullying in school, but it was social media that made it so difficult for her to escape the torment, according to NBC. Classmates were seeking her out, sending cruel messages through multiple social media platforms and messaging apps, encouraging her to end her own life.

The cyberbullying became so intense that her aunt, with whom she lived, went to the school and even reached out to Instagram, hoping someone would make the bullying stop. In June, she took Sadie's phone and broke it, hoping to keep her from experiencing any more hate. Tragically, it seems that Sadie had already reached her limit, as she took her life less than a week later.

Teens are spending nowadays more time online than ever before. The average teenager between the ages of 13 and 18 spends an average of six and a half hours a day online, according to research by Common Sense Media. Unfortunately for many children, all of this time spent online isn't healthy.

Social Media's Impact on Empathy

Heavy social media use has an alarming impact on how children think and feel about one another. For starters, we know that social media is designed in a way that makes it incredibly easy to get hooked.

“There are behaviorists that work alongside programmers in the industry to develop the apps and the platforms [to make them] highly,

highly addictive,” says *therapist Lisa Strohman, JD, PhD, and founder and director of the Technology Wellness Center and Digital Citizen Academy.*

From the start, parents should understand that their children and teens will feel compelled to use social media excessively. And the more they use social media, the more their behaviors—particularly their senses of empathy—will be impacted.

Because technology provides a perceived distance between individuals, it actually decreases the empathy experienced, according to research in the *Journal of Psychosocial Research on Cyberspace*. Empathy plays a role in inhibiting aggressive behavior. Additionally, being online provides the perception of anonymity. These two things are believed to contribute to increased levels of aggression online.

“So when you’re dealing with social media, if you don’t do a preventative training or education with your kids to let them know what it is that they can expect, which is kind of this negative, hostile, aggressive behavior from other kids,” Strohman says, “then a lot of times, kids get sucked into that world.”

Social Media, Cyberbullying, and Depression

It makes sense, then, that so many teens report having experienced cyberbullying. According to the Cyberbullying Research Center, in 2016, over 33 percent of middle and high school students said that they’ve been cyberbullied, and 11.5 percent admitted to cyberbullying others.

Alarmingly, only a little over 10 percent of parents are aware of just how prevalent cyberbullying is, and most teens admit they would never tell their parents if they were being bullied online. Instead, our culture has embraced limitless access to smartphones from a very young age, giving children privacy and autonomy in an online world where boundaries don’t exist unless created by parents.

The average age for a child to get a smart phone is 10, with 39 percent of kids creating a social media account around age 11 and 11 percent creating one before age 10.

At the same time, the rate of teens taking their own lives has risen significantly in the United States since 2007, according to the Centers for Disease Control and Prevention. While many factors are at play, one belief

is that social media has played a role in this tragic uptick of depression and self-harm in teens, according to an NBC News interview with CDC expert Thomas Simon.

Excessive exposure to the online world seems to be impacting children and teens in two ways. First, we know that all social media users, even adults, have tend to filter what they post online to put out the best version of themselves and their life, but we're generally not great at acknowledging that what we see online isn't always accurate or true.

“Teenagers know that what they see on social media are idealized versions of their friends’ lives, but it still makes them feel bad about their own,” explains family and marriage therapist Amy McManus. “Teenagers, whose brains are wired for connection to their peers during adolescence, are driven to social media by FOMO—fear of missing out. Consequently, they spend more time on social media and less time actually engaging in social activities than previous generations. Ironically, this leads to isolation and depressed mood.”

Secondly, since social media use lowers empathy and increases aggression in teens, it is the perfect environment for cyberbullying. And, for the victims of bullying, it doesn't let up when they leave school and head home. In Riggs' case, her bullies went out of their way to attack her on multiple social media platforms after school hours.

“Teenage brains are not yet fully capable of restraining impulsive behavior, and unlimited anonymous opportunity is more temptation than many of them can handle,” says McManus. “I have to imagine that many of the kids who engage in anonymous bullying online would never bully someone in real life.”

What Parents Can Do

It's a discouraging topic. Some parents may feel powerless to protect their children online, especially if their child is not likely to speak up and admit they are being abused on social media. The truth is that parents do have agency in the issue, but the steps are counter-cultural, giving some parents pause.

Evidence suggests that restricting exposure to social media is a best first step. This idea is certainly catching on among some

communities. Wait Until 8th began as a community effort by parents to support one another in their decision to withhold smartphones from their child until they reach the eighth grade. It quickly gained national attention.

Although many families are still giving their children access to the online world at a very young age, Strohman feels that parents should feel empowered to do things differently for the sake of their children.

You have to take that whole concept of privacy out of your mind.

“If you can keep them off that technology through middle school and wait until high school, I think you are far ahead of the curve and will protect them from a lot of the dangers and the impulsive behaviors that we see happening, damaging the psychology and mental health of these young, young children.”

Outside of restricting use, children and teens who do have access to social media should never have privacy, according to Strohman. She suggests that parents spot-check their child’s social media. Parents should have the passwords to all social media accounts being used by their children, they should be monitoring all apps being downloaded to the phone, and they should know how to monitor what websites their child is visiting on their phone.

“You have to take that whole concept of privacy out of your mind,” she says. “Your kids only want privacy from you. They don’t care about anyone else, so that’s the challenge we face.”

Stepping in When It’s Gone Too Far

In some cases, parents may not realize the dangers of unlimited access to social media until things have gone too far. If a parent learns that their child is being bullied online, Strohman always recommends that parents take the situation very seriously, since school leadership often has too much going on to properly intervene in situations of cyberbullying.

“The first thing I would suggest if you have a child who is being cyberbullied is to remove them from the situation,” she says. “If you really have a child who is exhibiting either self-harming behaviors, talking about that behavior, becoming withdrawn, showing signs of depression or anxiety, I would immediately take action to get a therapeutic professional involved.”

Taking a child off of social media may be especially difficult at first, according to Strohman, who says that it takes around two weeks for children and teens to adjust to life offline. The first few days may be especially difficult, as newly tech-free children may become emotional and even aggressive. With time, however, they begin to feel safer now that they are disconnected from abusive online behavior.

I think too many parents rely on their kids to do it alone.

If parents discover their child is the one participating in cyberbullying, Strohman instructs parents to avoid sweeping it under the rug or feeling nervous about addressing it with everyone involved. She suggests formal sit-downs with the children involved, along with their parents. Parents should get everything on the table, making sure all parents understand what has happened, and then have their child apologize in person for their behaviors.

Additionally, Strohman instructs parents to talk to their child about how they can move on from their own abusive behavior online, teaching them empathy and providing them with the guidance they need to use social media in a moral and healthy way.

“Stand by them when they do it,” she adds. “I think too many parents rely on their kids to do it alone.”

Task 8. Read the article Cyberbullying: Social Media and Teen Depression above again and fill in the appropriate words in the sentences below. Translate them.

1. Sadie had experienced bullying in school, but it was social media that made it so difficult for her
2. Classmates were seeking Sadie out, sending ... through multiple social media platforms and messaging apps, encouraging her
3. There are behaviorists that work alongside programmers in the industry to develop ... to make them highly
4. The more children use social media, the more their behaviors—particularly their senses of ... —will be impacted.
5. Because technology provides a ... between individuals, it actually decreases the empathy experienced.

6. Empathy plays a role in inhibiting
7. Most teens admit they would never ... their ... if they were being bullied online.
8. Teens spend more time on social media and less time actually engaging in social ... than previous generations. Ironically, this leads to ... and ... mood.
9. Since social media use lowers ... and increases ... in teens, it is the perfect environment for cyberbullying.
10. Parents must talk to their child about how they can move on from their own online, teaching them ... and providing them with the guidance they need to use in a moral and healthy way.

Task 9. See App 5. Look at the pictures. Describe the psychological teens' state linked with cyberbullying in the pictures. What senses of empathy are being impacted? Be ready to discuss in your group the problem Cyberbullying on Social Media Linked to Teen Depression.

Task 10. Get ready for the conference. Prepare a presentation on one of the problems that are spotlighted in the manual. Use the following instruction:

The language of presentation

Язык презентации

В этой инструкции вы найдете фразы, которые помогут вам начать презентацию, управлять вниманием аудитории, отвечать на вопросы и подводить итоги выступления. Использование этих фраз структурирует ваш доклад, поможет уложиться в регламент и придаст вам чувство уверенности.

The beginning

Начало презентации

Лучше всего начать с приветствия аудитории, затем представиться, объявить тему презентации и определить время для вопросов.

1. Good morning/afternoon/evening ladies and gentlemen.....
2. My name is... I am

3. Today I would like to talk with you about.... My aim for today's presentation is to give you information about...

4. Please feel free to interrupt me if there are any questions.

Or

If you have any questions, please feel free to ask me at the end of the presentation.

The structure of presentation

Структура презентации

После вступительного слова полезно ознакомить аудиторию с регламентом презентации, это облегчит восприятие слушателей и снимет возможное напряжение от мысли, что им придется слушать вас целый день!

First I would like to talk about....

Then I would like to take a look at...

Following that we should talk about...

Lastly we are going to discuss...

I would like to talk to you today about _____ for ___ minutes.

Or

We should be finished here today by _____ o'clock

Audience management

Управление аудиторией

Очень важно во время выступления акцентировать внимание аудитории на очередном пункте доклада. Благодаря этому вы будете управлять вниманием слушателей и помогать им следовать логике повествования.

Now we will look at....

I'd like now to discuss...

Let's now talk about...

Let's now turn to...

Let's move on to...

That will bring us to our next point...

Moving on to our next point...

Firstly...

Secondly...

Thirdly...

Lastly...

Перед тем, как вам начнут задавать вопросы, нужно кратко подвести итоги выступления и обозначить ключевые моменты, чтобы аудитории стало предельно ясно, что вы хотели сказать. Этим вы избавите себя от лишних вопросов и повторно донесете информацию до невнимательных слушателей.

Summarizing

Подведение итогов

I would just like to sum up the main points again...

If I could just summarize our main points before your questions,... So, in conclusion...

Finally let me just sum up today's main topics...

Во время вопросов аудитории очень важно понимать, о чем именно вас спрашивают. Ниже приведены фразы, которые вы можете использовать в случае, если смысл вопроса вам не ясен.

Explanations

Объяснения

I'm sorry could you expand on that a little? Could you clarify your question for me?

I'm sorry I don't think I've understood your question; could you rephrase it for me?

I think what you are asking is....

If I've understood you correctly you are asking about...

So you are asking about...

CONCLUSION

YOUTH PROBLEMS OF THE 21ST CENTURY

This manual is dedicated to undergraduate students enrolled in the direction of education 44.04.02 "Psychology and social pedagogy."

This work contains educational material in English that helps to study some aspects of social pedagogy and psychology, which include: education and school, self-esteem, behavior patterns, social adaptation, relationships, the influence of the media and new information technologies on the appearance, character, habits and the formation of young people addiction abroad.

The texts are taken from the contemporary scientific works of famous American, British, Canadian scientists, who have been studying these problems for a long time.

The manual consists of six parts. All parts are the components of the education methodical complex discipline block "Foreign Language" – "Socio-Cultural Sphere of Communication."

ПРОБЛЕМЫ МОЛОДЕЖИ XXI ВЕКА

Учебное пособие по английскому языку предназначено для магистрантов, обучающихся по направлению подготовки 44.04.02 «Психолого-педагогическое образование».

Данная работа содержит учебный материал на английском языке, помогающий изучить некоторые аспекты социальной педагогики и психологии, которые включают: образование и школа, самооценка, модели поведения, социальная адаптация, взаимоотношения, влияние СМИ и новых информационных технологий на внешний облик, характер, привычки и формирование зависимости молодых людей за рубежом.

Тексты взяты из научных трудов известных американских, британских и канадских ученых, изучающих данные проблемы.

Пособие состоит из 6 частей. Все части входят в блок УМКД «Иностранный язык» - «Социально-культурная сфера общения».

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APPS

App 1

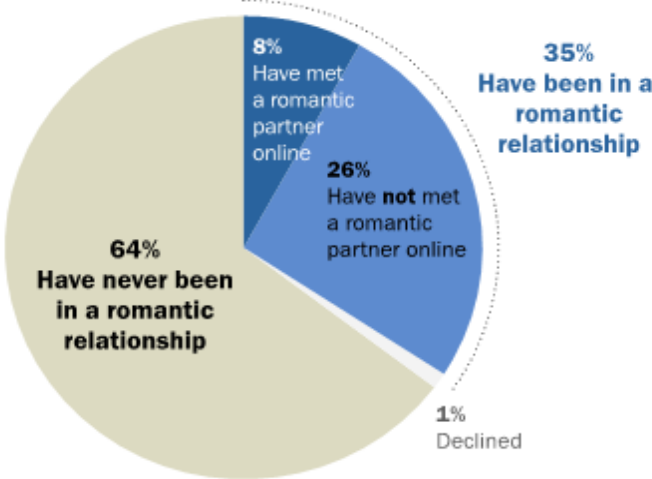




Chart 1

8% of All American Teens Have Met a Romantic Partner Online

% of all teens who ...



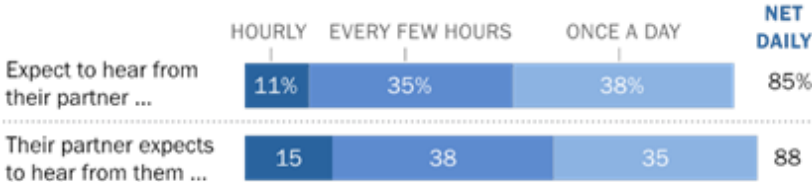
Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=1,060 teens ages 13 to 17).

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Chart 2

Teen Daters Usually Have Similar Communication Expectations as Their Significant Other

% of teens with some kind of relationship experience who



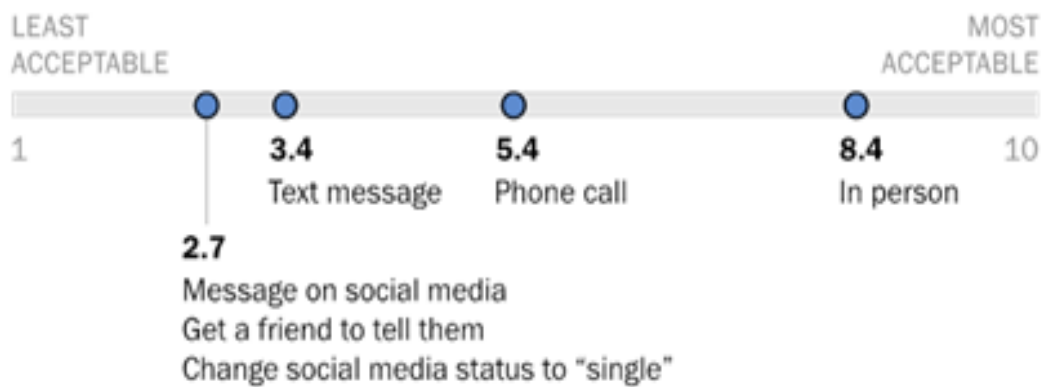
Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=361 teens ages 13 to 17 who have ever been in some kind of romantic relationship).

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Chart 3

Breaking Up In Person Is Most Socially Acceptable Method

On a scale from 1 to 10, teens' average rank of the acceptability of each breakup method



Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=1,060 teens ages 13 to 17).

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СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Инфинитив	Простое прошедшее время	Причастие прошедшего времени	Перевод
Infinitive	Past Simple	Past Participle	
be	was/were	been	быть, находиться
become	became	become	становиться
begin	began	begun	начинать(ся)
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть, жечь
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоять
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	рисовать, чертить
drink	drank	drunk	пить
eat	ate	eaten	есть
fall	fell	fallen	падать
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
freeze	froze	frozen	замерзать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти, выращивать
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
keep	kept	kept	хранить
know	knew	known	знать

lay	laid	laid	класть, положить
leave	left	left	покидать, оставлять
let	let	let	позволять
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делать
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	кататься (верхом)
rise	rose	risen	восходить, вставать
run	ran	run	бегать, управлять
say	said	said	говорить
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать
set	set	set	ставить, помещать
sing	sang	sung	петь
sleep	slept	slept	спать
speak	spoke	spoken	говорить
spend	spent	spent	проводить, тратить
stand	stood	stood	стоять, выдерживать
swim	swam	swum	плавать
take	took	taken	брать
tell	told	told	говорить кому-то
think	thought	thought	думать
understand	understood	understood	понимать
wake	woke	woken	будить, просыпаться
wear	wore	worn	носить
win	won	won	побеждать
write	wrote	written	писать

See more and listen:

<https://www.native-english.ru/grammar/irregular-verbs>

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