

## ВВЕДЕНИЕ

Учебно-методический комплекс «Профессиональное общение» предназначен для аудиторной и самостоятельной работы студентов 4 курса факультета иностранных языков, обучающихся по специальности 1-02 03 06 «Иностранные языки (английский, немецкий)» дневной формы получения высшего образования, составлен в соответствии с утвержденным образовательным стандартом высшего образования ОСВО 1-21 06 01-2013 для указанной специальности и учебным планом по специальности.

«Профессиональное общение» относится к дисциплинам государственного компонента учебного плана и является одной из доминантных практических дисциплин на завершающем этапе получения лингвистического образования по специальности «Иностранные языки (английский, немецкий)».

Учебная дисциплина ставит основной целью формирование культуры профессионального общения учителя английского языка в конкретной ситуации иноязычного общения, а также формирование и развитие коммуникативной компетенции по социально и профессионально значимой тематике.

Конечная цель достигается в ходе решения следующих задач, которые раскрывают профессионально ориентированную направленность курса:

- дальнейшее развитие и совершенствование лексических, грамматических и фонетических навыков в процессе порождения и восприятия англоязычной речи (лингвистическая компетенция);
- совершенствование умений построения целостных, связных и логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной профессионально значимой коммуникации на основе понимания различных видов текстов при чтении и аудировании (дискурсивная компетенция);
- формирование умений использовать язык в определенных функциональных целях в зависимости от особенностей социального и профессионального взаимодействия: от ситуации, статуса собеседников и адресата речи и других факторов, относящихся к прагматике речевого общения (прагматическая компетенция);
- формирование умений использовать и преобразовывать языковые формы в соответствии с социальными и культурными параметрами взаимодействия в сфере профессиональной коммуникации (социолингвистическая коммуникация);
- овладение способами построения аргументации в устных и письменных типах текста;
- повышение уровня учебной автономии, способности к самообразованию;

- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры студентов, воспитание толерантности и уважения к духовным ценностям разных стран и народов.

Изучение дисциплины «Профессиональное общение» осуществляется в седьмом и восьмом семестрах, что обеспечивает студентам хорошую возможность активно использовать языковые средства, полученные в процессе изучения таких смежных практических и теоретических дисциплин, как «Аналитическое чтение», «Дискурсивная практика», «Страноведение».

Преподавание дисциплины осуществляется в ходе активного использования таких технологий учебно-исследовательской деятельности, как дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы), мультимедийных и информационных технологий. Эффективность учебного процесса достигается оптимальным сочетанием аудиторной и самостоятельной работы студентов, а также использованием различных форм работы – индивидуальной, парной, групповой и т. д.

Оценка качества освоения учебного материала дисциплины осуществляется при проведении текущей и промежуточной аттестаций студентов. Текущая аттестация основана на регулярной проверке качества усвоения знаний каждого раздела студентами, позволяет выявить недостатки и предпринять меры по их устранению. Формами текущего контроля знаний являются фронтальный и индивидуальный устный и письменный опрос, тестовые задания, написание эссе, контрольные работы. Формой итогового контроля по курсу профессионального общения является экзамен, который ориентирован на проверку уровня знаний по профессионально ориентированной тематике.

На изучение учебной дисциплины «Профессиональное общение» отводится 180 часов, из них 96 аудиторных часов: 56 аудиторных часов в седьмом семестре и 40 часов в восьмом семестре, которые представляют собой практические занятия. Формой контроля знаний по курсу «Профессиональное общение» является экзамен в конце восьмого семестра.

В основу структурирования учебно-методического комплекса положен тематический принцип, который предполагает разбивку учебного материала на три относительно самостоятельных раздела курса в рамках основных сфер общения: социально-культурной, социально-бытовой, социально-личностной, профессионально-трудовой:

1. Образование.
2. Воспитание и становление личности.
3. Преподавание иностранных языков в Республике Беларусь и за рубежом.

Каждый раздел имеет следующую структуру:

***Starter Activities*** – первый блок представляет собой ряд коммуникативных упражнений, направленных на повышение мотивации студентов к изучению определенной темы и участию в дискуссии по предложенной тематике.

***Vocabulary Focus*** – данный блок направлен на дальнейшее развитие и совершенствование лексических навыков. Представленная подборка упражнений носит как репродуктивный, так и творческий характер. Представленные упражнения имеют различный уровень сложности, что обеспечивает индивидуальный подход к каждому студенту, а также может использоваться для самостоятельной работы студентов с последующим самоконтролем.

***Reading and Discussing*** – подборка аутентичных текстов из современных англоязычных источников. Первый блок текстов (Part 1) носит информативный характер, в заданиях к нему студентам предлагается выделить основные идеи и аргументацию автора, обсудить основные смысловые вехи. Второй блок текстов (Part 2) имеет коммуникативную направленность с определенной целевой установкой: реакция на мнение автора, выражение согласия / несогласия. В текстах содержатся спорные положения, а задания к ним направлены на стимулирование дискуссии.

Тексты заимствованы из оригинальных английских и американских источников. Тексты и задания имеют различную степень трудности, их последовательное выполнение позволит сформировать навыки и умения использовать английский язык в определенных функциональных целях в зависимости от особенностей профессионального и социального взаимодействия.

***Rendering Russian Texts into English*** – подборка русскоязычных текстов, обеспечивающих широкий диапазон проблемно-тематического характера. Тексты служат опорой для монологического высказывания, а также организации дискуссии. В ходе изучения предложенного материала осуществляется приобщение к актуальным процессам в области британского, американского и национального образования.

Каждый раздел содержит упражнения для проведения контроля знаний студентов по всем аспектам изучения материала (развитие лексических навыков, совершенствование навыков монологической и диалогической речи, навыков аргументативного дискурса, реферирования текста).

Учебно-методический комплекс снабжен памяткой по реферированию текста, которая кроме описания структурных особенностей содержит лексический материал, основанный на речевых образцах и терминологии, способствующей наиболее качественному реферированию русскоязычного текста на английском языке.

## СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

**Образование.** Система высшего образования в Республике Беларусь, Великобритании и США. Современное образование: традиции и тенденции развития, проблемы и пути их решения. Профессия учителя в современном обществе. Современная школа: равенство стартовых возможностей и альтернативность в продолжении и завершении обучения. Школа будущего. Проблемы студенческой молодежи.

**Воспитание и становление личности.** Проблемы воспитания подрастающего поколения. Роль семьи и школы в становлении личности. Моральное и физическое здоровье как основа формирования личности. Положение детей в современном обществе и защита прав ребенка.

**Преподавание иностранных языков в Республике Беларусь и за рубежом.** Знание иностранных языков как гарант профессионального роста современного специалиста. Проблемы изучения иностранных языков в Республике Беларусь и за рубежом. Современные методики преподавания иностранных языков. Академическая и профессиональная мобильность в современном обществе.

### Примерный тематический план

№ п/п	Название раздела, темы	Количество аудиторных часов
		практические занятия
1	Образование	36
2	Воспитание и становление личности	30
3	Преподавание иностранных языков в Республике Беларусь и за рубежом	30
Итого		96

## UNIT 1. EDUCATION IS A PROGRESSIVE DISCOVERY OF YOUR OWN IGNORANCE

### *STARTER ACTIVITIES*

**I. Comment on the quotation in the heading of the Unit which belongs to Will Durant. Think about five topics that you predict will be covered in this Unit.**

**II. Use the words to complete the opinions below. Which opinions above do you agree or disagree with? Give your reasons.**

*assessment*  
*plagiarism*

*curriculum*  
*streaming*

*dumbing down*  
*interpersonal skills*

*elitism*

1. Education is not about developing your \_\_\_\_\_ , but about learning facts.
2. Frequent examinations are as much more reliable and useful way of measuring performance than continuous \_\_\_\_\_ .
3. \_\_\_\_\_ is an excellent idea because it enables students with a similar ability to work at the same pace.
4. The most important aspect of education is the \_\_\_\_\_ , or subjects which are taught.
5. Private education creates \_\_\_\_\_ and encourages inequality in society, which is absolutely disgusting.
6. Coping someone else's ideas, \_\_\_\_\_ , cheating in exams, and buying qualifications is sometimes necessary.
7. It's easier to get good grades nowadays because education is \_\_\_\_\_ . Qualifications are worth less than in the past.

**III. What do you know about the systems of education in Belarus, the UK and the USA? Work in 3 groups to fill in the *Know and Want to Know* chart with what you *know* about education in the Republic of Belarus (group 1), the UK (group 2) and the USA (group 3) and what you *want to know*.**

What We <b><u>Know</u></b> about Education in Belarus / the UK / the USA	What We <b><u>Want to Know</u></b> about Education in Belarus / the UK / the USA

**VOCABULARY FOCUS****I. Give the appropriate equivalents for the following definitions:**

- 1) the money some students receive if they get a place at university;
- 2) the qualification you get at the end of university;
- 3) teachers at university;
- 4) students when they have completed their first degree;
- 5) students studying for their second degree;
- 6) the study of a subject in great depth or detail, often to get new information;
- 7) the talks that students go to while they are at university;
- 8) to use some information while passing an exam;
- 9) to revise knowledge before an exam;
- 10) to miss classes regularly, usually for no reason.

**II. Explain the difference between the following pairs of words:**

- 1) compulsory and voluntary;
- 2) to educate and to bring up;
- 3) a pupil and a student;
- 4) a graduate and an undergraduate;
- 5) to appoint and to dismiss;
- 6) a freshman and a sophomore.

**III. Fill in the gaps using the appropriate word or expression from A, B, C.**

1. He got a good grade in his Maths, but \_\_\_\_\_ his English exam.  
 a) passed                                        b) lost                                        c) failed
2. She had to \_\_\_\_\_ her First Certificate exam three times.  
 a) study     b) take                                        c) make
3. She \_\_\_\_\_ her driving test first time!  
 a) passed     b) succeeded                                        c) won
4. He is \_\_\_\_\_ medicine because he wants to become a doctor.  
 a) studying     b) learning                                        c) acquiring
5. He is \_\_\_\_\_ to speak French at college.  
 a) studying     b) learning                                        c) teaching
6. She is \_\_\_\_\_ herself to speak Japanese.  
 a) learning     b) studying                                        c) teaching
7. She \_\_\_\_\_ from Edinburgh University last year.  
 a) left    b) graduated                                        c) passed

8. We need to \_\_\_\_\_ young people about the dangers of alcohol.  
 a) educate                      b) bring up                      c) raise
9. I am \_\_\_\_\_ for my history test tomorrow.  
 a) learning                      b) revising                      c) remembering
10. School \_\_\_\_\_ next week; I cannot wait for the holidays to begin!  
 a) breaks into                      b) breaks up                      c) breaks down
11. In my country, it is \_\_\_\_\_ to go to school between the ages of 5 and 16.  
 a) legal                      b) required                      c) compulsory

**IV. Read the sentences and decide which of the idioms and colloquialisms in bold are correct. In each sentence, there are two expressions, which are not used in English.**

1. He gets up early to go to college, and comes home late. I keep telling him he should not **buy a dog with two tails / burn the candle at both ends / try to wear two pairs of trousers.**
2. Sally always does her homework on time and buys the teacher little presents. The other children hate her. She is such **a teacher's toy / teacher's jewel / teacher's pet.**
3. He will have to **pull his socks up / polish his head / empty his washing basket** and work harder or he will fail his exams.
4. She did not work hard enough and **flunked / splodged / squidged** her exams.
5. They did not go to school, but **chased the tiger / emptied their heads / played truant** and went fishing instead.
6. He never comes to his English lessons. He is always **smirking / skiving / shrinking.**

**V. Put the words in the box into the correct column below. Some words can go in more than one column.**

*an exam      a course                      a subject                      history      a test*  
*lessons      homework                      a module                      revision      notes*

do	take	sit	study	pass	make	follow

**VI. Read the following text and fill in the gaps using the verbs from Exercise V. Use each verb at least once.**

In secondary schools in England students have to \_\_\_\_\_ 10 different subjects until they are 16, and these must include English and Maths. After that they specialize, and from age 16 to 18 they usually \_\_\_\_\_ a maximum of four or five subjects. Sometimes timetabling problems in the school mean that not all the students are able to \_\_\_\_\_ the course of their choice. In their final year they \_\_\_\_\_ the final school exams, which are known as A-levels.

If students want to \_\_\_\_\_ a particular subject at university, they must normally have \_\_\_\_\_ the same subject, or a related one, at A-level. It is very difficult to go to university unless you have \_\_\_\_\_ you are A-level exams with good grades. However, it is always possible to \_\_\_\_\_ the exam again to get a better grade. Although in the majority of courses, students \_\_\_\_\_ just one exam at the end of the course, many new courses involve modules where the student \_\_\_\_\_ smaller tests and build up credits. These are popular with students because they are less stressful.

**VII. Match the phrasal verbs in A with their definitions in B.**

<b>A</b>	<b>B</b>
1. to get down to doing smth.	a) to be behind with smth., not at the level expected
2. to keep up with smb./smth.	b) to start work on smth.
3. to take smth. down	c) to postpone
4. to fall behind with smth.	d) to pass an exam or test
5. to hand smth. in	e) to check that smth. is correct, to examine smth.
6. to put smth. off	f) to reach the same standard or position as smb. else
7. to get through smth.	g) to give smth. to smb. in a position of authority
8. to scrape through smth.	h) to remain at the same standard or position as smb. else
9. to catch up with smb./smth.	i) to record in writing what someone is saying
10. to go through smth.	j) to pass an exam but with a very low grade



**VIII. Read the text below and find the phrasal verbs in the text with the following meaning.**

*communicate*

*keep quiet*

*learn*

*survive*

*understand*

*calculate mentally*

*discover*

*maintain*

*look for information*

As for my English, well, things are not going too badly. I feel I'm slowly ***picking it up***. I go to classes every morning for an hour and a half. They are OK, but the teacher is very strict. He gets irritated if you make a mistake, so I just ***shut up*** and don't say anything, but I do take lots of notes. We do some speaking and little writing every day and I'm gradually beginning to ***work out*** the difference between all the words, though it's not easy. Some people in the class have studied English before and they generally ***catch on*** much more quickly than me when new things are introduced, but I try to do lots of homework and so I'm ***keeping up*** with the others fairly well.

The best thing though is just walking around the city – people often ask you to come in their shops and have a cup of tea. Obviously I can't say much but it's a good chance for me to practise my English and for them to practise their French. Somehow, between us, we can ***get across*** what we want to say.

It's funny but some words and expressions you hear again and again. I try and make an effort to ***find out*** what new words mean, either by asking someone or by ***looking them up*** in the dictionary and then learning them by heart.

All in all, I feel I'm able to ***get by*** in English for the day-to-day things like shopping, catching buses and taxis, saying "Hello" to people and so on.

**IX. The following words are sometimes confused. Underline the best word for each sentence below.**

1. The *format* / *formula* of examinations in the British educational system is changing.
2. He would have preferred to study more *practical* / *practicable* subjects at school.
3. This involves a process of *continuous* / *continual* assessment done by the teacher throughout the course.
4. It has the advantage that if the students make one *fault* / *mistake* they will necessarily fail.
5. Instead, they can improve their *level* / *grade* in the next piece of work they are going to do.

6. Many students like this form of testing because it is less *stressful / agitating* for them.
7. She *got / took* a good report from her teachers.
8. They said she had *done / made* progress in all subjects.
9. She had *done / made* very few mistakes in her tests.
10. She is well-behaved and *pays / gives* attention in class.
11. She always *takes / does* notes when the teacher explains.
12. She hates being disturbed when she is *revising / reading* for an exam.

**X. Put each of the following words into its correct place in the passage below.**

<i>authority</i>	<i>degree</i>	<i>courses</i>	<i>separate</i>
<i>bachelor's</i>	<i>co-educational</i>	<i>freshmen</i>	<i>students</i>
<i>bodies</i>	<i>graduates</i>	<i>undergraduates</i>	<i>year</i>

The student body of a university or a college is divided into 1)\_\_\_\_\_ and undergraduates. Graduates have already received their 2)\_\_\_\_\_ degrees, while 3)\_\_\_\_\_ have not. The undergraduates belong to one of four classes according to their 4)\_\_\_\_\_ of study. These are 5)\_\_\_\_\_ sophomore, junior and senior classes. Most schools also admit special students who take a number of 6)\_\_\_\_\_, but are not working towards a 7)\_\_\_\_\_.

Students 8)\_\_\_\_\_ vary considerably from school to school. Some institutions are 9)\_\_\_\_\_, with both men and women students. Others admit 10)\_\_\_\_\_ of only one sex.

A coordinate institution has 11)\_\_\_\_\_ men's and women's colleges. They are controlled by the same central 12)\_\_\_\_\_ and are usually located on the same campus or nearby campuses.

**XI. Choose the correct word which fits the sentence. Explain the meaning of the remaining words and use them in the sentences of your own.**

1. The school is thought highly innovative in that it implements a system of continuous (*tests, assessment, finals*) to determine grades.
2. One could hear the sounds of lively (*debate, talk, argument*) coming from the room where the philosophy class was being held.
3. My brother who wants to join the clergy has just entered a (*seminary, university, college*).
4. It was inevitable that the (*seminar, lecture, tutorial*) would be well-attended as it was being given by the renowned professor, Kurt Reimann.

5. There is no way I will be able to come. I have to hand in a two thousand word (*assignment, project, essay*) on the Russian revolution by Monday afternoon.
6. Stephen was caught (*copying, plagiarizing, stealing*) from the fellow student's test paper and was expelled.
7. For tomorrow please read this short original (*article, text, excerpt*) from Dickens's *Hard Times* and be prepared to discuss it in the class.
8. If you are really interested in applying, ask the University to send you a (*syllabus, prospectus, curriculum*) for the upcoming year.

**XII. Match the pairs of adjectives to the nouns to form collocations. Use one word from each set to complete the sentences below.**

A	B
1. first class / Master's	a) learning
2. higher / first-rate	b) degree
3. correspondence / refresher	c) schooling
4. compulsory / formal	d) certificate
5. post graduate / 2 year	e) fees
6. long-distance / accelerated	f) diploma
7. tuition / registration	g) course
8. school-leaving / medical	h) education

1. \_\_\_\_\_ learning has proved highly popular in remote parts of Australia and Canada.
2. In the UK \_\_\_\_\_ schooling lasts up until the age of sixteen.
3. Nowadays, a \_\_\_\_\_ certificate does not necessarily guarantee someone a place in the job market.
4. Please forward the £ 100 \_\_\_\_\_ fee along with you completed application.
5. Stella already has a Bachelor of Arts but she is now working towards attaining a \_\_\_\_\_ degree.
6. My father opened a bank account for me on the day I was born to ensure that I would receive a \_\_\_\_\_ education.
7. Now that I have got this job abroad, I think I had better take a \_\_\_\_\_ course in Spanish.
8. It will take him at least a year to earn a \_\_\_\_\_ diploma in child psychology.

**XIII. Match the items from columns A and B to make idioms and then use them, in their correct form, to complete the sentences.**

A	B
1. be the teacher's	a) p's and q's
2. mind one's	b) one, two, three
3. learn something	c) the grade
4. be as easy as	d) pet
5. be of the	e) the back of one's hand
6. know something like	f) old school
7. pass with	g) by heart
8. make	h) flying colours

1. Now Johnny, if you are coming to see your sister in the school play you are to be quiet and \_\_\_\_\_.
2. I can remember as a child, the difficult time I had learning my multiplication tables \_\_\_\_\_.
3. Do not mind your father. He \_\_\_\_\_ and believes that some jobs are just not meant to be done by a man.
4. The children jeered their classmate in the school yard with the cruel chant of, "Suzy \_\_\_\_\_!"
5. Everybody here is fine and Steve has just finished his finals which he \_\_\_\_\_.
6. If you do not study harder there is no way that you will \_\_\_\_\_.
7. I have been studying this list of historical dates for hours and I \_\_\_\_\_.
8. There is nothing to geometry, it \_\_\_\_\_.

## ***READING & DISCUSSING***

### ***PART 1. THE SYSTEM OF EDUCATION IN THE UK, THE USA AND THE REPUBLIC OF BELARUS***

#### **TEXT 1. THE SYSTEM OF EDUCATION IN THE UK**

##### ***Preview Content***

##### **I. Before reading the text decide whether the statements are true or false.**

1. There are two stages in the state educational system in England.
2. Children start junior school at the age of seven.
3. Pupils study at secondary school more than ten years.
4. Art pupils must study Chemistry.
5. Science pupils don't do Physical Education.
6. Public schools are schools for middle-class pupils.
7. Children are tested at the age of 15.

##### **II. Read the text and check your answers (TRUE or FALSE) in the exercise above.**

The British education system may seem bewildering at first glance, but it is based on long-lived traditions and follows a strict code of rules. Education principles differ slightly in the four countries which constitute the UK.

##### ***Primary Education in the UK***

In England and Wales, the law states that all children aged five to sixteen must receive full-time education. In Northern Ireland, the compulsory age for starting school is four. For children under age of five, publicly-funded nurseries and pre-schools are available for a limited number of hours each week.

The first two years are the years of **infant school** where the children are encouraged to read, to write in their own words, to understand and make use of numbers. Many children attend informal pre-school playgrounds organized by parents in private houses. Teachers and students in training work there. Kids are in the nursery classes while their parents work. At the age of 7 children go to the **junior school** where the teaching becomes more formal. They work in arithmetic, history, geography, nature study and music and English. The infant and junior schools may be regarded as two levels of primary education.

### ***Secondary Education in the UK***

Children leave primary school at the age of eleven, moving on to secondary school. Parents can choose to educate their children at state or private schools. All children in the UK between the ages of five and sixteen are entitled to a free place at a state school, in contrast with the private education sector, where taxes are quite expensive. In the UK there are four main types of **state schools**. First is the community school, which is run by the local authority and has strong links with the local community, sometimes offering use of their facilities and providing services like childcare.

There are also foundation and trust schools. Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria; while a trust school is a type of foundation school which forms a charitable trust with an outside partner. Voluntary-aided schools are mainly religious or 'faith' schools, although anyone can apply for a place. As with foundation schools, the governing body employs the staff and sets the admission criteria. Voluntary-controlled schools are similar to voluntary-aided schools, but are run by the local authority. There are some church schools that also receive money from the government and offer free education. In Scotland and Ireland most schools are still managed by local authorities. There are different types of secondary schools in the UK. The most popular are **comprehensive schools**. These are large state schools for boys and girls of all abilities aged 11–16 (or 18). Comprehensive schools were introduced in the 1960s with the aim to replace the system of dividing children between more academic (grammar) schools and less academic (modern) schools. There are some **grammar schools** that still exist now. They teach more academic subjects than comprehensive schools.

Outside the state system of education there exists the system of private schools which are called **public**. Until very recently public schools were either all-boys or all-girls. Public schools can be full boarding (pupils live there all academic year except for holidays), normal (pupils go home every day) and mixed (some pupils go home every weekend and some stay).

Public schools charge up to 20,000 pounds a year. There are some grants for bright pupils as well but the places are few and the competition is very strong as public schools are believed to provide a better education in comparison with state schools. Therefore, only 6 % of the people in the UK can afford it. The other important criterion is that you have to belong to the upper middle or upper class as the class system in Britain is still very important.

Some public schools are rather old and very famous. One of them is Eton College. Because Eton is so popular, it is very difficult for parents to get a place for their sons. Some parents put their sons' names on the waiting list while they are still babies. Those who studied at Eton College call themselves Old

Etonians. A great number of former public school students become the students of the most famous and prestige universities like Oxford and Cambridge.

According to the National Curriculum, introduced in 1988, students of both state and public schools at the age of 7, 11, 14 and 16 are tested. At the age of 14 children complete their **Standard Assessment Tasks (SATs)**. At the end of their fifth year of secondary education most children of all abilities aged 16 take **General Certificate of Secondary Education (GCSE)** exams in a particular level. Children, who need to pass “A” (Advanced) level exam to enter a University or a College of Further education, continue their studies at the sixth-form class up to the age 18.

From the age of eleven to fourteen, students in British state and private schools study a broad range of 10–15 subjects. They are given the opportunities to choose the subjects to learn. The English School Syllabus is divided into Art (or Humanities) and Sciences. Art pupils study English Language and Literature, History, Foreign languages, Music, Art and Design, Drama. Science pupils study Chemistry, Physics, Mathematics, Economics, Technical Drawing, Biology, Geography. Besides, secondary school students must do general education subjects like Physical Education (PE), Home Economics (for girls), Technology, Information and Communication Technology (ICT), Citizenship, Careers education and guidance, Sex and Relationship. Education and Religious education may also be included in the education curriculum.

Secondary school graduation covers the period from age fourteen to fifteen. After this two-year period, students take GCSE (General Certificate of Secondary Education) state examinations. The GCSE is a single-subject examination, set and marked by independent examination boards. Students usually take up to ten (there is no upper or lower limit) GCSE examinations in different subjects, including mathematics and English. After this examination, students may choose to either leave school or continue with their education. They may continue at further education institutions (six-form colleges and classes, vocational or technical colleges), or pursue higher education in a university.

### ***University Preparation in the UK***

At the age of sixteen, following two years of study, students may take Advanced Level examinations (A-levels) required for university entrance in the UK. Over these two years following secondary school education, students specialise in three or four subjects that are usually relevant to the degree subject they wish to follow at university.

At the end of the first year, students take AS level examinations. They continue with three or four of these subjects in the second year and convert them into full A level qualifications at the end of the year. A-Levels are state

examinations and are recognised by all UK universities, and by institutions worldwide.

Schools in the UK do not generally rank pupils within their year; currently, the principal standards are the GCSE, SCE and AS and A-Level examination results.

### ***Higher Education in the UK***

Once a student has been through all the misadventures and hardship of compulsory education, it is time to decide his or her own fate. The first three years of a university education will be in an undergraduate degree programme. An undergraduate degree may be a BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).

On completion, a student may also apply for a postgraduate programme and a PhD. What makes higher education so appealing is that – unlike school – students are at university or college because they want to be there, learning more about a subject or job they really enjoy.

In addition to academic achievements at university, students also gain many social advantages. They will be involved in various out-of-school activities, find new friends and gain insight into future careers. And, since higher education is optional, students are expected to finance their Bachelor's degree by themselves.

### ***Comprehension check***

#### **I. Answer the following questions:**

1. What are the stages in the system of education in the UK?
2. When do children start schooling?
3. What are the first two levels of education at school?
4. What division does the English school syllabus have?
5. What main exams do pupils in secondary school have?
6. What is the difference between state and public schools?
7. What are the options for secondary school leavers to continue their education?
8. What motivates young people enter a university?

#### **II. Complete the sentences according to the information given in the text.**

1. Children between 2 and 5 receive education in \_\_\_\_\_ .
2. Children take their “A-level” at the age of \_\_\_\_\_ .
3. Children may enter colleges of further education \_\_\_\_\_ .
4. Children go to junior schools where they study \_\_\_\_\_ .



5. Physical education is \_\_\_\_\_ .
6. Public schools can be \_\_\_\_\_ .
7. You need to have \_\_\_\_\_ at public schools.
8. Art pupils study \_\_\_\_\_ .

### III. Give the English equivalents for the following words.

Начальное образование, продвинутый уровень, сдавать экзамен, профессиональная подготовка, программа обучения, бесплатное образование, обязательное образование, поступать в университет, частная школа, социальное происхождение, игровые площадки для дошкольников.

### IV. Decide which words can go under these titles. You can use the words more than once.

*Pre-school education (0–5):*

*Primary education (5–11):*

*Secondary education (11–16+):*

*Further education:*

*Higher education:*

*Adult education:*

Kindergarten, high school, college, playgroup, nursery school, comprehensive school, public school, preparatory school, sixth form, reception class, evening classes, polytechnic, technical college, university, master, mistress, teacher, lecturer, professor, tutor, head teacher, headmaster, headmistress, deputy head, student, pupil, graduate, postgraduate, classroom, lecture theatre.

### V. Fill in the gaps with the appropriate word from the list.

*a) grammar school*

*f) playschool*

*b) nursery school*

*g) primary school*

*c) state school*

*h) public school*

*d) infant school*

*i) middle school*

*e) comprehensive school*

*j) secondary school*

A 1) \_\_\_\_\_ or 2) \_\_\_\_\_ is for children aged 2 to 5. A 3) \_\_\_\_\_ includes 4) \_\_\_\_\_ and lasts from the age of 5 to 11. In Britain at the age of 9 some children go to 5) \_\_\_\_\_ before going to 6) \_\_\_\_\_. Bright pupils sometimes go to 7) \_\_\_\_\_ after taking an examination, but most

children go to a mixed ability 8) \_\_\_\_\_ . A 9) \_\_\_\_\_ in England is “private” and parents pay for the children to attend a 10) \_\_\_\_\_ which is free.

### ***Follow-up Activities***

**Fill in the missing parts according to the information in the text.**

#### ***The structure of the system of education in the UK***

##### ***Primary school***

Type of school providing this education: .....

Length of program in years: .....

Age level from: ..... to .....

Major subjects studied and skills trained .....

##### ***Secondary school***

Type of school providing this education: .....

Length of program in years: .....

Age level from: ..... to .....

Exams taken: .....

##### ***Further education***

Type of institution providing this education: .....

Length of program in years: .....

Age level from: ..... to .....

Certificate/diploma awarded: .....

##### ***Higher education***

Type of institution providing this education: .....

Length of program in years: .....

Age level from: ..... to .....

Degrees awarded: .....

## **TEXT 2. EDUCATION IN THE UNITED STATES**

### ***Preview Content***

#### **I. Discuss the questions with your groupmates:**

1. What are the differences between public and private schools? Which are better? Why?
2. What qualities do you think American universities are looking for when they decide who will be admitted?

3. How many basic levels does the system of education in the USA comprise? What are they?
4. Are there any uniform standards for any American schools?
5. What are the requirements for entering an American university?

## **II. Read the text and find the answers to the questions in the exercise above.**

### ***The Establishment of Public Schools in America***

Educational institutions in the United States reflect the nation's basic values, especially the ideal of equality of opportunity. From elementary school to college, Americans believe that everyone deserves an equal opportunity to get a good education.

From the beginning, when Americans established their system of public schools in 1825, they reaffirmed the principle of equality by making schools open to all classes of Americans and by financing the schools with tax money collected from all citizens. Those who favoured public schools believed that these institutions would help reduce social-class distinctions in the USA by educating children of all social classes in the same "common schools", as they were known at the time.

Though some wealthy Americans at first shared the fears that the universal education would be a danger rather than a national blessing, eventually they understood that the tendency of public education to encourage people to seek a higher status in life was in harmony, not in conflict, with the customs of American society. American public education had a strong practical content which included the teaching of vocational skills and the duties of citizenship. Thus, public education not only gave Americans the desire to better themselves, but it also gave them the practical tools to do so. Moreover, the material abundance of the US provided material rewards for those who took full advantage of the opportunity for a public education.

During the next century and a half, public schools in the United States were expanded to include secondary or high schools (grades 9–12) and colleges and universities, with both undergraduate and graduate studies.

### ***The Educational Ladder***

Americans view their public school system as an educational ladder, rising from elementary school to high school and finally college undergraduate and graduate programs. Most children start school at age five by attending kindergarten, or even at age three or four by attending preschool programs. Then usually there are six years of elementary school, two years of middle school (or junior high school), and four years of high school. School systems may divide the twelve years up differently – grouping sixth-, seventh- and eighth-graders

into middle school, for example. Not all school systems have kindergarten, but all do have twelve years of elementary, middle school and senior high school.

After high school, the majority of students go on to college. Undergraduate studies lead to a bachelor's degree, which is generally what Americans mean when they speak of a "college diploma". Students may also receive an associate degree for two years of study at a community college. Some of these degrees are in vocational or technical fields.

The bachelor's degree can be followed by professional studies, which lead to degrees in medicine or law, for example, or graduate studies, which lead to master's and doctoral degrees. American public schools are free and open to all at the elementary and secondary (high school) level, but the public universities charge tuition and have competitive entrance requirements.

Although the great majority of children attend the free public elementary and high schools, about 10 per cent tend to attend private schools. The majority of these are religious schools that are associated with particular churches and receive financial support from them, though parents might also pay tuition. A major purpose of these schools is to give religious instruction, which cannot be done in public schools, but that is not always the reason that parents send their children to these schools. Many parents believe that these schools are safer and have higher academic standards than public schools.

There are also some elite private schools which serve mainly upper-class children. Tuition costs there are very high, though scholarships are usually offered to some talented, less affluent children. Unlike private religious schools, elitist private schools do conflict with the American ideal of equality of opportunity.

### ***School Education in the USA***

Every autumn more than 44 million young Americans walk through the doorways of about 106 thousand elementary and secondary schools for the start of a new school year. The young people fill classrooms after leaving kindergartens and continue to study up to the 12th grade. The common pattern of organization, referred to as 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. However, many variations on the patterns exist in the USA. The school year is usually 9 months, from early September to mid-June. The children attend classes usually for five days a week until the beginning of the following summer.

Each of the 50 states in the USA has its own laws regulating education. All states require young people to attend school, but the age limits are different. They may be from 7 to 16, or 6 to 18.

About 85 % of American schoolchildren attend public schools, and 15 % – private schools. Public schools are controlled by boards of education of the state or the district where the school is situated. These boards are responsible for the curriculum, the selection of the teachers and other aspects of school life.

American schoolchildren pass through two main stages of school education on their way to get a high school diploma. They attend the elementary school and then the secondary school. The elementary school may include 8 grades in some places, and 6 grades in others. Many Americans call the elementary school a “grammar school”. Secondary education may begin with grade 9 or with grade 7. It depends on the way elementary education is organized in this or that state or district. Usually secondary school means grades 9–12. These grades are popularly called “high school”, and the young people who attend these schools are called high school students.

The main purpose of the elementary school is the general intellectual and social development of the child. Curricula vary with the organization and educational aims of individual schools and communities. Though there is no national curriculum in the USA, certain subjects are taught in all the 12 grades across the country. Almost every elementary school provides instruction in maths, languages, science, social studies (history, geography, citizenship and economics), music, art and physical education, computer studies.

Most high school students follow a basic course that includes English, science, social studies and physical education. Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. School counsellors help students in choosing electives that will be necessary for their future work or further education at the university or college.

The usual requirements for high school graduation are about 18 “units” of course work. A high school “unit” is equal to about 120 hours of classes in one subject (3 hours a week). Students who plan to attend college need over 20 units.

High school students usually take exams in the subjects they are studying at the end of each semester. Their marks (grades) are based partly on these examinations and partly on other tests, homework and work in class. They can get a grade of A (excellent), B, C, D or F (fail). Students who have passed enough courses graduate from high school with a high school diploma.

### ***Attending an American University***

Money is also increasingly a factor in a college education. All university students must pay tuition expenses in the USA, and the cost of an education is rising much more rapidly than is the average family income. Because tuition is much lower at public universities than at private ones, wealthy students have more choices. There are a number of financial aid programs in the form of loans and scholarship available at both public and private schools.

A growing number of students cannot afford to go away to college and pay \$15,000 – \$39,000 each year for a public or private university. They choose instead to attend community college programs for two years paying \$2,000 per year in tuition. More and more students also work while they are in college, reducing the number of courses they take and increasing the time it takes them to complete a college degree.

### *Educating the Individual*

American schools tend to put more emphasis on developing critical-thinking skill than they do on acquiring quantities of facts. American students are to ask questions, think for themselves, and express their own opinion in class, a reflection of the American values of individual freedom and self-reliance. The goal of the American education system is to teach children how to learn and to help them reach their maximum potential.

The development of social and interpersonal skills is as important as the development of intellectual skills. For example, in making their decisions about which students to admit, colleges look for students who are “well-rounded”. Grades in high school courses and scores on tests like SAT are very important, but so are the students’ extracurricular activities. It is by participating in these activities that students demonstrate their special talents, their level of maturity and responsibility and their leadership qualities.

Student government is another extracurricular activity designed to develop competitive, political and social skills in students. There are also clubs and activities for almost every student interest – art, music, drama, debate, volunteer work – all aimed at helping the student to become more successful in later life.

### *Comprehension check*

#### **I. Choose the correct answer according to the information in the text:**

1. In 1825 it was implied that some wealthier Americans opposed the first public schools in the United States because:
  - a) they cost too much;
  - b) they would weaken social-class barriers;
  - c) people who did not pay for their education would not value it.
2. Finally in the 19<sup>th</sup> century it was concluded that public education in the United States would:
  - a) give Americans not only the desire but also the means to better their position in life;
  - b) not provide any practical training in vocational skills;

- c) not work because people would be prevented from rising to a higher class by the aristocracy.
3. Which of the statements is false?
- American high school students have the choice of going to a free public school or a private one where they must pay a tuition.
  - The American education system is based on strong principles of equality of opportunity.
  - After twelve years of school, American students receive a bachelor's degree.
4. Which of these statements is true?
- Most of the money to pay for American public schools comes from the local taxes.
  - Religious schools receive money from the national government, but elite private schools do not.
  - The national Department of Education determines the curriculum for all schools and sets the standards for high school graduation and college admission.
5. What most Americans probably value most about higher education is:
- its cultural value;
  - its monetary value;
  - its moral value.

## **II. Answer the questions about American school education:**

- How many young Americans attend elementary and secondary schools?
- Is American schooling free of charge?
- Who controls public schools?
- What are the boards of education responsible for?
- What is the common pattern of school education in the USA?
- What subjects are taught in the elementary school?
- What are the required basic subjects at a secondary school?
- What are electives necessary for?
- What are the requirements for high school graduation?
- How are students graded in American schools?
- Is a school reform a vital issue of today's America? Why? What problems does the system of school education face?

## ***Follow-up Activities***

**I. Compare the system of elementary and secondary education in the USA with the corresponding levels of education in the UK and the Republic of Belarus. The questions might be helpful in structuring your answers:**

1. Is education in the US schools strongly class marked and divided? Can you say the same about the education in the UK and your country?
2. Do you see any difference between elementary education in the USA, the UK and Belarus? What is it?
3. What is the main difference between secondary education in the three education systems? What features do you find favourable and less favourable in each?
4. What do you like (don't like) in American/British/Belarusian system of education? Why?

**II. Work in small groups and choose one or more of these topics to discuss.**

1. Should universities be free or have very low tuition?
2. Are most schools in your country coeducational? What are the advantages and disadvantages of having boys and girls in the same class?
3. Is it possible for college teachers and students to be friends? What do you think the role of a teacher should be?
4. Are students *vessels to be filled* or *lamps to be lit*? Which do you think is more important – learning a large quantity of facts or learning to think creatively? Why?
5. What should the requirements for entering a university be? Should extracurricular activities in high school or personal characteristics be considered?

## **III. Group Project**

**Plan an ideal school. With your group, decide what it would be like. Name your school, and then describe in detail. Decide on school colours and a motto for your school. You may include these points in your description:**

- Who would the students be (age, social class, ethnicity)?  
 What kind of building would you use?



- Would the school have a special emphasis (science, maths)?  
 What would the teachers be like (age, experience, roles)?  
 How many students would be in a class?  
 Who would determine the curriculum?  
 What about tests and homework?  
 How would discipline be maintained?  
 What would be the role of the parents?  
 What special activities would the students have?  
 What would a typical day be like?  
 What do you think others would say about this school?

## ***PART 2. CHALLENGES TO SCHOOL EDUCATION***

### **TEXT 1. THE EDUCATION GENDER GAP**

#### ***Preview Vocabulary***

**I. Match the words on the left with those on the right to form collocations. Use the collocations to complete the sentences below.**

1) academic	a) correctness
2) concrete	b) opportunity
3) equal	c) market
4) labour	d) graduate
5) political	e) background
6) university	f) evidence

- In schools these days, boys and girls have an \_\_\_\_\_ to study all subjects.
- Recent research has provided \_\_\_\_\_ that boys lag behind girls in many subjects.
- It is sometimes \_\_\_\_\_ which stops people discussing subjects like race or gender.
- Even as a \_\_\_\_\_ with a good grade, Sam is having difficulty in finding work.
- The senator's \_\_\_\_\_ in economics make him a strong candidate in the presidential election.
- These days more women are re-entering the \_\_\_\_\_ after having children.

## **II. Read the article and find the collocations in the text. Analyse their context and meaning.**

Research into gender differences in education has tended to focus on the poor performance of girls in science and maths, virtually ignoring the low achievement of boys in reading and writing. According to Cecilia Reynolds, from the Ontario Institute for Studies in Education, it has long been recognized that girls did well in literacy and that boys did not, but there was no great concern about this because in the real world, boys were still going on to get better jobs and salaries.

However, a 2016 study by the Council of Ministers of Education, found that Canadian girls are outperforming boys in literacy skills by a wider margin than previously thought. Among thirteen-year-olds, about ten per cent more girls than boys meet expected targets for literacy, and among sixteen-year-olds, about seventeen per cent more girls write at an age appropriate level. As if that was not bad enough, recent testing has shown for the first time that the performance gap that once existed between boys and girls in science and maths has now almost disappeared too. Some experts even predict that at some time in the future, girls may actually move ahead of boys in science. According to Paul Cappon, Director of the Council of Ministers of Education, one of the consequences of this will be to put girls in the lead in relation both to university entrance and to achievement in labour market. Already, only forty-two per cent of university graduates in Canada are male, and the number is dropping each year.

While experts agree that now is the time to focus on the long-standing gender divide in literacy, their explanations for it, and their solutions, vary widely. In a culture that favours equal opportunity and advocates political correctness, some have found it difficult to discuss this troubling gender gap without entering into the touchy domain of sexism.

Some educators have put the blame directly on policy and its implementation by women teachers, saying that since educational practice has aimed at improving the performance of girls, boys have been forgotten. Cecilia Reynolds has warned that it is important to address any differences between boys and girls without assigning blame. Nevertheless, although she does not believe boys were forgotten, she does admit that insufficient attention may have been paid to their different learning needs.

Others have pointed to a more subtle cause, to what Paul Cappon has called the ‘feminization’ of education. Increasingly, teaching is becoming dominated by females as more young women enter the profession and older men retire, he says. That leaves boys with few male role models in the classroom. “It is women doing the teaching. Boys in the socialization process will tend to

discount the importance of that particular subject area when it is only women teaching it,” he suggests.

Cappon also thinks the kinds of reading materials available in schools may be better suited to girls than boys. As he points out, the current wisdom is that boys’ reading preferences include factual and instructional material that will help them understand particular areas of interest, whereas girls are attracted to stories that explore interpersonal relationships.

Since there is now concrete evidence of a significant gender divide, there is a growing body of opinion which argues that the only way to ensure equitable treatment of boys and girls is to segregate them. Some schools have used this tactic to improve girls’ performance in science and maths, but with the latest emphasis on literacy and boys, some now say full separation is the only solution.

Leonard Sax, the founder of an organisation promoting single-sex education, points to the success of an inner-city school in Montreal which introduced single-sex classrooms five years ago. Since then, absenteeism has dropped and the rate of students going on to college has nearly doubled. Sax, a family doctor and a psychologist, believes that many people in education are paralyzed by a feeling that it is politically incorrect to talk about innate differences in the ways girls and boys learn. He argues, however, that genetic differences between boys and girls mean that it is impossible for them both to learn successfully in the same classroom. According to Sax, every substantial choice made in schools benefits one gender and disadvantages another. As an example, he claims that girls hear better than boys and that part of the reason for boys falling behind is simply that they cannot hear the teacher. He also points to research which shows that there are key differences in the way boys and girls respond to confrontation. Girls shrink away from a confrontation teaching style under which many boys thrive.

What policy makers ultimately decide to do may depend on how far the results of the recent study are judged to be an accurate reflection of the general situation. Cecilia Reynolds emphasizes that gender differences are statistical, with significant numbers of individuals everywhere not following the general trend. Although she does not believe we should be seriously concerned, she does think that in future, parents and teachers will need to pay more attention to what is happening to boys both at home and in the classroom.

### ***Comprehension check***

**Answer the following questions:**

1. What do you think of a gender gap in education?
2. The article puts the case for boys and girls being educated separately. What do you think about this idea?

3. In what sense do you think it might be ‘politically incorrect’ to talk about innate differences in the ways boys and girls learn?
4. Are there any school subjects in which boys do better than girls and vice versa?
5. How do you explain learning differences between boys and girls?

### *Follow-up Activities*

**I. Discuss the article in pairs. One of the speakers is to support the author’s views, the other will try and argue the disputable points of the article.**

**II. Express your opinion on the single-sex and co-educational schools.**

**III. Make a round-table debate with your groupmates on the topic “I would favour my children to study in a single-sex school”.**

## **TEXT 2. YOU CAN MAKE ME DO IT BUT YOU CANNOT MAKE ME LIKE IT**

### *Preview Vocabulary and Content*

**I. Match the words with the definitions:**

1. oxymoron	a) pretending affecting;
2. traditionalists	b) lively and excitable;
3. secreted	c) a phrase where two contradictory terms appear together;
4. coerce	d) most important;
5. paramount	e) carried something heavy with difficulty;
6. affecting	f) persuade someone to do something against their will;
7. lugged	g) people who resist change and favour established ideas;
8. exuberant	h) hid;
9. voracious	i) an unacceptably unconventional and unreasonable;
10. perverse	j) very keen

**II. Look at the title of the text. What do you expect it to be about? Was there anything in your school years that you didn't like to do but teachers and parents made you to?**

**III. Read the article. Six paragraphs have been removed. Insert them from the paragraphs given below the text (A–G). There is one paragraph you do not need to use.**

*We force children into reading too early. Today Einstein, who learnt to read at 10, would be in remedial class, argues Anne Karpf.*

Any good news about education? It sounds like an oxymoron, but blazoned on Monday's front pages was the finding of a major new international survey that 'UK pupils move close to top of world class', especially in reading. This will have been gratifying to a government for whom 'education, education, education' increasingly seems to be a euphemism for 'reading, reading, reading'. But such single-mindedness has had other, unacknowledged consequences.

1 \_\_\_\_\_ Traditionalists, however, maintain that you are never too young to learn to read: on the contrary, the earlier the better. Reading, and especially early reading, is considered so self-evidently good that children are coaxed, pressed and, if required, bribed into submission.

2 \_\_\_\_\_ My own position has changed radically between my first and second children. The first taught herself to read at the age of four. Thereafter she secreted books around her like contraband, and had to be physically prised from them at the dinner table. When her younger sister started school last year, I expected a repeat performance.

3 \_\_\_\_\_ Should I be vacuuming away her words, and pumping in someone else's? Should I have been coercing her to try to read when she was plainly unwilling? I can coerce when it is necessary, but the thought of becoming a dictator in the matter of when she learned to read seemed so awful that I decided to stop meddling altogether.

4 \_\_\_\_\_ But in other schools there is no shortage of horror stories, like the parents of four-year-olds paying for coaching to help them keep up with the fast readers. The mother of a four-and-a-half-year-old was told that her son had to apply himself to reading because the school did not want him to end up at the bottom of the pile. Einstein may have learned to read only at 10, but today he would be stigmatized and in remedial class.

5 \_\_\_\_\_ Other parents are more successful in their efforts, yet all children get there in the end. What counts, surely, is how they do so, since this paramount for future pleasure. You can, just about, drill children into learning to read, but you cannot compel them to enjoy it. In a culture

increasingly obsessed with what is measurable, what a pity reading pleasure cannot be tested.

6 \_\_\_\_\_ I think my own now almost-six-year-old would have preferred this approach. However, something has recently clicked in the reading part of her brain, and she is on the way to becoming a voracious reader. It is probably sheer coincidence that this transformation was over exactly the same period that she started learning the violin.

**A.** Like other reception class mothers, I peeked at her friends' book bags to see if the books they were reading were more advanced. Invariably they were. My growing anxiety was assuaged by a wise fellow mother remarking that my exuberant child was busily engaged in things, like pretend games and drawing, which delighted her more. She also loves books, but often pleads for the right to be able to make up her own stories to the pictures (frequently more exciting than those by the author).

**B.** Those who consider such reservations a middle-class luxury should look at Europe. We are alone in bullying children to read so young. The Norwegians do not start until they are seven, when it is usually painless. Sylvia Hopland, headteacher of the Norwegian School in London, says: "We know that we could teach children to read at four, but we want them to spend those years playing. We want to teach them to solve problems, cooperate with others and cope with life."

**C.** Imagine to blow that might have dealt to his creative genius. Also, one problem with exerting such pressure on pre-school children is that it can make children resistant to reading. Once affecting extravagant interest in my second daughter's new book-title, I was rewarded with: "You are just trying to get me to read it and I will not."

**D.** When I asked her to tell me what she thought of her classes, she was sincere: "I like books with pictures, but books with too many words are boring." My immediate urge was to force her, threaten her or coax her nose into her books. Until it suddenly occurred to me: at what age did I start reading?

**E.** For the best part of a year I lugged her wretched book bag to and from school without opening it, and resolved as far as possible to follow her own reading timetable. Her reception teacher adopted what today is a daring stance: there is not much you can do to make a child read before they are ready.

**F.** Being against it is like being against vitamins or bank holidays – completely perverse. Among the half-million web pages devoted to teaching children to read, none of those I browsed are on learning to read too soon.

**G.** The obsession with reading has led to a major decline in the time and energy given over to music, art and drama. And the heresy that dare not speak its name is that children are being pressurized to learn to read too early.

### *Follow-up Activities*

**Discuss the answers to the following questions in pairs:**

1. Do you think it is important for children to start reading early? Why?
2. What age do children in your country learn to read? What age did you start reading? Who taught you to read?
3. What is the value of learning to read early? What are the pleasures of reading?
4. What should be the role of the parents in a child's early education?
5. Should children be left alone to begin reading when they are ready or should they be forced into it?

## ***PART 3. THE DIVERSITY OF HIGHER EDUCATION INSTITUTIONS IN THE USA, THE UK AND THE REPUBLIC OF BELARUS***

### **TEXT 1. THE US HIGHER EDUCATION**

#### *Preview Content*

**I. Explain the meaning of the words:**

*postsecondary education*  
*postsecondary vocational education and training*  
*non-degree education*  
*higher education*  
*degree-granting institutions*  
*academic credit*

**II. What are in your view specifically American features of higher education? Name at least 3 features and comment on them.**

**III. Read the text and note down specifically American features of higher education as can be judged by the extract.**

The US higher education system is characterized by accessibility, diversity and autonomy and is known for both its size and quality. The federal government has no jurisdiction or authority over the recognition of educational institutions, members of the academic professions, programmes or curricula, or degrees or other qualifications. Nearly all US postsecondary institutions are

licensed or chartered by a state or municipal government to operate under the ownership of either a government (if public) or a private corporation (if independent), and may be for-profit or not-for-profit enterprises. Religious institutions are considered independent or private.

The academic year is usually 9 months, or two semesters of 4 and a half months each. Studies begin in September and end in July. There are summer classes for those who want to improve the grades. Students who study at a university or four-year college are known as undergraduates: the first-year student is called a freshman; the second-year – a sophomore; the third-year student is known as a junior; and the fourth-year student – a senior. Those who have received a degree after four years of studies are known as graduates.

During one term or semester a student will study 4 or 5 different subjects. The students' progress is controlled through oral or written tests, term papers and a final examination tests in each course. Each part of a student's work in a course is given a mark which helps to determine one's final grade. A student's record consists of his grade in each course. College grades are usually on a five-point scale: A – is the highest and is equal to 5 points, B = 4, C = 3, D = 2, E or F means failure.

Each college or university has its own curriculum. There are courses that every student has to take in order to receive a degree, they are called major subjects or “majors”. At the same time there are subjects which a student may choose himself for his future life, they are called “electives”. A student has to earn a certain number of “credits” (about 120) to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

There is no legal distinction between “university level” and “non-university level” higher education. The level of studies is outlined by the level of qualification offered in a specific programme rather than by the type of institution offering it. Educational programmes corresponding to “non-university level technical/vocational postsecondary studies” would include all technical and occupational programmes that lead to a degree, diploma or certificate below the Bachelor's degree.

The Associate degree is the first academic or professional degree that can be awarded in the US postsecondary education. Holders of this degree may apply to enter higher degree programmes at the Bachelor's level. Programmes of study for this degree are usually designed to take 2 years of full-time study, but some take longer to complete. The Associate degree may be awarded in the liberal arts and general studies as an academic qualification or it may be awarded in a professional occupational field.

The Bachelor's degree is the second academic degree that can be awarded in US postsecondary education, and is one of two undergraduate (first) degrees



that qualify a student to apply to programmes of advanced (graduate) study. Programmes of study for this degree are designed to take between 4 and 5 years depending on the field of study.

The Master's degree represents the second stage of higher education and is the first advanced (graduate) degree. The US Master's degrees may be awarded in academic or professional fields. Most Master's degrees are designed to take 2 years of full-time study, although the time may vary depending upon the subject, the preparation achieved by the student at the undergraduate level, the structure of the programme, and whether the degree is pursued on a full or a part-time basis. Research-based Master's degrees generally require completion of a series of advanced course and seminar requirements, comprehensive examinations, and an independent thesis. Non-research Master's degrees generally require completion of a special project as well as coursework and examinations.

The Research Doctorate represents the third and highest stage of higher education in the United States and may be awarded in academic disciplines and some professional fields of study. This degree is not awarded by examination or coursework only, but requires demonstrated mastery of the chosen subject and the ability to conduct independent, original research. Most doctoral degrees take at least 4 or 5 years of full-time study and research after the award of a Bachelor's degree or at least 2 to 3 years following a Master's degree. The actual time to obtain the degree varies depending upon the subject and the structure of the programme.

Any of these institutions of higher education may be either public or private. The public institutions are financed by the state. 28 % of the US institutions are public, 72 % – private. Tuition fees at private institutions are about 20,000 dollars a year and even higher, at public institutions they are about 5,000 dollars a year.

Many students need financial aid to attend a college or a university. When a family applies for aid, an analysis is made of the parents' income. The aid may be given in the form of a grant which the student doesn't need to pay back. It may be given as a loan, which the student must pay back after graduation.

### ***Comprehension check***

#### **I. Answer the following questions:**

1. What is the US higher education characterized by?
2. Is there any distinction between “university level” and “non-university level” higher education?
3. How are students of different years of study called?

4. What is the term of studies for different degrees?
5. What is the BA or BS awarded for?
6. What is the first advanced degree? What are the requirements for it?
7. What degree requires the ability to conduct independent, original research?
8. Why do most students study at public institutions?
9. How can a student receive financial aid?
10. What is the difference between the “majors” and “electives”?
11. How is the students’ progress controlled during the term?
12. Why does a student have to get a number of “credits”?

## **II. Complete the following sentences using the information from the text.**

1. The federal government has no authority over \_\_\_\_\_ .
2. All US postsecondary institutions may be for-profit or \_\_\_\_\_ enterprises.
3. For those who want to improve the grades there are \_\_\_\_\_ .
4. Students at a university or four-year college are known as \_\_\_\_\_ .
5. During one term or semester a student studies \_\_\_\_\_ different subjects.
6. A student’s record consists of \_\_\_\_\_ .
7. The level of studies is outlined by \_\_\_\_\_ rather than \_\_\_\_\_ .
8. Holders of the Associate degree may apply to \_\_\_\_\_ .
9. The US Master’s degrees may be awarded in \_\_\_\_\_ .
10. More students study at public institutions of higher education because \_\_\_\_\_ .
11. When a student applies for aid, an analysis is made of \_\_\_\_\_ .

### ***Follow-up Activities***

**In groups of 3-4 students study the system of higher education in the UK and in the Republic of Belarus. Discuss the similarities and the contrasting features pointing out the most and least favourable for students and academic staff.**

## **TEXT 2. A PROPER EDUCATION**

### ***Preview Content***

**I. What is a proper higher education in your view?**

**II. Which of the following features do you associate with a) traditional approach to education and b) a more progressive approach? Fill in the table with the ideas below:**

<i>choice of subjects</i>	<i>questioning ideas</i>	<i>written examinations</i>
<i>continuous assessment</i>	<i>individual assignment</i>	<i>streaming</i>
<i>collaborative activities</i>	<i>mixed-ability classes</i>	<i>fixed curriculum</i>
<i>rote learning</i>		

<b>A</b>	<b>B</b>
<b>traditional approach to education</b>	<b>a more progressive approach</b>

**III. The following text is taken from a book by Charles Handy, educator with many years' experience in business and public services, who has written extensively on the role of business in modern society. What approaches – traditional or more progressive – are discussed in the text?**

I left school and university with my head packed full of knowledge, enough of it, anyway, to pass all examinations that were put in my path. As a well-educated man I rather expected my work to be a piece of cake, something at which my intellect would allow me to excel without undue effort. It came as something of a shock, therefore, to encounter the world outside for the first time, and to realize that I was woefully ill-equipped, not only for the necessary business of earning a living, but, more importantly, for coping with all the new decisions which came my way, in both life and work. My first employers put it rather well: "You have a well-trained but empty mind," they told me, "which we will now try to fill with something useful, but do not imagine that you will be of any real value to us for the first ten years." I was fortunate to have lighted upon an employer prepared to invest so much time in what was my real education and I shall always feel guilty that I left them when the ten years were up.

I was soon to discover that my mind had to be trained to deal with closed problems, whereas most of what I had to deal with were open-ended problems. 'What is the cost of sales?' is a closed problem, one with a right or a wrong answer. 'What should we do about it?' is an open problem, one with any number of possible answers, and I had no experience of making this type of decision.

Knowing the right answer to the question, I came to realise, was not the same as making a difference to a situation, which was what I was supposed to be paid for. Worst of all, the open-ended question – ‘What is all this in aid of?’ was beginning to nudge at my mind.

I had been educated in an individual culture. My scores were mine. No one else came into it, except as competitors in some imagined race. I was on my own in the learning game at school and university. Not so in my work, I soon realised. Being an individual star would not help me there if it was in a failing group. Our destinies were linked, which meant that my co-workers were now colleagues, not competitors. Teams were something I had encountered on the sports field, not in the classroom. They were in the box marked ‘fun’ in my mind, not the ones marked ‘work’ or even ‘life’. My new challenge, I discovered, was to merge these three boxes. I had discovered, rather later than most, the necessity of others. It was the start of my real education.

‘So you are a university graduate, are you?’ said my new Sales Manager, ‘In classics, is it? I do not think it will impress our Chinese salesmen! How do you propose to win their respect since you will be in charge of some of them very shortly?’ Another open-ended problem. I had never before been thrust among people very different from me, with different values and assumptions about the way the world worked, or should work. I had not even met anyone more than two years older, except for relatives and teachers. Cultural exploration was a process unknown to me, and I was not accustomed to being regarded as stupid and ignorant, which I undoubtedly was in all the things that mattered in their world.

My education, I decided then, had been positively disabling. So much of the content of what I had learned was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviours which were directly opposed to what seemed to be needed in real life. Although I had studied philosophy I had not applied it to myself. I had assumed that the point of life was obvious: to get on, get rich, get a wife and get a family. It was beginning to be clear that life was not as simple as that. What I believed in, what I thought was worth working for, and with whom, these things were becoming important. So was my worry about what I personally could contribute that might not only earn the money but also make a useful contribution somewhere.

It would be nice to think that this sort of experience could not happen now, that our schools, today, prepare people better for life and for work which is so crucial to a satisfactory life. But I doubt it. The subjects may appear to be a little more relevant, but we are still left to learn about work at work, and about life by living it. That will always be true, but we could, I believe, do more to make sure that the process of education had more in common with the process of living and working as they are today, so that the shock of reality is less cruel.

### ***Comprehension check***

**I. Answer the multiple-choice questions below. Choose the answer which you think fits best according to the text.**

1. When the writer left university, he expected to succeed by:
  - A. using the qualities his education had developed;
  - B. gaining further qualifications;
  - C. developing his decision-making skills;
  - D. acquiring relevant skills in his place of work.
2. He feels he treated his first employers badly because he did not:
  - A. give them a true idea of his strengths and weaknesses;
  - B. contribute to the company financially;
  - C. repay them fully for the help they gave him;
  - D. stay with them any longer than he was obliged to.
3. He found that he needed to re-evaluate his approach at work because he:
  - A. was asking the wrong types of questions;
  - B. had been trained to deal with problems in the wrong way;
  - C. met new kinds of problems in his working life;
  - D. was dealing primarily with moral problems.
4. One of the first things he learned at work was:
  - A. that he could not always be first;
  - B. that other people were willing to help him;
  - C. the importance of having leisure interests outside his work;
  - D. the link between team sport and work.
5. He realised that he lacked understanding of other cultures when he:
  - A. had to work with people who had different values;
  - B. had to work outside his own country;
  - C. realised that his subordinates did not respect him;
  - D. found that his qualifications were relevant.
6. The writer's main conclusion about his education was:
  - A. It had taught him to value money too much.
  - B. It had been much too theoretical to be of any use.
  - C. It had been not just useless, but actually harmful.
  - D. It had taught him that life was not simple.
7. The writer feels that nowadays:
  - A. life is changing so fast that schools can never prepare for it;
  - B. the way in which students are taught to think should be re-examined;
  - C. the content of syllabuses should be brought fully up-to-date;
  - D. educational reforms have bridged the gap between school and work.

**II. How do you think Charles Handy’s education could have prepared him more effectively for his working life? Using information from the text, discuss whether and to what extent the following suggestions would have helped him. Give reasons.**

- more vocational or practical subjects (give examples);
- compulsory involvement in competitive team sports;
- schooltrips and exchange visits to other countries;
- more cross-cultural projects;
- work experience placements.

### **TEXT 3. HOW I GOT MY FIRST-CLASS DEGREE**

#### *Preview Content*

**I. You will read an article by a student who graduated from university with a first-class degree. Before you read, discuss in pairs:**

1. What part do the following play in motivating people to excel in education?
  - desire for professional success;
  - desire for personal achievement;
  - pressure from family/friends/employers.
  
2. With a partner rank the following according to how necessary you think they are in order to do well at university:

discipline	morale	intelligence
perseverance	organizational skills	competitive spirit
understanding what is expected of you		

**II. Read the text. Which of the above does the author mention? What other things helped him to succeed?**

What does it take to graduate from university with a First? Mark McAdle, first-class degree holder from the University of Lancaster, tells how he did it.

“Do not spend much time at the student lounge, do turn up for most lectures and tutorials and do submit all coursework – eventually.” That I was told by a PhD student during fresher’s week, that was all I needed to do to get a 2:2. For a 2:1 I’d require a better attendance record and have to work harder, but not at the expense of being cut off from civilization. And for a First I would have

to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every moment **immersed** in academic books, and be among the last to be thrown out of the university library at 10pm closing time.

Well, I did not give up my life for study. I did not attend every lecture and tutorial, I did not write down every word spoken in lectures. I did not get 80 % or more in every essay, project, test or exam, I was usually behind with my reading and occasionally **mystified** by the syllabus. Sometimes I could not be bothered to go to university and stayed at home instead. But I always knew where I was, what I had to do, and what not to bother with. And I always worked hard on the things that counted: exams and assignments.

Getting a degree is about learning, but it is not just about learning biology, history, English or whatever. It is about understanding what you need to succeed – what, in fact, the university wants from you and what you will get in return. You have to have **a feel for** the education market and really sell your inspirations. What does the lecturer want? What is the essay marker searching for? Some students try to offer something not wanted. Others want to give very little – they steal the thoughts of others and submit them as their own. But they all want to be rewarded. Exchange, but did not steal, and you will get a degree.

I saw lecturers as customers who fell into two **broad** categories. There were those for whom lecturing was an unwelcome interruption to their research work. After all, we were students and what did we know? I would be deliberately pitch my essays to this kind of academic so that my opinions appeared more as evidence that I had read and understood the **key** contributions to the **debate**, rather than as an attempt to pull down monuments. The other type of academics were those who enjoyed teaching and discussing new ideas. They wanted more. They wanted something different, inspirational, iconoclastic. I would present my arguments to show that I had done my reading and understood the key concepts, but I would also try to add something more to the issue rather than rake over familiar ground. Especially, it was a case of working out what was wanted and then delivering it. I cannot state exactly how successful this tactic was except to say that I sold more essays than I had returned as faulty.

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issued. This was worrying at first, but I quickly learned that it was impossible to read all of the books on average reading list anyway. I sought shortcuts. Collections of selected reading or journal articles were excellent sources that often saved me the bother of reading the original texts. References in books dragged me all over the place but, with all the courses I had to do, there was not enough time to be dragged too far. I would **flick through** the book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

I revised my **discarding** subject areas I could not face revising; reading; compiling notes; and then condensing onto one or two sheets of A4 for each subject area. Leading up to the exam, I would concentrate on just the condensed notes and rely on my memory to drag out the detail behind them when the time came. I did not practise writing exam questions, although it was recommended, I prefer to be spontaneous and open-minded. I do not want pre-formed conclusions filling my mind.

And not should you; there is no secret to getting a First – this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, do not forget to appreciate every day of your university studies; it is one of the greatest periods of your life.

**NB.** University degree qualifications in the UK:

First class

Upper second (2 : 1)

Lower second (2 : 2)

Third class (3)

### *Comprehension check*

**I. Choose the best answer (A–D) to the following questions:**

1. The PhD student who spoke to the writer:
  - A. exaggerated the need to work hard;
  - B. thought the writer would get a First;
  - C. succeeded in scaring the writer;
  - D. was uncertain how to help the writer.
2. According to the writer, an important factor in success at university is:
  - A. the ability to understand the market;
  - B. acquaintance with lecturers and markers;
  - C. clever use of other people's ideas;
  - D. an understanding of what was required.
3. In the third paragraph, the writer warns about:
  - A. trying to second-guess lectures;
  - B. expecting to be rewarded;
  - C. plagiarism in essays and exams;
  - D. offering money to academic staff.
4. In his relationship with the lecturers, the writer tried to:
  - A. show them that he would make a good salesman;
  - B. do his work in a style which matched the expectations;



- C. always have some new ideas to impress them with;  
 D. never upset them by submitting ground-breaking work.
5. How did the writer cope with long lists of required reading?  
 A. He ignored them.  
 B. He wrote his own.  
 C. He was selective.  
 D. He summarized them.
6. Why did the writer not practise writing exam questions?  
 A. He was advised not to.  
 B. He wanted to answer exam questions critically.  
 C. He thought the practice was rather boring.  
 D. He thought it might prejudice staff against him.
7. The writer concluded by advising students to:  
 A. follow his recipe for success;  
 B. make the most of being a student;  
 C. concentrate on passing exams;  
 D. aim for a First at all costs.

**II. Match the highlighted words in the text with their synonyms below:**

<i>crucial</i>	<i>search quickly</i>	<i>rejecting</i>	<i>understanding of</i>
<i>bewildered</i>	<i>absorbed</i>	<i>general</i>	<i>discussion</i>

**Use the highlighted words in a short story of your own. Tell the story to the group.**

***Follow-up Activities***

**In pairs discuss the following issues:**

1. How similar/different is your method of study to that of the author of the passage?
2. Are there any things about the way you study that you would like to change or improve? Think about being better organized, being more focused, managing your time.

**TEXT 4. COLLEGE LIFE IN 100 YEARS*****Preview Content***

**I. Note down 5 features that you think will be common in the system of higher education in 100 years.**

**II. Dan Reimold, a college journalism scholar, asked his students to think of how something specific might function on a college campus in 100 years. These are a few of the many ideas his students brainstormed in response to the question: What will college life be like in 100 years? Look through their answers and say which of them correspond to the ones you noted down.**

In his well-reviewed documentary “Ivory Tower,” filmmaker Andrew Rossi addressed a range of issues and innovations impacting contemporary higher education – from skyrocketing tuition and massive student debt to MOOCs (massive open online courses) and work-study hybrids.

Building off these simultaneously dispiriting and exciting present-day realities, my students were tasked with playing an undergraduate prognosticator. I compelled them to predict or simply wildly imagine the inventions, routines, events, locations, individuals and traditions which may be upended or urgently utilized to run colleges and universities on a daily basis in the 22nd century. They were free to consider areas such as classes, sports, housing, partying, study abroad, the semester schedule, the cafeteria, the library, tuition costs, studying, student romance, general social interactions and campus parking.

Below is a sampling of their responses.

**“*In 100 years*, higher education will be global – literally. Due to the ease and availability of travelling at the speed of light, colleges and universities will hold classes worldwide. A student can pop into their 8 a. m. Introduction to Spanish class in Madrid and then head over to Shanghai for their 10 a. m. course, Chinese History: From Mao to Now.”**

**“*In 100 years*, students will live in the moment – and experience many past moments. Why? Two words: time travel. Students in history classes will rocket back to the periods or events they are studying. They can enjoy a front-row seat for the first staging of a Shakespeare play, check out the Civil War (from a safe distance) or relive the making of the Hoover Dam or Panama Canal. The hands-on understanding they will gain about the related individuals, events and issues will make professors’ PowerPoints or Prezis seem embarrassingly out of touch.”**

**“*In 100 years*, picking a college major will no longer be on a trial-and-error basis. Instead, in the same vein as the sorting hat from “Harry Potter,”**

students will spend part of freshmen orientation being “sorted” into different majors. An advanced version of the Melon brainwave headband will measure students’ neuronal connections and determine which major is the best fit based on their personalities, skill-sets and personal interests. However, just like in “Harry Potter,” students will still have final say over what they end up studying.”

“*In 100 years*, the traditional college admissions process will be dead. No more boring applications, personal essays, SAT scores or reference letters. Instead, students will be judged solely by their Facebook profiles – from the seriousness of the news they share on their feeds and the types of pages they like to the intellectual aptitude of their Facebook friends and the quality of their profile and cover photos. For graduate school students, Twitter and Instagram accounts will also be considered.”

“*In 100 years*, the surface of the Earth will be uninhabitable. This means prospective college students will have one of two options for continuing their schooling: travelling far, far away to one of a multitude of space station universities spread across the galaxy or heading underground to schools and running just below the surface. For undergraduates missing the feeling of fresh air and sunshine, technology will help recreate artificial environments which look and smell exactly like a traditional college campus.”

“*In 100 years*, colleges will be even more concerned with illness. With diseases such as Ebola spreading evermore rampantly worldwide, students, faculty and staff will be required to have their temperatures screened and bodies scanned for potentially dangerous symptoms before being cleared to enter classrooms and residence halls.”

“*In 100 years*, large touch screens will fill the walls of campus buildings. This advancement will eliminate the staple of college life: excessive amounts of flyers tacked, posted and taped everywhere. Instead, students can simply walk up to a touch screen and design and share a virtual memo or scroll through upcoming activities by category. Through functions on the screen, students will also be able to immediately interact with the organizers of any events they are interested in and virtually RSVP to everything they are planning to attend.”

“*In 100 years*, doing laundry on campus will be a breeze. With the invention of smart hampers, washers and dryers will be viewed like payphones are today. Students will no longer be forced to wait for their peers to finish their own laundry, worry about someone stealing their clothes or deal with people taking their stuff out of the machines. Saving up quarters will also no longer be necessary. Instead, students will put their dirty clothes in a smart hamper, snap their fingers and smile as they are washed, dried, pressed and folded in a flash.”

“*In 100 years*, college campuses will sport Nap Pods. In between classes or before big exams, students can sneak into a pod for a 20-minute nap –

rejuvenating their brains and bodies without being forced to race back to their dorm rooms. The pods will feature adjustable temperature settings, specialized music playlists and a range of natural sounds to help students drift into peaceful 22nd-century slumber.”

“*In 100 years*, campus parking will be revolutionized. The source of this revolution: hovercrafts. In garages across campus, students will layer their hover-cars on top of one another up to 10 stories high – making the most of a single parking space and rendering “Lot Full” signs a relic of the past.”

“*In 100 years*, schools will no longer call upon C-list stars to provide entertainment. Instead of the likes of Aaron Carter or Dave Coulier, students can fight to secure the holograms of any living or dead performer carrying out one of their signature shows or acts. Think Tupac, Elvis, Michael Jackson or Robin Williams.”

“*In 100 years*, terrible food will be banished from college campuses. Instead of pre-processed slop aiming to appease everyone, all food will be personalized and created via 3D printers. The printers will allow students to choose exactly what they want to eat and even upload their moms’ recipes to be replicated in seconds in the cafeteria.”

“*In 100 years*, students will not trudge through rain, snow and humidity to get to class. Instead, they will teleport. Portals built to fit students of all shapes, sizes, class years, GPAs and blood-alcohol levels will be located in residence halls and academic buildings across campuses. For a small fee, the portals can also be used for off-campus transport or to have a library book or forgotten ID card delivered right to students’ dorm-room doors.”

“*In 100 years*, college graduations will double as employment ceremonies. Representatives from established and start-up companies and organizations will be waiting at the end of the stage students walk on to receive their diplomas. Only seconds after a graduate’s name is called, they will be offered a starting position related to their area of interest or field of expertise. In the 22nd century, commencement selfies will feature smiling students, sporting a cap and gown, diploma and job offer in hand.”

“*In 100 years*, dorm living will be much more comfortable. Bed technology will have developed to the point that students can program comfort settings at ease – from the firmness and exact temperature of the mattress to a noise-reduction option to blot out snoring roommates.”

### ***Follow-up Activities***

**What is your idea of students’ life and studies at the University in a hundred years?**

## **RENDERING RUSSIAN TEXTS INTO ENGLISH**

**Render the following texts and speak on the problems under consideration.**

### **Текст 1. ФИНСКОЕ ОБРАЗОВАНИЕ: 10 ТЕЗИСОВ О ГЛАВНОМ**

*Кари Лоухивуори 30 лет работал директором в одной из самых знаменитых финских школ. В 2018 году он посетил Беларусь и выступил с публичной лекцией о системе образования в Финляндии. Вот ее краткий конспект.*

По словам Кари, современное образование Беларуси – это аналог финского в 70-е. В какой-то момент людям надоели недемократичные принципы обучения, и они приняли решение об улучшении системы образования: поднять стандарты и ликвидировать проблему того, что хорошее образование – это только социально-экономический вопрос, где способности и потенциал человека почти не играют роли.

Правительство отменило вступительные экзамены и тесты, а также разделение учеников в зависимости от знаний и финансового благополучия родителей по школам. Теперь образование в Финляндии бесплатное, и все могут быть уверены в том, что детей одинаково хорошо будут учить и в деревенской школе, и в столичной.

*1. Учитель должен показывать, что он тоже совершает ошибки – и это нормально.* Если что-то не сработало, то изменить тактику или способ обучения нормально. Это не принижает авторитет перед учениками, но дает понять, что учитель – это не надзиратель. Авторитет приходит через профессионализм, интересные уроки и способность находить решения вместе с учениками.

*2. Дети с инвалидностью учатся вместе со всеми.* В учебных заведениях Финляндии все дети учатся вместе – единственное, дети с инвалидностью могут учиться в классах поменьше. Учителя объясняют, насколько важно принимать отличия других, и учат детей толерантности.

*3. В финской школе нет проверок из высших инстанций.* И это вопрос доверия, который касается всего общества. Правительство доверяет местному муниципалитету, муниципалитет – учителям, учителя – ученикам, а родители – школе. Национальный совет по образованию иногда может выборочно брать несколько школ в Финляндии, чтобы проверять их по нескольким предметам и убедиться в том, что все хорошо и система налажена.

4. *Ребенка нельзя загружать до старшей школы.* В 6 лет дети идут получать дошкольное образование – их обучают не чтению и письму, а социальным навыкам, то есть как жить сообща, как делиться вещами, как ждать своей очереди и быть составной частью коллектива. Изучают названия дней недели, времен года, цвета или как пользоваться ножницами. В 7 лет они идут в первый класс. И уже там учатся читать, писать и считать. Детям в начальных классах оценки не ставят.

5. *После каждого учебного года принято спрашивать мнение родителей, учителей и учеников.* После каждого года обучения родителям, учителям и ученикам отправляется опросник, который необходим, чтобы определить 10 областей, по которым школа показала себя хорошо, и 10, по которым нужны улучшения. Затем выбираются три самые важные проблемы и решаются в новом учебном году.

6. *Ученик должен получить качественное образование и в деревне, и в столице.* В каждой школе есть учитель для «особых потребностей», который вместе с основным учителем может разработать специальную программу, чтобы решить проблему ученика. Там ученики не остаются на второй год. Важно, чтобы ребенок был в одной группе с детьми, к которым он привык, чтобы учиться и развиваться вместе с ними дальше.

7. *И все равно учиться надо очень много.* Да, учебными нагрузками лучше не злоупотреблять, когда ребенок маленький. А вот ученики старших классов читают очень много и выбирают себе кружки после основных занятий. К этому дети приходят сами, поэтому с каждым годом учатся все больше и больше. Важно изучать как можно больше вещей, потому что жизнь меняется очень быстро.

8. *Важные навыки в будущем – это умение критически мыслить и создавать новую информацию.* Когда финское правительство меняло систему образования, оно решило, что воспитывать нужно уверенных и ориентированных на будущее людей с критическим и аналитическим мышлением, людей, которые способны взаимодействовать друг с другом и быть экспертами по многим вопросам. «Это то, к чему мы стараемся прийти», – объясняет Кари.

9. *Небольшая инструкция от финских учителей:*

- вместе есть,
- вместе проводить время,
- объяснять все что дети просят,
- читать детям книги,
- водить в театр и в кино,
- обнимать и целовать,
- быть взрослым, а не другом-ровесником,
- устанавливать безопасные правила.

10. *Быть учителем – это престижно.* В Финляндии только самые лучшие студенты идут работать учителями. Да, там эта профессия считается одной из самых престижных. В стране нет нефти, а бесконечно продавать бумагу они не могут, поэтому решили вкладываться в еще один прекрасный ресурс – образование – и делать это своей сильной стороной.

## **Текст 2. ВЗГЛЯД НА СОВРЕМЕННОЕ ОБРАЗОВАНИЕ**

*Из интервью с директором частного учреждения образования «Начальная школа «Елисейевы поля» (2018).*

– Ввиду повышенного интереса к теме альтернативного образования, является ли подход в организации образовательного процесса в вашей школе он альтернативным по отношению к уже сложившимся процессам в системе образования?

– Наша школа осознанно относится к формированию концепции школы и выбору подходов к организации обучения, что гарантирует качество образования и требует высокой степени ответственности за результат.

Действительно, современное общество находится в поиске альтернативного пути образования для нового поколения. У многих на слуху STEAM-подход (Science, Technology, Engineering, Art, Mathematics), в котором нашли практическую реализацию концепции конвергентного обучения (метапредметность, проектный подход и т.д.), 4 C (Critical Thinking, Communication, Collaboration, Creativity), многие видят смысл в индивидуальном обучении ребёнка или даже анскулинге (Unschooling), одни доверяют вальдорфской педагогике, другие методу Монтессори.

Наша школа не рассматривает различные подходы к образованию как альтернативные по отношению к существующей системе. Мы ставим во главу качество образования и его соответствие запросам будущего с учетом индивидуальных потребностей наших учеников. Мы говорим о нем не как об альтернативном, а как о современном.

По прогнозам мировых экспертов (McKinsey Global Institute) в скором будущем сотни миллионов человек потеряют свои рабочие места, их заменят роботы. Будущее даёт заявку на компетенции специалистов, которые будут работать на высокотехнологичных производствах в быстро изменяющихся условиях инновационной экономики. И ведущими компетенциями специалистов будут не только так называемые Hard Skills (квалификационные навыки – знания и умения), но и Soft Skills (гибкие навыки) или навыки XXI века: решение проблем, критическое и системное мышление, исследовательские навыки, креативность, инициативность,

коммуникация и сотрудничество, медиа-грамотность, ответственность и осознанность, глобальное сознание и т.д.

На наш взгляд, самый главный гибкий навык – это умение учиться, ставить и достигать цели. XXI век задает новую траекторию обучения: чтобы быть востребованным специалистом необходимо учиться всю жизнь и постоянно моделировать и совершенствовать свою образовательную траекторию и квалификацию. Поэтому для нашей школы внедрение в образовательный процесс STEAM, 4 C, практик по развитию гибких навыков и эмоционального интеллекта (EQ) – важная часть образовательной парадигмы. Ведь образование, на наш взгляд, должно идти не в ногу со временем, а впереди него. И его главной задачей является заложение качественного фундамента и предпосылок к дальнейшему самообразованию и обучению на протяжении всей жизни.

– *Каким образом происходит внедрение STEAM в вашей школе?*

– STEAM – это один из множества инструментов в организации современного процесса образования. В процессе формирования концепции образовательного пространства в нашей школе мы руководствуемся четырьмя «китами» образования (принципиальными комплексно-взаимодействующими положениями), которые были озвучены ЮНЕСКО: учиться, чтобы знать (learn to know), учиться, чтобы делать (learn to do), учиться, чтобы быть (learn to be), учиться, чтобы жить вместе (learn to live together). Для нас современный процесс обучения – это многокомпонентный процесс, включающий все четыре положения в рамках любого урока или деятельности детей в стенах нашей школы.

Что же касается STEAM, то в данном подходе нашли практическую реализацию приведенные выше положения. В целом же, комплексное изучение естественных наук, технологий, инженерии, творчества, математики становится самым востребованным в современном мире. В нашей стране частные учреждения образования также заявляют об использовании STEAM-подхода, но возникает множество вопросов: «На какой ступени образования можно внедрять данный подход?», «Заменит ли STEAM-образование уже существующие образовательные программы?», «Есть ли в стране специалисты, способные адаптировать STEAM в начальной, средней и старшей школе?», «Гарантируют ли STEAM-школы качество образования?», «Смогут ли выпускники успешно сдать выпускные экзамены, централизованное тестирование или выдержать вступительные испытания за рубежом?».

Мы реализовываем STEAM-подход в первую очередь на уроках по учебным предметам «Математика», «Русский язык», «Иностранный язык», «Человек и мир», «Трудовое обучение». В основе – метапредметный подход, который позволяет интегрировать знания из разных областей.



Например, изучая новую букву, знакомимся с представителями животного мира, названия которых начинаются с изучаемой буквы, находим на карте места их обитания. Из изученного числового ряда выбираем числа, придумываем условия и самостоятельно составляем задачу или создаем закономерности. На трудовом обучении знакомимся с уникальными архитектурными сооружениями и, используя картон, клей бумагу, создаём мини-копию Национальной библиотеки или Храма Лотоса.

– *Как происходит взаимодействие ребёнка и учителя в вашей школе?*

– Наша школа ориентирована на выстраивание субъект-субъектных отношений в образовательном пространстве учителя и ученика. Путь передачи знаний от учителя к ученику трансформируется в путь совместного поиска новой информации. Для нас современный учитель – это мотиватор, навигатор, коммуникатор. Он организывает образовательное пространство таким образом, чтобы ребёнок рос интеллектуально, развивал общеучебные умения и навыки, будущие профессиональные компетенции, умел взаимодействовать в команде, развивался как личность.

### **Текст 3. БЕЛОРУССКАЯ МОЛОДЕЖЬ: ПОКОЛЕНИЕ «ЯЯЯ» АМБИЦИОЗНО И ИНФАНТИЛЬНО**

Правда, что молодежь у нас сегодня — совсем не та, что раньше? Белорусские ученые отвечают утвердительно.

– Отличия есть, и они хорошо заметны. Причем в последние десятилетия темпы изменений общественной жизни настолько высоки, что можно говорить не только о разнице между поколениями, но и о различиях между группами молодежи, родившимися всего через 5–10 лет.

Согласно популярной теории поколений, нынешняя молодежь в большинстве своем представляет поколение Y: к нему относят людей, родившихся между 1980 и 2000 годами: эти люди нуждаются в постоянной подпитке своей самооценки, они неоправданно амбициозны, одновременно инфантильны, нетерпеливы, но не сопротивляются окружающему миру, предпочитая игнорировать его проблемы. Среди положительных черт называют отсутствие страха перемен, высокую мобильность и внимание к качеству жизни.

Желание «пожить для себя», сделать карьеру, прежде чем создавать семью и обзаводиться детьми, характерно для молодежи, и Беларусь не исключение из правила. Например, если в 2005 году средний возраст вступления в первый брак составлял 25,7 года для мужчин и 23,5 для женщин, то в 2015 году – 27,5 и 25,5 года соответственно. Позже молодые

люди становятся родителями: сегодня женщины рожают первенца в 25–29 лет – и все чаще семьи предпочитают иметь одного ребенка.

*Что молодежь думает об образовании?*

Когда важна карьера, ценность образования возрастает в разы.

– Для современной Беларуси характерен своеобразный «культ образования». А саму страну можно называть «страной студенческой молодежи». Подавляющее число белорусских студентов – это люди от 17 до 23 лет, и в этом возрасте среди молодежи студентов – 91,5 %.

По данным Института социологии НАН Беларуси, в 2013 году 44 % опрошенных считали, что высшее образование необходимо для того, чтобы хорошо устроиться в жизни. Большинство респондентов было уверено, что наличие образования помогает современному человеку сделать карьеру (62,1 %), устроиться на интересную, престижную работу (52,2 %) и общаться с интересными людьми (49,9 %). Но знаете, чему меньше всего способствует высшее образование? Правильно, удачному вступлению в брак (20,5 %).

– Оказалось, что 51 % респондентов в возрасте от 16 до 29 лет ориентированы на продолжение образования – и около трети из них собираются для этого поступить в высшее учебное заведение, освоить новую профессию. При этом подавляющее большинство опрошенных – более 76 % – намерены дать высшее образование и своим детям.

*Как образование должно меняться вслед за молодежью?*

Было бы ошибкой утверждать, что белорусские вузы стоят на месте (и самым существенным шагом вперед, конечно же, стало вступление в Болонский процесс в мае 2015 года) – но они все еще не до конца отвечают потребностям молодежи. Например, студенты предлагают преподавателям обратить в свою пользу высокий уровень «диджитализации» поколения Y. Сейчас, когда везде есть wi-fi и 3G, задания можно формулировать с расчетом на то, что студенты возьмут в руки гаджеты и найдут в интернете нужную информацию. Используя задания, нацеленные на дискуссию и обсуждение, можно встраивать клиповое мышление современной молодежи в линейное. Даже во время лекции, которую сейчас читают на фоне презентации, с помощью яркой картинки проще воспринимать информацию.

Специалисты отмечают, что в вузах внедряют новые формы и средства обучения – но недостаточно быстро.

– В частности, далеко не все преподаватели овладели навыками проведения лекций и семинаров в интерактивной форме. Почти в 90 % случаев на занятиях продолжают использоваться пассивные методы преподавания традиционного типа, хотя сегодня вряд ли найдется

преподаватель, не слышавший об эффективности интерактивного обучения.

Сетуют эксперты и на уровень английского языка, которого явно недостаточно для успешной конкуренции на международных рынках. И хотя тенденции радуют: в 1999 году доля молодых людей, свободно владеющих английским языком, составляла 3,3 % от общей численности молодежи, а в 2009 году этот показатель составил уже 12 % – и продолжает расти, специалистов, владеющих иностранным языком на достаточном уровне, в стране по-прежнему очень мало.

И, наконец, по мнению экспертов, в образовании существуют серьезные кадровые проблемы. Решить их можно было бы не только прибавками к зарплатам педагогических работников, но и повышению статуса профессии учителя в обществе. По данным социологического опроса, проведенного Институтом социологии НАН Беларуси в 2013 году, видеть своего ребенка школьным учителем хотели бы всего 1,4 % опрошенных, научным работником – 4,1 %, преподавателем вуза – 6,6 %. Профессия педагога является сегодня одной из наименее престижных наряду с профессиями сельского работника, работника сферы питания и бытового обслуживания и работника торговли.

Выводы, к которым приходят эксперты в результате социологических исследований, скорее, ожидаемы, чем удивительны. Да, существуют международные рейтинги, где Беларусь занимает достаточно высокие позиции по уровню образованности, но и тут нам не советуют обольщаться. Ведь качество обучения и уровень образованности в первую очередь определяются тем, насколько студент овладел знаниями, позволяющими ему самостоятельно разбираться в проблемах, находить решения в нестандартных жизненных и профессиональных ситуациях.

**TOPICS FOR DISCUSSION**

1. Apart from being essential for certain careers, what is the importance of good education?
2. How can government make sure that everyone has access to good education?
3. What makes a good teacher?
4. How much should parents have in their children's education?
5. What is the procedure of going to university in our country? How difficult/easy is it?
6. Is there a way for older people to go to university in Belarus? What is it?
7. Do you think it is important for universities to offer vocational courses as well as academic ones?
8. In what kind of learning situations are you most and least comfortable?
9. As a learner at school or college, have you found yourself similar to or different from most other learners?
10. Think of three things about the educational system in Belarus that you would like to change.
11. Do you agree with the following: "Education makes people easy to lead, but difficult to drive; easy to govern but impossible to enslave" (Henry Peter). Give reasons.

## UNIT 2. THE BEST WAY TO DO CHILDREN GOOD IS TO MAKE THEM HAPPY

### *STARTER ACTIVITIES*

**I. Comment on the quotation in the heading of the Unit.**

**II. Discuss the following points in a group of 3-4 students and share your views with the other groups:**

1. Attractive personal qualities are likely to enrich our lives enormously. Do you think that personal qualities are the deciding factors in establishing relations with other people? What qualities are essential in a person to become your friend / partner?

2. A child's character is profoundly shaped primarily by parents, still teachers and educators play a significant role in the process of children developing positive qualities. What should parents provide for the benefits of their children? Has building a child's character become an integral part of school life?

3. Educating values has become as important as educating academics. A values-based education leads to the emotional, intellectual, spiritual, physical and social growth of a child. What basic values should be taught at school?

### *VOCABULARY FOCUS*

**I. Read the following paragraph and give the definitions of the words in bold.**

*Example: to grow up – to become gradually an adult*

#### **Talking about Childhood**

“I grew up in Malta. I was brought up by my mother because my parents divorced when I was a baby. As far as I can remember, I had a happy childhood. Being an only child wasn't a problem; I never felt that I wanted brothers and sisters. My mother says that I've always loved music. Even as an **infant**, music would calm me down if I was crying in my cot. A little later, when I was a **toddler** – around the time I started walking – I used to love banging on things to

make noise. Mum used to call me ‘her little drummer boy’. I’m a parent myself now to two children. My kids are like chalk and cheese – they’re very, very different. My eldest son has **juvenile** tastes considering he’s a **teenager**. Teenage years can be tough on **adolescents** so perhaps it’s just a phase he’s going through. On the other hand, my daughter Melissa is only ten, but she’s already outgrown playing with toys. She’s actually very **mature** for her age.”

**II. Look up the meaning of the words in italics and use their correct forms to complete the sentences below. Some words are used more than once.**

*rise**raise**arise**lift*

1. Should the need \_\_\_\_\_, we’ll order more food for the extra guests.
2. The charity organization \_\_\_\_\_ enough money to build a shelter for the refugees.
3. The sun \_\_\_\_\_ in the East and sets in the West.
4. We \_\_\_\_\_ at seven every weekday to get ready for school.
5. Can you \_\_\_\_\_ the table so that I can slide the rug underneath?

*grow**grow up**bring up**(be) born**become*

1. In the last six months Joe has \_\_\_\_\_ taller by 15 centimetres.
2. When Brett was \_\_\_\_\_, he weighed 3.8 kilograms.
3. Most parents have fond memories of the years they were \_\_\_\_\_ their children.
4. When Jean \_\_\_\_\_, she wants to \_\_\_\_\_ a mechanical engineer.
5. Jane is \_\_\_\_\_ so fast, I think she’s going to be a tall woman.

*educate**learn**teach**study**read**instruct*

1. I always \_\_\_\_\_ a book just before I go to sleep.
2. John was \_\_\_\_\_ in France, so his French is very good.
3. Michelle works in the gym \_\_\_\_\_ people how to use the equipment properly.
4. In my final year I had to \_\_\_\_\_ at least four hours every day to \_\_\_\_\_ everything that was required for the exams.
5. I \_\_\_\_\_ Physics and Maths at the local high school.
6. The examiner \_\_\_\_\_ us to pick up our pens once we had \_\_\_\_\_ the questions carefully.
7. My father \_\_\_\_\_ history for many years.

*behaviour**attitude**temper**mood**manner*

1. My parents had to see the headmaster because of my bad \_\_\_\_\_ in class.
2. After the argument, Jake was in a bad \_\_\_\_\_ and wouldn’t speak to anyone.

3. If Betty wants to keep her job, she must change her \_\_\_\_\_ towards her boss.
4. Where did you learn such excellent table \_\_\_\_\_ ?
5. My mother was very much out of \_\_\_\_\_ with me when I returned from school without my books.

**III. Make sure that you know the meaning of the words and phrases below. Complete definitions 1–15 with these words. There are some that you do not need.**

<i>adolescence</i>	<i>formative years</i>	<i>rebellious</i>
<i>adolescent</i>	<i>freedom</i>	<i>relationship</i>
<i>adopt</i>	<i>infant</i>	<i>relatives</i>
<i>authoritarian</i>	<i>infancy</i>	<i>responsible</i>
<i>birth rate</i>	<i>juvenile</i>	<i>running wild</i>
<i>bring up</i>	<i>juvenile delinquency</i>	<i>separated</i>
<i>dependent</i>	<i>lenient</i>	<i>siblings</i>
<i>divorced</i>	<i>nuclear family</i>	<i>single parent</i>
<i>extended family</i>	<i>minor (noun)</i>	<i>single-parent family</i>
<i>family life</i>	<i>nurture</i>	<i>strict</i>
<i>foster</i>	<i>over-protective</i>	<i>supervision</i>
<i>foster child</i>	<i>protective</i>	<i>teenager</i>
<i>foster family</i>	<i>raise</i>	<i>well-adjusted</i>
		<i>upbringing</i>

1. \_\_\_\_\_ is the period in someone's life when they change from being a child to being a young adult. A boy or a girl who is at this stage in their life is called an \_\_\_\_\_ .
2. A \_\_\_\_\_ is someone who has not reached the age at which they are legally an adult.
3. Your brothers and sisters are sometimes referred to as your \_\_\_\_\_ .
4. A couple (for example, a husband and wife) who are \_\_\_\_\_ no longer live together. If a married couple get \_\_\_\_\_, their marriage is legally ended.
5. A \_\_\_\_\_ is a family that looks after someone else's child in their own home for a period of time. A child who lives with this family is called a \_\_\_\_\_ . The verb is \_\_\_\_\_ .
6. A \_\_\_\_\_ is a formal word for a young person, and can also be used as a word for a young person who has committed a crime.
7. A \_\_\_\_\_ child is one who is mentally strong and able to deal with problems without becoming upset. A child who is badly behaved and

refuses to obey his/her parents, teachers, etc., can be described as \_\_\_\_\_.

8. Your \_\_\_\_\_ are those in your life when your character and beliefs are most strongly influenced.

9. If you bring someone else's child into your family and legally make him or her your own child, we say that you \_\_\_\_\_ him/her.

10. A \_\_\_\_\_ is a child between the ages of 13 and 19.

11. An \_\_\_\_\_ is a baby or very young child. This period in a child's life is called \_\_\_\_\_.

12. \_\_\_\_\_ and \_\_\_\_\_ both mean the same thing: to take care of children while they are growing up.

13. An \_\_\_\_\_ is a family group that includes grandparents, aunts, uncles, etc. A \_\_\_\_\_ is a family unit consisting of a mother, a father and their children.

14. A \_\_\_\_\_ or \_\_\_\_\_ parent is one who makes their children follow rules and behave in a very 'correct' way. The opposite of this is \_\_\_\_\_.

15. A \_\_\_\_\_ is a child or other relative to whom you give food, money and a home. This word can also be an adjective.

#### **IV. Complete the sentences below with appropriate words and phrases from Exercise III. You may need to change the form of some of the words.**

Bob's problems began during his (1) \_\_\_\_\_. His parents got (2) \_\_\_\_\_ when he was young, and neither of his parents wanted to raise him or his brother and sister, so he was (3) \_\_\_\_\_ by a (4) \_\_\_\_\_ chosen by his parents' social worker. Unfortunately, his foster father was a strict (5) \_\_\_\_\_ and often beat him. Bob rebelled against this strict (6) \_\_\_\_\_ and by the time he was eight, he was already (7) \_\_\_\_\_, stealing from stores and playing hooky.

By the time he reached (8) \_\_\_\_\_, sometime around his thirteenth birthday, he had already appeared in court several times, charged with (9) \_\_\_\_\_. The judge blamed his foster parents, explaining that children needed (10) \_\_\_\_\_ parents and guardians who would look after them properly. The foster father objected to this, pointing out that Bob's (11) \_\_\_\_\_ – his two brothers and sister – were (12) \_\_\_\_\_ children who behaved at home and worked well at school. This has raised some interesting questions about the modern family system. While it is true that parents should not be too (13) \_\_\_\_\_ with children by letting them do what they want



when they want, or be too (14) \_\_\_\_\_ by sheltering them from the realities of life, it is also true that they should not be too strict.

It has also highlighted the disadvantages of the modern (15) \_\_\_\_\_ family, where the child has only its mother and father to rely on (or the (16) \_\_\_\_\_ in which the mother or father has to struggle particularly hard to support their (17) \_\_\_\_\_).

In fact, many believe that we should return to traditional family values and the (18) \_\_\_\_\_ family: extensive research has shown that children from these families are generally better behaved and have a chance of success in later life.

#### V. Choose the correct word to complete the sentences.

1. Mr. and Mrs. Smith live at home with their two children. They are a typical example of a modern (*extended / nuclear / compact*) family.
2. Mr. and Mrs. White live at home with their aged parents, children and grandchildren. They are a typical example of a traditional (*nuclear / enlarged / extended*) family.
3. Mrs. Jones lives on her own and has to look after her two children. There are a lot of (*single-parent / mother-only / mono-parent*) families like hers.
4. Some parents need to (*bring down / bring about / bring up*) their children more strictly.
5. When I was a child, I had a very turbulent (*upbringing / childhood / upraising*).
6. Mrs. Kelly is (*divorced / divided / diverged*) and finds it difficult to look after her children on her own.
7. (*Convalescence / Adolescence / Convergence*) is a particularly difficult time of life for a child.
8. A person's behaviour can sometimes be traced back to his/her (*creative / formulating / formative*) years.
9. She has five (*dependants / dependers / dependents*) who rely on her to look after them.
10. Ken (*brought up / upbrought / upbringing*) his daughters to do household chores and become handy to their mom.

#### VI. Fill in the blanks with the correct form of the words from the list below.

*to look after*  
*to care about*  
*to be close to*  
*to avoid pitfalls*

*to bring up*  
*to stand up for*  
*to be responsible for*  
*to look up to*

*to grow up*  
*to get along with*  
*to depend on*  
*to have high expectations*

1. Actually, I \_\_\_\_\_ to my father than my mother – there's a special bond between us.
2. Although she \_\_\_\_\_ well enough with her sister, I wouldn't describe their relationship as being particularly close.
3. I really \_\_\_\_\_ my mum – she has two jobs but you'd never know it. The one is in the office and another one is at home.
4. My older sister was a big influence too, she really \_\_\_\_\_ me when I was younger.
5. My mum and dad shared the responsibility of \_\_\_\_\_ us \_\_\_\_\_ .
6. If you can \_\_\_\_\_ someone to do something, you are sure that they will do it.
7. Parents usually \_\_\_\_\_ for their children's future.
8. This dictionary will help you \_\_\_\_\_ most obvious \_\_\_\_\_ of different usage of words in British and American English.
9. My parents tried to let me make my own mistakes, I think it was because they wanted me to be able \_\_\_\_\_ myself.
10. Children sometimes \_\_\_\_\_ in dysfunctional families in which conflict, misbehaviour, and often child neglect or abuse occur regularly.
11. Some children feel that their parents don't \_\_\_\_\_ them.
12. Do you think children should \_\_\_\_\_ looking after their parents when they are older or alone?

**VII. Complete the idea of the sentences in part A by adding one sentence from part B.**

**A**

1. Mr. and Mrs. Brown are very authoritarian parents.
2. Mr. Bowles is considered to be too lenient.
3. Mr. and Mrs. Harris lead separate lives.
4. Billy is a well-adjusted kid.
5. The Mannings are not responsible parents.
6. My parents are separated.
7. Parents must look after their children, but they shouldn't be over-protective.
8. Professor Maynard has made a study of the cognitive processes of young children.
9. She looks quite different from all her siblings.
10. There are several distinct stages of development in a child's life.
11. I'm afraid my youngest child is running wild.
12. Tony was raised by a foster family when his own parents died.

**B**

- a) They do not look after their children properly.
- b) He is fascinated by the way they learn new things.
- c) He rarely punishes his children.
- d) I live with my mother and visit my father at weekends.
- e) He never listens to a word I say, and is always playing truant from school.
- f) Brothers and sisters usually bear some resemblance to one another.
- g) Although they are married and live together, they rarely speak to each other.
- h) They are very strict with their children.
- i) Of all of these, the teenage years are the most difficult.
- j) Children need the freedom to get it and experience the world around them.
- k) He is happy at home and is doing well at school.
- l) Foster families take in children who are not their own.

**VIII. Complete the sentences with the words below. There may be more than one possible answer.**

*conscientious*

*courageous*

*competent*

*outgoing*

*knowledgeable*

*narrow-minded*

*unconventional*

*down-to-earth*

*decisive*

*persuasive*

1. She seems very \_\_\_\_\_ and is obviously putting a lot of effort into her new job.
2. With two years' experience in the classroom. I would say he is a very \_\_\_\_\_ teacher.
3. I think she would make a great team leader because she is a \_\_\_\_\_ sort of person, whereas I find it hard to make up my mind.
4. It was a \_\_\_\_\_ decision to resign in protest at the company's pollution record.
5. I would describe her as a \_\_\_\_\_ sort of person with no pretensions.
6. One of his daughters is \_\_\_\_\_, while the other one is really shy – how strange!
7. To my mind, he has a very \_\_\_\_\_ way of dressing – it is very creative.
8. You could say they display the typical, \_\_\_\_\_ attitudes of small communities.
9. She gave a very \_\_\_\_\_ speech about the need for more funding.
10. If she is an international lawyer, then she needs to be very \_\_\_\_\_ in her job.

**IX. Read the text below and decide which answer best fits each gap.**

**The Extended Family**

The need for a family in which (*close / nuclear / immediate / near*) relatives provide care and continuity is a very basic one. Psychologists believe that grandparents (*held / played / made / acted*) a key role in the development of early societies, and there is evidence that children whose grandparents were still alive (*sought / took / stood / won*) a much better chance of surviving into adulthood. In modern times, parents continue to (*trust / resort / swear / rely*) on grandparents for practical support. For example, they are often the (*alternative / valuable / divergent / modified*) emergency contact for schools if a child's parents are working or (*meanwhile / otherwise / whereas / therefore*) unavailable.

Although aunts and uncles may also help, it is widely (*consented / permitted / accepted / judged*) that the emotional bond and stability provided by grandparents facilitates a child's emotional adjustment. This is (*particularly / principally / specifically / exactly*) important during times of stress, although tensions can also emerge at such times that put family unity at (*menace / danger / risk / peril*).

For example, if a husband's parents do not have a good relationship with their daughter-in-law, the close bond between grandparents and grandchildren may be threatened.

**X. Match the phrasal verbs to the most appropriate meaning.**

<i>gang up</i>	<i>make up</i>	<i>call up</i>	<i>act up</i>
<i>show up</i>	<i>get on</i>	<i>slip off</i>	<i>turn around</i>
<i>tell off</i>	<i>make up for</i>	<i>meet up</i>	<i>phone up</i>
<i>go out</i>	<i>shut up</i>	<i>take on</i>	<i>come on</i>
<i>call off</i>	<i>work out</i>	<i>pull out</i>	<i>get away from</i>
<i>get over</i>	<i>pick up</i>	<i>count on</i>	<i>get around to</i>
<i>break up / split up</i>			

to group together to exert pressure

to relate to each other

to get together at a certain time

to finally do something

to come to terms with something

to go in an understated way

to change for the better

to be resolved for the better  
 to end a relationship  
 to compensate  
 to get / fetch  
 to invent  
 to depend on  
 to telephone  
 to avoid or escape  
 to berate  
 to behave improperly

## ***READING & DISCUSSING***

### **PART 1. THE PARENT-CHILD RELATIONSHIP**

#### **TEXT 1. FAMILY AND PARENTHOOD**

##### ***Preview Content***

**I. Before reading the text answer the following questions and share your views with your group-mates:**

1. Has the institution of the family changed over the last decades? What are the reasons for this change?
2. What relationship do you have with your parents? Is there anything in your relationship that you would like to practise in the family of your own?

**II. You are going to read two short passages for obtaining their main ideas. Questions and exercises in *Comprehension Check* part will be helpful to formulate the main ideas.**

1) For centuries, family was viewed as the basic building block of the society. Children received most of the care, initial education and moral or religious guidance from the family, often extended to include grandparents and other relatives.

In many parts of the world, this is no longer the case. The very institution of the family is drastically changing. Extended families are more of a rarity in the developed world, putting significant pressure on parents to balance family duties with the need to earn the living or build careers. These pressures are even greater in single-parent families. “Sanctity of marriage” is no longer the

commonly held belief, leading not only to growing rates of divorce, but to non-traditional forms of families or a conscious decision by women to have children outside of marriage.

At the same time, new forms of communication and technologies become available to children from a very early age. They read and watch what is interesting for them, forming their beliefs and values mostly outside of control of parents or relatives. Particularly in modern urban environments, parents are facing an uphill battle competing for the minds and lifestyles of their children.

Generation 2030 seeks to identify best international practices to develop and support the concept of “educated parenthood”, providing parents with examples from around the world of effective approaches and the necessary skills to maintain the connection with their children while keeping them open to the outside world.

2) Parents and families are the most important people in children’s lives. Among many different relationships people form over the course of the life span, the relationship between a parent and a child is among the most important.

The parent-child relationship consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. There are four main types of parent-child relationships: secure, avoidant, ambivalent and disorganized. Each type has its own specific characteristics.

***Secure relationship.*** This is the strongest and most positive type of attachment that a parent and child can have. The main characteristic of this type of relationship is the feeling that the child can depend on the parent. He knows that his parent will be there when he needs support.

***Avoidant relationship.*** While the securely attached relationship shows signs of trust and reliance on an adult, an avoidant relationship often means that the child feels that he can’t depend on his parents. The characteristics of children in this relationship often include acting overly independent, not asking adults for help when it is needed, trouble interacting or playing with peers. On the parents’ side, this type of relationship is typically characterized by ignoring or disregarding the child’s request for help, leaving the child to deal with his own problems or taking an overly long amount of time to respond to a child’s needs or demands. Avoidant children usually do not build strong relationships.

***Ambivalent relationship.*** An ambivalent parent-child relationship is another negative form of attachment in which the child may exhibit insecure types of characteristics. Children in this type may turn to their parents, looking for support or help, but then quickly turn and try to move away. Parents who exhibit ambivalent behaviours in their relationships with their children may respond in an off-and-on manner, ignoring the child at times and giving their attention at others. These children notice what behaviour got their parents’

attention in the past and use it over and over. They are always looking for that feeling of security.

***Disorganized relationship.*** Children in this type of relationship act in an unpredictable manner and may have poor coping mechanisms when it comes to dealing with stress or emotional situations. Disorganized children don't know what to expect from their parents. They learn to predict how their parents will react, whether it is positive or negative. They may have difficulty understanding other people's emotions and act in a confusing way. Parents in this type of relationship either show little or confusing responses to the child's needs and may be neglectful.

### ***Comprehension check***

#### **I. Answer the questions based on part 1 of the text:**

1. What is the basic definition of the family?
2. What is an extended family?
3. What is the reason for the rarity of extended families now?
4. What pressures on parents does the author speak about?
5. Why are parents facing a battle competing for the minds and lifestyles of their children?
6. In which way do new forms of communication and technologies influence children?
7. What is included in the notion "educated parenthood"?

#### **II. Complete the following statements using the information from the text:**

1. The parent-child relationship consists of ...
2. The strongest type of attachment between a parent and a child is ...
3. The main characteristic of a secure relationship is ...
4. The characteristics of children in an avoidant relationship include ...
5. An avoidant relationship on the parents' side is characterized by ...
6. In an ambivalent relationship children ...
7. In an ambivalent relationship parents ...
8. Disorganized children learn to...
9. Parents in a disorganized relationship ...

**TEXT 2. EXTRACTS FROM CHELSEA'S DIARY*****Preview Content***

**I. Read the text and note down what worries Chelsea in the relationship with her parents.**

***May 15***

I do not want to end up like Mom. She and Dad split up years ago and while he had loads of girlfriends and has remarried, she has had nothing more than the odd date, and some of them have been weird.

I kept telling mom that she needs to have a life of her own. Now I am not so sure. Last week she met a guy at a friend's house. She says that Dave is really nice and funny, but he sounds pretty boring to me. And he is half her age! Anyway she seems happier. Mom has not told him that she has got three kids!

***May 20***

Super stressed out. Supposed to stay with Dad but of course he never came to pick us up. Ever since he married Sherrie, he never shows up when he is supposed to. I do not really care, but Eric and Justin get really upset and I am the one who has to calm them down.

Mom was ultra upset. She had planned this romantic dinner for Dave and then had to call it off.

***May 30***

Love is in the air again. Mom is seeing Dave more and more. The boys are not too happy about the whole thing because they get a lot less attention – she spoiled them back too much before anyway. I have to stay home and babysit them but at least Mom is off my back. She is more interested in her wardrobe.

***June 30***

The big secret is out! Mom told Dave that she has three kids – I guess she is over worrying that he will find out how old she is too. Anyway, Dave confessed that he has got a little girl. She is six and her name is Britney.

Now we are supposed to ply happy families; starting off with the picnic together!

***July 5***

The picnic from hell. It started off okay, but on the way to the park, Eric and Justin started hitting each other. Dave turned into some kind of psycho-dad. He shouted at them and he was really scary. We were all totally shocked.

We got to the lake and then Britney started acting up. She is such a little princess: "Daddy, I want this." "Daddy, I do not like that." Dave just jumped every time she opened her little mouth.



It got worse after that. Dave clearly has no idea about how to deal with other people's kids. He even called Eric and Justin a couple of thugs. I just laughed because he sounded like such an idiot. Anyway it ended with Mom telling him to shut up, then they had a big fight.

Mom is pretty upset but I am glad they have broken up. I like having her to myself again. The boys are happy too.

### ***Comprehension check***

**I. The following text is based on information from the text. Complete it with only one word according to the context.**

Kathy and Steve are Chelsea's parents. They are \_\_\_\_\_ so Steve is Kathy's \_\_\_\_\_ and Kathy is Steve's \_\_\_\_\_.

Sherrie is Chelsea's \_\_\_\_\_. Sherrie and Steve have a baby. The baby is called Hugh. Hugh and Chelsea have the same father so Hugh is Chelsea's \_\_\_\_\_.

Dave has never been married but he lived with a woman called Sue for six years. In the part of Canada where they lived, Sue was regarded as Dave's \_\_\_\_\_. However, Dave and Sue broke up and they have been \_\_\_\_\_ for two years.

Sue has \_\_\_\_\_ of their daughter, but Dave still supports them and he gets to see Britney one weekend each month. If Dave were to marry Kathy, he would be the \_\_\_\_\_ to her three children and Britney would be Chelsea, Eric and Justin's \_\_\_\_\_.

**II. In pairs discuss each Chelsea's day and give your commentary on what was painful for the girl and why?**

### ***Follow-up Activities***

**Agree or disagree with the following statements:**

1. A child is like a blank slate.
2. Buying children heaps of toys is a demonstration of parents' love.
3. Parents' duty is to solve their children's problems if any.
4. In our society youngsters disagree with their parents on quite a lot of things.
5. Parent-child conflicts cannot be avoided in any society.
6. Children have their own values, ideas and opinions.

### TEXT 3. PROBLEMS IN BRINGING UP CHILDREN

#### *Preview Vocabulary*

**I. Look for the definitions of the following words from the text, illustrate the meanings with the examples of your own:**

*financial burden*

*peer pressure*

*juggle*

*out of harm's way*

*to smother*

*in the long run*

*guidance*

*over-protective*

**II. Read the text, name the discussed problems and express your point of view on them.**

At the age of 16 or 17, young people want to be treated like adults, to be more independent in their actions and their way of life. They want to develop interests and values different from those of their parents. That sets a conflict between the two generations, the generation gap. Young people disagree on different problems: the time to come home at night, doing work about the house, the friends to spend free time with, what clothes to wear and so on. At this period of their life they face a number of problems: difficulties in their relationship with parents, problems at school, drinking alcohol or using drugs.

Different TV programmes and magazines for the young come to help teenagers, give a piece of advice. In case of need they can also dial a special telephone number, the so-called "telephone of trust".

But it's not the way out. Parents should help their children though it is difficult to be tolerant and find the right approach to them. Still many parents are eager to learn how to be tolerant to their children, some of them are also ready to share their experiences about parenting. For example, Philip is starting a website for fathers. He wants to be as open as possible, but without embarrassing his family. This is his first blog-like experience in sharing his ideas.

When I finished university, I told everyone that I would never have kids. At the time, I felt that kids would stop me from being free to follow my dreams, but then I met Sally and my life changed forever. Within three years, we were married and had two kids. Though I love my family, I do wonder sometimes what I would be doing now if I did not have children.

There is no doubt that having children is a huge **financial burden**. Just providing the basic needs – things like clothes, food, shelter, and healthcare can be a struggle sometimes. We always seem to be living on the edge, financially, even with both of us working full time.

As they get older it does not get easier. My 13-year-old-daughter is now coming under more **peer pressure** to try things I disagree with. She is always saying things like “But Sarah does it” and “Jane’s parents bought one for her”. Now her best friends have the latest mobile phones with videos and MP3 players etc, but that is out of the question for us. We simply cannot afford one and if we could, I would have one!

We have started to try to get them to take more financial responsibility, but they cannot earn much **juggling** school and their part-time jobs; certainly not enough for everything kids need or want nowadays. At least they are learning things like saving, budgeting and prioritizing.

With children, there is always something to worry about. We worry about whether they are studying enough, getting enough exercise, whether their friends are a good influence. We often talk about how to keep our children **out of harm’s way**, but without **smothering** them or leaving them more vulnerable to dangerous situations **in the long run**.

As they get older, it gets even more difficult. We want them to develop and become independent, but we are still responsible if they get into trouble. I try to give them **guidance** without being **over-protective** and that is a very fine line.

In a way, I think that my parents were luckier. They did not have to worry about things like violent video games, or using the Internet too much.

It seems so much more difficult to teach morals and ethics to children in today’s world where they are exposed to so many different influences and values seem to be constantly shifting.

I feel that I am never more than one step ahead of my kids and often I just have to make things up as I go along. I wish kids came with an instruction manual – I hope that is what this website will develop into.

### ***Comprehension check***

**I. Choose the best answer that you think completes each sentence. Explain your choice.**

1. A major strain for parents is *paying all the costs of raising children / deciding what to name a child*.
2. If someone is in harm’s way, that person might *cause problems / get hurt*.
3. *Parents / Teenagers* in particular are very influenced by peer pressure.
4. If parents are legally responsible, they can *be fined or go to prison / given support* if their child breaks the law.
5. When you live on the edge, you *just manage to get by / you get by with no problem*.

### *Follow-up Activities*

#### **I. Discuss the following questions with your partner:**

1. What are some examples of strains on parents or children?
2. Name some ways to illustrate that a parent can be over-protective.
3. What are two values that are important for parents to teach their children?

#### **II. Think about your parents and the parents of people you know. What kind of parent will you be? Fill in the chart. Then work with a partner and compare your ideas.**

I would	I would not
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

### **TEXT 4. WHY GOING BACK HOME CAN BE DANGEROUS**

#### *Preview Content and Vocabulary*

**I. How does a child's relationship with their parents affect their character? In what ways does the relationship change when the person grows up and moves away from the parental home?**

**II. Explain the meaning of the words:**

*laid-back people*

*high-pitched tone*

*to strip up memories*

*to retrieve*

*to be defiant*

*outburst*

*to have lapses*

*to be overwhelmed with*

### **III. Read the article and answer the question “Why going back home can be dangerous?”**

An American psychologist discusses the downsides of a family visit after a person has left home to live independently.

A friend of mine Julia recently took her boyfriend along on a visit to her parent’s house. It was the first time he had met her parents who he found to be kind, laid-back people, and certainly not critical in any way. Yet several times during the visit, he noticed Julia’s voice take on an uncharacteristically high-pitched tone as she defensively reacted to seemingly innocent comments from her parents. When he mentioned this observation on the drive home, Julia was taken aback by how his description of what she had said sounded like her teenage self-arguing with her parents over their strict, controlling style.

It is not uncommon for people returning to visit their parents to react in this way. Although there are obviously real joys in reconnecting with one’s loved ones, the downside is that it can strip up implicit memories. These are memories that exist deep down and can surface without conscious awareness, automatically triggering feelings we had in the past. Dr. Daniel Siegel, author of *The Mindful Brain*, says, “When we retrieve an element of implicit memory into awareness we just have the emotional response without knowing that these are activations related to something we have experienced before. This is distinct from an explicit memory – a concrete experience that exists in our minds, such as learning to ride a bicycle.” It is implicit memories which make it possible to experience even a seemingly pleasant visit home while at the same time unconsciously taking on the identities and attitudes we had as children and reacting as we would have done then.

If Julia’s boyfriend had not made her aware of her childlike reaction she would in all likelihood have carried on being defensive or defiant in less appropriate situations. This regression to the past would not seem so significant if it was justified to interactions with parents but the closer someone gets to another person or the more we let them mean to us, the more likely it is that the strong feelings we have will spark off sub-conscious memories from early relationships. When this happens, negative feelings are re-experienced that are irrelevant to the present. This impact is particularly obvious in romantic relationships, but can be observed in many areas of people’s personal and professional lives. When someone has an emotional reaction to something, for example, something a boss said, it is helpful for them to evaluate how they feel. When a feeling is particularly intense, it indicates a connection to childhood occurrences. The more people fail to recognize the way they have grown up and differentiated themselves for their parents, the more likely they are to act out old behavioural patterns in their current life.

Of course, not all parental influences are negative. Yet it is an unfortunate fact that children are more likely to be affected by a single destructive outburst from a parent than by a series of positive experiences with them. This is simply because humans are programmed to remember what scares them. Even the most aware of parents have lapses in which they lose their temper or fail to respond sensitively to their children. Sadly, it is in these moments that children tend to identify with their parents or internalise the message being communicated to them. For example, if a parent accused a child of being lazy whenever the parent was feeling overwhelmed with work, the child would be more likely to identify themselves as lazy and still hear this accusation in their heads as adults.

Why should this be? If a parent suddenly responds with harsh anger, the size difference alone between an adult and a child causes a difference in the way we perceive things. While the child experiences the adult's angry outburst or severe annoyance as intensely threatening to the adult the interaction is just something that irritated them at the time. When children feel frightened by the very person they depend on for survival, they do not know which way to turn they want to both run towards and away from the parent. The only solution is to unconsciously identify with the parent's point of view finding it too emotionally threatening not to mention physically impossible to fight back.

By remaining aware of what triggers reactions from the past, people are less likely to recreate past scenarios and relive the emotions they produced. The more people make sense out of implicit memories and construct a cohesive narrative of their lives, the more they can live free from the limitations created by the past.

### ***Comprehension check***

#### **I. Choose the answer which you think fits best according to the text.**

1. How did Julia react to her boyfriend's comments, following the visit to her parents' home?
  - A. She blamed her parents for her unusually negative attitude that day.
  - B. She found it difficult to accept that criticism of her attitude was justified.
  - C. She was surprised to realise that she had repeated old patterns of behaviour.
  - D. She was annoyed of having the issue of the relationship with her family brought up.
2. In the second paragraph the writer suggests that it is difficult for people to visit their old family home because:
  - A. it can remind them of negative events that happened in the past;

- B. it can make them feel as if they are being treated like children again;
  - C. it is necessary for them to re-establish a good relationship with the family;
  - D. it can cause them to have unexpectedly strong reactions to the experience.
3. In the third paragraph, the writer says that unless people are aware of what can trigger negative emotions:
- A. it can be harmful for important relationships with loved ones;
  - B. it can complicate relationships between parents and children;
  - C. it can impede their transition into becoming mature adults;
  - D. it can give rise to a rebellious attitude towards authority figures.
4. In the fourth paragraph the writer suggests that when parents become angry:
- A. the stress they are under is passed on to their children;
  - B. their children fail to understand what they have done to upset them;
  - C. their children lose sight of the good points of their relationship;
  - D. the words they use may make a lasting impression on their children.
5. In the fifth paragraph, the writer suggests that a common way for a child to react to parental anger is to:
- A. accept that past ways of behaving will negatively affect the present;
  - B. try to avoid transferring childhood reactions to adult relationships;
  - C. acquire a greater understanding of how bad parenting can affect lives;
  - D. put out of their minds any negative incidents that happened in the past.

### ***Follow-up Activities***

#### **Discuss with the partner the following issues:**

1. How can parental criticism influence your view of yourself?
2. Is it a rare case that young people see themselves in a completely different way than their parents see them? Does your evaluation of yourself correspond to the evaluation of your parents?

## **TEXT 5. POSITIVE PARENTING TIPS**

### **I. Being a parent is not an easy task. Read the following tips and choose the most/least useful tips that may / may not help in a child's upbringing.**

*The Children's Trust Fund* in partnership with *the University of Missouri Extension* is pleased to provide you with valuable advice from experts in the fields of child development and education, through our Positive Parenting Tips.

– Today, take a minute and picture yourself as the perfect parent to your children, what would this look like? How would you act? Everyone has “off days” and times when they wish they did not yell at their children. Kids forgive. Forgive yourself. If it seems impossible to complete all that would need to be done to be the perfect parent, break up this vision into smaller goals.

– Next time your child is in trouble, take a deep breath and try using a softer tone when talking to them. Think Connection before Correction. Understanding your tone from your child’s perspective can help make your teachable moments all the better.

– Identify one or two activities you can do in a week that focuses on you and refueling your energy (reading, exercising, and meditation). To be a good parent, you need to refuel sometimes. Take some “me-time” to do something you enjoy. The best way a child will learn healthy habits is by watching you. Remember that self-care is a critical part of any task in life.

– When you have a rule, be flexible, but do not give in simply because a child is whining or crying. This teaches kids that complaining works. Try having a family meeting and discuss rules and why you have them. Allow kids to discuss rules they feel are important. When children feel like they are heard, they are more likely to follow the rules you both set in place.

– For at least 5 minutes today, think about what your child’s day was like. Try to see things from their shoes. By putting your child’s shoes on, you are better able to develop empathy and understanding about their stressors and needs. Each child and each generation is unique, finding the ability to understand others perspective is a key tool to have as a child and adult.

– When a case of misbehavior occurs with another child, ask your child how they think the other child feels? Helping your child imagine what another child feels will help develop empathy and consider others’ emotions. While reading stories to kids, ask them questions. Ask how characters might feel and why.

– Remember to use manners when playing with your child. Set the example. They are always watching. Children model many of our behaviors. When we are playing with our children, it is important to model what kind of behaviors we want to see from them. It might seem hard when stressed to use kind manners, but this will go a long way in teaching children the best way to interact with others.

– How have you worked on fostering your connection with your child today? Many times parents feel like all they are doing is correcting bad behaviour, this can become overwhelming for both you and your child. We all want caring children. When you build a strong connection and bond with children, teaching takes place instead of correction. Researchers have found the best predictor of children’s academic and overall success in life is not their IQ,



but instead, their emotional intelligence! Remember to explore your children's emotions with them, and teach them how to handle them. Getting comfortable with emotions does not mean excusing bad behaviour. It is important to separate emotions and behaviors.

- Sometime this week, try to label your child's emotion or ask them questions on how they are feeling next time they are upset. Dismissing feelings can happen frequently with busy parents. Telling children to "just get over it" is hurtful. Being open to your children's emotions will help them feel more comfortable coming to you in times of need.

- Involve your children in problems solving. Ask them what they believe is the best solution to a struggle or challenge. Just as you remember how good it was when your parents responded positively to you, try to do that with your child. When you respond positively to your children, it actually boosts their brain development and helps buffer them against later stressors in life.

- Try to not just say "No" all the time to your children, try to hear them out. Remember, before you say no, ask yourself, why not? Even if we believe that our own childhood was easier and we were better behaved, it is important to remember kids today live in a much different world. When we are better able to understand the context our children grow up in, we are better able to show more empathy.

- Write a list of three things this week that you are thankful for, related to your kids. Tell them throughout the week some of the items on your list. Showing appreciation for small tasks your kids do can be hard during a busy day, but making time for this will help your kids feel better. Children are more likely to repeat good behaviour when they know parents notice it and realize how proud parents are of them.

- Write down at least three rules you think you can let slide that you constantly are fighting with your child about. When parents set too many rules, their child might become overwhelmed with everything they have to follow. When parents let the smaller things slide, they are better able to focus on enforcing the more important rules.

- Teach your child about alternatives to their actions that got them in trouble. For example, they could draw on paper instead of drawing on the wall. Getting angry every time a child makes a mistake can be harmful to them and make them less willing to explore the world and try new things. Next time a problem arises, say something like, "That must be really frustrating", or "I can see why you are upset". Try to show understanding before you solve. Understanding should always come before advice. As parents, we want to resolve our children's problems. This might not be best for them all the time.

Understanding child development can be a key to keeping frustration at bay. When you know the milestones your child should be reaching, you can

better understand their behavior. If you know, a less than pleasant behaviour is normal you may be less likely to stress about it.

Parenting is difficult, but there are resources to help parents and caregivers who may be struggling.

– When frustrated by a mistake your child makes, pause. Remember kids are kids. Teach do not scold. If we get angry when children make mistakes, they may learn to be afraid of trying anything. That is why we should react to mistakes with calm problem-solving and gentle teaching. As our children get older, the most important teaching may happen when they start making sense of their experiences. We can encourage them to learn from these experiences. This is much better than punishing, lecturing, or scolding.

### ***Follow-up Activities***

**I. Imagine that you are a teacher and your pupil's mother asks you for advice concerning her son's behaviour. What questions will you ask her? Knowing what the problem is, give her a piece of advice using the information from the text.**

### **II. Discuss the questions with your partner:**

1. What conflicts do parents have with children?
2. What are the usual areas of misunderstanding between children and parents?
3. What type of behaviour is usual for adolescents?
4. What is more important for teenagers: parents' or peers' approval?
5. Is it possible for parents and children to be friends?
6. Have you noticed any changes in your own behaviour during the last years?
7. How would you characterize your relations with your parents?
8. Do you like to spend time with your family?
9. What is, in your opinion, the basis of healthy and peaceful relationship between parents and children?
10. Do you approve of the way your parents brought you up? What would you like to change in the way your parents brought you up?

***PART 2. THERE ARE NO DIFFICULT CHILDREN, THERE IS LACK OF DISCIPLINE AND RESPECT TO OTHERS***

***Preview Content and Vocabulary***

**I. Having a child is a great feeling but at the same time a challenge. What to do if your child is being bullied? The effects can be extremely damaging and long-lasting. Below is a short extract from a questionnaire designed to find out about an individual's social standing. Answer the questions and discuss them with your group mates.**

1. Within a group, there are different roles. Which of these describes your usual position in a group?
  - a) a creative and dynamic leader encouraging everyone to participate;
  - b) passive and somewhat critical;
  - c) not dominant, but participating actively and offering ideas regularly;
  - d) manipulating and trying to control the activities of the group.
2. Which of these behaviours is a form of bullying?
  - a) openly praising and complimenting someone;
  - b) insulting and belittling someone in front of friends because of appearance or actions;
  - c) secretly helping and supporting someone;
  - d) constantly finding fault with another person.
3. The following may be a school bully. Give examples of bullying behaviour for each.
  - a) teacher;
  - b) another student;
  - c) a group of students;
  - d) a relative.
4. The following may be a workplace bully. Give examples of bullying behaviour for each.
  - a) someone on a position of power;
  - b) a colleague;
  - c) someone in a lower position;
  - d) an ambitious person.
5. Which of the following characteristics do bullies commonly exhibit?
  - a) charming and kind in public, but cruel and vicious in private;
  - b) genuinely caring;
  - c) wanting to be in control;
  - d) secretly generous.

6. Which are examples of the effects of bullying?
- a) high levels of stress, anxiety, or depression;
  - b) contentment;
  - c) low self-confidence and self-esteem;
  - d) hypersensitivity.

**II. Work with a partner to figure out the meaning of the words related to the problem of bullying.**

<i>belittling</i>	<i>confidence</i>	<i>controlling</i>
<i>cruel</i>	<i>demean</i>	<i>escalate</i>
<i>finding fault</i>	<i>low self-confidence</i>	<i>oversensitive</i>
<i>passive</i>	<i>position of power/authority</i>	<i>ring leader</i>
<i>self-belief</i>	<i>self-esteem</i>	<i>support</i>
<i>undermine</i>		

**Put the following words into the correct category. Some words may go into more than one category by changing the word form.**

Characteristics of a bully	Characteristics of a victim	Effects of bullying	What victims need

**III. Fill in the blanks with a word or phrase from above. Remember to use the correct word form.**

**What should you do if someone is bullying you?**

- Stand up for yourself more and build up your \_\_\_\_\_ . If you need to, take assertiveness training.
- Tell the bully directly how their \_\_\_\_\_ behaviour is affecting you.
- Try using humour or a well-chosen word – the important thing is to say something confidently. This can stop the bullying from \_\_\_\_\_ .

- Check out your body language. If you stop, hang your head, and hunch over, you may be indicating that you are a victim and signaling your \_\_\_\_\_. Practice walking with confidence, standing straight with your head held high.
- Tell a person in a \_\_\_\_\_ what is happening. Give as many details as you can. If you are nervous to see this person on your own, go with a parent/friend.

**IV. Write examples of positive and negative behaviour that can occur in the following situations. Work with a partner. Compare your ideas.**

1. At school (positive/negative):
2. At work (positive/negative):
3. Looking or acting differently (positive/negative):
4. Doing or saying something unpopular (positive/negative):

**V. Add one of the words from the list to the root word in brackets in order to fill in the blanks with the correct expression.**

*under*

*over*

*low*

*high*

1. A person with \_\_\_\_\_ (self-esteem) can find that he/she is a victim of bullying.
2. My sister is \_\_\_\_\_ (sensitive). She gets upset about everything I say.
3. My teacher is really \_\_\_\_\_ (reacted) when I got an answer wrong. She was furious and started insulting me.
4. When I decided to take my complaint to a tribunal, I contacted a \_\_\_\_\_ (powered) lawyer to represent me.
5. I knew there was a problem when my colleague started to \_\_\_\_\_ (mine) everything I said in front of all the people who reported me.
6. It would be a mistake to \_\_\_\_\_ (estimate) the affect that bullying can have on a child or an adult.

**VI. Write an anti-bullying leaflet for a school or work context. Include the following:**

- Identify examples of bullying that might take place.
- Set out a clear anti-bullying policy including actions that will be taken to prevent bullying.
- Make a list of things to do if/when bullying occurs.
- Provide details of support that will be provided to bullies and victims of bullying.

**VII. Think of a role of school in preventing bullying. Give at least five solutions.**

**TEXT 1. GIVING KIDS CHOICES  
THAT LEAD TO COOPERATION**

**Read the text and summarize the content of the text in 10–12 sentences.**

It is common for parent educators, including myself, to tell parents, “Just offer them a choice and they’ll cooperate!”

Well, if offering a child a choice is so easy, then why does this parenting technique backfire more times than not? Why does a child scream “NO!” when given a choice instead of smiling and saying, “I’ll take that option, please?”

The reason I think choices elicit a negative response is because of the words parents use when offering the choice.

Most of the choices I hear parents offering have an “either or” attached to it. “Either you do as I say or you can have a punishment!” or “Do you want to pick up the toys or get a timeout?” or “Turn that computer off now or go to your room, you choose!”

Those types of choices and the resulting (and shockingly loud) “NO!” tend to genuinely surprise parents and make them wonder, “What’s the big deal, I gave her a choice?”

In order to offer a successful choice parent need to include a natural consequence and no threats.

*Three Rules for Giving Kids Choices*

The following three rules are paraphrased from Love and Logic, the people who made choices popular.

1. *Choices should not include limitless options.* Two clear options are all a child can really deal with in order to make a choice. Do not add another choice because your child suggests it. Tell him: “That was a good suggestion. I am offering these choices now. We’ll try your suggestion next time.”

2. *Use parent-approved choices only.* Offer choices that guide your child toward the outcome you are seeking. Make sure both options offered are 100 % okay with you. If you offer two choices hoping your child will choose “a” instead of “b”, your hesitancy about “b” will act like a magnet and cause your child to choose “b” instead of “a” every time.

3. *Take action when a child does not choose.* If a child will not choose between the apple and the cranberry juice, you need to choose for her. Follow through and choose so your child comes to understand that when you offer her/him a choice and she / he does not choose, the ability to choose goes away. You can say, “I know you’re upset that I had to choose the juice for you. I have

another choice for you to try now. Would you like to drink what I chose for you now or not have juice right now?"

*Three Sample "Choice" Conversations*

The first sample conversation of the three that follow shows what it sounds like (and what happens) when there are no limits on the options. The second conversation shows how you offer two parent-approved choices, only. The third conversation offers a reward as the choice. I am not a big fan of rewarding, but many parents do like to reward children for cooperating, and this is a good example.

*1. Don't Give Limitless Possibilities*

Dad: Make a choice about what you want to drink.

Child: Coffee!

Dad: Come on, we are in a hurry! You know you cannot have coffee! Choose again!

Child: A latte.

Dad: (*beginning to get mad and threatens*) Make the right choice or get nothing!"

*2. Do Give Parent-Approved Choices Only*

Dad: Would you like apple juice or milk?

Child: I want coffee.

Mom: Nice try, I am only offering juice or milk.

Child: (*refuses to choose*).

Mom: I see you have chosen not to choose. (*To waiter*) He will have juice.

Child: I do not want juice.

Mom: Sweetie, you did not choose, so I had to choose for you. Here is another choice, you can choose to drink the juice or not drink it. We have to go.

*3. Consider Offering a Choice of Rewards*

Mom: I need for you to clean your room today. Here are your choices: clean your room and you can watch a movie with me, or clean your room and you can stay up 15 minutes later.

Choices are powerful tools for kids. Remember these three tips: two options only, use only parent-approved options, and choose for your child if he will not make a choice. Otherwise, giving your child a choice can easily cause the power struggle you were hoping to avoid in the first place.

***Follow-up Activities***

**I. Make up a list of choices you would add to the text. Explain your choice.**

**II. Discuss in groups the difference in attitudes between parents and children.**

**III. Adults think that young people are incapable of making responsible decisions, stupid to understand politics, ignorant of social issues, vain and selfish. Below you can see the list of current issues highly debatable in the media. Are you interested in any of these problems? Have you ever thought about contributing to their solution? In which way?**

equity	individual freedom	violence
democracy	human-centered economic growth	poverty
political problems	social justice	prejudice
corruption	respect for human dignity	crime
armed conflicts	equality of rights and responsibilities	drugs
famine	investment in social development	peace

## **TEXT 2. THE RELENTLESSNESS OF MODERN PARENTING**

**Raising children has become significantly more time-consuming and expensive, amid a sense that opportunity has grown more elusive. Parenthood in the United States has become much more demanding than it used to be. Read an article from “New York Times” and note down the most striking tendencies in American parenting. Compare parenting in Belarus and the USA.**

*Claire Cain Miller*

Over just a couple of generations, parents have greatly increased the amount of time, attention and money they put into raising children. Mothers who **juggle** jobs outside the home spend just as much time **tending** their children as stay-at-home mothers did in the 1970s.

The amount of money parents spend on children, which used to peak when they were in high school, is now highest when they are under 6 and over 18 and into their mid-20s.

Renée Sentilles enrolled her son Isaac in lessons beginning when he was an infant. Even now that he is twelve, she rarely has him out of sight when he is home.

“I read all the child-care books,” said Ms. Sentilles, a professor in Cleveland Heights, Ohio. “I enrolled him in piano at 5. I took him to soccer practices at four. We tried track; we did all the swimming lessons, martial arts. I did everything. Of course I did.”

While this kind of intensive parenting – constantly teaching and monitoring children – has been the norm for upper-middle-class parents since



the 1990s, new research shows that people across class divides now consider it the best way to raise children, even if they do not have the resources to enact it.

There are signs of a **backlash**, led by so-called free-range parents, but social scientists say the relentlessness of modern-day parenting has a powerful motivation: economic anxiety. For the first time, it is as likely as not that American children will be less prosperous than their parents. For parents, giving children the best start in life has come to mean doing everything they can to ensure that their children can climb to a higher class, or at least not fall out of the one they were born into.

“As the gap between rich and poor increases, the cost of screwing up increases,” said Philip Cohen, a sociologist at the University of Maryland who studies families and inequality. “The fear is they’ll end up on the other side of the divide.”

But it also **stokes economic anxiety**, because as more parents say they want to raise children this way, it’s the richest ones who are most able to do so.

“Intensive parenting is a way for especially affluent white mothers to make sure their children are maintaining their advantaged position in society,” said Jessica Calarco, a sociologist and author of “Negotiating Opportunities: How the Middle Class Secures Advantages in School.”

Stacey Jones raised her two sons, now in their 20s, as a single mother in a working-class, mostly black neighborhood in Stone Mountain, Ga. She said she and other parents tried hard to give their children opportunities by finding **affordable options**: municipal sports leagues instead of traveling club teams and school band instead of private music lessons.

“I think most people have this craving for their children to do better and know more than they do,” said Ms. Jones, who works in university communications. “But a lot of these opportunities were closed off because they do cost money.”

“Parent” as a verb gained widespread use in the 1970s, which is also when parenting books exploded. The 1980s brought helicopter parenting, a movement to keep children safe from physical harm, **spurred by** high-profile child assaults and abductions (despite the fact that they were, and are, exceedingly rare). Intensive parenting was first described in the 1990s and 2000s by social scientists including Sharon Hays and Annette Lareau. It grew from a major shift in how people saw children. They began to be considered vulnerable and moldable — shaped by their early childhood experiences — an idea bolstered by advances in child development research.

The result was a parenting style that was “child-centered, expert-guided, emotionally absorbing, labour intensive and financially expensive,” Ms. Hays wrote in her 1998 book, “The Cultural Contradictions of Motherhood.” Moreover, mothers were the ones expected to be doing the constant cultivation.

The time parents spend in the presence of their children has not changed much, but parents today spend more of it doing hands-on childcare. Time spent on activities like reading to children; doing crafts; taking them to lessons; attending recitals and games; and helping with homework has increased the most. Today, mothers spend nearly five hours a week on that, compared with 1 hour 45 minutes hours in 1975 – and they worry it’s not enough. Parents’ leisure time, like exercising or socializing, is much more likely to be spent with their children than it used to be. While fathers have recently increased their time spent with children, mothers still spend significantly more.

Ms. Sentilles’s mother, Claire Tassin, described a very different way of parenting when her two children were young, in the 1970s. “My job was not to entertain them,” said Ms. Tassin, who lives in Vacherie, La. “My job was to love them and discipline them.”

Of her grandchildren, Isaac and his three cousins, she said: “Their life is much more enriched than mine was, but it definitely has been directed. I am not saying it does not work. They are amazing. But I know I felt free, as free as a child. I put on my jeans and cowboy boots and I played outside all day long.”

The new **trappings** of intensive parenting are largely fixtures of white, upper-middle-class American culture, but researchers say the expectations have permeated all corners of society, whether or not parents can achieve them. It starts in utero, when mothers are told to avoid cold cuts and coffee, lest they harm the baby. Then: video baby monitors. Homemade baby food. Sugar-free birthday cake. Toddler music classes. Breast-feeding exclusively. Spraying children’s hands with sanitizer and covering them in “natural” sunscreen. Throwing Pinterest-perfect birthday parties. Eating lunch in their children’s school cafeterias. Calling employers after their adult children interview for jobs.

The American Academy of Pediatrics promotes the idea that parents should be constantly monitoring and teaching children, even when the science does not give a clear answer about what is best. It now recommends that babies sleep in parents’ rooms for a year. Children’s television – instead of giving parents the chance to cook dinner or have an adult conversation – is to be “co-viewed” for maximum learning.

At the same time, there has been little increase in support for working parents, like paid parental leave, subsidized child care or flexible schedules, and there are fewer informal neighborhood networks of at-home parents because more mothers are working.

Ms. Sentilles felt the lack of support when it became clear that Isaac had some challenges like anxiety and trouble sleeping. She and her ex-husband changed their work hours and coordinated tutors and therapists.

“Friends are constantly texting support, but no one has time,” she said. “It’s that we’re all doing this at the same time.”

Parenthood is **more hands-off** in many other countries. In Tokyo, children start riding the subway alone by first grade, and in Paris, they spend afternoons unaccompanied at playgrounds. Intensive parenting has gained popularity in England and Australia, but it has distinctly American roots – reflecting a view of child rearing as an individual, not societal, task.

It is about “pulling yourself up by your bootstraps,” said Caitlyn Collins, a sociologist at Washington University in St. Louis whose book, “Making Motherhood Work: How Women Manage Careers and Caregiving”, comes out in February. “It distracts from the real questions, like why don’t we have a safe place for all kids to go when they’re done with school before parents get home from work?”

In a new paper, Patrick Ishizuka surveyed a nationally representative group of 3,642 parents about parenting. Regardless of their education, income or race, they said the most hands-on and expensive choices were best. For example, they said children who were bored after school should be enrolled in extracurricular activities, and that parents who were busy should stop their task and draw with their children if asked.

“Intensive parenting has really become the dominant cultural model for how children should be raised,” said Mr. Ishizuka, a postdoctoral fellow studying gender and inequality at Cornell.

Americans are having fewer children, so they have more time and money to invest in each one. But investment gaps between parents of differing incomes were not always so large. As a college degree became increasingly necessary to earn a middle-class wage and as admissions grew more competitive, parents began spending significantly more time on child care, found Valerie Ramey and Garey Ramey, economists at the University of California, San Diego.

Parents also began spending more money on their children for things like preschools and enrichment activities, Sabino Kornrich, a sociologist at Emory, showed in two recent papers. Rich parents have more to spend, but the share of income that poor parents spend on their children has also grown.

In states with the largest gaps between the rich and the poor, rich parents spend an even larger share of their incomes on things like lessons and private school, found Danny Schneider, a sociologist at the University of California, Berkeley, and colleagues in a May paper. Parents in the middle 50 percent of incomes have also increased their spending. “Lower socioeconomic status parents haven’t been able to keep up,” he said.

Besides having less money, they have less access to the informal conversations in which parents exchange information with other parents like them. Ms. Jones recalled that one of her sons liked swimming, but it was not until he was in high school that she learned about swim teams on which he could have competed.

“I didn’t know because I don’t live in a swim tennis community,” she said. “Unfortunately colleges and universities tend to look at these things as a marker of achievement, and I feel like a lot of kids who have working-class backgrounds don’t benefit from the knowledge.”

Race influences parents’ concerns, too. Ms. Jones said that as a parent of black boys, she decided to raise them in a mostly black neighborhood so they would face less racism, even though it meant driving farther to many activities.

This is common for middle-class black mothers, found Dawn Dow, a sociologist at the University of Maryland whose book, “Mothering While Black: Boundaries and Burdens of Middle-Class Parenthood,” comes out in February. “They’re making decisions to protect their kids from early experiences of racism,” Ms. Dow said. “It’s a different host of concerns that are equally intensive.”

Experts agree that investing in children is a positive thing – they benefit from time with their parents, stimulating activities and supportive parenting styles. As low-income parents have increased the time, they spend teaching and reading to their children, the **readiness gap** between kindergarten students from rich and poor families has shrunk. As parental supervision has increased, most serious crimes against children have declined significantly.

However, it is also unclear how much of children’s success is actually determined by parenting.

“It’s still an open question whether it’s the parenting practices themselves that are making the difference, or is it simply growing up with college-educated parents in an environment that’s richer in many dimensions?” said Liana Sayer, a sociologist at the University of Maryland and director of the Time Use Laboratory there. “I don’t think any of these studies so far have been able to answer whether these kids would be doing well as adults regardless, simply because of resources.”

There has been a growing movement against the **relentlessness** of modern-day parenting. Utah passed a free-range parenting law, exempting parents from accusations of neglect if they let their children play or commute unattended.

Psychologists and others have raised alarms about children’s high levels of stress and dependence on their parents, and the need to develop independence, self-reliance and grit. Research has shown that children with hyper-involved parents have more anxiety and less satisfaction with life, and that when children play unsupervised, they build social skills, emotional maturity and executive function.

Parents, particularly mothers, feel stress, exhaustion and guilt at the demands of parenting this way, especially while holding a job. American time use diaries show that the time women spend parenting comes at the expense of

sleep, time alone with their partners and friends, leisure time and housework. Some pause their careers or choose not to have children. Others, like Ms. Sentilles, live in a state of anxiety. She does not want to hover, she said. However, trying to oversee homework, limit screen time and attend to Isaac's needs, she feels no choice.

“At any given moment, everything could just fall apart,” she said.

“On the one hand, I love my work,” she said. “But the way it's structured in this country, where there's not really child care and there's this sense that something is wrong with you if you aren't with your children every second when you are not at work? It isn't what I think feminists thought they were signing up for.”

### ***Comprehension check***

**I. Explain the meaning of italicized words. Illustrate the meaning of the words with the examples of your own.**

**II. In groups give pros and cons of the intensive parenting model.**

**III. Answer the following questions:**

1. What are the greatest challenges in raising children in the world we live in today?
2. What types of conflict occur between children and parents?
3. What can parents and children do to improve family relationships?
4. Should parents lavish children with everything they want? Why? Why not?
5. Is learning to cope with problems in a family vital to children's future success?
6. What was it like to grow up in your family in terms of how your parents raised you?
7. What kinds of rules did your family have for children? Do you think they were fair at the time?
8. Do you think that children are harder or easier to raise in today's world as compared to the life when your parents or grandparents were growing up?

### ***PART 3. HANDLING BEHAVIOUR PROBLEMS AT SCHOOL***

#### **TEXT 1. TROUBLE IN THE CLASSROOM**

##### ***Preview Content***

**I. Do you think there are many children in the classroom that might be difficult to teach? What kind of pupils / students are considered difficult to teach? Why?**

**III. Read the passage below about a child with behavioural problems. Decide how you would deal with Daniel if he were a pupil of yours. Discuss your answers with your goupmates.**

Nine-year-old Daniel was... troublesome at school. His parents were well off, but they were divorced. Daniel was in the habit of pushing children for no apparent reason, and on one occasion he scratched a girl's leg with a cocktail stick until it bled... In spite of this very objectionable behavior, the teacher reported that there was something very appealing about Daniel when she talked to him and reprimanded him.

Daniel was also a problem at home. There was a close connection between his home circumstances and his behaviour at school. He lived with his mother and a younger brother. Mother preferred the younger brother, who was much better behaved at home and much more successful at school than Daniel. The mother tried not to favour her younger son, but she was aware of her preferences.

It seemed very obvious that Daniel's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked the children at school. His attacks of his brother were, of course, linked to his feeling of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children at school necessitated the teacher's attention. Once he had the teacher's attention, e. g. when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother can be seen as his way of telling his mother that he felt hurt by her preference of the younger child, he showed his teacher how hurt he was by her attending to other children. Neither the mother, nor the teacher neglected him. Neither of them could give him as much attention as he desired. The reasons for Daniel's insatiable greed for attention were very complex and complicated and not easy to discover.

Daniel's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted attention and that he needed it, yet as one of forty

children he could not get what he wanted. She also had to protect the other children from his attacks. So she had to reprimand and punish him, just as his mother did at home. In this way Daniel was caught in a vicious circle which was difficult to break. He wanted to be loved, he felt angry because he could not get what he wanted, he attacked other children because he was angry, and therefore could not get the love he wanted.

### ***Comprehension check***

**I. The words and expressions below are taken from the passage about Daniel. They are used to describe Daniel, his brother and his mother. Which word or expression is used to describe whom?**

*objectionable*

*troublesome*

*unloved*

*better behaved*

*angry*

*attention-seeking*

*caught in a vicious circle*

*hurt*

*appealing*

**II. Describe:**

- 1) Daniel's classroom behavior;
- 2) Daniel's behavior at home;
- 3) the causes of Daniel's disruptive behaviour;
- 4) how Daniel's teacher treated him.

### ***III. Follow-up Activities***

**Talk about the following points in a group of 3–4 students.**

- 1) Do you think psychotherapy might help Daniel and his mother?
- 2) Have you ever had a student like Daniel? What did you do about him?

## **TEXT 2. DEALING WITH DIFFICULT STUDENTS AND PARENTS**

**I. Teachers deal with all types of students in their classrooms, and they have to be ready to handle behaviour problems and different personalities. Read the tips Julia Thompson, a public school teacher for more than thirty years, the author of the book *Discipline Survival Guide for the Secondary Teacher*, offers for teachers that can help you be more prepared to handle difficult situations.**

*What do you do with students who are disrespectful?*

Every teacher has to deal with disrespectful students. While no two situations are alike, perceptive teachers can find ways to manage the situation. First of all, refuse to take the disrespect personally. Keep in mind that the child does not really know you as a person and is responding as a child would – childishly. Next, work to minimize the disruption in your classroom. Depending on the degree of disrespect – from rolling eyes and heavy sighs to loud remarks, you can choose to keep everyone else as on task as possible. Deal with the misbehaving student personally and in private whenever you can. When you do speak with the student, resist the urge to engage in a verbal battle. Instead, take a problem-solving approach. Work to solve the original problem and usually the student will volunteer an apology. Even if the child does not apologize, when the behaviour improves, be glad. You have won. Even better, the child is on the right path.

*What should you do if you have a behaviour problem with a student and the parent refuses to believe that their child misbehaves?*

When parents and teachers don't work together, everyone loses. Unfortunately, this can happen to any teacher at just about any time. If you have done everything you can to build a positive relationship with the parents of your students and if a parent still refuses to believe you or work with you, then you need to speak to a supervisor or administrator about the situation. (It would certainly be best to do this before the parent does.) Ask for assistance and advice. Be very careful to maintain meticulous documentation. Also, grit your teeth and continue to treat the parent with respect, dignity, and professional courtesy. You have nothing to lose if you do this. Finally, and really, most important – keep in mind your larger goal: the welfare of the child. Don't let a conflict with a parent affect the positive relationship that you want to maintain with all of the children in your class.

*Many kids in high school are too exposed to the mass media too early in life and unable to concentrate on anything in particular. A craving for an easy life seems the undercurrent – any activity designed for a learning task is taken as 'boring'. This translates into noise making, disrespect for class orders and teachers. What means does the teacher have to hold the class in control for the benefit of the serious students?*

In order to reach students, we need to reach them where they are. While you should not pander to their whims, it is important to help them see the importance of learning. I work with my students to set short and long-range goals. I make sure they know WHY they have to do the work – how they will benefit. I also work hard to make the assignments as appealing to them as possible. I try to motivate them to do their work by using real-life problems and



examples, by making the abstract as concrete as possible, and by using their interests whenever I can. I work hard – really hard – to build a solid connection with each of my students. I want them to have a better life. Even those students who are really unruly often want the boundaries and structures that school can bring. As for the students who care, try to focus on them more than you focus on the misbehaving students. Sooner or later, you can turn it around. Try every single trick you can to motivate and then keep on trying some more.

*What do you do with high schoolers who are apathetic? How do you manage them without taking away from the rest of the class?*

Try to make them feel as if their contribution is important to the class and that they are valuable to its success. Involve them in group work and project-based learning whenever you can. Also, involve their parents if you think that would help. High schoolers have that too-cool-for-school attitude, but really, no one wants to fail. I try to focus on the kids who care and try to find out why the others don't care. Then, it can be a one-on-one solution.

*What do you do with a child who continually has outbursts in the class that interrupt lessons?*

First, you need to find out why the child is making these outbursts. Once you know the reason or cause, then you can begin to solve the problem. Even with older students I work with them one on one and then bring in parents. I do try to make the child understand the negative impact of the outbursts. Even though it is almost impossible, try to ignore as much as you can. Put the child in a spot where others can't be bothered as much and get on with business. Often, an outburst is a way of seeing attention and power. If you can give that child both of those in advance, you can channel the negative energy.

**II. Express your attitude to the following: “Teachers teach eternity, they never know where their influence may end”. Make a list of problems a teacher may face while working with both students and parents.**

## ***RENDERING RUSSIAN TEXTS INTO ENGLISH***

**Render the following texts and speak on the problems under consideration.**

### **Текст 1. КТО ТАКИЕ «ТРУДНЫЕ» ДЕТИ?**

«Трудными» принято считать детей, которые не отвечают общепринятым правилам поведения, с трудом поддаются воспитанию и приносят массу хлопот учителям и родителям. Чаще такое поведение встречается у подростков, но бывают и ранние проявления в дошкольном возрасте.

Трудные дети подразделяются на следующие категории:

- дети с проблемами в общении;
- дети с заторможенными или яркими эмоциональными реакциями (легковозбудимые, агрессивные или, напротив, пассивные и апатичные);
- дети с неправильно сформированными волевыми качествами (слабохарактерные, безвольные, недисциплинированные, упрямые или своевольные);
- дети с задержками умственного развития.

Как правило, ребенок не появляется на свет «трудным», он становится таковым в процессе воздействия на него различных аспектов. Если малыш родился здоровым и в физическом, и в умственном плане, многое зависит от его родителей и педагогов – только они могут не допустить формирования «трудных» черт у ребенка.

Как же родителям воспитывать своего ребенка, чтобы впоследствии он не попал в список «трудных» детей? Вот основные рекомендации:

1. Гармония в воспитании. Ребенок должен расти в атмосфере любви и взаимопонимания. Трудные дети с легкостью перенимают отрицательную модель поведения своих родителей, поэтому взрослым следует избегать неуважения и грубости в отношениях между собой.

2. Отвлекайте ребенка от глупостей и ненужных занятий, дети всегда должны быть заняты чем-то полезным. Вовлекайте ребенка в интересные игры, спорт и пр. Родители, несмотря на хлопоты и постоянную занятость на работе, должны выделять время на общение с детьми – никакие материальные блага не способны заменить это. Именно поэтому в благополучных и обеспеченных семьях нередко встречаются «трудные» дети.

3. Избегайте чрезмерного баловства. Слепая любовь нередко превращает детей в избалованных и капризных. Ребенок должен знать цену своим поступкам, а преподносимые родителями подарки и поощрения не должны становиться реакцией на его требования и капризы.

4. Наказания должны нести заслуженный и справедливый характер. Избегайте применения физической силы, на трудных детей лучше воздействовать психологически, собственным поведением демонстрируя им, как вести себя в тех или иных обстоятельствах. Необходимо, чтобы родители придерживались единой тактики воспитания, например, если ребенок наказан матерью, отцу не нужно подвергать сомнению справедливость этого наказания, в особенности при ребенке.

Безусловно, одного родительского воспитания для трудного ребенка недостаточно. Большое значение имеет педагогическое воспитание, в котором основная роль отводится профессионализму и вниманию учителей. Кроме того, роль играет среда воспитания ребенка – он не должен оказаться под дурным влиянием окружающих.

Таким образом, в наших силах не допустить, чтобы ребенок стал трудным. Помните, воспитание – системная вещь, которая не признает выходных и перерывов, т. к. можно безвозвратно упустить важный момент в развитии ребенка, а последствия позднее будет невозможно исправить.

## **Текст 2. ПОКОЛЕНИЕ БЕЗ АМБИЦИЙ? ЧТО ЗА ЛЮДИ СОВРЕМЕННЫЕ АБИТУРИЕНТЫ**

Нынешние абитуриенты – из поколения, родившегося после 2000 года. Его называют «поколением Z» (некоторые специалисты считают «зетами» детей, родившихся после 1996 года). У них свои ценности и свои представления о карьере. Крупнейшие исследовательские компании предприняли попытку понять, что они хотят от жизни и с чем идут в вуз.

Поколение Z (центениалы), родившееся после 2000 года, – это одна треть от 7,7 млрд человек в мире. Эти дети росли в социальных сетях. У многих из них были учетные записи электронной почты и профили, едва они начинали ходить. Они не представляют жизнь без Сети и мобильных телефонов, и к окончанию школы многие из них уже стали героями в YouTube.

Их мысли и взгляды на мир формировались в разгар экономических потрясений Великой рецессии 2008–2009 годов. Они пережили легализацию однополых браков и марихуаны, угрозы терроризма, глобального потепления и насилия с применением оружия. У них другие гендерные нормы: 38 процентов центениалов считают, что пол больше не определяет человека, как раньше. Ожидаемый возраст вступления в брак и рождение детей откладывают до 25–27 лет.

Социологи считают, что поколение Z хорошо научилось распознавать недостоверную или неактуальную информацию, не склонно

прислушиваться к мнениям официальных и признанных спикеров и выбирают своих экспертов. Приоритеты меняют очень быстро: то, что было модно вчера, сегодня сменяется новой модой.

У «зетов» скептическое отношение к перспективам экономики: они выросли в условиях неопределенности, увеличивающегося неравенства доходов и неработающих социальных лифтов. Последние 10 лет показали российским «зетам», что в стране может случиться что угодно и все может пойти не так, как предполагалось.

«Зеты» менее амбициозны, чем их предшественники, только 50 процентов хотят получать высокие зарплаты и быть богатыми. Этим ребят больше привлекает социальная реализация, чем наличие детей и создание семьи.

У них нет пиетета к старшим: они общаются с ними свободно и на равных. Дети Z лучше взрослых ориентируются в современной постоянно меняющейся жизни. Центениалы не верят в высшую справедливость, убеждены, что в результате социально-экономических потрясений старшие поколения стали более циничными.

Одна из важнейших установок – самореализация. Они постоянно говорят о саморазвитии, самосовершенствовании. При этом саморазвитием считается любое увлечение, любая деятельность – путешествия, занятия музыкой или рисованием, походы в кино или театр, интерес к истории, фотографирование. «Зеты» ждут похвалы и признания их действий, стремятся к популярности в социальных сетях, среди друзей.

Для саморазвития нужно уметь быстро обрабатывать огромные потоки информации в ограниченное время. Исследователи выяснили: «зеты» не останавливают свое внимание на чем-либо более 8 секунд.

Быстро схватывают идею, потом, если потребуется, дополняют ее подробностями. Они не хотят и не могут учиться по методикам своих родителей, лекциям предпочитают интерактив.

Еще одна их особенность – уверенность в собственной уникальности. Каждый считает себя непохожим на других, свои увлечения они описывают как необычные. Высоко ценят личную свободу, их девиз: «Мы все разные, и каждый волен делать что хочет». В то же время у них нет уверенности, что постепенные усилия приведут к цели (да и не факт, что эта цель вообще есть).

«Зеты» не стремятся к разрушению и ценят спокойствие, стараются формально следовать правилам – это не поколение протеста. Но поступают так, как считают правильным, не ставя в известность родителей, демонстрируя послушание и конформизм. При этом среди своих главных задач они называют желание изменить общество в лучшую сторону.

Главный запрос к жизни – быть счастливым. Успех измеряется не богатством и статусом, а разнообразием жизненных впечатлений. Они не думают о том, чтобы менять мир или общество, и в первую очередь хотят сделать комфортной жизнь свою и близких.

Притом, что «зеты» выросли на современных технологиях, 67 процентов из них делают покупки в обычных магазинах, а не через интернет-приложения. Центениалы бережливы, они готовы долго искать товар по соответствию цены и качества и выбирают лучшие предложения. Не гонятся за брендами и ради экономии готовы покупать одежду и обувь секонд-хенд.

Слова «карьера», «престижная работа» для них не на первом месте. Работа должна приносить удовольствие, а зарабатывание на жизнь не отнимать много времени. «Зеты» не хотят работать на износ ради денег. 87 процентов из них предпочитают работу по гибкому графику. Еще одна особенность этого поколения: эти ребята своенравны – они не подлаживаются под работодателя, им проще поменять место работы. В 2018 году 43 процента центениалов, по данным компании Deloitte, рассчитывали уйти с работы в течение 2 лет и только 28 процентов собирались проработать в одной компании более 5 лет. 62 процента представителей этого поколения были уверены, что фриланс – реальная альтернатива полной занятости.

Стоит ли удивляться, что они не ставят перед собой амбициозные цели, чтобы не разочароваться в своих ожиданиях от будущего. «Safe choice», «нормальная жизнь», «простое счастье», комфорт, благополучие, спокойствие, семья – когда придет время – вот их идеал.

**TOPICS FOR DISCUSSION**

1. What do you call the correct upbringing of children?
2. How can school find the ways to solve parent-child problems?
3. What do you think causes a lot of stress in the family?
4. What is the furthest you have been from home?
5. How has family life changed in the last 20–30 years? What changes have helped society?
6. How do you imagine the family trends in the future?
7. Would you rather experience family life as it is today or as it was 20 years ago? Why?
8. Why are grandparents still important today in the life of young people?
9. What is a potential source of tension in families?
10. Which members of your family do you have the closest ties with? Why?
11. Do you agree that there is a basic human need for an extended family? Give reasons.
12. Where do you feel most at home: in the family house where you grew up, where your loved ones are, or wherever you are at the moment?
13. What are some examples of strains on parents or children?
14. What are two values that are important for parents to teach children?
15. How does a child's relationship with their parents affect their character?
16. What actions can you take if you are unhappy about a situation at school or at home?
17. Do you think that enough help / support is available to people who have problems with bullying or group conflicts?
18. How can you help someone who is having a hard time at school or at work?
19. Comment on the following quotation: "The best way to do children good is to make them happy."
20. What is more important in the process of upbringing: school or home background?

## UNIT 3. A NEW LANGUAGE IS A NEW LIFE

### *STARTER ACTIVITIES*

#### **I. Comment on the quotation in the heading of the Unit.**

#### **II. Answer the following questions:**

1. How many languages can you speak fluently?
2. What do you derive your motivation to study languages from?
3. Don't you think that to study English as a world language must be mandatory at school?
4. Have you ever started learning a new language on your own? Was it successful?
5. Do you have any methods to study foreign languages that have proved to be successful? Will you share your experience with the group?
6. Is speaking multiple languages in modern world an intellectual performance? Or is it a must?
7. Do you agree with the following statement: "I don't live to learn languages, I learn languages to live a better life"?

#### **III. Are you a good language learner? Read the statements and mark the statements you either strongly agree or strongly disagree. Is there anything else you would like to include on the list?**

1. I am always watching videos or reading articles in English and that helps me a lot.
2. I am quite analytical, so I have a tendency to focus on the grammar and on being accurate.
3. I am always looking for opportunities to use and learn the language outside class. I just need to keep practicing.
4. As a rule, I am happy to take risks with language and experiment with new ways of learning.
5. I am inclined to be very analytical. Like a detective, I will look for clues that will help me understand how language works.
6. I am prone to making mistakes with grammar, but I have a good ear for language. So nine times out of ten I will just know if something is wrong. I use my instinct and when I do not know, I guess.
7. When I started, I tended to get frustrated because I kept making mistakes. Now I have learnt not to be embarrassed.

8. At first, I would spend hours studying grammar rules, but I did not use to have the confidence to speak. So I decided to set myself goals to improve my pronunciation and speak as much as possible.

**IV. Look at two quotations on the subject of English grammar rules. What point is being made by both writers?**

a) “Ending a sentence with a preposition is something up with which I will not put” (Winston Churchill).

b) “There is a busybody on your staff who devotes a lot of his time to chasing split infinities. Every good literature craftsman splits his infinitives when the sentence demands it. I call for the immediate dismissal of this pedant. It is of no consequence whether he decides to go quickly or quickly to go or to quickly go. The important thing that he should go at once” (George Bernard Shaw).

***VOCABULARY FOCUS***

**I. Choose the correct answer.**

1. The new school claims to \_\_\_\_\_ students all the English they need in a few months.  
a) explain                      b) instruct                      c) learn                      d) teach
2. I never \_\_\_\_\_ a chance of improving my English if I can help it.  
a) avoid                      b) lose                      c) miss                      d) waste
3. Will you \_\_\_\_\_ me how to make that sound?  
a) learn                      b) practice                      c) show                      d) train
4. John said that the other students would think he was English, but his accent gave him \_\_\_\_\_.  
a) away                      b) in                      c) out                      d) up
5. \_\_\_\_\_ that he only started learning it one year ago, his English is excellent.  
a) Accounting                      b) Considering                      c) Imagining                      d) Wondering
6. We were the \_\_\_\_\_ students in the class who could speak Russian.  
a) alone                      b) one                      c) only                      d) single
7. Your pronunciation would improve if you \_\_\_\_\_ with a tape recorder.  
a) exercised                      b) practiced                      c) repeated                      d) trained
8. The students \_\_\_\_\_ ever use the language laboratory.  
a) almost                      b) hardly                      c) nearly                      d) practically



9. Priscilla asked for \_\_\_\_\_ lessons at home as she thought she would learn English more quickly that way.  
a) particular      b) peculiar      c) personal      d) private
10. Learners of English as a foreign language often falls to \_\_\_\_\_ between unfamiliar sounds in that language.  
a) differ      b) distinguish      c) separate      d) solve
11. Jonathan was surprised that Sonia's English was so \_\_\_\_\_ as she had never been to England.  
a) definite      b) fluent      c) liquid      d) national
12. If you want to learn a new language you must \_\_\_\_\_ classes regularly.  
a) assist      b) attend      c) follow      d) present
13. Would you \_\_\_\_\_ to me studying English privately?  
a) allow      b) agree      c) approve      d) permit
14. Spanish is the \_\_\_\_\_ language of most Spaniards.  
a) home      b) mother      c) native      d) nature
15. They are learning English, but they haven't \_\_\_\_\_ much progress.  
a) done      b) got      c) made      d) performed
16. There has been a great \_\_\_\_\_ in his English.  
a) escalation      b) improvement      c) increase      d) rise
17. If you don't know what that word means, \_\_\_\_\_ in the dictionary.  
a) give it up      b) look it up      c) make it up      d) show ot up
18. Some language students reach a high \_\_\_\_\_ of competence in communication.  
a) degree      b) grade      c) level      d) mark
19. Don't \_\_\_\_\_ to correct me if I make a mistake.  
a) hesitate      b) mind      c) pause      d) stop
20. Please \_\_\_\_\_ your hand if you want to ask a question.  
a) arouse      b) put out      c) staff      d) tutor
21. At the language school, each student is assigned to his or her own \_\_\_\_\_.  
a) common      b) just      c) ordinary      d) plain

## II. Choose the correct answer.

1. Mario has now \_\_\_\_\_ to the point where his English is almost fluent.  
a) advanced      b) approached      c) arrived      d) reached
2. Pierre's \_\_\_\_\_ of the basic structures is good but his vocabulary is limited.  
a) grasp      b) grip      c) hold      d) seizure
3. Some people think it is \_\_\_\_\_ to use long and little-known words.  
a) clever      b) intentional      c) sensitive      d) skilled

4. There is a feature of dialect \_\_\_\_\_ to Bristol by which an “I” is added to the ends of some words.  
 a) original                      b) particular                      c) peculiar                      d) proper
5. A role-play session is particularly useful in bringing together different \_\_\_\_\_ of teaching.  
 a) cords                      b) fibres                      c) strands                      d) threads
6. Cyrill’s understanding of the language is growing \_\_\_\_\_.  
 a) by hook or by crook                      c) from time to time  
 b) by leaps and bounds                      d) slow but sure
7. It’s fifteen years since Timothy worked in Holland and his Dutch is pretty \_\_\_\_\_ now.  
 a) rusty                      b) scratchy                      c) sloppy                      d) stale
8. The school’s exam results \_\_\_\_\_ the headmaster.  
 a) celebrated                      b) delighted                      c) enjoyed                      d) rejoiced
9. The Examination Syndicate was most impressed by the overseas student whose English was \_\_\_\_\_.  
 a) impeccable                      b) infallible                      c) irreproachable                      d) spotless
10. It is \_\_\_\_\_ that students will have doubled their vocabulary in three months.  
 a) anticipated                      b) foreseen                      c) hope                      d) worry

## ***READING AND DISCUSSION***

### **TEXT 1. 20 TIPS TO PROPER ENGLISH**

**I. There are many ‘rules’ in English which linguistic pedants should be taught to children. Work with a partner. Read these tips and say how the ‘rule’ in each one is broken. Correct them according to the rule where possible.**

1. A preposition is a terrible word to end a sentence with. Never do it.
2. Remember to never split an infinitive.
3. Do not use no double negatives.
4. Do not ever use contractions.
5. And never start a sentence with a conjunction.
6. Write *i* before *e* except after *c*. I am relieved to receive this ancient weird rule.
7. Foreign words and phrases are not ‘chic’.
8. The passive voice is to be avoided wherever possible.
9. Who needs rhetorical questions?
10. Reserve the apostrophe for its proper use and omit it when its not necessary.

11. Use fewer with number and less with quantity. Less and less people do.
12. Proof read carefully to see if you any words out.
13. Me and John are careful to use subject pronouns correctly.
14. Verbs has to agree with their subjects.
15. You have done good to use adverbs correctly.
16. If any word is incorrect at the end of a sentence, an auxiliary verb is.
17. Steer clear of incorrect verb forms that have snuck into the language.
18. Take the bull by the hand and avoid mixing your idioms.
19. Tell the rule about ‘whom’ to who you like.
20. At the end of the day avoid clichés like the plague.

**II. Which rules above do you think are ‘good’ rules and which are not? Why?**

**III. Which rules in your language do you think are unnecessary or silly?**

## **TEXT 2. NOT THE QUEEN’S ENGLISH**

**I. Read the text and think which three things encourage the development of globalization. Outline the most important ideas of the text.**

**II. Underline new words and phrases, while getting general ideas of passages. Try to figure out the meaning of these words from the context.**

From Caracas to Karachi, parents are paying for lessons for their children at English language schools. China’s enthusiasm for English even has its own Mandarin term, Yingwen re, and governments from Tunisia to Turkey recognize that along with information technology and travel, English is an engine of globalization. In the next decade, two billion people will learn English and about half the world, three billion people, will speak English, according to a recent report from the British Council.

Non-native speakers of English now outnumber native speakers three to one, according to English language expert David Crystal, ‘There has never been a language that has been spoken by more people as a second than first’, he says. In Asia alone, the number of English users has topped 350 million and there are more Chinese children studying English than there are Britons. But the new English speakers are not just passive learners of the language, they are shaping it. New Englishes are appearing all over the globe, ranging from Englog, spoken in the Philippines to Hinglish, the mix of Hindi and English that now crops up

everywhere in India from fast food adverts to college campuses. Indeed, English has become a common language. Whether you are a Korean executive on business in Shanghai, a German bureaucrat making laws in Brussels or a Brazilian biochemist at a conference in Sweden, you are probably already speaking or are going to speak English. And as the world adopts an international brand of English, it is native speakers who will lose most. British graduates who insist on speaking the Queen's English could be met with blank stares. British or American businessmen who do not understand how English is used by non-native speakers might lose out on business deals.

All languages are works in progress but the globalization of English is set to revolutionise the language in ways we can only begin to imagine. In the future, suggests Crystal, there could be a tri-English word, one in which you speak a local English-based dialect at home, a national variety at work or school, and international standard English to talk to foreigners. With native speakers becoming a shrinking minority of the world's Anglophones, there is a growing sense that students will stop trying to copy the Queen's English and develop their own versions. Researchers are starting to study non-native speakers' mistakes – She look very sad, for example – as structured grammars.

To achieve fluency, non-native speakers are taking up English at an ever younger age. Last year, primary schools in major Chinese cities began offering English in the third grade, rather than in middle school. A growing number of parents are enrolling their small children in a growing number of local pre-school English courses. Why such enthusiasm? In a word, jobs. More and more organisations are recognising the importance of English in the workplace. At Toyota and Peugeot plant in the Czech Republic, English is the working language of the Japanese, French and Czech staff. Says Jitka Prikylova, director of a Prague English Language School, 'The world is opening up for us and English is its language.' Governments are beginning to agree. From this year in Malaysia core school subjects such as maths and science are to be taught in English.

Technology also plays a huge role in English's global success. 80 % of the electronically stored information in the world is in English. 66 % of scientists read in English, according to the British Council. News technologies are helping people pick up the language too. Chinese students can get English help on their mobile phones. English language teachers point to the rise of Microsoft English, where computers help people to prepare letters. English and its teaching are becoming more complex. Ivan Stavans, a college professor, has finished a translation of Cervante's *Don Quixote* into Spanglish, the English-Spanish spoken in the United States and Mexico. In China, Hu Xiaogiong wants to see a revision of the English curriculum toward Chinese English incorporating Chinese phrases as standard English in future. In countries like Germany, where most children begin English as early as the second grade, the market for English

studies is already decreasing. German language schools no longer target English beginners but those interested in business English, or English for presentations.

### ***Comprehension Check***

#### **I. Find words and phrases in the passage that mean the following:**

- accepting what happens without trying to control things or take an active part;
- people who speak the English language as a usual method of official communication;
- the ability to use language in a clear and confident way;
- the form of communication used at work;
- the collection of subjects students study at school or college.

#### **II. Summarise the text in the written form.**

### **TEXT 3. HYPERPOLYGLOTS – A CASE OF BRAIN POWER OR HARD WORK?**

#### **I. Read the title and first paragraph of the article below. Answer these questions:**

1. If ‘polyglot’ means a person who speaks several different languages, what do you think ‘hyperpolyglot’ means?
2. What does Dick Hudson want to know?
3. What do you think is the world record for the number of languages a person can speak? Have a rough guess.
4. Which of your friends and acquaintances knows the greatest number of languages?

In 1996, Dick Hudson, a professor of linguistics at University College London posted an e-mail to a listserv for language scientists asking if anyone knew who held the world record for the number of languages they could speak. Replies listed the names of well-known polyglots, such as Giuseppe Mezzofanti, an eighteenth-century Italian cardinal.

Then, in 2003, Hudson received an unexpected reply to his e-mail from someone who had belatedly come across his question. The writer, ‘N’, described how his grandfather, who was Sicilian and had never gone to school, could learn languages with such remarkable ease that by the end of his life he could speak seventy, and read and write fifty-six. N’s grandfather was twenty when he

moved to New York in the early 1900s. There he worked on the railways, which brought him into contact with travellers speaking many languages. When N was ten, he accompanied his grandfather on a cruise which took them to over twenty countries, from Venezuela to Hong Kong and Japan. N claimed that whatever port they visited, his grandfather knew the local language.

When Hudson read N's note, he immediately recognized the potential significance of the claims and posted them on the Internet. In his posting, he coined the term 'hyperglot', which he defined as someone who speaks six languages or more.

Language is known to be part of humans' unique cognitive endowment, and scientists have long studied how language abilities can be impaired by disease or trauma. It is less clear, however, what upper limits this endowment has. After a long silence on this topic, linguists and psychologists are now looking to hyperpolyglots for answers. Do these people possess extraordinary through motivation and effort?

Until recently, there was little scientific information about hyperpolyglots. Mezzofanti, for example, was supposed to have known seventy-two languages, and to have spoken thirty-nine fluently, but nowadays such tales are often greeted with scepticism. In the discussion that followed Hudson's publication of N's claims, a reader disputed the Mezzofanti story, saying he found it absolutely preposterous, and pointing out how long it would take to learn seventy-two languages. Assuming that each language has 20 000 words and that Mezzofanti could remember a word after encountering it once, he would have to learn one word a minute, twelve hours a day for five-and-a-half years! Professional linguists, too, are divided on this question. Philip Herdina, at the University of Innsbruck in Austria, is a sceptic. He doubts whether anyone has the capacity to speak seventy-two languages, arguing that maintaining this ability would take resources from other activities.

But others see no reason why people should not be able to learn a huge number of languages. 'There is no limit to the human capacity for language except for things like having time to get enough exposure to the language,' says Suzanne Flynn, a psycholinguist at Massachusetts Institute of technology. Harvard University psycholinguist Steven Pinker agrees. Asked if there was any reason someone could not learn dozens of languages, he replied: 'No theoretical reason I can think of, except, eventually, interference; similar kinds of knowledge can interfere with one another.'

But if Flynn and Pinker are correct, and an ability to learn many languages is the norm, why are so few people able to exploit it? Stephen Krashen, from the University of California, maintains that exceptional language learners simply work harder, and have a better understanding of how they learn. Krashen cites the case of Lomb Kato, an eighty-six-year-old Hungarian

interpreter who could speak sixteen languages. Lomb apparently felt she had no special talent for languages: she had taken classes in Chinese and Polish, but the others she taught herself. According to Krashen, Lomb was an ordinary person with no special qualities, apart from a desire to learn languages and an effective way of achieving this aim.

Other researchers say that exceptional brains play a more significant role. In the 1980s, neurolinguist Loraine Obler of the City University of New York found a talented language learner she called ‘CJ’, who could speak five languages. CJ had learned to read late, had an average IQ, and had always been a mediocre student. However, on the Modern Language Aptitude Test, he scored extremely high. His verbal memory was very good, he could remember lists of words for weeks, but he quickly forgot images and numbers, and had problems reading maps. All of this seemed to indicate that CJ’s language talent was inborn and not related to a higher level of general intellectual ability.

Some researchers also believe that there is a genetic component to hyperpolyglottism, and evidence suggests that the trait runs in families. Unfortunately, however, it is difficult to get families to agree to subject themselves to a genetic study. Neither ‘N’ nor his family were prepared to grant an interview on the subject. What makes this particularly frustrating for linguists trying to study hyperpolyglottism is that, in his original message, N mentioned another member of his family, a seven-year-old girl, who could count to 100 in three languages and could pick out words spoken in other languages and say what they meant.

N and his hyperpolyglot family may have retreated from public view for now, but they could yet provide more fascinating insights into our language abilities.

### ***Comprehension Check***

**I. Scan the article and say which of the following people mentioned in the article are academics?**

CJ	Dick Hudson	Giuseppe Mezzofanti
Lomb Kato	Loraine Obler	Philip Herdina
Stephen Krashen	Steven Pinker	Suzanne Flynn

**Who or what are the other people?**

**II. Look at the following list of statements (1–5) relating to hyperpolyglottism. Match each statement with the correct person A–E.**

1. Successful language learning requires motivation, application, and a learning strategy.
2. Speaking many languages would adversely affect other abilities.
3. Effective learning requires sufficient close contact with a language.
4. Language aptitude is probably inherited, not a facet of intelligence.
5. As someone learns more languages, they may get them confused.

- A. Lorraine Obler
- B. Philip Herdina
- C. Stephen Krashen
- D. Steven Pinker
- E. Suzanne Flynn

**III. Complete the summary. Choose no more than two words or a number from the article for each answer.**

N came from a family which was partly of a \_\_\_ origin. The evidence of unusual linguistic ability came from two relatives. The first was N's \_\_\_, who was said to speak \_\_\_ languages. N witnessed this ability during a tour of more than \_\_\_.

The second relative, a young girl, could well in \_\_\_\_\_. Research came to an end since N's family would not agree to \_\_\_\_\_. If true, N's story supports the idea that hyperpolyglottism \_\_\_\_\_.

**IV. Multiple-answer question. Which two statements reflect linguists' knowledge of hyperpolyglottism?**

1. They do not know how many languages humans are capable of learning.
2. They know that people become hyperpolyglots because of a need to know many languages.
3. They know how hyperpolyglottism is passed on from one generation to the next.
4. They know that hyperpolyglots have above-average intelligence.
5. They know that humans are capable of learning many languages.



***Follow-up Activities*****Discuss the questions with your groupmates:**

1. What makes some people better language learners than others?
2. How important do you think motivation is in the language learning process? What different motivations do people have? What is your main motivation for learning English?
3. Who would you say gossips more – men or women?
4. What do you understand by ‘motherese’?
5. What everyday evidence is there that humans have an inborn capacity to apply rules of grammar?

## **RENDERING RUSSIAN TEXTS INTO ENGLISH**

**Render the following texts and speak on the problems under consideration.**

### **Текст 1. КАК АНГЛИЙСКИЙ ЯЗЫК СТАЛ МЕЖДУНАРОДНЫМ: ИСТОРИЧЕСКИЕ ПРЕДПОСЫЛКИ**

*Триумф Англии. Международная торговля – международный язык*

Английский стал международным языком не так быстро, как кажется. Все началось в далеком XVII веке, когда Англия перестала быть страной, которую завоевывают, и стала страной-завоевателем, весьма преуспев в этом деле. Английский флот был одним из самых сильных в мире. Все морские пути были подвластны англичанам. Большая часть суши – половина территории Северной Америки, множество стран Африки и Азии, Австралия, Индия – была под властью британской короны.

Английский язык проник во все уголки земного шара. На тот момент самой главной задачей для Англии было налаживание торговых отношений. Естественно, что язык доминирующей и более развитой страны отодвинул на второй план местные языки. Здесь сработало золотое правило – у кого золото, тот и правит, тот и выбирает, на каком языке говорить. Англия дала толчок к зарождению мировой экономики и развитию международных отношений в XVIII веке, именно английский язык использовался для торговли.

Даже когда колонизированные страны получили независимость, торговые отношения с Великобританией продолжали развиваться, остался и английский язык. Во-первых, потому что в языках завоеванных стран не хватало нужных слов: не было терминов для осуществления торговли. Во-вторых, потому что английский уже укоренился в этой сфере и местные жители хорошо его знали. Тот, кто хотел зарабатывать себе на хлеб, должен был общаться на английском.

*Восхождение Америки*

Еще одна веская причина, которая предопределила использование английского как международного языка, – покорение Нового Света, Америки. Англичане были не единственными переселенцами. Помимо английского, в Америке говорили на французском, испанском, немецком, голландском. В начале XX века остро встал вопрос о национальном единстве: что-то должно было объединять страну и людей, которые в ней живут. И английский язык в этом случае выступил связующим звеном.

В США действовала жесткая политика вытеснения языков, несмотря на то что в Америке нет единого официального языка. Официальные

документы составлялись только на английском. Во многих штатах было запрещено обучение на всех языках, кроме английского. Эта политика принесла свои плоды. Если бы правительство Америки не вытесняло остальные языки, то национальным мог бы стать голландский, испанский или любой другой язык. Тогда и сейчас мы бы не рассуждали об английском как о международном языке.

Во второй половине XX века Англия отошла на второй план, началась эпоха Америки. После Второй мировой войны большинство держав было озабочено восстановлением своих стран. В свою очередь, США пострадали меньше остальных и продолжили развиваться во всех направлениях: экономическом, дипломатическом, политическом и военном. Особенно активно страна развивала экономические отношения. Америка сделала правильный выбор, продолжив английскую традицию. Американские товары заполнили все страны. Естественно, для осуществления экономической сделки нужен общий язык, и снова этим языком стал английский. Почему? Наверное, по той же причине, что и в XVII веке: кто сильнее, тот и прав.

Влияние США со временем усиливалось. Но недостаточно только завоевать первенство, важно его сохранить. Если в XVIII веке для Англии ключевую роль сыграла торговля, то Америка заняла свою нишу в истории по другим причинам.

#### *Появление компьютера и Интернета*

Любой стране выгодно, чтобы ее язык был международным. Будучи одной из самых сильных стран мира, Америка вела языковую политику именно в направлении глобализации своего языка. И ключевую роль сыграло именно то, что в США появилось два изобретения, без которых наша жизнь немыслима, – компьютер и Интернет. Эти средства мгновенного распространения информации сильно способствовали глобализации английского языка.

#### *Мода на американский образ жизни*

Во второй половине XX века на фоне поствоенных и полуразрушенных стран США выглядели весьма привлекательно. «Американская мечта» казалась идеалом, и жители разных стран стремились хоть как-то приблизиться к этому идеалу, а язык – один из способов стать ближе. Фильмы, музыка, молодежные движения пришли к нам из-за океана и принесли с собой англоязычную культуру.

## Текст 2. ЗНАЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА В СОВРЕМЕННОМ МИРЕ

В мире существует множество стран, а языков, на которых говорят их жители, еще больше. И в данном случае речь идет не о сотне-другой, а о нескольких тысячах. Как же населению Земли понять друг друга? А вот этой цели служат международные языки, которые и позволяют всем нам общаться друг с другом, независимо от национальности и места проживания. Одним из них и является английский язык. Более того, английский является языком межнационального общения для всего человечества.

Значение английского языка в современном мире трудно переоценить. Ведь нельзя же не считаться с выбором более 1 миллиарда человек, которые его используют. И если для половины из них он является родным, то около 600 миллионов выбрали именно его в качестве иностранного. Безусловно, диапазон распространения английского языка в современном мире настолько велик, что этот язык не может быть идентичным в различных областях. Несмотря на разнообразные его варианты и наличие специфических особенностей для каждой национальности, английский язык остается самым популярным на земном шаре. Какую же роль в нашей жизни сейчас играет английский?

В целом политическая, экономическая, научная, спортивная жизнь всего мира «протекает» на английском языке. Английский определен официальным и рабочим языком Организации Объединенных Наций. Всевозможные саммиты и встречи глав государств, подписание законов и указов, переговоры и дебаты – все это проводится на английском языке. Международная торговля, работа банковской системы, деятельность транспортной системы на суше, на море и в воздухе осуществляется на английском языке. Этот язык является живым инструментом общения для академиков, докторов наук, ученых всего мира. Ведь международные конференции, изучение мирового опыта и обмен информацией научных умов происходит лишь с использованием английского языка. Да что там говорить – олимпийские игры и всевозможные соревнования между странами выбрали официальным языком именно английский.

Значение английского языка в современном мире настолько велико, что его знание не является привилегией и роскошью. Когда-то и компьютеры, так же как мобильные телефоны, могли себе позволить лишь люди определенного социального слоя. Сейчас такие вещи являются предметами первой необходимости. То же можно сказать и об английском. Его учат все и повсеместно: в школах, университетах, на курсах. А в наш век цифровых технологий любой желающий может выучить английский по

Скайпу, не выходя из дома. Подразумевается, что любой образованный человек просто обязан владеть английским языком, так как именно он является его ключом к дальнейшему самообразованию и самосовершенствованию. Поэтому сейчас существует так много организаций, предлагающих научить вас английскому. Однако не стоит думать, что сделать это так легко. Обучение любому языку является долгим процессом, который требует определенных затрат, как умственных, так и финансовых.

И все-таки учить английский язык стоит. Хотите путешествовать и не чувствовать себя белой вороной, а свободно общаться с людьми разных национальностей? Хотите стать студентом зарубежного университета? Хотите престижную работу с продвижением по карьерной лестнице? А может, вы желаете работать за границей? Совет один – изучайте английский язык. Ведь со временем вы все равно поймете, что 75 % мировой переписки осуществляется на английском, 80 % информации на компьютерах хранится тоже на этом языке, а большинство международных документов, статей, литературных произведений, инструкций написано именно на английском. И мы еще не учитывали киноиндустрию и музыкальный олимп. Фильмы американского производства прочно вошли в нашу жизнь, а любой поп-исполнитель считает престижным спеть не менее одной песни на английском языке.

Знание английского языка в современном мире является своеобразным окном в мир. Владая этим языком международного общения, вы сможете достичь поставленных целей с помощью новых возможностей. И вы обязательно поймете, что значение английского языка не преувеличено.

### **Текст 3. СОВРЕМЕННЫЕ МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

В настоящее время существует огромное количество методов изучения языка, которые отличаются своеобразием и неповторимостью применяемых образовательных программ. Современные методы изучения английского языка можно разделить на несколько видов и групп, но среди этого многообразия мы рассмотрим несколько вариантов новых методик, которые достаточно интересны и еще только набирают свою популярность.

Для начала отметим преимущество всех новых методик: оно заключается в том, что вам больше не тоит посещать курсы один-два раза в неделю, не стоит перестраивать свой рабочий график или пропускать занятия в институте. Все стало гораздо проще и удобнее. А именно сейчас

вы можете изучать английский в любое удобное для вас время и в домашних условиях, прибегая к помощи сети Интернет.

Итак, вернемся к методикам, которые сегодня применяются многими из тех, кто принял решение изучать английский язык. Одной из таких методик является так называемое «эмоциональное стимулирование». В чем же суть методики и как она осуществляется на практике? Все достаточно просто. Известным фактом является то, что когда мы испытываем положительные эмоции, то любая информация воспринимается нами гораздо лучше, а наша память работает при этом в несколько раз активнее, а значит, и запоминание даже сложной информации осуществляется эффективнее. Именно поэтому суть методики заключается в том, что изучение английского строится на положительных эмоциях, которые мы испытываем на просмотре, например, любимых англоязычных фильмов, мультфильмов, на прослушивании музыкальных произведений и на чтении классики на английском языке. Эта методика достаточно специфическая, но ее эффективность вполне высокая, главное, чтобы в процессе обучения вас сопровождал квалифицированный педагог, который бы контролировал весь ход обучения и вовремя направлял его в нужное русло.

Еще одной методикой, которая также является достаточно специфической, является методика «интенсивного повтора и запоминания». Чтобы более наглядно представить себе действие данной методики, можно рассмотреть такой пример, маленький ребенок, когда узнает новое слово, повторяет его достаточно часто, и это повторение длится до тех пор, пока ребенок не поймет его суть. Также можно делать и в изучении английского, а именно повторять новое слово или новое правило максимально часто, пока вы не усвоите его значение или не поймете смысл правила и область его применения.

Комплексно к вышеперечисленным методикам эффективно применять методику «самовнушения и дополнительной мотивации». Эта методика подразумевает внушение себе факта необходимости изучения английского, при этом нужно приводить как можно больше мотиваций для стимулирования обучения.

Как видите, современные методики изучения английского языка достаточно разнообразны. Какую именно выбрать методику, решать исключительно вам.

#### **Текст 4. ЗАЧЕМ СПЕЦИАЛИСТАМ В ОБЛАСТИ ЭКОНОМИКИ И ФИНАНСОВ АНГЛИЙСКИЙ ЯЗЫК**

Хорошее владение профессиональным иностранным языком для специалистов в области экономики и финансов является одним из условий успешной работы и карьерного роста. Отечественный бизнес все больше интегрируется в мировую экономику, и знание иностранного языка, хотя бы одного, становится таким же базовым навыком, как умение работать на компьютере. Предприятия и фирмы стараются отказываться от услуг переводчиков, по крайней мере с европейских языков, и охотнее принимают на работу сотрудников, владеющих иностранным языком и способных переводить узкопрофильную литературу и документацию. Знание общего иностранного языка зачастую недостаточно для свободной ориентации в деловой и профессиональной информации, для эффективной коммуникации с зарубежными специалистами в сфере экономики и финансов. В условиях глобализации экономики иностранный язык, особенно английский, становится важным информационным продуктом, он помогает объективно оценивать ситуацию в мировой экономике, выработать стратегию повышения эффективности экономики для своего предприятия.

В области экономики и финансов существует много специальностей и специализаций высшего образования, обучение по которым предполагает повышенный уровень преподавания иностранных языков. Например, в программу обучения по специальности «Мировая экономика» входит даже два иностранных языка, а выпускники имеют квалификацию «экономист со знанием иностранных языков».

Выпускник в сфере экономики и финансов с хорошим знанием иностранных языков имеет все шансы получить работу в международной компании на позиции экономиста, финансового менеджера, аналитика. Другим вариантом трудоустройства является представительство иностранной фирмы в Беларуси, т. к. более 2/3 белорусских компаний имеют зарубежных партнеров.

## TOPICS FOR DISCUSSION

1. Learn a new language and get a new soul (Czech proverb).
2. He who does not know a foreign language does not know anything about his own language (Goethe).
3. The limits of my world are the limits of my language (Wittgenstein).
4. Do you think the use of English will continue to increase?
5. Do you think there are any dangers or problems associated with the spread of English?
6. Which new technologies are helping people to learn languages?
7. Do you have many foreign words in your language? Is this a sign of cultural assimilation or your language adapting?
8. Do you think it is important to learn a second language early in life? Why or why not?
9. A second language is regarded as essential to success in the modern world. It should be compulsory for all children to study a second language as soon as they start school. To what extent do you agree or disagree with this opinion?
10. How are you going to use English in the future?
11. Fluency in a language is more important than accuracy. Do you agree?
12. Are some languages more beautiful to listen to than others? If so which? Are there any languages that you really do not like the sound of? Why?
13. Do you think you learn more English inside or outside the classroom? What do you do on your own to improve your English?
14. Do you like to listen to music in other languages? Do you make an effort to understand the words?
15. If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart (Nelson Mandela).
16. Change your language and you change your thoughts (Karl Albrecht).
17. Do tourists often try to speak your language when they visit your country?
18. Describe “the good language learner” according to the following criteria: woman or man; old or young; introvert or extrovert; habits; interests; motivation; abilities.
19. Which should be the official world language – English or Esperanto?
20. Are you satisfied with the way languages are taught in your country?



**EXAM TOPICS**

1. Speak about the way written and oral examinations are conducted at university. Share your experience as to how to take examinations successfully. Pros and cons of written and oral examinations.
2. What are the principal tasks of higher education? Compare American and Belarusian systems of education. Specify the following: admission, grants and financial aid, the role of students' union, sports and cultural activities.
3. A difficult child is nearly always made difficult by wrong treatment at home. Speak about the prime importance of home in the upbringing of children, harmful role of fears and the impact of aggressive games, films and programs on children's character.
4. Enjoying things is essential to a child's development. What does true enjoyment mostly come from? Does it come only from personal experience or also from passive enjoyment?
5. Many families arrange their lives by means of a family charter. Does your family have a charter? What rules would you like to establish in your family as to how to regulate housework, free time, bedtime, activities and other important family issues.
6. Timidity is a common personal defect in children raised in authoritarian families. Do you share the opinion that under dictatorial control adolescents work submissively and show little initiative? What other consequences can authoritarian parenting lead to?
7. Many parents complain that their children are self-centred, think only of themselves, have no sense of responsibility. Don't you think that selfishness is the result of parents' permissiveness and being slaves for the children's benefit?
8. Despite the dramatic progress in education achieved so far, there are still inequities in educational opportunities. Gender, rural/urban locality, ethnic and socioeconomic background determine the level of education. Speak about the challenges to education systems and the ways out that you see.
9. Technology has been integrated in schools, but if it is not utilized properly, its positive effects become negative and they hinder the students' success. Speak about positive and negative effects of technology in educational process.

10. Having a higher education is important to both the individual and the state. Is it possible to succeed in life without a higher education?

11. People go into teaching for many different reasons. What are these reasons? Do you see teaching as a vocation? What attracts you in this profession?

12. Troublemakers cause disorder in the classroom. Speak about the ways that teachers can manage their classroom so as to avoid discipline problems and encourage better learning.

13. Children's rights are violated in many countries despite the Convention on Children's Rights. What should be done to stop violating the Convention? Speak about the protection of children's rights in Belarus.

14. How much freedom should children have? How should parents keep the balance between the permissive and authoritarian types of parenting?

15. Language skills are crucial in the process of globalization. Speak about the importance of foreign languages in academic and professional mobility.

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## SUPPLEMENT

### WHAT IS RENDERING?

Rendering is defined in the Webster's dictionary as "art of making presentations". Art indeed, as it requires a lot of your skills and knowledge of reconstructing and rearranging a written passage without any considerable damage to its context and idea(s).

You may have to prepare rendering for two main purposes:

One can read your rendering and will not have to take up the original passage.

One can read your rendering and decide for themselves if they need to take up the original passage or not.

Rendering cannot be produced without thorough comprehension of the passage. Dividing the text into logical parts and singling out the main idea of each of them can be an essential help in understanding the passage. You will have to read the original more than once.

All methods of rendering are based on the notional compression of the text, which presupposes the elimination of all types of redundancy, i. e. elements that repeat each other.

A rendering is a text based on the notional compression of the original with the aim of rendering its general matter. The material in a rendering is presented from the point of view of the author of the original and does not include any elements of interpretation or evaluation. Rendering can be performed with two aims: informative and educational. Since the objective of this textbook is to provide you with tools for oral rendering in the framework of Conversation Practice lessons, you will still be asked to give your opinion of the original text at the end of your rendering.

A rendering is usually kept to the following structure:

- introduction, where you provide all necessary background information such as the title and source of the passage and state the main idea;
- the body, where the main idea is revealed;
- the conclusion on the passage;
- your opinion of the problem (position) introduced in the passage.

There are several basic principles you are to follow in order to make a successful rendering:

- You have to develop your power of judgment, so that you may be able to decide rightly what must be expressed and what must be suppressed.
- In rendering, facts should be expressed as plain statements, with constant reference to the author of the passage. Try to avoid evaluative words

and phrases in the body of the rendering, keep them for expressing your own opinion.

– Figurative language is in most cases unsuitable.

To master rendering you will need certain skills that are discussed further.

### ***Identifying the topic, main idea and supporting details***

Understanding the topic, the gist, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The topic is the broad, general theme or message. It is what some call the subject. The main idea is the “key concept” being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

#### ***1. Grasping the main idea:***

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph’s main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph.

The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

#### ***2. Identifying the Topic:***

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic – the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub – the central core around

which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, “What is this about?” Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

### ***Summarizing***

A summary is an essential condensation of the text in your own words.

#### *How to summarize an article*

Ask yourself why the article was written and who is the intended audience.

Consider the author’s background. Does he have a special bias or point of view?

Compare the opening and closing paragraphs.

Read the entire article more than once, if necessary.

Underline key or repeated words and phrases.

Distinguish the author’s main idea from details which support that idea or are repetitions and variations on the same theme.

Draft a several-sentence summary which defines the author’s main idea broadly enough to account for most of the supporting material introduced.

### *Identifying the author’s opinion*

As writers do not always say things directly, sometimes it is difficult to figure out what a writer really means or what he or she is really trying to say. You need to learn to “read between the lines” – to take the information the writer gives you and figure things out for yourself.

You will also need to learn to distinguish between fact and opinion. Writers often tell us what they think or how they feel, but they do not always give us the facts. It is important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author’s views, you should ask yourself if the author is presenting you with an established fact or with a personal opinion. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feels about an issue. Opinions by definition are subjective and relative.

*Defining a fact*

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopaedias and atlases, textbooks, and relevant publications. Objective facts are what researchers seek in laboratories or through controlled studies. Facts are usually expressed by precise numbers or quantities, in weights and measures, and in concrete language. The decisions of Congress, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

Since anyone can look up facts, facts are generally not the subject of disputes. However, not all facts are absolutes. Often the problem is that facts are simply not readily available – such as battles like the Little/Big Horn where all the witnesses who could give information on what happened died in the disaster.

*Determining an opinion*

Opinions are based on subjective judgement and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue.

Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason – by whatever information supports the opinion and convinces the reader that it is a valid opinion. A valid opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced.

Writers often slip their personal opinions into a piece of writing, even when it is supposed to be a “factual” account; alert readers can identify subjective opinions by studying the writer's language.

Opinions often involve evaluations. Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind. Some opinions obviously deserve more attention than others do.

*Giving your own grounded opinion*

The final paragraph of rendering usually introduces your own opinion on the problem discussed in the article.

Your conclusion should:

- be up to the exact subject of the article and touch upon the idea, NOT the theme;
- be clearly formulated;
- contain reasons supporting your viewpoint to be deep and serious.



## HOW TO RENDER AN ARTICLE (A STORY)

### PLAN AND USEFUL STRUCTURES

#### I. INTRODUCTION

1. The title/headline of the story/article.

*The headline of the article is... The article is headlined... The article goes under the headline... The article is entitled...*

2. The author of the article; where and when the article was published (if this information is given).

*The author of the article is... The article is written by...*

*The article is taken from the newspaper... It is (was) published in... It is (was) printed in... The article I'm going to give a review of is taken from...*

*The publication date of the article is... The article is dated the first of October, 2020... The article is printed on the second of October, 2020...*

#### II. MAIN BODY

1. The topic/subject matter of the article.

*The article deals with the topic... The article is about... The article is devoted to... The article touches upon the topic of... The key issue of the article is... The basic subject matter of the article is...*

*The article describes the situation... The article assesses the situation... The article informs us about... / comments on...*

*The article deals with / is concerned with / describes / examines / reveals / exposes / dwells on / explains / addresses / discusses / presents / covers / outlines / states / offers / considers / looks into / treats...*

2. The purpose/aim, the problem and the main idea of the article.

*The purpose of the article is to give the reader some information on... The aim of the article is to provide the reader with some facts/material/data on...*

*The article addresses the problem of... The article raises/brings up the problem...*

*The main idea of the article is ...*

3. The summary/contents of the article/story (facts, names, figures; the plot of the story).

*The scene is laid in... The action takes place in... The story is set in...*

*The article can be divided into some logically connected parts... The first part deals with... The second covers the events... The third touches upon the problem of... The fourth part includes...*

*The author starts by telling (the reader) (about, that...)... At the beginning of the story the author describes / depicts / touches upon / explains / introduces / mentions / recalls / makes a few critical remarks on... The story begins (opens) with the description of / introduction of / mention of / analysis of / summary of / the characterization of / author's opinion of / author's recollections of / the enumeration of... The opening scene shows (reveals)... We first see (meet ... (the name of a character)...*

*Further/next/then the author reports (says) that ... The article goes on to say that...*

*In conclusion... The author comes to the conclusion that... In conclusion the author says / makes it clear that... At the end of the story the author sums it all up by saying... The author concludes by saying that... / draws a conclusion that / comes to the conclusion that...*

#### 4. The style/vocabulary of the article.

*The author's vocabulary is rather vivid, poor, rich... The author resorts to colourful general phrases / exaggerations / words with negative/positive connotation / descriptive adjectives / comparisons / metaphors / epithets ... (to create a vivid picture, a humorous effect / to enforce the influence on the reader...). We see the author's mastery in conveying the main idea to the reader with the help of ...*

### III. CONCLUSION

Summarize / restate the message (main idea) of the article (story). Comment on the way the author managed to convey it. Say whether or not you agree with the author's point of view. State your own opinion of the article (story) and the problem discussed.

*In conclusion I'd like to... To come back to what I was saying... The message of the article is that... / The main idea of the article is...*

*I fully agree with / I don't agree with...*

*From my point of view... As far as I am able to judge... My own attitude to this article is...*

*The article is... / I find this article interesting / entertaining / exciting / gripping / amusing / enjoyable / funny / witty / banal / dull / slow-moving / fast-moving outdated / boring / of no value / too hard to understand... because... In my opinion the article is worth reading because...*