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TEACHING  
AND  
UPBRINGING

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# **Teaching and Upbringing**

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# **Обучение и воспитание**

Учебно-методическое пособие

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Пособие предназначено для студентов IV курса физико-математического и исторического факультетов, для которых английский язык является дополнительной специальностью, и предоставляет возможность совершенствования навыков и умений чтения и говорения (монологическая и диалогическая речь) по темам профессионального общения «Профессия учителя», «Образование и воспитание». Содержит текстовый материал образовательного характера и ставит задачу практического овладения языком. Включает также письменные задания, направленные на совершенствование навыков и умений письменной речи, повторение некоторых грамматических тем и проверку сформированности лингвистической и социокультурной компетенции будущего специалиста.

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## ПРЕДИСЛОВИЕ

Учебно-методическое пособие является составной частью учебно-методического комплекса «Практика иностранного языка» и предназначено для аудиторной и самостоятельной работы студентов 4 курса физико-математического и исторического факультетов, для которых английский язык является дополнительной специальностью. УМК включает три составных элемента – три учебно-методических пособия: «Teaching and Education», «Books and Reading», «Cinema and Visual Arts».

Настоящее учебно-методическое пособие решает общую задачу обеспечения подготовки преподавателя английского языка, характеризующегося высоким культурным уровнем и широким кругозором, и ставит своей целью совершенствование навыков и умений чтения и говорения (монологическая и диалогическая речь) по темам профессионального общения «Профессия учителя» и «Образование и воспитание».

Пособие состоит из 3 разделов: 1) Teaching Profession, 2) Bringing Up Children, 3) Education in the USA. Каждый раздел строится по единой схеме и включает:

*Vocabulary Study* – тематический словарь и комплекс упражнений на активизацию языкового материала;

*Reading & Discussing* – обширную подборку текстов, обеспечивающих конкретное информационное наполнение темы, и заданий к ним для углубления коммуникативной компетенции обучаемых в рамках заданной проблематики, а также совершенствования навыков различных видов чтения;

*Written Work and Grammar Revision* – задания для совершенствования навыков и умений письменной речи, а также повторения некоторых грамматических тем на базе изучаемой лексики.

Содержание пособия подчинено современным концептуальным подходам к изучению иностранного языка в вузе, носит образовательный характер и ставит задачу практического овладения языком наряду с развитием индивидуальности каждого обучаемого в диалоге культур. В систему упражнений положены принципы активизации обучаемых, нарастания трудностей, взаимосвязанного формирования языковых навыков и речевых умений, частотности языкового материала и проблемности.

Пособие может использоваться на других факультетах вуза, где английский язык изучается по углубленной программе и является одной из основных специальностей.

Г.В. Нестерчук  
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## TEACHING PROFESSION

### Vocabulary Study

**I. Look through the following words and word combinations, explain their meaning or translate them into Russian.**

#### 1. People in Education and Their Duties

head teacher	principal
acting head teacher	staff
tutor	professor
lecturer	undergraduate
classmate	graduate
governing body	employ teachers
have responsibility	provide grants
supply equipment	appoint and dismiss staff

#### 2. Teachers' Qualities

thoughtfulness	care for people
love of performing	patience
sense of humour	flexibility
intelligence	sensitivity
toughness	generosity
imagination	determination

#### 3. Goals and Aspirations of the Profession

commitment to students and students' learning  
 treat with respect  
 influence individual student's learning  
 facilitate students' success  
 foster understanding  
 apply professional knowledge  
 use appropriate assessment and evaluation  
 respond to the needs of individual students  
 promote the creation of collaborative and supportive learning community  
 self-directed learning

## II. Match the words on the left with their definitions on the right.

- |                  |   |
|------------------|---|
| 1) tutor         | a) a student at a university or college who is studying for his or her first degree;              |
| 2) lecturer      | b) a teacher of the highest rank in a college or university;                                      |
| 3) undergraduate | c) the head of a school, college, or other educational institution;                               |
| 4) head teacher  | d) a teacher who is in charge of a school;  |
| 5) professor     | e) a university or college teacher responsible for teaching and supervision of assigned students; |
| 6) classmate     | f) a fellow member of a class at school or college;   |
| 7) graduate      | g) a person who gives lectures at a university or college of higher education;                    |
| 8) principal     | h) a person who has been awarded a first degree from a university or college.                     |

## III. Choose the right word to speak what a teacher does.

1. A teacher's job is to teach someone – to help someone learn about something. Many teachers work in (*primary/prime*) schools, middle schools, and high schools.

2. At the university (*level/area*) teachers are known as (*professors/deans*).

3. Teachers often have to create (*tests/exams*) for their students. This is a good way of (*monitoring/metering*) their students' progress.

4. Teachers often (*grade/value*) their students, based on how well or poorly the students (*performance/perform*).

5. A good teacher should be (*patience/patient*), and should be able to explain things in a clear way.

6. In North America, teachers have to be licensed, which usually means that they have to (*finish/graduate*) from university and (*compel/complete*) a teacher training (*program/ritual*) before being able to teach.

7. I could get a job as a secondary school (*teacher/lecturer*) now, but I want to continue studying to become a university (*teacher/lecturer*).

8. There will be no lectures during the last (*course/term*) of my history (*course/term*) as we are expected to study for exams then.

9. The (*dean/headmaster*) of the arts faculty used to be the (*dean/headmaster*) of a primary school.

10. When I went to a (*day school/boarding school*) I only saw my parents during the holidays, but now that I go to a (*day school/boarding school*) I see them every night.



11. It is necessary to pay school fees in order to go to a (*comprehensive school/private school*) whereas a (*comprehensive school/private school*) is run by the state and is therefore free.

12. My brother and sister go to a (*co-educational/single-sex school*) but I go to a (*co-educational/single-sex school*) where there are only girls.

**IV. Fill in the blanks in the passage below with the words from the box.**

<i>teaching techniques</i>	<i>a classroom environment</i>
<i>experience</i>	<i>at a pace</i>
<i>skills</i>	<i>understanding</i>
<i>criticize constructively</i>	<i>learning</i>
<i>attitude</i>	<i>versatility</i>
<i>responsible</i>	<i>creative</i>

**What is the True Portrait of a Teacher?**

The pondering question is what skills are necessary for a teacher to establish (1)..... that stimulates critical thinking and inquiry? The (2)..... of a teacher are vital ways in which the overall classroom is run. A teacher with a positive (3)..... who is stable, (4)....., caring and comforting yet professional allows for students to admire and respect this individual. A teacher with the ability to be (5)..... and patient drives a student to be eager to learn (6)..... and technique suitable for them. Judging upon my own personal (7)..... I have found that added humour when appropriate drives students to relax and enjoy (8)..... rather than look at it as a punishment. (9)..... is a skill that is extremely important. Being able and willing to make exceptions and changes to (10)..... or different learning styles improves the success of the overall classroom. Having structure and positive discipline creates a stable learning atmosphere. The ability to (11)..... makes students aware of their options or mistakes in their learning, which in turn drives them to strive to better themselves. And lastly, a (12)..... classroom makes learning a fun and unique experience. All of the above skills add to the stimulation of critical thinking and inquiry within a classroom.

**V. Look through the list of teachers' qualities in Ex. I. Range five most important ones in order of priority and give their definitions or make up your own sentences using the following examples.**

***Responsibility*** is the opportunity or ability to act independently and take decisions without authorization.

The society expects teachers to take on more ***responsibility*** for their work in the classroom.

## Reading and Discussing

### I. Read the following text and find the English equivalents for the following words and phrases in it.

<i>обладать правом</i>	<i>бегство от жизни</i>
<i>протестовать</i>	<i>трудолюбие</i>
<i>презрение</i>	<i>доверие</i>
<i>терпимость</i>	<i>прибежище</i>
<i>высокомерный</i>	<i>посредственный</i>
<i>безразличие</i>	<i>прилежный</i>
<i>стремление к власти</i>	<i>лишенный воображения</i>

### The Stereotype of the Teacher

The aphorism attributed to George Bernard Shaw, “He who can, does; he who cannot, teaches,” appears to have wide credence among intellectuals and educated groups.

Primary teaching and secondary teaching are often seen as a refuge for mediocre people who are industrious but imaginative and uncreative. The ordinary schoolmaster has little of the personal weight, of the sense of professional responsibility, of what may be called the corporate self-respect of the lawyer, the physician, or the engineer.

Teachers demand high place without qualifying themselves to hold high place; they rebel against being treated with contempt or with contemptuous toleration on the part of the public, but do not purge themselves of the elements which excite that contempt; they accuse the parents and the public of indifference toward their work, but do little to change the present situation.

The teaching profession reveals the following characteristics: average drive for power, average ambition and escapism. The stereotype of the teacher is characterized, on the one hand, by lack of independence or social courage and a limited social horizon and, on the other, – by industriousness and love for teaching children.

### II. Answer the questions.

1. What aphorism seems to have wide credence among educated people?
2. What is a common point of view on primary and secondary teaching?
3. Does the ordinary schoolmaster have the same self-respect as the lawyer?
4. Why do the public treat teachers with contempt?
5. What do teachers accuse the parents of?
6. What characteristics does the teaching profession reveal?

7. What is the stereotype of the teacher characterized by?
8. What other characteristics to the stereotype of the teacher can you add?

**III. Agree or disagree with the following statements. Explain why.**

1. School teachers do nothing but teach.
2. School teachers have much credence among intellectuals.
3. School teachers are outstanding people.
4. School teachers are industrious, imaginative and creative.
5. The ordinary schoolmaster has much of the personal weight.
6. Teachers demand high place because they have the right to hold it.
7. Teachers protest against being treated with contempt.
8. Parents value the teacher's work.
9. Teachers deserve the highest position in society.

**IV. Speak about good and bad qualities that teachers may have as part of their character.**

**V. Read the following article and add your own characteristics of a good teacher.**

**Ten Characteristics of a Good Teacher**

*by Patricia Miller*

From time to time during the 15 years I have been working in the field of English language teaching and training, I have put myself in the position of a language learner rather than a teacher. In addition to enjoying language study and finding the process fascinating, I find it beneficial to view the process through the eyes of a student. Even though I have felt at odds with some teachers and their methods, I have learned something from every teacher I have ever had, even the worst of them.

There is a line in Saint-Exupery's *The Little Prince* that applies to any endeavour, but especially teaching. It reads: "That which is essential cannot be seen with the eye. Only with the heart can one know it rightly." The essence of teaching is difficult to qualify, but that line leads directly into my most essential criterion.

1. I want a teacher who has a contagious enthusiasm for his teaching – one who, as Richard Via says, loves his students and his work. Mr. Via is an educational specialist in using drama techniques to teach EFL at the East-West Centre in Hawaii. I was fortunate enough to attend his teacher-training seminar in Korea in 1976. It was a pleasure to be in his audience. His enjoyment in

transmitting knowledge and participating in the seminar was apparent and infectious. His passion for teaching instilled a passion for learning in all the participants.

For me, the most crucial factors in effective teaching are who the teacher is and how he acts in the classroom. This influences the way the students react toward the target language and, therefore, their success in learning it.

2. I want a teacher who is creative. Teaching must be more than simply opening a book, doing exercises, and following an outline written by someone else. In the period of repetition the student can go through the motions of doing exercises without his mind being engaged. What can a teacher do to engage the student's mind? There are a myriad of techniques that the creative teacher can employ – information-gap exercises, games, songs, jazz chants, problem solving, and other techniques that allow the student to utilize the skills he has already developed in his first language.

3. I want a teacher who can add pace and humour to the class. The humour of one of my teachers had the effect of alleviating my nervousness, of reducing my affective filter. There was a rapport among the students and the teacher because we were all laughing together. We had a good time learning and we made a lot of progress because we were not afraid to make mistakes; we could take chances. As Krashen would say, the affective filters of the students were low, facilitating acquisition. Another teacher I had maintained an excellent pace in class. She never lost an instant consulting a list or thinking about what to do next; she had prepared – that was evident – and she was going to capitalize on every second. I was somewhat nervous in her class, but I didn't have time to worry about it because events moved so quickly. I was literally sitting on the edge of my seat so that I wouldn't miss anything, and my adrenalin was a positive force.

I should add that humour is a double-edged sword: it can backfire, for what is funny to one person may not be funny to another. Humour across cultures can add a layer of difficulty to communication.

4. I want a teacher who challenges me. I had several teachers who always spoke to me in Spanish, both in and out of class. I felt they were showing confidence in me and challenging me to speak Spanish. The student's passive knowledge of the target language is always greater than his active knowledge. There is no reason why a teacher should use any language other than the target language except possibly for purposes of expediency. When a teacher reverts to the native language, he is showing a lack of patience with the students' struggles in the target language. In addition, switching codes is confusing. I was given a test in which all the instructions were read to me in English, so that I would be sure to understand everything. Then I had to answer in Spanish. But the test had three parts and I had to continue switching codes back and forth from English to

Spanish; I found this very confusing. It is like going off a diet – once you cheat a little, then you want to cheat a little more. If someone speaks to me in English, this activates my English channel and I am prepared to think in English. Speaking in the target language to the learner prepares and challenges him to speak in that language. In addition, I want a teacher who can maintain a level of difficulty high enough to challenge me, but not so high as to discourage me.

5. I want a teacher who is encouraging and patient, and who will not give up on me. Some of the teachers that I have had demonstrated incredible patience with all of their students, never allowing even a shadow of displeasure to cross their faces in reaction to continued incorrect speaking after endless correction (which may say something about the policy of correction). When the teacher is positive – encouraging initial and repeated attempts – the students will apply themselves more diligently. Motivation thrives on success.

One teacher I had appeared on several occasions to give up on me. She would struggle to have the other members of the class repeat the combination of an indirect object pronoun followed by a direct object pronoun, but I was given only one opportunity. I do not know why the teacher gave me only one chance. Was it because I was struggling and she wanted to spare me any unpleasantness? Or was it because in her mind I didn't need the practice? I felt that I needed the practice and wanted at least a chance to try. I felt that the teacher was discouraged and had lost confidence in my ability to progress. As a result I became unsure of myself.

6. I want a teacher who will take an interest in me as a person – one who will try to discover discussion topics that interest me. When I was teaching, one of the first things I did was to try to find out what my students' interests were: hobbies, past employment, family, travel, etc. The easiest, most accessible area of conversation is oneself. The initial and intermediate stages of development for the language student do not abound with opportunities for coherent self-expression. Most of the time, we language students feel fairly incompetent because we cannot express ourselves adequately, as we are accustomed to doing in our native language. Thus, if we can discuss some little accomplishment we've had or something that we take pleasure in or are proud of, so much the better.

7. I want a teacher who knows grammar well and who can explain something on the spot if necessary. I also want a teacher who is realistic and has the simple courage to admit that he doesn't know an answer if indeed he doesn't. I have had some teachers who did not provide enough explanations. It seems to me that a more eclectic approach would take into consideration the needs of the adult learner, who should be given some insight into the intricacies of grammar.

8. I want a teacher who will take a minute or two to answer a question after class, or who will take five minutes to correct something that I have done on my own. I had several teachers who did this willingly and who encouraged the students to do extra work on their own. I also had a teacher who made some corrections for me at my request, but somehow I felt as if I had encroached on her time. Is teaching to be exactly 50 minutes of the hour and no more? First, we as teachers need to encourage students not only to study what is required, but to pursue on their own areas in which they are interested. Acquisition is facilitated when it concerns information that we need or are interested in. And second, we need to appreciate our students' efforts.

9. I want a teacher who will treat me as a person, on an equal basis with all the members of the class, regardless of sex, marital status, race, or my future need for the language. In some of my classes women were given discussion topics relating only to the home and family, and men were rarely asked to talk about their families. Men were also given more "talk" time than the women. This can be discouraging to the student, and that is not conducive to progress. As teachers, we must look carefully at our classes to be certain that we are including everyone equally. I know that I have probably been guilty of bias toward the brighter and more energetic students – they're more challenging for the teacher and more interesting for the class. But now that I have been a victim of bias myself, I will certainly be more aware of treating my students equally.

10. Finally, I want a teacher who will leave his emotional baggage outside the classroom. The classroom is a stage, and to be effective the teacher must in some cases be an actor. I do not want to interrupt my concentration by worrying about what might be bothering the teacher. Nor do I want a teacher who sustains himself through ridicule or sarcasm, playing havoc with the emotions of his students and thereby blocking any learning/acquisition that might take place.

So, the qualities that I have discussed can be separated into four areas: 1) affective characteristics (enthusiasm, encouragement, humour, interest in the student, availability and mental health), 2) skills (creativity, challenge), 3) classroom management techniques (pace, fairness) and 4) academic knowledge (grammar).

A teacher's effectiveness depends on his demonstration of the affective characteristics. These are inborn in some of us, but they are also within the grasp of most teachers. Most of us want to be encouraging, enthusiastic, and available, but we just have to be reminded once in a while. The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching. These are not techniques that require training, but again, simply awareness. The specific teaching skills of creativity and challenge are associated more with the types of materials and activities, and their level and appropriateness. Ease and facility in these two areas come with experience and

familiarity with the syllabus and materials. Lastly, a teacher who knows his grammar gives himself credibility and stature in the eyes of his students. With a little training in how to explain grammar and how to teach it, teachers have an indispensable tool.

**VI. What arguments does the author give to support the following statements?**

1. A good teacher should have passion for teaching.
2. A good teacher should be creative.
3. A good teacher should maintain an excellent pace in class.
4. A good teacher should challenge his students.
5. A good teacher should be motivating on his students' success.
6. A good teacher shouldn't give up on his students.
7. A good teacher should take an interest in his students.
8. A good teacher should know his subject well.
9. A good teacher should have time for his students after classes.
10. A good teacher should treat his students on an equal basis.
11. A good teacher should leave his emotional baggage outside the classroom.

**VII. Do you agree that a good teacher should:**

- establish friendly relationship with students;
- have a lot of confidence in front of a large group of students;
- understand students' individual needs;
- encourage students to be creative;
- keep a tight control of a group of students;
- give students a lot of praise and support;
- work hard to remain up-to-date in his subject;
- spend much time preparing lessons thoroughly;
- punish students who don't work hard;
- keep in contact with the parents of his students;
- help the students organize their own learning?

**Give examples to back up your statements.**

**VIII. Discuss the following questions in pairs.**

1. What characteristics does a teacher's effectiveness depend on?
2. Do you think that only certain types of personalities make ideal teachers?
3. What do you think is the best explanation of personality: the one that is basically fixed or develops and changes?

4. What do you think of the view that we exhibit different aspects of our personalities in different situations, e.g. teaching different age groups?

5. Do you think that a good teacher is the one who has an inborn gift for teaching or can the skill of teaching be taught?

**IX. Teaching is a noble and rewarding job, but there are a lot of difficulties in teaching. Read the following text and find out what problems a young teacher may face.**

### **Assistant Teacher**

*after The Rainbow by D. H. Lawrence*

Ursula was a bright girl of seventeen. She stood in the near end of the great room. It was her classroom. There was a small teacher's desk, some long benches, two high windows in the wall opposite.

This was a new world, a new life, with which she was threatened. She sat down at the teacher's desk. Here she would sit! Here she would realize her dream of being the beloved teacher bringing light and joy to her children! Then she returned to the teachers' room. There was Mr. Harby. The schoolmaster was a short man with a fine head. He took no notice of her. No one took any notice of her.

The first week passed in confusion. She did not know how to teach, and she felt she never would know. Mr. Harby sometimes came down to her class, to see what she was doing. She felt so incompetent as he stood by. He said nothing; he made her go on teaching. She felt she had no soul in her body. The class was his class. She was only a substitute. He was hated. But he was master. Though she was gentle and always considerate of her class, yet they belonged to Mr. Harby, and did not belong to her. He kept all power to himself. And in school it was power, and power along that mattered.

Then she began to hate him. All the other teachers hated him. For he was master of them and the children.

So she taught on. She was getting used to the surroundings, though she was still a foreigner in herself.

"If I were you, Miss Brangwen," Mr. Brunt, one of the teachers told her once, "I should get a bit tighter hand over my class. Because they'll get you down if you don't tackle them pretty quick."

"Oh, but –"

"Harby'll not help you. This is what he'll do – he'll let you go on, getting worse and worse, till either you clear out or he clears you out."

"You have to keep order if you want to teach," said another teacher.



As the weeks passed on, there was no Ursula Brangwen, free and cheerful. There was only a girl of that name who could not manage her class of children. She did not tell anybody how horrible she found it to be a schoolteacher.

The headmaster only wanted her gone. His system, which was his very life in school, was attacked and threatened at the point where Ursula was included. She was the danger. And he decided to get rid of her.

When he punished one of her children for an offence against himself, he made the punishment very heavy. When he punished for an offence against her, he punished lightly, as if offences against her were not important. All the children knew this, and they behaved accordingly.

This was coming up to a crisis. While he punished the class, he made her the cause of the punishment and her class began to pay her back with disobedience. And one evening, as she went home, they threw stones at her. Because of the darkness she could not see who those that threw were. But she did not want to know.

Only in her soul a change took place. Never more would she give herself as individual to her class. Never would she, Ursula Brangwen, come into contact with those boys. She was going to fight.

She knew by now her enemies in the class. The one she hated most was Williams. He was a sort of defective, not bad enough to be so classified. Once he had thrown an inkwell at her, twice he had run home out of class. He was a well-known character.

During the geography lesson, as she was standing at the map with the cane, the boy did everything to attract the attention of other boys.

“Williams,” she said, gathering her courage, “what are you doing?”

“Nothing,” he replied, feeling a triumph. Ursula turned to the map again, to go on with the geography lesson.

“Please, Miss” – called a voice. She turned round.

“Please, Miss, William has nipped me.”

“Come in front, Williams,” she said. The rat-like boy sat with his pale smile and did not move.

“Come in front,” she repeated.

“I shan’t,” he cried, rat-like.

Something broke in Ursula’s soul. She took her cane from the desk, and brought it down on him. He was twisting and kicking. She saw his white face, with eyes like the eyes of a fish, stony, yet full of hate and fear. She brought down the cane again and again. A few times, madly, he kicked her. But again the cane broke him, he fell down and lay on the floor like a beaten animal.

“Get up,” she said. He stood up slowly. “Go and stand by the radiator.” As if mechanically, he went.

“If you do the same with Clarke and Lewis, Miss Brangwen, you’ll be all right,” said Mr. Brunt after the lesson.

The next morning Williams came to school, looking paler than ever, very neat and nicely dressed. He looked at Ursula with a half-smile, ready to do as she told him.

Now Ursula did not send her children to the headmaster for punishment. She took the cane, and struck the boy over the head and hands. And at last they were afraid of her, she had them in order.

But she had paid a great price out of her own soul, to do this. Sometimes she felt as if she would go mad. She did not want to see them beaten and broken. She did not want to hurt them. Yet she had to. Oh why, why had she accepted his cruel system? Why had she become a schoolteacher, why, why?

### **X. Answer the questions.**

1. What was Ursula's dream?
2. How did the schoolmaster treat Ursula?
3. What were the relations between Mr Harby and his pupils (and the teachers of the school)?
4. Could Ursula manage her class?
5. Why did the schoolmaster decide to get rid of Ursula?
6. How did the schoolmaster make the boys hate Ursula?
7. Why did Ursula have to accept the schoolmaster's system? Did she have enough strength and courage to oppose it?

### **XI. Read the following article and argue that an ideal teacher exists.**

#### **An Ideal Language Teacher: What is He Like?**

Few of those engaged in training teachers would conceive of a teacher who would be "ideal" for all and any teaching circumstances. The art and craft of teaching is so diverse that no such paragon would be likely to exist. What is possible, however, is to conceive of an idea which is redefined in terms of the particular kinds of teaching situation the teacher actually proposes to engage in. Such an "ideal" teacher would possess personal qualities, technical abilities and professional understanding of the following kinds.

1. Personal qualities include both inherent qualities and other qualities acquired through experience, education, or training. Among the former we must recognize psychological attributes. Equally, it is obvious that the teacher must be intelligent, have a "non-d discouraging" personality, and display emotional maturity. Among the acquired qualities are to be included a wide experience of life, an adequate level of personal education, and a sufficient command of the language he is teaching.

2. Technical abilities are of three kinds: first, ability to discern and assess the progress and difficulties of his pupils; and unhesitating control of the teaching in his class so as to maximize the rate of learning; secondly, a fluent and responsive grasp of the classroom skills and techniques; thirdly, with the syllabus and materials being used in his classes, so that the teacher can improve on them by devising his or her own material.

3. Professional understanding refers to a sense of perspective that sees the teacher's own particular task in relation to all types of language learning and/or teaching situations, to an awareness of trends and developments in language teaching, and to an acceptance that it is in his professional duty to go on improving his professional effectiveness throughout his career.

**a) Name personal and technical abilities according to the above description which are most important for a language teacher at school.**

**b) Describe the most effective way of becoming an "ideal teacher".**

**XII. Decide which competencies for the teacher's performance go under the following five standards of practice for the profession.**

### **Standards of Practice for the Teaching Profession**

1. Commitment to Pupils and Pupil Learning.
2. Professional Knowledge.
3. Professional Practice.
4. Leadership in Learning Communities.
5. Ongoing Professional Development.

### **Competencies**

**a)**

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.
- The teacher adapts and refines their teaching practice through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in their teaching practices and related professional responsibilities.

**b)**

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupils' learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils' to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

**c)**

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.
- The teacher works with professionals, parents, and members of the community to enhance pupils' learning, their achievement and school programmes.

**d)**

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

**e)**

- The teacher knows his or her subject matter, the curriculum, and education-related legislature.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupils' learning and achievement.

**XIII. Have you decided to take up teaching yet? Read the following articles and say what reasons given here coincide with yours.**

### **1. Why Is Teaching a Satisfying Career Choice?**

*by Kimberly Reynolds*

Teaching can be a great profession. However, it's not for everyone. In fact, many teachers end up switching careers after just a few years because of factors including low pay, intense workloads and pressures to teach to the test. For the ones who choose to stay, a teaching career can be very rewarding. Below are my top 10 reasons why teaching can be a satisfying profession.

1. *Spread the passion of learning.* When you teach a subject, you must also learn it. The best way to spread passion is to be passionate about it yourself. If you love to learn, teaching can be a great career for you.

2. *Influential in our future generation's lives.* At some point, every productive adult in this country had one or more teachers who positively influenced them in some way. You can be that positive influence on the next generation.

3. *Every day is different.* From the things your students say to the curriculum you teach, every day will be different. It is rare to have a non-eventful day while teaching (especially when working with children).

4. *Independence in the classroom.* Once you shut that door and begin your lesson plan for the day, you're the one who decides what will happen. There are not many jobs that allow so much freedom, leaving you with room to be creative and make your own plans.

5. *Conducive to your family life.* If you have children, you're going to get the same days off for holidays and school breaks. Many teachers tend to bring their work home with them (grading papers and planning lessons), but you'll still be able to spend a little extra time with your family.

6. *July and August.* Teachers don't go into teaching simply to have their summers free. This just happens to be a perk of the job. But if you need some extra cash, some teachers spend this time teaching summer school or working another job.

7. *Turn your love of learning into a passion for teaching.* Most people aspire to work in a field they are passionate about. It can be difficult to find your passion. It can be even more difficult to turn it into your career. If you are passionate about a certain subject or learning in general, why not pursue a career in this field?

8. *To be a constant support system for your students.* Unfortunately, many students will see you more than they will see their parents. For these students, having someone in their life who they can talk to, look up to, and gain support from can mean all the difference in their lives.

9. *Daily entertainment.* Kids say the "darndest" things. You're guaranteed at least one laugh on a daily basis. I've even heard stories from other teachers that are too inappropriate to write about here. But, they are nonetheless entertaining.

10. *Be involved in your community.* If you've always had pride for your community (wherever you end up living), becoming a teacher is a great way to stay involved in your community. You'll have a chance to impact your community in addition to your students' lives.

## 2. What's Good about Teaching?

*by Jennifer Beckles*

We often hear about the challenges that teachers face, but rarely about the real treasures of teaching. After all, each day thousands of teachers go to school every day, and despite the pressures many enjoy their work.

One of the main rewards is when there is a breakthrough in a child's learning, "What I love is that 'eureka' moment when a child's face lights up. They have seen the light, all has become clear and they are so proud of what they have achieved," says Margaret Carr, primary school teacher.

Working with difficult pupils is often one of the major challenges that teachers face, but it can also be fulfilling, says Kirk Wootton, KS3 science coordinator. "Turning disillusioned and bored students into kids that actually want to learn and continue to learn throughout their school years is one of the great things about teaching," he says. "It's not only good for teachers but it also has great benefits on a child's self-esteem when you see the pride in the face of a disaffected student who suddenly realizes that they can succeed after all."

Others say that if you get the relationship right with children it helps to create a rewarding atmosphere of learning. "It's the interaction with the pupils: trying to establish an atmosphere that's good for both sides; allowing for mistakes and humour (you'll have the funniest language 'mis'-takes when you teach modern foreign languages)," says Ute Bretschneider, secondary school teacher.

While the nine-to-five hours offer predictable, routine days, teaching can be one of bonuses. "Each day is different. You can teach the same lesson to different classes and get totally different responses," says Kirk. "Also, by awakening a child's curiosity about a subject, you can help them to develop independent learning skills as they go off to research topics on the Internet."

Finally, just being part of a school community brings its own joy. "I love it when I meet students in town years later and they come and talk about some long-forgotten event that clearly meant so much to them," says Margaret.

**XIV. Give your own reasons for choosing to stay in the classroom and support your statements with examples.**

**XV. Just as any job, there are downsides to becoming a teacher. Look through them and say which ones you think are not very important for you to work at school and why.**

## **Disadvantages of a Career as a Teacher**

It's not all roses. Just as any job, there are downsides to becoming a teacher. Some of the challenges include:

The challenge of meeting students' needs. Class overcrowding, students with very different needs, and often poor resources can make it very difficult to do your job.

Standardized testing and the problem of ensuring that students make the grade while helping them learn something apart from the test.

Parents. Working with parents can be a pro and a con. Wonderful parents can make you feel like you're making a difference but overly critical parents can be a real challenge.

Bureaucracy of guidelines, and managing the changing and often conflicting directives of principals and school boards.

Homework. It's not just students who have homework.

Many teachers spend their own money on materials to use in their classes.

Prep time. Teachers work outside of school hours, often in the evenings, to prepare their lessons.

Teachers are often required to earn a master's degree and have to pay for their further education.

**XVI. Teachers choose their career because they love what they do. This passion is what sets them apart from many other careers. Divide the following pros and cons into 2 columns to get a better idea of whether this is the right career for you.**

- Students who aren't interested in being educated.
- Summer break. It sounds simplistic and childish, but honestly a lot of people choose teaching because they like the idea of having the entire summer off work.
- Being able to influence the leaders of tomorrow and make a difference in the lives of the next generation.
- Pay, but not always. Everyone knows teachers don't make millions, but some can find better paying positions that are worth the investment.
- Teaching an area that you're passionate about.
- Little return on investment for your effort and work.
- Being able to be home with your own family during holidays, breaks, and other events.
- Requires a lot of work outside of school hours.
- Fewer resources for professional development or educational opportunities.
- Being in charge of your own classroom.

- Sharing your passion for learning with students.
- Different skills required for different levels of education.
- A close network of friends in the school through other teachers and colleagues.
- Dedication, patience, the ability to get along with others, and excessive responsibility are all required in this career.
- Benefits, including time off, pension, insurance, and other perks.

**XVII. Can you imagine a school without teachers? Read the article and say what present day problems School 42 wants to solve.**

### **A School with No Teachers**

*by Eleanor Beardsley*

A new computer school in Paris has been overwhelmed by some 60,000 applicants.

The school, called 42, was founded by a telecom magnate who says the French education system is failing young people. His aim is to reduce France's shortage in computer programmers while giving those who've fallen by the wayside a new chance.

In the hallways of 42, suitcases and sleeping bags are piled, and people are stretched out on mattresses in some of the corners. There are showers and dozens of colourful bath towels. Living here for the next month are some of the 4,000 potential students who already made the first cut by passing cognitive skill tests online. Now they have to clear another hurdle. They're thrown together and challenged with computer problems for 15 hours a day. Only 800 students will get a place.

"It's very, very intensive," Nicolas Sadirac, its director, says. "It's a kind of selection, but for the long term. So we don't just do an examination. We spend four weeks choosing each student."

The only criterion for applying is to be between the ages of 18 and 30. Applicants don't need money or a particular level of academic achievement. A third of them don't even have high school diplomas.

Sadirac says they're not looking for how much students know, but how they think. One of the school's main goals is to unearth talent in poor areas, where kids don't fit into the traditional French academic mould.

"We don't want to teach them stuff. We want them to find solutions on problems, because we don't know the problem in the future. So we are creating students able to learn by themselves."

Youth unemployment in France is high. At the same time, French companies cannot find enough IT specialists, and thousands of young computer



enthusiasts can't get training. That prompted 42's founder Xavier Niel, the creator of France's third largest telecommunications company, to invest \$90 million of his own money in the school.

"If you're the son of a blue-collar worker, you're going to be a blue collar worker," Niel says. "Children of elites stay elite. We have 200,000 kids a year who drop out of the French school system and have no hope. They become a drag on society. We want to help these young people take control of their lives."

The school's name is taken from the science fiction classic, *The Hitchhikers Guide to the Galaxy*, where 42 is the answer to the question of life.

Sadirac is sure that graduates of 42 will have the real life IT skills to get a job, even though the school's methods are a complete departure from France's highly centralized education system. There are no teachers. Students learn by solving problems.

Sadirac says "In the next 20 years the world will change at a staggering pace. 42 is looking for young people who can think outside the box. Formal academic training can sometimes hinder that by teaching students to follow models rather than innovate. So if we want to make people innovative, or creative, we need to get out of this system."

During their final year, 42's students will work together on a huge project known as a masterpiece. Much like an apprenticeship, they build their talents and learn from each other.

Candidate Lloyd Cochet, 18, loves the school's philosophy. "I had a hard time following in school. "They forbid us to talk in class. And here, talking together and passing along tips is the key to succeeding."

Outside on the sidewalk, Omar Marzougi, 27, is taking a break. His parents emigrated from Tunisia. Many young people with North African roots say they face discrimination in France. It's a complicated issue, Marzougi says, but he's sure of one thing. "There's no discrimination at this school, because getting in isn't based on your education level or social status. It's a true melting pot."

### **XVIII. Complete the following statements using the information from the article.**

1. The aim of the school is ...
2. Potential students were chosen by ...
3. Applicants don't need ... , the only criterion is ...
4. One of the school's main goals is to teach students ...
5. 42's founder wants ...
6. The school's name is ...
7. The school's methods are ...
8. The school's philosophy is ...
9. 42 is a true melting pot because ...

**XIX. Describe your imaginary future school.**

**XX. In a few weeks you are having your teaching practice at school. Read the following composition written by one of the students of the Mathematical Department and try to imagine the duties you'll have to fulfill.**

### **Our Teaching Practice**

As we are training to be teachers we have our teaching practice in the final years at the Institute. We spend one or two weeks observing lessons in different forms and watching demonstration lessons given by the best teachers of the school, then give lessons ourselves.

I've been fortunate enough to have my practice at school No 2, a very good school. The teachers of the school are highly trained, competent professionals, mainly young and energetic, enthusiastic and ready to experiment. They are quite at home in the subjects they teach. The school is well-equipped.

I gave 6 periods of mathematics a week and observed 10 more, not only mathematics, but also other subjects in order to become better acquainted with the children I was going to teach. All in all I gave 45 lessons.

The children whom I taught mathematics were active and full of their own ideas. Most of them were friendly and responsive. The discipline was quite satisfactory at my lessons, even when there was no other teacher in the classroom with me. There were only four troublemakers who tried to take advantage of my inexperience. Two of them were really "problem" children. Both of them were from the families in which parents didn't want to and couldn't bring up their children.

I spent a lot of time preparing for my lessons. I made different presentations to achieve effective classroom learning. I wanted my lessons to be interesting and make my pupils attentive. I understood that the pupils were inattentive and badly behaved only when the lesson was not interesting or when they felt that the teacher was not strict enough with them.

Three pupils in my class lagged behind their classmates having missed many lessons through illness. I tried to coach each of them through individual classes at the end of the school day.

Marking written work in mathematics didn't take me too much time (it took my friend, a student of the Philological Department, ages to mark compositions). I tried to mark my pupils' homework in the free periods at school so that I didn't have to carry a bag full of copy-books home every night.

A teacher has a thousand and one duties. Apart from giving lessons all the student-teachers were to organize extra-curricular work with pupils. I gave a talk

on popular English fairy tales and helped the children to prepare a meeting on the topic “The Right to Happiness”.

One of the most popular types of mass extra-curricular work is club work. Our students of the Art Department helped the members of the school artistic group to organize the exhibition of their works. They put up drawings on stands in the hall of the school and invited the children’s parents and friends. The drawings were imaginative, dynamic and colourful.

When giving my first lessons I was all nerves. But the teachers of the school were so sympathetic and helpful, so willing to give me advice, that I overcame my doubts and regained my self-confidence.

I am proud of my future profession. The practice has proved to be both interesting and difficult and helped me to understand that I want to teach children to be bright and humane.

**XXI. Read the following conversation and give the reported version of it.**

#### **After the First Lesson**

*Mary:* Congratulations! Your first lesson is really a success.

*Ann:* Thanks. I still don’t believe I’ve done it.

*Mary:* You have, and very well at that!

*Ann:* You won’t believe, but I was looking forward to this lesson from my first year in the Institute. It seemed so exciting to appear in the classroom as a teacher! But when the time came I felt I could have died of fright!

*Mary:* But you didn’t look frightened at all! There was not a shade of hesitation in your voice. To the pupils you seemed perfectly calm and well-composed.

*Ann:* You don’t say so! I was all nerves and could hardly speak.

*Mary:* That means you can hold yourself in hand – the first quality a teacher should possess.

*Ann:* Well, you are joking!

*Mary:* It’s not an occasion for jokes. I’m sure you’ll make a good teacher – and that’s exactly what our instructor in teaching methods says about you.

And as for me, I feel I’m fit for nothing... My first lesson was a complete failure...

*Ann:* There, there, don’t exaggerate! It was not as bad as you say. You should pay more attention to all kinds of drills at the lesson, and all that...

**XXII. Find the English equivalents for the following Russian phrases in the text and the dialogue above or translate them from Russian into English. Then use them in your oral composition “My Future Teaching Practice” according to the plan below.**

Столкнуться лицом к лицу; иметь в виду; поделиться всем, что знаешь; внушать учащимся любовь к; растеряться; подружиться; учиться в старших классах; быть загруженным писаниной; присутствовать на открытых уроках; высококвалифицированный специалист; хорошо разбираться в предмете, который преподаешь; средства и методы обучения; отстать в учебе; пропустить занятия из-за болезни; проверять письменные работы; внеклассная работа; преодолеть сомнения; полный провал; держать себя в руках, умереть от страха, иметь успех.

1. The school where I'm going to teach.
2. The subject I'm specializing in.
3. My preparation for the lessons.
4. My first lesson.
5. The teaching aids to use.
6. The discipline at my lessons.
7. My relationship with the pupils.
8. The extra-curricular work I'd like to do.
9. My idea of a teacher.
10. The results I'd like to achieve.

### **XXIII. Agree or disagree with the following ideas.**

1. The teacher's problem is to stimulate in the children the effort which makes learning successful and to use it fruitfully.

2. Much use is, doubtless, made of those activities which make it possible for each child to engage themselves in the particular operation which appeals to them most.

3. When planning the curriculum the teachers are to think of activity and experience rather than of knowledge the children are to get and the facts they are to gather.

4. In reference to the child, do you really want to help him? Are you using every means you can to find out what is troubling him, and trying to make his difficulty light? The best way to get acquainted with pupils is to ask them to help you in various classroom tasks.

5. Some teachers call on quick pupils more frequently. The idea that every pupil should be called on at the lesson is a principle that teachers know but often fail to apply.

6. The teacher's sense of humour often helps to cope with troublesome situations in the classroom.

7. When the teacher does all the talking himself at the lesson pupils do not listen to him at all but are daydreaming.

## **XXIV. Discuss the following points.**

### **1. The teacher's role and place in our society**

- a) Is the social status of a teacher high in our society?
- b) Do you think that the ability to speak a foreign language confers a high status on an individual in our society?
- c) What is the role of a teacher in the upbringing of the younger generation?

### **2. The teacher's personality**

- a) Do you think that only certain types of personality make ideal teachers?
- b) What do you think is the best explanation of personality: that it is basically fixed, or that it develops and changes?
- c) What do you think of the view that we exhibit different aspects of our personalities in different situations, e.g. teaching different age groups?
- d) Do you think that a good teacher is the one who has an inborn gift for teaching or can the skill of teaching be taught?

### **3. Keeping order in class**

- a) What do you think is the best approach to keeping order in class? Do you think this skill is an inherent ability? Or is it acquired through training and practice?
- b) Do you think you will keep order well during your teaching practice? If so, what is it that will help you to maintain discipline?
- c) Do you regard any of your experience as a pupil valuable? If so, what is it?
- d) Have you any teacher of your school-days who is a model to you in this respect?

## **Written Work & Grammar Revision**

### **I. Write an essay "What Makes a Great Teacher" using the following questions as a plan.**

1. What qualities make a great teacher?
2. What kind of training and experience makes a great teacher?
3. How has the definition of great teaching changed over time? How do you expect it to change in the future?
4. Who should not be a teacher?
5. Who, in your life, has embodied great teaching? What in your personal experience or biography helped make you a better teacher?
6. How important is it to share some of the background and experience of the students for a great teacher?

7. Do you hope to become a great teacher? What, in your personal experience, will help do it?

8. What's the best piece of advice of your teachers you are going to follow in your teaching career?

## II. Choose the correct word.

1. Timothy, *whose/which* parents were both doctors, had always wanted him to become a teacher. At school he was *particular/particularly interested/interesting* in languages, especially English. His teachers agreed that he would *make/do* an excellent specialist. Timothy *did/made* quite *well/good* in his school examinations, *at least/at last well/good* enough to get into a college.

2. *Many/Much* people now *think/are thinking* that *the/-* teachers give pupils too *many/much* homework. They *say/tell* that *it/there* is unnecessary for children to work at *home/house* in their *free/vacant* time. *Moreover/However* they argue that *most / the most* teachers do not *proper/properly* plan the homework tasks they give to pupils. The result is that pupils *must/have* to repeat tasks *what/which* they *had/have* already done *at/in* school. *Recently/Nowadays* in Greece many parents complained *about/for* the difficult homework which teachers gave to their children. *-/The* parents said that most of the homework was a *loss/waste* of time, they wanted to *stop/halt* it. Spain and Turkey are two countries which have *stopped/ended* giving homework recently. *In/At* Denmark, West Germany and several *other/another* countries in Europe, teachers *can't/aren't* able to set homework at weekends. In Holland teachers *allow/let* pupils to *stay/settle* at school to *do/make* their homework. The children are *free/independent* to help *one another/themselves*. *Similar/Alike* arrangements *also/too* exist in some *Britain/British* schools.

## III. Open the brackets using the correct verb form.

Are the years you (*spend*) at school the best years of your life? Personally, I (*find*) most lessons rather interesting. We (*have*) to sit at our desks in silence. The teachers used (*write*) on the blackboard and (*ask*) us difficult questions. We also had (*do*) lots of homework and (*hand*) it on time. We (*have*) to wear a school uniform and we obey the rules. I (*leave*) school as soon as as I (*can*) and (*start*) work. I (*read*) books at the public library and later I decided (*go*) to college. I really enjoyed (*study*) because I was older and I (*know*) that I (*want*) some qualifications. When I (*be*) at school, I (*be*) just the wrong age.

## BRINGING UP CHILDREN

### Vocabulary Study

**I. Look through the following words and word combinations, explain their meaning or translate them into Russian.**

#### 1. Upbringing

to bring up children	to gain independence
sheltered/tough upbringing	to be mature
to grow up	formative years
to encourage a child	to spoil a child
adolescence	to drive someone nuts/crazy
to do smth. for the sake of	to leave the nest
to avoid pitfalls	to ground your child
to foster a child	to have high expectations

#### 2. Family and Parenthood

authoritarian/pushy parents	happy background
close-knit/supportive/strong family	to show much love
to have faith (in)	to be consistent
affection	to be fair
to lose temper	to create tension
to turn a blind eye (to)	to follow in smb.'s footsteps
to let smb. down	to run in the family
to heighten smb.'s self-confidence	to give smb. a telling off

#### 3. Childhood

idyllic	to be thoroughly dependable
traumatic	not to be neglected
troubled	to get in trouble
turbulent	to put the fat in the fire
to be sensitive	to appreciate smth.
flesh and blood	two peas in a pod
hedonism	to be involved (in)
to stand up for oneself	to have respect

#### 4. Generation Gap

to be in one's teens	transitional age
peer	abandoned children
insolent	delinquency
defiant	to handle a behaviour
vulnerable	to set smb. on the right path
obstinate	be out of touch
to rebel (against)	to be worlds apart

#### II. Learn some idioms and expressions about the generation gap and use them in your own sentences.

When people attempt to “**bridge the gap**” between generations they want to bring those two generations together and show them that there are similar things between each one. In contrast, “**widening the gap**” is when an event or something someone says makes the gap even bigger between the two and forces them farther apart. The term “**bookend generations**” refers to grandchildren and grandparents who want to find common grounds, rating recognition, flexibility and access to new experiences.

#### III. 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.”



**IV. 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.

**V. Match the words and word expressions with their definitions and use them in your own sentences.**

**Example:** *to ground a child* – to punish a child for bad behaviour by not letting him or her leave the house for a certain amount of time.

“We *grounded our teenager* last week because she stayed out until 2.00 a.m. last Saturday night. She has to stay home for a month.”

- |                         |   |
|-------------------------|---|
| 1) formative years      | a) make someone feel angry;   |
| 2) to be consistent     | b) get rid of your anger or excitement;   |
| 3) to be mature         | c) to admire someone deeply because of their abilities, qualities or achievements;                                  |
| 4) to let steam off     | d) to leave your parents' home and start living independently;  |
| 5) affection            | e) a period of time or experience that has an important and lasting influence on a person's character and attitude; |
| 6) to become a nuisance | f) to cause inconvenience or annoyance;   |
| 7) to respect           | g) to disappoint someone by not doing something that you have said you will do or that they expected you to do;     |
| 8) let down             | h) acting or done in the same way over time, especially so as to be fair or accurate;                               |
| 9) to leave the nest    | i) a person who reaches an advanced stage of mental or emotional development;                                       |
| 10) drive someone crazy | j) a gentle feeling of fondness or liking.  |

## VI. 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.

**VII. Fill in the blanks with the correct form of the words from the box.**

<i>to look after</i>	<i>to have high expectations</i>
<i>to bring up</i>	<i>to be close to</i>
<i>to grow up</i>	<i>to be responsible for</i>
<i>to care about</i>	<i>to depend on</i>
<i>to stand up for</i>	<i>to avoid pitfalls</i>
<i>to get along with</i>	<i>to look up to</i>

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?

**VIII. Complete the idea of 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 different and 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 don't 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's happy at home and is doing well at school.
  - l) Foster families take in children who are not their own.

**IX. Translate the expressions from the box and complete the sentences with them.**

<i>to get up to</i>	<i>to be out of touch</i>
<i>to be at ease</i>	<i>to be set in one's ways</i>
<i>to live off smb.</i>	<i>behind the times</i>
<i>to be worlds apart</i>	<i>to stand on one's own two feet</i>
<i>to take offence</i>	<i>to get away with smth.</i>

1. I've learnt to be independent. – That's right, you can now .....
2. Does Joe still ..... his parents? – Yes, they pay for everything. And he's 40!
3. Older people are a bit ..... when it comes to things like technology.
4. I sometimes feel more ..... with older people because they are not trying to impress you.
5. He's a bit old-fashioned. – I agree, he's a bit .....
6. The brothers are completely different. – Yes, it's strange: they .....
7. Was she upset at what you said? – No, I don't think she .....
8. There's no point in arguing with him. – We should let him ..... his idea.
9. Many older people ..... and they can make them a bit narrow-minded.
10. I sometimes feel it difficult to ..... young people, we are so different.

## Reading & Discussing

### I. Read the text and say what has changed in the institution of the family.

#### Family and Parenthood

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 communications 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.

### II. Answer the questions.

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 types of families can we meet today?
5. What pressures on parents does the author speak about?
6. Why are parents facing a battle competing for the minds and lifestyles of their children?
7. How do you think new forms of communications and technologies influence children?
8. What is included in the notion “educated parenthood”?

### III. Read the text and find the characteristics that can describe your relationship with your parents.

#### Different Types of Parent-Child Relationships

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.

**IV. 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 secure relationship is ...
4. The characteristics of children in avoidant relationship include ...
5. Avoidant relationship on the parents' side is characterized by ...
6. In ambivalent relationship children ...
7. In ambivalent relationship parents ...
8. Disorganized children learn to...
9. Parents in disorganized relationship ...

**V. There are many theories on how to raise a child. Read the text and say what qualities parents should possess to excel at helping today's children to become tomorrow's civilization.**

### **Raising Children**

Today's children will become tomorrow's civilization. When a child comes into the world today, it is a little bit like entering a tiger's cage. Children can't handle their environment and they have no real resources. They need love and help to survive in this world.

It is a delicate problem to discuss. There are almost as many theories on how to raise a child as there are parents. Some try to raise them in the way they were raised themselves, others prefer to do the opposite, many have an idea that you should just let your children grow on their own.

A child is like a blank slate. If you write the wrong things on it, it will say the wrong things. But, unlike a slate which is passive, a child can begin to do the writing. It means that he puts into practice the things that have already been written.

Sometimes parents try to 'buy' the child with heaps of toys or become simply tiresome by showing their love and constant protection. It will never do their children any good, the result can be pretty awful.

If parents make up their mind to help their child in life, they should take into consideration the following things:

- a) what the child can become with his potential;
- b) what the child himself really wants to become;
- c) what they want their child to become.

No matter how strongly a parent loves his child, he should remember that the child can survive only if he stands with his feet firm on the ground. Otherwise he may go wrong.

To be really helpful, parents should understand their child and try to be his friend. Their aim is to find out what a child's problem really is to help solve it. Even little babies should be observed carefully. If you listen to what children tell you about their lives, it will help them greatly.

At the same time sociologists claim that parent-child conflicts cannot be avoided in a society that is changing very rapidly. In our society youngsters disagree with their parents on a wide range of issues, from how late they can stay up to whom they should marry. This "generation gap", however, is less violent than some people think. In most families, according to official surveys, agreement is much more common than disagreement because teenagers surprisingly often adopt their parents' values, ideas and opinions. This frequently occurs in families in which parents have equal influence on their children.

#### **VI. 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.

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

##### **Problems in Upbringing Children**

When you are 16 or 17, you want to be treated like an adult, to be more independent in your actions and your way of life. You want to develop interests and values different from those of your 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 our life we face a number of problems: difficulties in our relationships 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 you 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 to find the right approach to them. We need to learn to talk our problems over in our family. If we are able to do it everything will be all right.



### **VIII. Answer the questions.**

1. What is the style of behaviour of the teens?
2. What problems do young people disagree on?
3. How do mass media help teenagers?
4. Is it easy to be tolerant to young people?
5. Do your parents understand you?

### **IX. Do you know what the generation gap is? Read the text and say if it is possible to bridge the gap between parents and children and what the ways are.**

#### **Generation Gap**

“Generation gap” is a popular term used to describe serious differences between people of two generations.

To realize how to deal with it, you should keep in mind that generation gap includes several aspects: children must know as much as possible about their parents and parents – about the world outlook of their children, about relations between brothers and sisters, and also about the attitude to them of close relatives on both sides – father’s and mother’s.

Children demand a great deal of attention, time and patience, so, if you are not ready to devote all that to your baby, it is better not to hurry. There are many families where both parents keep working after giving birth to their baby. It is similar to the situation with single-parent families, when a father or a mother hardly have enough time and neglect their children’s upbringing. In such cases most of the time the child has to spend on his own or with his friends. Due to the fact that he has not got any guidance from his parents he may be involved in some bad companies which commit violence or even crime and become alcohol or drug addicted. When the parents discover that, it’s usually too late to change anything.

On the other hand, there is a different situation when the parents treat their children too strictly and don't give them any freedom at all. In this case the children may become pariahs among their peers. Constant bans may increase the risk that the child will grow up insolent and defiant. This causes another big problem – lying. The child is forced to lie to the parents because of the fear to be punished. It can be anything from putting on make-up in the girls' room at school to stealing.

Some children rebel against discipline and family values. They listen to loud music, wear inappropriate, to their parents’ mind, clothes, dye their hair in inconceivable colours, have all their bodies pierced and tattooed trying to show their independence and establish their identity. They want to be treated as adults, but they are not ready to take all the necessary responsibilities. It doesn’t mean

that your child is bad and he will become a criminal. Of course, not! It only means that your child is in his transitional age and he is in need of your understanding and support.

But how to handle such behaviour? Parents should become his close friends. First of all they should learn to respect his interests. Try to speak with him as often as possible, offer some parent-child activities like shopping or going in for sports. It is worth involving the child in discussing some family questions, just to show that he is a full member of the family. Moreover, children in their teens are very vulnerable when they are criticized in public, so try to avoid it. Parents should always be honest and sincere with their child; otherwise it would be unfair to require the same from him.

Too authoritarian parents can't do any good to their children as well as parents who overindulge all the child's caprices. Overindulgence may lead to the same results as negligence. There are parents who are afraid of hurting the child by banning something when it is necessary. Such parents risk becoming powerless in the family and losing control over their children who may become spoiled and capricious.

It demands to make a great effort from both parents and children to reach mutual understanding. There are many different opinions on the question of treating children if they disobey their parents, but every parent should decide for themselves what will be best for their child and set him on the right path.

**X. 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.**

**XI. Answer the questions.**

1. What aspects does the generation gap include?
2. What problems may cause the generation gap?
3. What conflicts do parents have with children?
4. What are the usual areas of misunderstanding between children and parents?
5. What type of behaviour is usual for adolescents?
6. Do you think generation gaps allow the older generations to have more "authority" in their relationships with younger people?
7. What is more important for teenagers, parents' or peers' approval?
8. How does a generation gap affect interaction between two people?
9. Is it possible for parents and children to be friends?

10. Have you noticed any changes in your own behaviour during the last years?
11. How would you characterize your relations with your parents?
12. Do you like to spend time with your family?
13. What is, in your opinion, the basis of healthy and peaceful relationship between parents and children?
14. 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?
15. Should teachers be aware of the generation gap between them and their students? What can be done about it? Can that gap be narrowed being adaptable, or should students adapt to their teachers?

**XII. Look through the following piece of information and decide what generation you belong to. Can you describe the people of your generation?**

The term “generation gap” was popularized in the West during the 1960s, a time when a great gulf opened up between young people and their parents. These differences extended to music, fashion, and politics. At this time, the young people disagreed with and rebelled against what society called “normal”.

The generations of today have been neatly classified, complete with stereotyped personalities, interests, and viewpoints. Generation Y was born between 1978 and 1994, and have been called selfish and self-centered. Generation X represents children born between the early 1960s and the late 1970s. The people here are often called cynical. There are also the Baby Boomers, who grew up after World War II. Digital Natives comprise the newest generation, and have grown up side-by-side with the Internet and instant communication.

**XIII. Adolescence may lead an individual through a lot of frustration. Failing to get along with peers or not being accepted by the group is a painful experience. Can you recall a situation from your past when you had to act against the majority? What caused it? How did you cope with the situation?**

**XIV. Contradiction between what one wants and what one may afford is a reason for many conflicts. On the one hand, children want their parents to leave them alone and not to interfere with their things. On the other hand, parents feel they have a right to give advice to their children as they care for them and earn the living for the family.**

Work in groups of three. Assume the roles of a parent, son/daughter and a consultant. The parent and a child will discuss the problem based on

**the contradiction mentioned above. The consultant will advise and reconcile the two parties.**

**XV. Read the text and say why the author is worried about present young generation.**

### **Our Children's Future**

*by James Stuart*

As a parent and an observer of mankind, I grow increasingly concerned about the life that our children inherit, the values that they hold dear, and their expectations for the future. Childhood seems to last but a few years until children become a market force to be bombarded with advertisements on the television. They demand to have all that they see, and regard it as their right to be entertained every waking moment.

At school, most children are bored by the lessons, which they see as irrelevant to life as they perceive it. Life is about having fun, and having fun *now*. Or, at the other extreme, school is fiercely competitive, and pupils are pushed by parents to achieve at all costs.

The 1960s were a time of great liberalization, when youth thought it could right all wrongs. Its ideals of love and peace are now much scorned as hollow, hippy phrases. If the world veered to the left in '68, then it has lurched to the right in the past fifteen years. The 1980s are undoubtedly a more selfish, inward-looking era, with the individual to look after himself, regardless of the effect this might be having on others. The new gods are money and materialism, and teenagers want *now* what it took their parents half a generation to achieve.

If youth has learnt to question the wisdom of its elders, it has so far found nothing to replace it with. No wonder there is drug abuse on a scale never seen before. No wonder so many children seek the help of psychiatrists. What are they to fill the emptiness of their souls with?

**XVI. Answer the questions.**

1. What have children lost these days, and what have they gained, according to the author?

2. What is wrong with school?

3. How does the author characterize the 1960s and the 1980s?

4. What are youth's problems?

5. In what ways does the writer criticize youth? Is it for the things parents are traditionally critical about (for example being untidy, irresponsible, or lazy), or is it something different?

**XVII. Summarize the content of the text in 5-6 sentences.**

**XVIII. Read the article and write down the words and expressions the author uses to characterize today's younger generation.**

### **“Silent Generation”**

Each generation has a million faces and a million voices. What the voices say is not necessarily what the generation believes, and what it believes is not necessarily what it will act on. Its motives and desires are often hidden. It is a medley of good and evil, promise and threat, hope and despair. Like a straggling army, it has no clear beginning or end. And yet each generation has some features that are more significant than others; each has a quality as distinctive as a man's accent, each makes a statement to the future, each leaves behind a picture of itself.

What of today's youth? Some smoke marijuana; some die in battles. Some go to college with their wives; some make \$400 a week on television. Some are sure they will be blown to bits by the atom bomb. Some pray. Some raise the highest towers and run the fastest machines in the world. Some wear blue jeans; some wear Dior gowns. Some want to vote the straight Republican ticket. Some want to fly to the moon.

TIME's correspondents across the US have tried to find out about this younger generation by talking to young people, and to their teachers and guardians. What do the young think, believe and read? Who are their heroes? What are their ambitions? How do they see themselves and their time? These are some of the questions TIME's correspondents asked; the masses of answers – plus the correspondents' interpretations – contain many clashing shades of opinion, but nevertheless reveal a remarkably clear area of agreement on the state of the nation's youth.

Youth today are waiting for the hand of fate to fall on their shoulders, meanwhile working fairly hard and saying almost nothing. The most startling fact about the younger generation is its silence. With some rare exceptions, youth is nowhere near the rostrum. By comparison with the Flaming Youth of their fathers and mothers, today's younger generation is a still, small flame. It doesn't issue manifestoes, make speeches or carry posters. It has been called the “Silent Generation”. But what does the silence mean? What, if anything, does it hide? Or are youth's elders merely hard of hearing?

**XIX. Make up a list of questions you would like to ask your pupils to find out if they are similar to or different from the US young people.**

**XX. Do you agree/disagree that today's young generation in Belarus can be called "silent"? Give your point of view.**

**XXI. Read the following article and discuss in groups the difference in attitude and behaviour between older and younger people which often causes them to argue.**

### **The Younger Generation Knows Best**

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. Every new generation is different from the one that preceded it.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They are questioning, they take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab grey suits and convict haircuts? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the retrace? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off easily. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old – if they are ready to admit it – could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not "sinful". Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb; the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

**XXII. Prove or reject that:**

- the young are not what they were;
- the old know best;
- the young reject conformity;
- the young have turned to their elders for guidance;
- the old could learn from their children.

**XXIII. Adults think that young people are incapable of making responsible decisions, stupid to understand politics, ignorant of social issues, vain and selfish. Agree or disagree with it using the words and expressions below while answering the following questions.**

1. Are you the future of the country?
2. Are you deeply interested in the problems of the modern world?
3. Are you ready to contribute to their solution?

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

**XXIV. Read a short extract from a talk given in 1973 by Dr. Benjamin Spock, a world famous author of books on child care. Find the information about Freud's and Dewey's influence on him.****Love and Believe Children!**

I think in previous centuries, and still in the first half of the twentieth century, parents felt they had to intimidate their children, just the way I was intimidated, scolded all the time, made to feel evil, threatened with loss of love, and maybe some kind of punishment. I used to be scared of my parents, I was scared of the policeman on the block, I was scared of my teachers, I was scared of barking dogs, I was scared of bullies.

Now I think that it was Freud and Dewey particularly who changed that point of view. Freud said in so many words, it isn't by disciplining or intimidating your children, it's by loving them, then they love you, and they want to be worthy of you, and they want to grow up to be mature people like

you. In other words it's the love between a parent and a child that makes them mature, and become responsible. And I think it was Dewey who said, you don't have to force children to learn, they're wild to learn.

I think both of these philosophers gave parents more trust in their children. I think my job was to translate this into ordinary language and apply it to ordinary home situations. And that what the book really says is, not only trust yourself as a parent, it says, trust your children. They will want to grow up responsible. So I think many fewer parents tried to intimidate their children in the last twenty-five years. And I think that's why their children are that independent.

So when the Government says, "Don't reason about the war, go off and fight it because we tell you to", young people say, "Wait a minute, maybe you're not right. Maybe it isn't the right war." And I think that when universities say to youths, "Never mind your ideas about how you should be taught, we're in this business, you take it from." And I think young people said, "Well, maybe it is our business. We're the ones who are here for the education."

So I think that I had a small part in translating Freud and Dewey.

**XXV. Discuss Dr. Spock's interpretation of Freud's and Dewey's ideas about bringing up children.**

**XXVI. Answer the following questions.**

1. Who was more involved in your upbringing: your mother or your father?
2. Did your parents encourage you to join clubs or societies?
3. Which of your parents was more interested in your studies?
4. Did your parents discuss problems with you if there were any without getting all upset?
5. Can you give any examples when your parents didn't trust you?
6. What is the role of trust in a parent-child relationship according to the author?
7. Do you think parents should show affection to their children?
8. From your point of view, is having young parents an advantage or disadvantage?
9. Do you agree that extreme permissiveness is the normal condition in the modern household?

**XXVII. The 21<sup>st</sup> century is certain to dictate a new approach to a parent-child relationship. Children demand a great deal of attention, time and patience. Read the text and speak on the author's point of view on fixing psychology.**

**Quick Fix Approach**



*by S. Soloveychik*

Maybe some day people will create a world that doesn't require fixing. Once things are made they will serve well. Once a man is grown up he will just live. The world will develop without even the idea of having to repair things, to correct mistakes, or to re-educate children.

We all have a natural tendency to make order. If the coverlet of a couch is messed up we tend to set it right. If the tap leaks we need to repair it. If the clock doesn't work we need to bring it to the shop to be fixed. It seems that this rule is applied to people as well: a man can be mended or fixed; we simply must try. The watch that doesn't work correctly and a son that forgets to say "thank you" seem to us matters of the same sort.

But a man, or a child, is not an object, not a coverlet, and not a clock. He, in principle, can't be fixed. A family is not a repair shop, and a school is not a repair service of a family's failures. We can't look at children as at things that require fixing.

Thousands of times I had to answer questions about upbringing, and all of them – all! – were of a repair sort: how to correct? All my life I have never been asked: how to make?

"How to correct?" parents ask, but one and only one answer is available for that question. "No way. Leave your child alone. Let's talk about how to make upbringing so that a child would not need to be corrected."

They sigh. Yes, yes, of course... But it takes so long! It takes understanding and moral efforts. It takes changes in views and in parental faith...

It is a fixing approach to upbringing, to life, fixing psychology ("it's okay if it's done somehow, later we can fix it"), an attitude of repairing towards a child, a genuine faith in upbringing as a permanent fix.

Let's raise our child – whatever age he is, sixteen or eighteen – so that he would not need an educational repair.

The expression "It's never too late" is seldom applied to things, but it is the absolute truth when applied to children: it's never too late.

**XXVIII. Express your opinion on the statement "It's never too late" when applied to children.**

**XXIX. Complete the list of tips what to do in the situation when there is a misunderstanding between parents and children with your own ones.**

- Parents should learn to respect a child's interests.
- Parents should always be honest and sincere with their child.
- Parents should avoid critics in public.
- Authoritarian parents should ...

**XXX. According to studies, happy children are more likely to enjoy success in their adult life than unhappy ones. Read the text and say if it is difficult to ensure the child's happiness.**

### **How to Raise Happy Children**

#### *1. Keep Yourself Happy*

According to extensive research, there is a substantial link between parents' mood and their children's. Children have the ability to absorb a lot of things from their parents, including moods. By attending to your own emotional well-being, you ensure that your child's emotions remain positive.

#### *2. Cultivate Healthy Lifestyle*

It is important for every human being to enjoy sleep, exercise and a healthy diet, and for happy children, it is more important. Toddlers are exercisers by nature and thus you should give the child ample time and space to play and remain active. Also, ensure you pay attention to your child's need for schedules. While some kids enjoy any random schedules, most kids prefer a set schedule which allows them to know what is coming next.

#### *3. Praise Your Children Often*

While you cannot always praise your child for everything, you need to praise them for the right stuff. Do not make them feel as though they have to accomplish something to gain your approval. The goal of parenting is to help your child to foster a growth mind-set. You should make the child believe achievement is attained when one works hard and through practice. Happy children who have cultivated a growth mind-set have the ability to do better in life and are likely to enjoy life as they are not too worried about what others will think.

#### *4. Keep Close Connections with Your Children*

It is very important to make your child feel connected to both the parents and other family members. A connected childhood fosters happiness in the child's life. Connectedness is the feeling of being loved, understood, acknowledged and wanted. When these needs are met, your child will be free from emotional distress, risky behaviour and suicidal thoughts. Offer your child love unconditionally and ensure they feel it and they are happy. You can increase your connection by holding the child as much as possible, responding to cries with empathy, reading aloud to them, laughing together, etc.

#### *5. Cultivate the Right Attitude towards Success and Failure*

If you really want to build your child's self-esteem, try to compliment them less and focus more on offering opportunities that allow them to learn new skills. Mastery, not praise, is the right foundation to build your child's self-esteem. In the process of whether they fail or succeed in an activity, they can

master the skill, learn to practise and cultivate the right attitude towards failure and success.

#### *6. Let the Child Feel Needed*

The happiness of your children and even yourself as an individual depends mostly on the feeling of being needed. Without the feeling, humans fear that they may be excluded and forgotten. Human beings have an innate need of belonging and feeling needed. Make your children feel a part of the family and make them know that they play a big role in the family from an early age. Give them a responsibility that they can be accountable for the house chores and demonstrate the need for them. This gives them a sense of belonging, responsibility and also happiness.

#### *7. Cultivate an Attitude of Gratitude*

According to studies, happiness is strongly linked to the feeling of gratitude which leads to emotional well-being. Studies have also shown that individuals who keep daily and weekly gratitude journals are more optimistic and make progress towards their goals. While it is unrealistic for a child to keep a journal, it is important for parents to make it a habit each day to teach their kids to be grateful for something that has happened during the day. You need to set time for gratitude sessions and make it a habit for your child.

#### *8. Cultivate an Optimistic Attitude*

It is important to teach your children to be optimistic from an early age. This saves you, as the parent, a lot of stress when they become teenagers as they are unlikely to become surly. According to statistics, teenagers who grow up being taught how to look at issues from a positive angle are less likely to fall into depression. Optimism is related to happiness, the more optimistic your kids are, the happier they will be. Besides, optimists are more successful in school, more satisfied in their marriages and less likely to deal with anxiety and depression.

#### *9. Teach Your Children to Be Hardworking*

It is important for parents to avoid seeking perfection from their children and to focus more on raising hard-working children. Parents who overemphasize the need for achievements and perfection are more likely to have depressed children instead of happy children. Anxiety and drug abuse are also commonly linked with the need to become perfect. Parents should praise effort instead of achievement. In this way, your child will not be too scared to make mistakes and will be more willing to learn new experiences through making mistakes along the way.

#### *10. Give Children Playtime*

Giving your children more time to play is equal to meditation and mindfulness for grownups. Playtime makes it possible for kids to learn and grow. There is really no need to follow when it comes to offering kids

playtime. All you need to do is find the ideal time for your kids to enjoy play and be happy.

**XXXI. Think of your childhood and say if:**

- 1) it was happy;
- 2) you were often praised;
- 3) you were much read to aloud;
- 4) you were responsible for some house chores;
- 5) you remember your first “thank you”;
- 6) you were praised for achievements or hard work;
- 7) there was a set of rules in your family;
- 8) the rules were fair at the time;
- 9) your opinion on these rules has changed as you have got older;
- 10) your parents were super protective;
- 11) your parents always told you what to do;
- 12) children are harder or easier to raise in today’s world.

**XXXII. Read the interview with Dr. Monroe and decide which statements given after it are true or false.**

**Raising Successful Children**

**Interviewer:** We’d also like to welcome our guest today, Dr. Philip Monroe, the author of the book *Rearing Children for Success from the Front Lines*.

**Philip:** Thank you. It is a pleasure to be here on your programme today.

**Interviewer:** So, first of all, what inspired you to write your book and what is it all about?

**Philip:** Well, it is often said that becoming a parent is one job you can land without experience or credentials, and that is really true. I guess you could say that through trial and error and a number of mistakes I realized that I personally needed to figure out how to become a better parent, too. And before I got married, I had read numerous books on child rearing and child psychology to try to prepare myself for this transitional phase in my own life, but every family and situation is so unique, and the challenges of raising children are often so complex that not one guidebook can fully prepare you for what awaits you on the front lines.

**Interviewer:** And your book? What do you mean by successful children?

**Philip:** Well, I should first point out that I'm not thinking in terms of the most standard definition, one that associates success with financial or educational gains.

**Interviewer:** Well, what do you mean by success then?

**Philip:** Well, I'm referring to success in understanding and managing children's own emotional, moral, and even spiritual welfare. First of all, one should understand that there are many factors that influence how children grow up and develop including the environment around them, genetics, peers, school teachers, and education within the home.

**Interviewer:** Yeah, I can see that all of that really would affect kids.

**Philip:** However, as parents, we have more control over some of these than others.

**Interviewer:** I think we also have more control than we realize over some of these factors.

**Philip:** Right, we have the ability to influence children. In other words, while parents perhaps have the most impact on our children's decisions and attitudes, we can't ignore the fact that children, particularly teenagers tend to follow the popular crowd, and their actions often mirror this.

**Interviewer:** So, what else?

**Philip:** Well, parents need to establish clear boundaries and expectations for their children, and be consistent on how they implement them. I mean, children often see rules as a way to limit their freedom when in fact we're just trying to protect them from often negative consequences of their actions. But when children feel that they're being treated fairly, and we validate their feelings, they'll respond better to our requests, and in return, they can earn greater latitude in what they are allowed to do, and they no longer see rules and barriers as things that stop them.

**Interviewer:** That makes a lot of sense.

**Philip:** And perhaps, finally, establish good lines of communication with your children. Being open to their ideas and lavishing them with specific praise often will build reserves in their emotional bank accounts. And doing this will foster perhaps positive relationships with them.

**Interviewer:** OK, any closing remarks on this topic before we have to go?

**Philip:** Well, all I can say is that we can never give up on our children, even when they yell and scream in our faces. It's hard, but we just can't take it personally. And if there's one last thing I could say it would be to have hope that things will work out.

**Interviewer:** Thank you so much. That sounds like a really important message and important book.

**Philip:** Thank YOU. My pleasure.

1. Rearing children is often more difficult than people anticipate.
2. Poor parental skills can contribute to problem children.
3. Successful children are the ones who are able to manage their emotional state in appropriate ways.
4. Successful children achieve their future educational and financial goals.
5. Friends have the greatest influence on children's behaviour and ideas.
6. Parents should view the use of family rules as a way to restrict what children can do and say.
7. Parents should view the use of family rules as a way to provide more opportunities for freedom.
8. Raising children in today's world can be a hard process.

**XXXIII. 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?

**XXXIV. While parents are often the primary caregivers, teachers can also play a pivotal role in helping children to grow and develop. Look through the article and find sentences to prove the idea.**

**Roles of Parents & Teachers in Bringing Up a Child**

*by Erica Loop*

A 2014 study from the University of Michigan's Institute for Social Research found that US kids spent 7.5 more hours each week in an academic environment than they had 20 years before. With more time spent at school, teachers are left to take over the majority of a child's day. While this doesn't mean that there's a complete role reversal or that teachers are the new "parents",

it can mean that the teacher's role – relative to the parent's role – is slowly growing, as the academic day and week are extended.

While the primary part that a teacher plays is in the academic development of a child, some also take on additional roles in bringing up a child. Some teachers may act as an adviser or mentor to a child, helping them discover their interests or possible career aspirations. Other teachers may play a more parental role, helping children to work out personal problems. Although it isn't entirely uncommon for teachers to play a more personal role in a child's life, educational professionals must realize that they are not the parents and should create clear boundaries that the child understands.

While the teacher acts as the primary educator, that doesn't mean that the parent doesn't have a role in the learning process. Many parents choose to conduct an array of at-home activities with their children as they grow and develop. For example, a mom may finger paint with her toddler, work on writing the alphabet with her preschooler, do a science experiment in the kitchen with her grade schooler or do a math project with her teen. Aside from the educational aspect, parents act as the primary caregivers. This includes almost everything from feeding and bathing to emotional discussions or help dealing with the challenges of growing up. Parents also set expectations for the child's behaviours and attitudes and create a home environment that is full of support.

**XXXV. The role of a teacher in a child's upbringing is essential. Read some pieces of advice for a young teacher and complete the list with your own ones.**

- Always be on time for work.
- Take an interest in every child.
- Consult parents.
- Be polite and calm when dealing with parents.
- Be passionate, positive and enthusiastic about your work.

**XXXVI. 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.**

### **Dealing with Difficult Students & Parents**

*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 a kid 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.

**XXXVII. Express your attitude to the following: “Teachers touch 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.**

**XXXVIII. Render the following article in English.**

### **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. Чаше 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. Важное 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, так как можно безвозвратно упустить важный момент в развитии ребенка, а последствия позднее будет невозможно исправить.

**XXXIX. Discuss the following.**

1. It is said that children learn more in the first two years of life than at any other stage. What kinds of things have most children learnt by the age of two? What do they learn themselves, and what are they taught?
2. What are the three most important qualities of an ideal parent? Are there any other qualities that you would like to add to your list?
3. How would you rate the way your parents brought you up? Do you think you would make a good parent?

**Written Work & Grammar Revision**

**I. The African proverb “It takes a village to raise a child” is a universal quote that shows the importance of enlisting help from multiple sources when it comes to bringing up kids. Express your point of view on the problem in written form (150 words).**

**II. Choose one of the topics for writing a composition.**

1. My opinion about the correct upbringing of children.
2. Many ways of solving parent-child problems.
3. Contemporary antagonism known as the generation gap.
4. A word of encouragement can work wonders.
5. Interests and personalities of future generations.

**III. Open the brackets using the verbs in the correct tense-form.**

1. I come from a very large family, and not long ago my parents (*decide*) that they (*spend*) long enough living in an overcrowded house in Birmingham. “We (*move*) to the country”, my father (*announce*) one evening. “I already (*sell*) this house, and we (*live*) on a farm”. So last week we (*load*) all our possessions into two hired vans, and for the last few days we (*try*) to organize ourselves in our new home. Yesterday, for example, my three brothers and I (*start*) painting the downstairs rooms. Unfortunately while I (*mix*) the paint, one of my sisters (*open*) the door. Nobody (*tell*) her that we (*be*) in the room, you see. So instead of painting the walls, we (*spend*) all morning cleaning the paint off the floor. But worse things (*happen*) since then. This morning when I (*wake up*), water (*drip*) through the ceiling next to my bed. We (*spend*) today so far repairing the roof. It’s not all bad news, though. The school in the village nearby (*close*) down two years ago, and my parents (*not find*) another school for us yet.

2. My grandfather said that when he (*grow*) up, he (*live*) on a farm. In summer he (*have*) to get up early and work all day long on the farm. He said that most people (*not use*) to go away on holiday, as they (*do*) now. But he (*not remember*) feeling unhappy or deprived because all his friends (*be*) in the same shoes. Nowadays most people would rather (*lead*) another lifestyle.

#### IV. Decide which answer (A, B, C or D) best fits each space.

##### The Art of Being a Parent

In order to (1) \_\_\_\_\_ children, many qualities are required. As well as the (2) \_\_\_\_\_ requirements such as love, patience and understanding, a sense of humour is an important feature of any parent's personality. (3) \_\_\_\_\_, it's quite an art to transform a child's bad mood into (4) \_\_\_\_\_ everyone in the family can live with.

Another aspect of child rearing is teaching children limits and rules. This means the child needs to be (5) \_\_\_\_\_ of what his or her rights are and what other people's are, too. Setting limits on children must occur on a daily basis. Temporary measures don't achieve anything but just waste time. A (6) \_\_\_\_\_ mistake, however, is being (7) \_\_\_\_\_ stricter than necessary. Parents must be (8) \_\_\_\_\_ to allow their children the opportunity to explore and learn (9) \_\_\_\_\_ experience.

What's more, most parents must know the importance of (10) \_\_\_\_\_ as it gets children used to certain everyday activities. For instance, eating at the same time (11) \_\_\_\_\_ their parents gets them into the habit of sitting at a table and (12) \_\_\_\_\_ them how to conduct themselves properly.

Overall, child rearing is no easy task but it is certainly a challenge and a learning experience.

	A	B	C	D
1	grow	grow up	born	bring up
2	routine	popular	ordinary	usual
3	In fact	But	All in all	As well as
4	temper	character	behaviour	manner
5	known	accustomed	familiar	aware
6	willing	famous	common	continuous
7	very	far	quite	fairly
8	keen	eager	interested	willing
9	by	on	from	with
10	custom	routine	fashion	trend
11	like	as	than	of
12	learns	educates	teaches	instructs

**V. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

### **Youth Is a Difficult Time**

Every day we have to make important \_\_\_\_\_. It is very hard to make them in \_\_\_\_\_, because we are not children, for \_\_\_\_\_ the world is so simple and not yet adults, who have life experience.

DECIDE  
YOUNG  
WHO

In this \_\_\_\_\_ period teenagers are very changeable; full of self-criticism, frequent changes of mood, \_\_\_\_\_ with their appearance. Teenagers are also easily \_\_\_\_\_ by others. And just in this period a great number of people begin to smoke, communicate with \_\_\_\_\_ groups.

TRANSIT  
SATISFY  
INFLUENCE  
DIFFER

But I think, you should love yourself in order to find the right way in life and place in \_\_\_\_\_. I guess, you should not only follow your wishes, but also fulfill all your duties in time, control yourself. I would like to say that we shouldn't be illiterate. Ignorance makes \_\_\_\_\_ a sore point. So, we are \_\_\_\_\_ persons and we should respect ourselves and other people, too. And to respect yourself means to wish yourself \_\_\_\_\_ and try to make your dreams come true.

SOCIAL  
EMPLOY  
RESPONSE  
HAPPY

## EDUCATION IN THE USA

### Vocabulary Study

**I. Look through the following words and word combinations, explain their meaning or translate them into Russian.**

#### 1. Admission

to admit	to substitute (for)
to allocate	to have a time limit
to apply (for)	to coach (for)
selective procedure	catchment area
intelligence tests	to transfer

#### 2. Studying at University

tuition	to give a lecture
to get a place at university	to get a grant
to last	doing/studying for
degree	to graduate (from)
to carry out research	postgraduate degree

#### 3. Curriculum

broad curriculum	foundation subjects
academic course	common curriculum
vocational bias	simplified curriculum
foundation course	to be encouraged to do smth.
subject teaching	specialist teaching
to have set periods	remedial teaching

#### 4. Examinations

Scholastic Aptitude Test	pass grade
to be set and marked (by)	resits and retakes
to hand papers out	to repeat the year
examining board	to play truant
grades	to pass an exam
to keep up with the group	to fall behind

to cheat	to cope up with the work load
to cram	to read up for exams
to give a pass	to hand in work
to hold examinations	to get on well
to lag behind	to brush up on smth.

### 5. Punishment

corporal punishment	collection of litter
detention	suspension from school
lines	withdrawal from lessons
setting extra work	to expel smb. from
exclusion from privileges	putting "on report"

### II. 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.

### III. 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

### IV. Complete the sentences choosing the appropriate word combination.

*a) to give (a satisfactory mark / a pass / a lecture)*

1. The lecturer liked the student's answer at the exam and ..... him ..... without a moment's hesitation.
2. Professor Hill ..... on the History of the English language in room 231.

3. The essay was quite poor and the teacher ..... only ..... for it.

*b) to take (notes / a degree in English / a class)*

1. As Professor Pool is ill, an assistant lecturer will .....
2. It's better to ..... of the lecture, because in several days most people forget 80% of the information.
3. Mary ..... and now works as an interpreter.

*c) to go (to a lesson / over the material again / to university)*

1. Next year Mrs. Nut's son .....
2. After the break we'll ..... in conversation.
3. At the end of each term we ..... to prepare for the exams.

*d) to do (translation / well at university / French)*

1. Larry was a bright boy and he ....., his marks were always excellent.
2. I know that Nancy .....; she is going to teach it after her graduation.
3. Our homework was ..... of a page from William Golding's novel.

#### **V. Match the multi-word verbs in A with their definitions in B.**

##### **A**

1. to get down to doing smth.
2. to keep up with smb./smth.
3. to take smth. down
4. to fall behind with smth.
5. to hand smth. in
6. to put smth. off
7. to get through smth.
8. to scrape through smth.
9. to catch up with smb./smth.
10. to go through smth.

##### **B**

- a) to be behind with smth., not at the level expected
- b) to start work on smth.
- c) to postpone
- d) to pass an exam or test
- e) to check that smth. is correct, to examine smth.
- f) to reach the same standard or position as smb. else
- g) to give smth. to smb. in a position of authority
- h) to remain at the same standard or position as smb. else
- i) to record in writing what someone is saying
- j) to pass an exam but with a very low grade



**VI. Learn the expressions with the verbs in bold and fill in the gaps with one of the following words.**

*place*                      *exercise*                      *classes*                      *grade*                      *private*  
*revise*                      *heart*                      *diploma*                      *year*                      *grades*

<b>do</b>	do (=study for) a degree in management; do (=take) an exam / an (1) _____; do (=carry out) an experiment; do (=carry out) research in traffic pollution; do (=study) maths, history;
<b>gain</b>	gain a good degree/education; gain experience;
<b>get</b>	get a good education; get information/advice; get a (2) _____ at university; get into university; get a grant; get good/bad marks/ (3) _____; get a good report; get a degree/certificate/ (4) _____;
<b>have</b>	have good knowledge of marketing strategies; have (5) _____ lessons;
<b>go</b>	go to university/college/evening (6) _____;
<b>make</b>	make progress; make a mistake; make the (7) _____;
<b>study</b>	study mathematics/notes/a diagram; study for a test / an exam / a degree;
<b>take</b>	take a course / an exam; take notes while listening or reading; take a break from studying; take a (8) _____ off to travel;
<b>teach</b>	teach a lesson / a class; teach English / media studies; teach at school/college/university;
<b>attend</b>	attend classes / a private language school / university;
<b>cheat</b>	cheat in an exam;
<b>copy</b>	copy from someone else;
<b>give</b>	give a lecture / a talk / a demonstration;
<b>learn</b>	learn a poem by (9) _____;
<b>memorize</b>	memorize the facts;
<b>pay</b>	pay attention (in class) to...;
<b>prepare</b>	prepare / (10) _____ for an exam.

**VII. Choose the correct word using helpful hints in the above exercise.**

1. She *got/took* a good report from her teachers.
2. They said she had *done/made* progress in all subjects.
3. She had *done/made* very few mistakes in her tests.
4. She is well-behaved and *pays/gives* attention in class.
5. She always *takes/does* notes when the teacher explains.

6. She likes physics and enjoys *doing/making* experiments.
7. She hates being disturbed when she is *revising/reading* for an exam.
8. She feels a bit nervous when she has to *sit/revise* an exam.
9. She wants to *get/go* into university.
10. When she *gets/takes* her degree, she wants to go abroad.

**VIII. Which verbs go with which nouns? Translate your word combinations into Russian.**

	test	exam	degree	distinction	school	University
cram for						
get						
get into						
get a place at						
expel from						
exclude from						
send down from						
take						
pass						
fail						
resist						

**IX. Complete the sentences using the prompts in the brackets.**

1. A student starts lagging behind the group when (*to miss classes, not to work in the library, to come unprepared, not to listen to the lecturer, etc.*)
2. The students fail in an exam when (*not to learn the material, not to take notes, not to read up for the exam, to mix up everything, to play truant, etc.*)
3. The students annoy the lecturer when (*to cheat in the exam, to disrupt classes, to ask provocative questions, to come late to the class, not to do homework, etc.*)
4. The students feel tired and sleepy when (*to sit up late hours, to keep late hours, to work too long the day before, to write long essays, to listen to a boring lecture, etc.*)

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

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

## Reading & Discussing

**I. Education in the USA comprises three basic levels: elementary, secondary and higher education. Read the text about American schooling and say if you consider it to be rather complicated.**

### School Education

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 12<sup>th</sup> 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. They don't attend classes on public holidays, or when they have their vacations for Christmas or Easter.

In the USA there are two types of schools – public schools which are supported by the state and where schooling is free of charge, and private schools, where the families have to pay special attendance fees. These schools are usually controlled by different churches or religious groups. In such schools religious teaching is a part of the curriculum, which also includes the traditional academic subjects which are taught in public schools.

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, language, penmanship (the rules of writing), science, social studies (it includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools, courses in the use of computers have been introduced. And in some cases they begin to study a foreign language.

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 counselors 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.

American schools face many problems. One of them is connected with the “drop-out” of high school students before graduation because of poor material conditions at home. Many specialists in the field of education consider that more attention must be paid to the quality of education. Parents are often displeased with the low level of knowledge of public school leavers and demand that a national curriculum should be worked out.

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

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

## **III. Compare the system of elementary and secondary education in the USA and Belarus. Find information to support your ideas.**

1. Is education in the US schools strongly class marked and divided? Can you say the same about the education in your country?
2. Do you see any difference between elementary education in the USA and Belarus? What is it?
3. What is the main difference between secondary education in these countries? What are positive and negative features in both of them?
4. What do you like (don't like) in American/Belarusian system of education? Why?

## **IV. American high schools have all sorts of traditions. There are lots of sports and musical events, plays and dances, but the biggest events are Homecoming and the Prom. Read the text to find out how they are organized.**

### **American School Traditions**

At the beginning of the school year students (and former students as well) celebrate Homecoming. There is usually a parade of floats, a football game with a rival school (with cheerleaders dancing and shouting to support their teams) and a big dance, too. Students vote for a Homecoming King and Queen who are usually chosen because they are popular or attractive. Often, the King and Queen are the best football player and a cheerleader.

At the end of the last year of high school there is a special huge party called a Prom. It's the last party before university and it takes place after you've passed

all your exams. During the year, an elected committee meets up to discuss the theme, the place, the music and the DJs.

There is also all the excitement of who you'll go to the prom with. It may be your boyfriend or girlfriend or just a close friend.

After choosing a date, the real fun begins. Girls plan what they are going to wear months before and can spend hundreds of dollars on their dresses and shoes. Guys usually buy or rent a tuxedo.

On prom day girls usually get up very early and get their hair and nails done. Many girls get together at someone's house and spend most of the day preparing together – dressing, doing makeup, etc. Guys, on the other hand, hang together for a while and then get ready at the last moment.

Some students go out to dinner before the prom and arrive at the party fashionably late.

Lots of people also take pictures on this special day. After all, it's the end of school life and the beginning of adulthood.

#### **V. Search the Internet for out-of-school activities (arts, sports, etc.) in the USA and share the information in class.**

#### **VI. Read the text to find out what students have to take to be admitted to a university in the USA.**

##### **Admission to a University**

Although admission policies vary from one university to another, they are usually based on several criteria, including a student's high school course of study, high school GPA (Grade Point Average), participation in extracurricular activities, SAT (Scholastic Aptitude Test) or ACT (American College Testing) exam scores, a written essay, and possibly a personal interview.

The university admission office considers whether a student has taken courses in high school that have prepared him/her for more difficult coursework. A student's high school GPA is also considered. A GPA is a quantitative figure representing a student's accumulated grades. Each letter grade is assigned a number of points: A = 4 points, B = 3, C = 2, D = 1 and F = 0. A GPA is calculated by adding all the points earned for each course grade and dividing the total points by the total number of courses taken. For example, a GPA of 3.0 is a "B" average for all the courses taken.

University admissions officers like to see applications from high school students who have participated in extracurricular activities, such as scholastic clubs, athletic teams, student government, and philanthropic clubs. Voluntary participation in these kinds of activities is an indication that students have

learned valuable life lessons, such as teamwork, leadership, or civic responsibility.

Most students in the United States take the SAT or the ACT during their final year at high school. Each university sets a minimum SAT or ACT score that a student must achieve in order to gain admission. These are standardized quantitative examinations. The SAT tests critical reading, mathematics, and writing skills. The ACT tests English, mathematics, reading, science reasoning and includes an optional writing test.

Universities often require students to write an essay as part of the application process. Each admission office determines the length and content of the essay. The applicant also may be required to have a personal interview with a representative from the admission office.

**VII. Compare the requirements for admission in American/British/Belarusian higher educational establishments. Speak about their advantages and disadvantages.**

**VIII. Look through the text and say which of the following higher educational establishments you think are the most prestigious. Why?**

### **Types of the US Higher Education Schools**

#### *1. State College or University*

A state school is supported and run by a state or local government. Each of the 50 US states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word “State” in their names: for example, Washington State University and the University of Michigan.

#### *2. Private College or University*

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than at state schools. Often, private American universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a number of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

#### *3. Community College*

Community colleges are two-year colleges that award an associate’s degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce

straightaway. University transfer degrees are generally an associate of arts or an associate of science. Not likely to be transferrable are associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending a community college, they can complete their Bachelor's degree programme in two or more additional years. Many also offer ESL or intensive English language programmes, which will prepare students for university-level courses.

#### *4. Institute of Technology*

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

### **IX. Explain the difference between**

- a) a state and private college;
- b) a community and state college;
- c) an institute of technology and university.

**X. Higher education in the US is also called postsecondary education which is broadly divided into two different sectors: postsecondary vocational education and training, which is non-degree, and higher education which includes studies undertaken in degree-granting institutions for academic credit. Read the text and say what in your view specifically American features of higher education are as can be judged by this extract.**

### **The US Higher Education**

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.

## **XI. Answer the 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”?

**XII. 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 .....

**XIII. Read the following conversation and fill in the words from the box.**

<i>apprenticeships</i>	<i>funded</i>	<i>stands for</i>	<i>BS</i>
<i>Master's</i>	<i>degree</i>	<i>terminology</i>	<i>majored</i>
<i>BA</i>	<i>facilities</i>	<i>transfer</i>	<i>high school</i>
<i>PhD</i>	<i>courses</i>	<i>application</i>	

**American Educational System**

**Lars:** Tina, I'm trying to fill out this job ....., and they want to know about my educational history. It's a little confusing because I don't understand the ..... they are using. I don't really know much about the American educational system.

**Tina:** In America, all students basically study the same thing until they are around 18. After ..... students have the choice to start working or to go to college.

**Lars:** What is the difference between a college and a university?

**Tina:** In the US there isn't a big difference between the two. Colleges tend to be smaller schools, and universities are usually larger schools with more .....; however, we often use these words interchangeably.

**Lars:** Can Americans do ..... to prepare themselves for their future careers? Many people do that kind of job training in my country.

**Tina:** That's not very common in the United States. Americans usually learn on the job; however, some junior colleges offer shorter ....., more practical career training programs.

**Lars:** What are junior colleges?

**Tina:** Colleges and universities here are extremely expensive. Even schools which are ..... by the government can cost thousands of dollars a year. Most

states have created junior colleges, which are inexpensive schools where students can complete the first two years of their education. Afterwards, students can ..... to a four-year college or university to complete their Bachelor's ..... . And, as I've mentioned, they also provide career training and continuing education courses.

**Lars:** What does ..... mean? Is that the same thing as a bachelor's?

**Tina:** That ..... Bachelor of Science. You also often hear the abbreviation ....., which is short for Bachelor of Arts. For example, I ..... in chemistry, so I have a Bachelor of Science; but, my brother studied philosophy, so he has a Bachelor of Arts.

**Lars:** I thought you studied German literature.

**Tina:** That was my secondary field of study.

**Lars:** And after finishing your Bachelor's?

**Tina:** Students can continue studying and receive a ....., which usually requires an additional two years of study. And of course, the highest degree is called a ....., which is another word for the doctorate.

**XIV. With almost 5,000 colleges and universities to choose from, the best-known universities in the United States are the Ivy League ones. Scan the following information and say why they have a high reputation.**

### **The Ivy League**

The Ivy League universities include Harvard, Yale, Columbia, Cornell, Brown, Princeton Universities, Dartmouth College and the University of Pennsylvania. The name Ivy League comes from the ivy that grows on old buildings of the universities.

The Ivy League institutions have a high academic reputation, and many more people want to attend them than are able to do so. They are very expensive, with high tuition fees, although scholarships are available to help students who cannot pay for themselves. People who are educated in the Ivy League have a good chance of finding a well-paid job. Many other colleges and universities in the US offer a high standard of education but none has the status and prestige of the Ivy League universities.

Brown University was founded in 1764 as the College in the English Colony of Rhode Island and Providence Plantation. This is the 7<sup>th</sup> oldest institution in the United States. It includes centres for geological, astronomical and educational research.

Columbia University (New York City, New York) was founded in 1754 as the King's College and renamed in 1784. The University has a high reputation for training students to become doctors, journalists and teachers. It administers the Pulitzer Prize.

Cornell University (Ithaca, New York) was founded in 1865. It was the fourth US University to admit women and the first to be divided into colleges offering different degrees. There are currently students from all 50 American states and 122 countries.

Dartmouth College (Hanover, New Hampshire) was founded in 1769 as a research institution and did not become well-known until the 20<sup>th</sup> century. It is the smallest Ivy League school and consistently ranked as one of the best liberal arts colleges in the USA.

Harvard University (Cambridge, Massachusetts) is possibly the most prestigious university in the United States, established in 1636 and known as the oldest institution of higher learning in the country. It is especially famous for its faculties of law and business. There are currently over 7,000 undergraduate students and 14,000 graduate students studying at Harvard.

Princeton University (Princeton, New Jersey) is a research university which was originally established in 1746 as the College of New Jersey. In 1756, it was renamed to the College of Princeton, and finally became Princeton University in 1896. Princeton is known for its studies in international affairs.

University of Pennsylvania (Philadelphia, Pennsylvania) was founded by Benjamin Franklin in 1740. This university was the first in the colonies to focus on practical education for those in commerce and public service as well as the more liberal arts fields (theology, classics). Now the University of Pennsylvania is famous for its schools of business, education, engineering, fine arts, law, nursing and dentistry.

Yale University (New Haven, Connecticut) was established in 1701 to train clergy and political leaders for the colony of Connecticut. Yale is highly selective in its admission and its graduates include the US Presidents Gerald Ford, George Bush and Bill Clinton. Currently, there are approximately 11,000 students, evenly split between graduate and undergraduate studies.

#### **XV. Agree or disagree with the following statements.**

1. The Ivy League Universities include 10 universities and one college.
2. Harvard is famous for its faculties of nursing and dentistry.
3. Yale is famous for its prominent graduates.
4. Columbia University was the first American university to introduce co-educational training.
5. Cornell University is ranked as one of the best liberal arts colleges in the USA.
6. Brown University became well-known in the 20<sup>th</sup> century.
7. Dartmouth College is the smallest among the Ivy League Universities.
8. Princeton University was the first university in the USA.

9. The University of Pennsylvania focuses on practical education.
10. Yale admits students on the basis of their high school GPA.

**XVI. Read the text about one of the most prestigious universities in the USA and using the facts from it prove that it maintains a tradition of academic excellence.**

### **Harvard University**

Harvard University is the oldest institution of higher learning in the United States. It was founded in 1636 in Cambridge, by the Great and General Court of the Massachusetts Bay Colony. It was opened for instruction two years later and named in 1639 for the English clergyman John Harvard, its first benefactor. The college at first lacked substantial endowments and existed on gifts from individuals and the General Court. Harvard gradually acquired considerable autonomy and private financial support, becoming a chartered university in 1780. Today it has the largest private endowment of any university in the world.

Harvard has steadily developed under the great American educators who have successively served as presidents. During the presidency of Charles W. Eliot (1869–1909), Harvard established an elective system for undergraduates, by which they could choose most of their courses themselves. Under Abbott L. Lowell, who was president from 1909 to 1933, the undergraduate house systems of residence and instruction were introduced. Sponsored by Henry Rosovsky, the former dean of the faculty of arts and sciences (1973–1984), the undergraduate elective system, or General Education Program, was replaced beginning in 1979 by a new Core Curriculum, designed to prepare truly well-educated men and women for the challenges of modern life. Students are now required to take courses for the equivalent of an academic year in each of five areas: literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. In addition to the new curriculum, the students must spend roughly the equivalent of two years on courses in a field of concentration and one year on elective courses. Students must also demonstrate competence in writing, mathematics, and a foreign language.

From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. Among many notable alumni are the religious leaders Increase Mather and Cotton Mather; the philosopher and psychologist William James; and men of letters such as Ralph Waldo Emerson, Henry David Thoreau, James Russell Lowell, Oliver Wendell Holmes, Robert Frost, and T.S. Eliot. More US presidents have attended Harvard than any other college.

Harvard College, the University's oldest division, offers undergraduate courses for men and women, leading to a Bachelor of Arts degree granted by the

university. In 1975, Harvard abolished the quota limiting the number of women students. With admission criteria ranking among the most selective in the United States, Harvard accepts less than 20% of all applicants.

During their freshman year, students live in halls within Harvard Yard, a walled enclosure containing several structures from the early 18<sup>th</sup> century now used as dormitories, dining facilities, libraries, and classrooms. Sophomores, juniors, and seniors live in the 12 residences known as houses. Named in honour of a distinguished alumnus or administrator, each house accommodates approximately 350 students and a group of faculty members who provide individual instruction as tutors; social exchange between students and teachers is thus fostered. Each house also has a library and sponsors cultural activities and intramural athletics. Undergraduate life has the additional attraction of proximity to Boston.

The Harvard campus is also the site of several renowned museums and collections, among them the Fogg Museum, distinguished for its European and American paintings, sculpture, and prints; the Botanical Museum; and the Peabody Museum of Archaeology and Ethnology.

Harvard's library system is the oldest in the United States. The central library collection, used for advanced scholarly research, is housed in the Harry Elkins Widener Memorial Library. Augmented by the Houghton Library of rare books and manuscripts, the undergraduate Lamont, Cabot, and Hilles libraries, and the separate house and departmental libraries, as well as by the graduate schools' collections, the complex forms the world's largest university library system. It currently contains more than 13 million volumes, manuscripts, and microfilms.

### **XVII. Are the following statements true or false?**

1. Harvard University is the oldest and the largest university in the world.
2. It became a chartered university in 1639.
3. Harvard established an elective system for undergraduates during the presidency of Abbott L. Lowell.
4. The Core Curriculum was designed to prepare well-educated specialists for the needs of the society.
5. All American presidents have graduated from Harvard.
6. Only men can be students of Harvard University.
7. Tutors who provide individual instruction live together with sophomores, juniors and seniors in 12 residences.
8. Harvard's library contains rare books and manuscripts and is considered to be the largest in the world.

### **XVIII. Look for information about the best colleges and universities across the United States and make a presentation about one of them.**

**XIX. Read the impressions of a student from Belarus about her studies at Kansas State College and say if your university needs such a system.**

**My Studies in Kansas**

The first class of the semester. As the professor is introducing the course, he is mentioning the academic honesty policy, that is the personal integrity matters should be observed. Well, I take it for granted that it's one of those "just on paper" things that are effortlessly neglected. Little did I know that the very first home assignment that I completed in Methods of Teaching English was returned to me without a grade with a notice from the professor that I should have signed the assignment with the following words: "On my honour, as a student, I have neither given nor received unauthorized aid on this academic work". As it turned out, students are required to sign every essay, home assignment, test, quiz, anything they produced with such a signature. Otherwise the work will not be accepted.

The final written examination is in progress. In the middle of the examination the examiner walks out of the room. In the 15 minutes followed nothing disturbed the silence, no voices begging for help, no rustling of textbook pages or notes. The examiner was comfortably back and so the exam was brought to an end.

Academic integrity is taken seriously. Every classroom has a poster on the wall: "Honesty is the best policy". It's a part of every instructor's policy and is in the heart of the Honour System stating that academic integrity is based on such fundamental values as trust, respect, responsibility and fairness. It goes on to say: "From these values flow principles of behaviour that enable academic communities to translate ideas into action".

What would be counted as a violation of the Honour System? The following: submitting the same paper for credit in more than one course without prior permission, collaborating with other students on paper assignments and submitting them without the instructor's permission, cheating at examinations, mistreatment of library materials, violation of copyright laws.

Anyone in charge of a violation has to face a corresponding responsibility. And it really works. There is an Academic court investigating the cases and announcing the verdict. Depending on the nature of the violation, its character and on the occurrence of it (first time or otherwise) the punishment can range from retaking the class to expulsion from the university.

**XX. Answer the questions.**

1. What is the Honour System about?



2. What main principles the Honour System is based on?
3. What does the academic court deal with?
4. What is the punishment for the violation of the Honour System?
5. Do you think that the Honour System ensures the quality of education?

**XXI. Student's life in the United States is an incredibly unique experience due to the fact that it is considered a part of the process of 'growing up' in American culture. Look through the pieces of advice for foreign students to get acquainted with the activities they may get involved in while studying there.**

### **Students' Life**

The United States is a very diverse country and there is a lot to see and enjoy while you are there. Make connections and see if you can find places that are off the beaten path and learn more about the area that you reside in. Just get involved and do everything that you can.

#### *Residence Life*

Many colleges and universities in the United States offer on-campus housing that is not in the middle of a town. Most college campuses are their own separate areas of a town, and they have dormitories that their undergraduate (and sometimes graduate) students can reside in. These dormitories become small communities, where you can meet other people who attend the university and enjoy particular activities with the people in your residence hall.

#### *On-Campus Activities*

One of the ways that you can get involved at your university is by enjoying some of the many on-campus activities. College is a great place for you to explore new interests.

Gaming in every sense is an increasingly social activity. Video games are probably the most popular ones, but there are also board games and card games that many Americans enjoy as entertainment. Gaming clubs and organizations can be found both on college campuses and in communities.

Going to see a film or watching one with your friends is a common entertainment activity in the United States. With streaming services like Netflix available, these sorts of social events are becoming more popular.

Comedy shows at bars, clubs, and college campuses are all popular places for college students to gather. Some comedy shows at theatres can have hundreds of attendees.

Performing arts clubs and organizations are great if you are interested in music or theatre. Some of these groups are associated with the performing arts department at the university; others are run by students. You may even get a chance to perform on a stage, in front of a crowd, if you want to.

Your university or college may host plays, art exhibitions, dance performances, live music, debates, town hall meetings, and other cultural activities on campus. Attending events like these is a way to truly experience American life and culture, and have a great time.

#### *Student clubs and organizations*

Take the opportunity to join student clubs and organizations at the university. Clubs offer many different activities – some are academically-focused and others are purely social. Many universities have clubs that focus on international cultures. Joining a club is a fantastic way to meet other students who have similar interests. It is recommended that you join no more than 2 or 3 clubs, so as not to lose focus on your studies. Whether you like playing a musical instrument, outdoor adventure, or debating current events, you will most likely find a club for you.

#### *Sororities and Fraternities*

Fraternities (for men) and sororities (for women) are usually national organizations that have a particular chapter at the college or university. They are usually represented by Greek letters, and are sometimes referred to as “Greek life” organizations. They are made up of students who share common goals, socialize together and get involved in community activity and charity events. They are a great way to make lifelong friends.

#### *Athletics*

Sports and athletics are a huge part of American campus life. Both intramural and competitive sports are enjoyed by student athletes. Joining college sports teams is a favourite pastime of students, whether they are international students or they are from the United States. You don’t necessarily have to participate in these activities in any way in order to enjoy them; you may simply watch them or support a team or two that you like. If you are interested in sport, you can find a group of people also interested in that same sport. Many universities offer traditional sports. Baseball and its counterpart, softball, are two of the most popular participant sports in the country. There are thousands of amateur teams across the United States and many people play basketball for fun. American football is popular at the college level. Soccer has been gaining popularity as an amateur sport.

#### *International Student Associations*

If you are an international student at any university or college in the United States, there is likely an international student association on your campus. Take some time to get involved with these organizations; they usually consist of both graduate and undergraduate students. The purpose of these organizations is primarily social; they help to connect you to others who have decided to attend your university as an international student.

So, you've hit the weekend and you've got some free time. What do you do? Many college towns have a lively nightlife with bars and clubs that you can enjoy. Unlike most countries, the drinking age in the United States is 21 years of age. This may limit your involvement in the night life, but there are plenty of other activities to enjoy.

Take advantage of everything you have available at your university, even outside of your field of study, because you may never have those opportunities again!

**XXII. Speak on the differences between students' life in Belarus and in the USA concerning the following points.**

1. Residence life.
2. On-campus activities.
3. Students' clubs and organizations.
4. Students' societies.
5. Students' sport activities.
6. Students' international associations.

**XXIII. Dan Reimold, a college journalism scholar, asked his students to think of how something specific might function on a college campus in or around the year 2114. These are a few of the many ideas his students brainstormed in response to a single question: What will college life be like in 100 years? Look through their answers and say which of them are sure to come true.**

### **College Life in 100 Years**

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 22<sup>nd</sup> 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 or a Spring Break locale.”

***“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. Most importantly, at long last, for the first time in the history of higher education, dorm rooms will contain beds that are actually long enough for tall people to fit on."

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

**XXV. Read the text about teacher training in the USA and compare it with that in Belarus.**

### **Teacher Training in the USA**

#### *Training pre-primary and primary school teachers*

Requirements for education and certification of nursery and elementary school teachers are set by state governments which require multiple exams prior to entering teacher education and again following completion of teacher education but prior to certification. While state regulations vary, there is a growing uniformity inspired in part by the federal No Child Left Behind law's requirements for having a highly qualified teaching staff. The basic requirement is completion of a prescribed programme of studies at the undergraduate (bachelor's) level in order to qualify for entry-level certification, plus satisfactory completion of a supervised practice and passing of qualifying examinations. Pre-professional undergraduate studies must be completed at an accredited institution in nearly all states. While the initial certification may be achieved with a bachelor's degree, most states offer higher levels of certification based on experience and additional education, and many teachers at this level already possess, or soon earn, a master's degree. Continuing professional education is required in order to maintain certification.

#### *Training secondary school teachers*

The basic pre-certification requirements for secondary teachers are the same as for elementary school teachers. A major difference is that secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers – especially for the lower grades – may be

comprehensively certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades. All states certify teachers according to subject specializations as well as grade levels. Special education teachers are trained in most states in specialized programmes at both the undergraduate and graduate levels and are also separately certified. Special education teachers are also certified according to specialty, e.g. education of the deaf, education of the visually impaired, etc. as well as the degree of severity of the handicap with which they are trained to work. While the minimum academic requirement is a bachelor's degree in special education or a related field (such as developmental psychology), most teachers possess a master's degree and many earn a higher qualification called an Education Specialist degree. Specialized non-instructional personnel must also be certified in most US states; they include school administrators, school counsellors, school health personnel (psychologists, nurses), school librarians, supervisory teachers and curriculum specialists.

#### *Training higher education teachers*

State law varies regarding the requirements for faculty in public postsecondary education, but public faculty are not considered civil servants and the responsibility for determining the academic and professional standards and requirements for faculty positions and for recruitment and promotion rests with the individual institution and its faculty, department, or school. State law, even for public institutions, is confined to ensuring that institutions do not discriminate in hiring or violate other employment or labour laws. Requirements that institutions set may vary depending on the level at which the faculty are expected to teach, the subject or field to be taught, whether research is to be conducted, whether a professional licence or qualification is required, and whether the position is full- or part-time and tenure-track. Accredited institutions also follow any faculty standards set by the regional accrediting association to which they belong and any standards set by the association that accredits programmes in a particular field. Higher education faculty are expected to possess the necessary expertise and qualifications to teach and, where applicable, to conduct research and consult in the discipline or professional field of their specialization. The general requirement is either a terminal research degree (PhD or equivalent) in the subject of specialization or, for some professional and clinical faculty, the appropriate professional qualification plus a record of successful practice and applied research.

#### **XXVI. Answer the questions.**

1. What are the basic requirements for pre-school teachers?
2. Who are these regulations set by?

3. What exams should teachers pass to apply for a job?
4. Do you need any degrees to work as a secondary school teacher?
5. What stands for Education Specialist Degree?
6. What are the requirements for higher education teachers?
7. What degree is necessary to work at colleges or universities?

## Written Work & Grammar Revision

**I. Write an essay “Belarusian universities are different from those in the USA or Great Britain”.**

**II. Insert articles where necessary.**

### University of Virginia

Thomas Jefferson was perhaps ..... greatest person ..... Enlightenment produced, ..... universal man in the full Renaissance sense, ..... man who wanted to explore every branch of ..... knowledge, who turned hand and mind wherever interest or necessity led him. Of all his many achievements there were three he wished to be remembered, and which are engraved in his tombstone: “Author of ..... Declaration of ..... American Independence, of ..... Statue of Virginia for ..... Religious Freedom and Father of ..... University of Virginia”.

..... University of Virginia provides ..... irrefutable proof of Jefferson’s talents, indeed genius, as ..... architect: few buildings in America cast such immediate and unforgettable spell.

Jefferson had begun thinking of founding ..... University as ..... academic village. In his enthusiasm Jefferson began work before ..... state legislature gave official backing. In 1818 ..... State Assembly appointed ..... commission with Jefferson as ..... chairman to select and draw up ..... plans for ..... design and organization of ..... University.

..... first 68 students arrived for ..... opening of classes on ..... March 7, 1825 – just 16 months before Jefferson’s death.

**III. Fill in prepositions.**

James Stone is an English teacher. He was always good ..... languages at school, so he decided to take his degree ..... French and German. When he finished his University studies, he began teaching ..... a secondary school ..... England. Two years later, however, he met someone ..... chance who offered him a job – teaching English ..... foreign students during the long summer holidays. His students were adults and he enjoyed the work immensely. He soon



found he was more interested ..... teaching his own language ..... foreigners than a foreign language ..... English schoolchildren.

Since then he has specialized ..... his work. He has found that one ..... the advantages of it is that it enables him to find work almost anywhere ..... the world. First he went ..... Africa ..... two years and then he spent a year ..... Arabia. After this he went ..... Greece where he has been working ..... the last three years. He hasn't been ..... South America yet but he intends to go there next. He has taught men and women ..... all ages. He has also learned to get ..... with all kinds of people and to adjust ..... different ways ..... life. So far he has not regretted his decision to follow this career.

#### IV. Read the text below and find phrasal verbs in the text with the following meaning.

<i>communicate</i>	<i>keep quiet</i>	<i>look for information</i>
<i>survive</i>	<i>understand</i>	<i>calculate mentally</i>
<i>discover</i>	<i>maintain</i>	<i>learn</i>

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.

#### V. Choose the correct word.

In class I was very ***slowly/slow***, untidy and silent. I trembled ***with/of*** apprehension ***nearly/near*** all time. Sums was a mystery to me: I just couldn't

add or multiply. The squared paper *on/at* which we did sums still makes me unhappy *whenever/wherever* I use it. Reading lessons were *a few/a little* better, because I didn't mind books. When I first started school, I was able to read *fairly/fair* well, but there were occasional words that baffled me and held me up. After a few weeks of patient struggling, a dam seemed to burst inside my head: I heard myself reading big words *aloud/loudly*, without hesitation, and soon I found I could read *fluent/fluently*. The last word to puzzle me was "laugh". I remembered *pore/poring* over this odd word in my reader. The sentence ran: "And so the princess began to laugh and laugh and laugh". What could it be that the princess had *begun/began* to do? I was *reading/read* aloud, the class listening *hard/hardly* to catch my words, for I had a very soft voice. I came to the first "laugh", got my *tongue/language* round the "l", voiced the "a" and –it was like a miracle! – the "f" sound followed as if instinctively. "Laugh!" I said, very *slow/slowly*. As the other two "laughs" came with increasing confidence I really felt *like/as* laughing myself, for the first time since I *had started/started* school.

## SITUATIONS FOR ORAL COMPOSITIONS

### Teaching Profession

1. Is it possible to become an ideal teacher? What qualities should one possess for that?
2. What factors influence a person's choice of profession?
3. In what way is teaching practice at school helpful for future teachers? Share your own experience.
4. What are the pros and cons of teaching as a career? Give ideas why you want or do not want to become a teacher.
5. What difficulties may young teachers face in their teaching career? How can they cope with them?
6. Do you think that examinations are the best way to test students' knowledge? Give your reasons for/against exams.
7. Should a person possess special qualities to become a good teacher?
8. Some people think that it is necessary to have good knowledge to be a teacher while personal qualities are not vital. Do you agree with this?
9. Prove that choosing a job of a teacher is not a sudden flash for you.
10. They say that a teacher must be an artist and that the process of teaching is a never-ending process of life. What do you personally think about it?
11. Comment on the following words about the profession of a teacher: "The less paid, but the more thanked is the profession of a teacher".
12. Think of some professions that require pedagogical education. Describe them.

### Bringing Up Children

1. What are the qualities of good parents? Have you ever given a thought to this problem?
2. Should parents punish their children? What ways of punishment do you consider reasonable?
3. What is the effect of praise in a child's upbringing? What do you think of excessive praise?
4. How can parents teach their children discipline?
5. Would you prefer to discuss your problems with someone of your age or with someone older than you?
6. Do you think it's easier to be a father or mother?
7. If you were going to write to a magazine, what problems would you raise concerning your generation?
8. Sometimes parents use some phrases of teenage speech thinking that it will make them closer to their children. What's your point of view?

9. Every parent is anxious to teach responsibility to their children. What is the best way to do it?
10. What are the basic principles of happy upbringing?
11. Comment on the following quotation: "The best way to do children good is to make them happy."
12. What is more important in the process of upbringing: school or home background?

### **Education in the USA**

1. Compare the system of education in the USA with the system of education in your country.
2. Do you agree that the American high school system provides a person with good knowledge? Why (not)?
3. Do you agree that American universities give a person a good start in life?
4. What do/don't you like in American system of education? Support your point of view.
5. What's your attitude to the opportunity of American students to choose subjects to learn?
6. Speak about strengths and weaknesses of the American university admission system.
7. You've read a lot about American universities. Speak on the main differences among them.
8. Which American universities you would like to study at? Prove your choice.
9. Today some young people want to study abroad because they believe that the level of education is higher there. Would you do the same?
10. Does your university differ from any other American university?
11. In the USA there are public and private schools, colleges and universities. Do you have such divisions in your system of education?
12. The federal government has no direct control over the system of education in America. Each state makes its own laws in the field of education. How can you explain this fact?

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