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ПОДГОТОВКА СПЕЦИАЛИСТОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ (уровень магистратуры)

СОВЕРШЕНСТВОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ



УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ

Министерство науки и высшего образования Российской Федерации
ФГБОУ ВО «Нижевартовский государственный университет»

**ПОДГОТОВКА СПЕЦИАЛИСТОВ В ВЫСШИХ
УЧЕБНЫХ ЗАВЕДЕНИЯХ
(УРОВЕНЬ МАГИСТРАТУРЫ):
СОВЕРШЕНСТВОВАНИЕ ИНОЯЗЫЧНОЙ
КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ**

Учебно-методическое пособие

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П 44 **Подготовка специалистов в высших учебных заведениях (уровень магистратуры): совершенствование иноязычной коммуникативной компетенции: учебно-методическое пособие / авт.-сост. Н.Н. Осипова, М.П. Трофименко. Нижневартовск: изд-во НВГУ, 2022. 126 с.**

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Может быть использовано для аудиторной и самостоятельной работы студентов, а также для широкого круга лиц, занимающихся изучением английского языка и интересующихся проблемами педагогики.

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ВВЕДЕНИЕ

Данное учебное издание предназначено для студентов вузов, обучающихся по направлению подготовки 44.04.01 «Педагогическое образование» (все профили, уровень магистратуры) и составлено с учетом требований Федерального государственного образовательного стандарта высшего образования. Предлагаемое пособие предназначено для дальнейшего совершенствования уровня владения иностранным языком (английским) в рамках дисциплины «Иностранный язык в профессиональной деятельности» в учреждениях высшего образования. Учебно-методическое пособие является дополненным и переработанным на основе практикума «Английский язык: подготовка специалистов в высших учебных заведениях».

Пособие нацелено на совершенствование универсальных компетенций, необходимых для выпускников магистратуры, а также на повышение уровня владения иностранным языком путем формирования и развития иноязычной коммуникативной компетенции студентов для решения коммуникативных задач в профессиональной деятельности при общении на иностранном языке (английском).

Предлагаемое пособие включает в себя тексты профессиональной направленности, различные практические задания, аудиозаписи, ориентированные на дальнейшее овладение всеми видами речевой деятельности и аспектами языка, сформированными на предыдущей ступени обучения (бакалавриат). При работе над содержательным компонентом был отобран материал из аутентичных текстов, которые охватывает профессиональную тематику и ситуации, возникающие в процессе деятельности педагога.

Пособие состоит из 10 тематических разделов содержательного блока «Professional English / Профессиональный английский», где каждый раздел (Unit) соответствует определенному аспекту профессиональной деятельности педагога, и рассчитан на одно аудиторное занятие и последующую самостоятельную работу в соответствии с рабочей программой дисциплины. Пособие сопровождается аудиоприложением.

Материал, представленный в учебном издании, может быть использован как на практических занятиях, так и для самостоятельной работы студентов высших учебных заведений, владеющих английским языком не ниже уровня Intermediate. Источниками материалов для предлагаемого пособия послужили различные зарубежные профессиональные сайты и пособия, словари, в том числе on-line словари, а также сайты для изучающих английский язык как иностранный.

Учебно-методическое пособие «Подготовка специалистов в высших учебных заведениях (уровень магистратуры): совершенствование иноязычной коммуникативной компетенции» ориентировано на студентов-магистрантов направления подготовки «Педагогическое образование» факультетов университетов, а также может быть полезно всем изучающим английский язык самостоятельно и интересующимся современными проблемами педагогики.

UNIT I

THE IMPORTANCE OF EDUCATION

DISCUSSION

Which of the following aims of education are the most important? Rank them in order of importance, then compare with your groupmates.

- to develop understanding of other people / cultures
- to learn social skills
- to prepare for life in the workplace
- to become aware of how the past has affected the present
- develop critical thinking

READING

Text I

THE BENEFITS OF A MASTER'S DEGREE IN TODAY'S JOB MARKET

By Tamar Shulsinger



(<https://clck.ru/qxyx9>)

Task I. Read and translate the article into Russian using a dictionary. Make a wordlist for a glossary.

More than 16 million Americans – approximately eight percent of the population – have a master's degree, representing a 43 percent increase since 2002. While earning a bachelor's degree used to be enough to establish your career, today this is not the case.

According to the U.S. Bureau of Labor Statistics, jobs requiring a master's degree are projected to increase by 18 percent from 2012 to 2022. In today's increasingly competitive job market, the benefits of a master's degree can help you differentiate yourself and remain a valuable employee.

Want to set yourself apart from the rest of the workforce? Below are several ways that earning a master's degree can help you thrive in your career.

Specialized Knowledge

Earning a master's degree helps you gain specialized knowledge to advance in your field. As the workforce evolves, a graduate degree shows you're dedicated to enhancing your industry expertise and credibility. You can focus on a particular field of study, which helps you become more competitive in your field.

The benefits of a master's degree can also help you build on your current abilities, gain new skills, or even transition to an entirely new field. There are hundreds of graduate degrees you can earn in various industries, from business to design.

Career Advancement

A master's degree can make it easier to transition into more senior positions, such as management and leadership. Many organizations not only recognize the benefits of a master's degree, but even prefer their employees to have one. In fact, 74 percent of employers have raised educational standards over the last several years, with many companies looking to hire those with advanced degrees. In certain industries, such as education or health care, graduate degrees offer mandatory training and the best path for certain jobs or promotions.

Increased Earning Potential

By earning a master's degree, you can significantly increase your income. On average, employees with a bachelor's degree earn \$65,400 per year, while those with a master's degree earn a median annual income of \$80,200 – a 23 percent increase.

In certain fields, there is an even larger gap between employees with a master's degree and those with less education. According to Georgetown's Center on Education and the Workforce, biology and life sciences majors with advanced degrees earn 63 percent more than those with bachelor's degrees, while graduate degree holders who majored in health and medical preparatory programs earn 137 percent more than those with bachelor's degrees.

Overall, employees with bachelor's degrees earn \$2.27 million over their career, while those with advanced degrees can earn up to \$3.65 million. This is a remarkable difference demonstrating that if you're already college educated, earning a master's degree can add a significant boost to your paycheck.

Lifelong Learning

The benefits of a master's degree also help you improve your researching, writing, and analyzing skill set. As a result, you can become a better problem solver and more easily tackle complex projects. By earning a graduate degree, you continue to expand upon a wealth of knowledge, preparing you for a life of constant learning.

In addition, 73 percent of Americans consider themselves lifelong learners, and 74 percent have participated in an activity over the past year that enhances their lifelong pursuit of knowledge.

Think you don't have the time? Don't worry, many universities now offer the option to earn your master's degree online – allowing you to create a schedule that works around your busy life.

Enhanced Professional Network

Whether you take courses online or in-person, your fellow classmates come from a wide variety of industries and backgrounds. As a graduate student, you are connected to numerous professionals – many of whom are successful in their careers. You also study with professors who are industry leaders, providing real-world knowledge with valuable networks.

At Northeastern, we have more than 230,000 alumni and 3,000-plus employer partners in 150 countries. From the moment you start class, you have an ample network to help you advance your career.

(<https://clck.ru/rerDd>)

Task II. Speak about the advantages of having a Master's degree.

Text II

HOW I GOT MY FIRST-CLASS DEGREE

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

A What part do the following play in motivating people to excel in education?

- desire for professional success
- desire for personal achievement
- pressure from family / friends / employers

B Rank the following according to how necessary you think they are in order to do well at university

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

C Read the passage quickly. Which of the above does the writer mention? What other things helped him to succeed?

Task II. Now read the passage thoroughly. For questions 1-7, choose the best answer (A, B, C or D).

1. *The PhD student who spoke to the writer*

- A exaggerated the need to work hard.
- B thought the writer would get a First.
- C succeeded in scaring the writer.
- D was uncertain how to help the writer.

2. *According to the writer, an important factor in success at university is*

- A the ability to understand the market.
- B acquaintance with lecturers and markers.
- C clever use of other people's ideas.
- D an understanding of what was required.

3. *In the third paragraph, the writer warns against*

- A trying to second-guess lecturers.
- B expecting to be rewarded.
- C plagiarism in essays and exams.
- D offering money to academic staff.

4. *In his relationship with his lecturers, the writer tried to*

- A show them that he would make a good salesman.
- B do his work in a style which matched their expectations.
- C always have some new ideas to impress them with.
- D never upset them by submitting ground-breaking work.

5. *How did the writer cope with long lists of required reading?*

- A He ignored them.
- B He wrote his own.
- C He was selective.
- D He summarized them.

6. *Why did the writer not practise writing exam questions?*

- A He was advised not to.
- B He thought the practice was rather boring.
- C He wanted to answer exam questions critically.
- D He thought it might prejudice staff against him.

7. *The writer concludes by advising students to*

- A follow his recipe for success.
- B make the most of being a student.
- C concentrate on passing exams.
- D aim for a First at all costs.

What does it take to graduate from university with a First?

Mark McArdle, first-class degree holder from the University of Lancaster, tells how he did it.

“Don’t spend too much time at the student lounge, do turn up for most lectures and tutorials and do submit all coursework – eventually.” That, I was told by a PhD student during freshers’ week, was all I needed to do to get a 2:2. For a 2:1, I’d require a better attendance record and have to work harder, but not at the expense of being cut off from civilization. And for a First I would have to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every waking moment immersed in academic books, and be among the last to be thrown out of the university library at 10pm closing time.

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

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

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

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issues. This was worrying at first, but I quickly learned that it was impossible to read all of the books on an average reading list anyway. I sought shortcuts. Collections of selected readings or journal articles were excellent sources that often saved me the bother of reading the original texts. References in books dragged me all over the place but, with all the courses I had to do, there wasn’t enough time to be dragged too far. I would flick through the

book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

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

And nor should you; there is no secret to getting a First – this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, don't forget to appreciate every day of your university studies: it is one of the greatest periods of your life.

NOTE:

University Degree Classifications in the UK:

First class

Upper second (2:1)

Lower second (2:2)

Third class (3)

USE OF ENGLISH

Task I. Read the following text, ignoring any mistakes you find for the moment. Which type of student are you? Correct the mistakes. If a line is correct, put (✓) in the answer box provided. If a line has a word which should not be there, write the word in the answer box provided.

Student Motivation

0	If it is clear, that student motivation is an important influence on	clear that
00	learning. It is also beleived that students' perceptions of their	believed
000	educational experiences generally influence their motivation	✓
1	more than the actual, objective reality of those experiences. The	
2	attribution Theory of motivation identifies two types of student.	
3	The first type attribute their success to their own ability and effort	
4	If they are successful in an exam, they attribute their achievement	
5	to themselves feel proud and are keen to take on further tasks of	
6	this nature. They work hard because they see a clear relationship	
7	between the effort they make and the results they obtain. If they	
8	fail, they put this failure down to their own lack of effort and are	
9	confidant that if they try harder in the future, they will have more	
10	success. The second type attribute success to external factor's. If	
11	they perform well in an exam, they consider, that it was easy and	
12	they were lucky. They feel little pride in their achievements and	

13	show little interest in taking on further such tasks. If they fail, they	
14	attribute their poor performance to their own lack of ability and	
15	are unlikely to see any reason to hope for an improvement in the	
16	future. They do not perceive the link between effort and results,	
17	and lack the motivation to keep trying.	

Task II. Complete this essay with appropriate words and phrases from the box. You may need to change the form of some of the words.

<p>acquire – class – course – day release – degree – discipline – doctorate – elementary (education) – elementary school – enroll – exam – experience – faculty – fail – fees – grade – grades – grade school – graduate (noun) – graduate (verb) – graduate school – grant – higher degree – higher education – high school – junior high school – kindergarten – learn – learning resources center – lecture – lecturer – lesson – literacy – mature (student) – middle school – night class – numeracy – on line course – opportunity – pass – physical education – private school – professor – prospectus – public school – qualifications – quarter – resit (an exam) – resources – secondary (education) – semester – SAT (Scholastic Aptitude Test) – sit/take (an exam) – skills – study – subject – syllabus – topic – tutor – tutorial – undergraduate</p>

“You are never too old to learn”. Do you agree with this statement? Why /Why not?

Education is a long process that not only provides us with basic **1)** such as **2)** and **3)** but is also essential in shaping our future lives. From the moment we enter **4)** as five-year-olds, and as we progress through **5)** and **6)** education, we are laying the foundations for the life ahead of us. We must **7)** ourselves to work hard so that we can **8)** exams and gain the **9)** we will need to secure a good job. We must also **10)** valuable life skills so that we can fit in and work with those around us. And of course **11)** helps us to develop our bodies and stay fit and healthy.

For most people, this process ends when they are in their mid-to-late teens and they **12)** from high school. For others, however, it is the beginning of a lifetime of learning. After they finish school, many progress to **13)** education where they will work towards a **14)** in a chosen **15)** at university. After that, they may work for a while before opting to study at a **16)** for a Master’s degree, or a **17)** Alternatively, they may choose to attend a **18)** after work or, if they have a sympathetic employer, obtain **19)** so that they can study during the week. After if they live a long way from a college or university, they might follow an **20)** using the Internet. In fact, it is largely due to the proliferation of computers that many people, who have not been near a school for many years, have started to study again and can proudly class themselves as **21)** students.

We live in a fascinating and constantly changing world, and we must continually learn and acquire new knowledge if we are to adapt and keep up with changing events. Our schooldays are just the beginning of this process, and we should make the best of every **22)** to develop ourselves, whether we are 18 or 80. You are, indeed, never too old to learn.

Task III. Comment on this statement “The most important things in life are not learnt at school or college”. Use words and phrases from the vocabulary box in Task II, and any other words or phrases that you think would be relevant.

Task IV. Complete the three texts below with the words in the boxes.

Studying at University

<i>essays</i>	<i>finals</i>	<i>presentation</i>	<i>term</i>	<i>tutorial</i>
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1. I’m in the second year of my Management in Education degree, and it’s starting to get really stressful. I’ve got my (1) _____ next spring and to be honest, I’m dreading them! On top of that, I’ve got to write three more (2) _____ before Christmas and then five more in the spring (3) _____; I’ve got to give a(n) (4) _____ on management strategies next Wednesday and then I’ve got a(n) (5) _____ with my personal tutor the day after to discuss how I’m getting on!

<i>Deadline</i>	<i>dissertation</i>	<i>handouts</i>	<i>lectures</i>
-----------------	---------------------	-----------------	-----------------

2. I’m doing my Master’s degree at the moment and I’m about halfway through the 20,000-word (1) _____ I have to write. The (2) _____ for it isn’t until next September, so I’ve still got plenty of time to get it finished. I go to two or three (3) _____ a week, and have to take lots of notes. They usually give us a few (4) _____ as well to summarise what they’ve been talking about, so that’s helpful.

<i>coursework</i>	<i>fees</i>	<i>grant</i>	<i>options</i>	<i>specialise</i>
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3. I’m studying fashion at a big college in Liverpool. I’m quite lucky because I get a(n) (1) _____ from the government and all my (2) _____ are also paid for. Otherwise, I could never afford to study! In my second year, I can select three particular (3) _____, and I think I’ll probably try to (4) _____ in shoe design. The other great thing about my degree is that I don’t have to take any exams. Everything’s based on the (5) _____ I do over the whole three years.

Task V. Use the following words to complete the text:

A Student’s Week

reading	seminar	lists	term	handout
presentation	tutor	lectures	notes	options

- I’ve got two this morning and then I need to go the library to do some background before tomorrow.
- On Wednesday I’ve got to give a short at my English
- I can’t go to my history lecture on Thursday morning. I’ll ask Jeff to pick up an extra copy of the and I can borrow his lecture
- Professor Barnes is the only lecturer who gives handouts and his reading really save me a lot of time.
- Later in the week, I’ve got to see my to decide what I’m going to do next

Task VI. Use the words in the table below to complete the sentences.

Talking About Your Course

placement	academic	drop out
qualifications	assignment	tutorial
specialise	vocational	qualify

1. The year begins in September and runs to the end of June.
2. So, what are you doing this weekend? – I'll probably be at home finishing the I have to hand in on Monday.
3. Hi Mark, where have you been? I haven't seen you for ages. – No, I've been away doing a work in an insurance company for the last four months.
4. The more you have, the more chance you have of finding a better job.
5. I wish I had done something more useful than philosophy – something more like nursing or hotel management.
6. Next year I have to decide which area of medicine I want to in.
7. Dr Hurst seems very remote in her lectures but when you have a with her, she's really friendly and helpful.
8. Mandy doesn't seem very happy at the moment. Is she finding the course difficult? – Yes, I think she's going to and get a job.
9. What will this course you to do?

Task VII. Use the words from the box in the situations below:

Graduating

finals	deadline	results	graduation	coursework
paper	dissertation	revising	graduate	term

1. It's your last at university, isn't it? – Yes, I've already done my oral, so now I've got to submit four pieces of The is next Friday. Then I've got to do a 10,000-word and hand it in by the end of May. Then I can relax.
2. Hi Susie, I haven't seen you around much recently. – No, I've been at home most nights. I've got my next month. I can't wait till it's all over. Can you believe it, we don't get our until the end of July?
3. Overall, the exams weren't too good but the American history was really difficult.
4. It's my ceremony next week. I think my parents are looking forward to it more than I am. I don't think they realise being a doesn't guarantee you a job like it used to.

Task VIII. Use the right collocations.

A. Match the pairs of adjectives (A) to the nouns (B) to form collocations.

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

B. Now use one word from each set to complete the sentences below.

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

Task IX. Underline the correct word in each sentence.

1. The course is designed to *develop* / *promote* special study skills.
2. The institute only *keeps* / *holds* evening classes.
3. She has been *accepted* / *admitted* at York University.
4. I'm afraid you can't *hold* / *keep* a private conversation here.
5. He retired at the end of a thirty-year teaching *post* / *career*.
6. Apply for a *fee* / *grant* if you want to go to university.
7. John's excuse for not doing his homework was that he had been too tired, but the teacher *dismissed* / *denied* / *ignored* / *refused* this as nonsense.
8. Gable's theory *pulled* / *took* / *attracted* / *engaged* a lot of interest from the scientific community.
9. The *approach* / *entrance* / *opening* / *advent* of new technology is bound to revolutionise the function of the classroom.
10. Writing is generally considered a more *severe* / *thorough* / *demanding* / *critical* task than reading.
11. The library will be *sheltered* / *housed* / *included* / *contained* in the old building on Bridge Street.

SPEAKING

Paraphrase the following quotations. Do you agree with them? Why (not)?

“Education is a progressive discovery of our own ignorance.” (Will Durant, U.S. historian)

“Education makes a people easy to lead, but difficult to drive; easy to govern but impossible to enslave.” (Henry Peter, Scottish politician)

WRITING

Write an article with the title “*The Importance of Earning Master’s Degree*” (120-150 words).

UNIT II

THE IMPORTANCE OF TEACHERS

READING

Text I

WHY TEACHERS ARE IMPORTANT IN SOCIETY – WHY TEACHERS MATTER



(<https://clck.ru/qxzmC>)

Task I. Read and translate the article using a dictionary.

Part I

Teachers are arguably the most important members of our society. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future. Why are teachers important? Let's count the ways...

Reasons Why Teachers Matter

Children carry what they are taught at a young age throughout the rest of their lives. They will use what they have learned to influence society. Everyone knows that today's youth will become tomorrow's leaders, and teachers have access to educate the youth in their most impressionable years – whether that is in teaching preschool, teaching extracurriculars, sports or traditional classes.

Teachers have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Not just for those children themselves, but for the lives of all.

How Teachers Bring Change in a Student's Life

Great teachers have the ability to change lives for the better.

Teachers can act as a support system that is lacking elsewhere in students' lives. They can be a role model and an inspiration to go further and to dream bigger. They hold students accountable for their successes and failures and good teachers won't let their talented students get away with not living up to their full potential.

Teachers of all walks of life and subjects have the ability to shape opinions and help form ideas about society, life and personal goals. Teachers can also expand students' limits and push their creativity.

Teaching is a tough job, but it is one where you can make the most impact in another person's life.

Part II

Role Models

Teachers are the ultimate role models for students. The fact that students come into contact with many different types of teachers in their academic career means that more likely than not, there will be a teacher that speaks to them.

The teacher-student connection is invaluable for some students, who may otherwise not have that stability. Teachers will stay positive for their students even when things can seem grim. A great teacher always has compassion for their students, understanding of their students' personal lives, and appreciation for their academic goals and achievements. Teachers are role models for children to be positive, always try harder, and reach for the stars.

They Provide the Power of Education

Knowledge and education are the basis for all things that can be accomplished in life. Teachers provide the power of education to today's youth, thereby giving them the possibility for a better future.

Teachers simplify the complex, and make abstract concepts accessible to students. Teachers also expose children to ideas and topics that they might otherwise not have come into contact with. They can expand on interests and push their students to do better.

Teachers don't accept failure, and therefore, students are more likely to succeed. Teachers know when to push students, when to give a gentle nudge in the right direction, and when to let students figure it out on their own. But they won't let a student give up.

Guidance

Teachers provide guidance to students of all types. Teachers are able to see each child's strengths and weaknesses and can provide assistance and guidance to either get them up to speed or push them higher.

They will help to reveal student's best skills and teach valuable life skills as well, such as communication, compassion, presentation, organization, following directions, and more.

They are also a source of inspiration and motivation. Teachers inspire students to do well, and motivate them to work hard and keep their academic goals on track.

Part III

Dedication

One of the most important parts of teaching is having dedication. Teachers not only listen, but also coach and mentor their students. They are able to help shape academic goals and are dedicated to getting their students to achieve them. Teachers have patience for their students and are understanding when a concept isn't taking.

Teachers do what they do because they want to help others. They are not teaching for recognition or a paycheck but because they have a passion for youth and education. Teachers typically believe in the power of education and the importance of providing children with good role models and are teaching because of that belief. They are dedicated to the cause.

Finally, teachers' dedication is shown by their 'round-the-clock' work habits. Teachers don't stop working when the school bell rings. They are grading papers, making lessons, and communicating with parents after school and on weekends. Most teachers arrive earlier than school starts to set up their day and provide extra assistance to struggling students.

Teachers Play a Great Role in the Economic Development of the Country

Education is a fundamental aspect in the development of a country. If the youth of a society is educated, a future is born. Teachers provide the education that improves quality of life, therefore bringing so much to both individuals and society as a whole.

Teachers increase productivity and creativity of students and therefore, of future workers. When students are pushed to be creative and productive, they are more likely to be entrepreneurial and make technological advances, ultimately leading to economic development of a country.

(<https://clck.ru/rerFe>)

Task II. Write an abstract for the above article.

Text II

RENEWING THE TEACHING PROFESSION



(<https://clck.ru/qy2HZ>)

Task I. Read and translate the article into Russian using a dictionary.

The success of an educational system inevitably depends upon the judgement and ability of those who teach... It is in the classroom that the pupil experiences the educational process, if the interaction between teacher and child is not effective, even the most sound federal, state, or local policies will be useless. Reducing objectives for the schools and revamping the curriculum will improve public education only if teachers are of high quality.

Economically, too, teachers are the critical component of the system. About 85 per cent of all salaries in education go to teachers – 65 per cent of the total budget. To be productive and, in a sense, to invest public funds wisely, schools must recruit, retain, and reward corps of competent professionals, imbued with high standards of performance and capable of commanding the respect of their ‘clients’ – their pupils, the parents, and the public.

In 1983 ‘declining teacher quality’ suddenly became an issue for the American media. A number of negative trends affecting the profession were often mentioned; low pay, declining prestige, decreasing academic ability among the teachers themselves, poor working conditions and inadequate training were among the troubling complaints. Yet why so much concern now? After all, these problems, which result from an interrelated set of historical circumstances, have been building for years.

One reason for the present intense scrutiny of the teaching profession is that trends in student enrolment are changing once again. In the 80s teaching was one of the fastest growing professions. The student population was changing as well as growing; those new teachers confronted a higher proportion of pupils from disadvantaged and single-parent homes. It was expected that by 1990 about two-thirds of the national student population would come from such households.

There is an even more significant reason for looking closely at the teaching profession: fundamental changes in the labour market for teachers. Taken together the circumstances surrounding the work force in education compel a rethinking of the very concept of the teaching process.

The Changing Labour Market

Women make up two-thirds of the total work force of teachers – and 80 per cent of all elementary school teachers. The dependence of the teaching profession on women is a major cause for concern, because the vast expansion of occupational choices (*увеличившийся выбор профессий*) for young women has correspondingly decreased the supply of superior teachers. Women who achieve high scores on academic tests have disappeared from the school employers' personal files (*картотеки работников*) over the past 15 years because teaching – like nursing, librarianship, and social work – is no longer one of the few places for them to go. Management, law, medicine – all the opportunities are open to them today.

The bright young woman who taught English 15 years ago is now carrying an attach case and heading for an office.

New opportunities for women affect teacher quality in another way. Women who withdrew from teaching to raise families once constituted a vast reserve army of teachers who could be called upon as their children grew up. But today, about 70 per cent of women between the ages of 25 and 65 are already employed, meaning that the reserve army no longer *exists*. Education must compete on its own merits as a desirable occupation.

Task II. Speak about the reasons for renewing the teaching profession.

Text III

TEACHER'S WORK

Task I. Read and translate the article into Russian using a dictionary.

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares in their joy.

A Teacher's Main Responsibility Is to Teach

The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and a record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to, and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have

acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternative activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as away to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teacher's behavior during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't".

Students Should Meet Minimum Objectives

Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulties.

Students Should Enjoy Learning

When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feeling of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students

must swallow or else. In either case, the students will acquire a distaste for school activities, thus providing reinforcement for teacher expectations.

Other evidence of inappropriate teacher attitudes toward school activities includes: emphasizing the separation of work and play, with work pictured as an unpleasant activity one endures in order to get to play; introducing assignments as something the class has to do, rather than merely as something they are going to do; negative attitudes also discuss academic subjects in a way that presents them as dull and devoid of content. For example, they might say, “We’re going to have history,” instead of, “We’re going to discuss the voyage of Columbus,” or “Read pages 17 to 22,” instead of, “Read the author’s critique of Twain’s novel.”

Teachers Should Assume Good Intentions and a Positive Self-Concept

Teachers must communicate to all of their students the expectations that the students want to be fair, cooperative, reasonable and responsible. This includes even those who consistently present the same behavior problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behavior, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behavior.

Task II. Speak about the main features of teacher’s work.

USE OF ENGLISH

Task I. For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Being a Teacher

Without a doubt, (0) <i>teaching</i> is one of the oldest professions and one of the	TEACH
most (1) To be a good teacher, you need certain qualities such	CHALLENGE
as (2) understanding and patience. Teachers must also be good	MATURE
communicators if they are to convey (3) to their students.	KNOW
Language teachers in particular have to be aware of all the skills students	
need to communicate (4) with others.	SUCCESS
As well as being (5)to students’ needs, teachers also need to be	SENSE
(6) and approachable while at the same time maintaining high	HELP
standards of discipline in the classroom.	
Perhaps most (7) of all, teachers need to keep themselves well-	IMPORTANT
Informed about current (8) in their field and the world in	DEVELOP
general in order to give their best. However, although it can be difficult when	
teachers find themselves (9) to help students outside of class,	ABLE
they (10) try to help everyone in class.	CONSTANT

LISTENING

Task I. Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good teacher? Listen to the speaker and tick (✓) the ones which are mentioned.

<i>A good teacher should:</i>	
a) speak clearly	
b) establish a friendly relationship with students	
c) have a lot of confidence in front of large groups	
d) understand students' individual needs	
e) encourage students to be creative	
f) keep tight control of a group of students	
g) give students a lot of praise and support	
h) attend refresher courses regularly	
i) spend time preparing lessons thoroughly	
j) punish students who don't work hard	

Task II. Using a model say which qualities you think a good teacher should have.

e.g. I strongly believe that a good teacher should be able to understand students' individual needs.

SPEAKING

Comment on the following statement *"Teachers are the most important members of our society"*.

WRITING

Write an essay *"Why Teachers Matter"* (120-150 words).

UNIT III

THE PERSONALITY OF THE TEACHER

READING

Text I

THE PERSONALITY OF THE TEACHER

Read and translate the text which provides some information about the profession of a teacher.

The success of educating and upbringing children depends on the personality of the teacher, his or her professional skills, moral principles, erudition and cultural background. This noble profession demands from a teacher constant creativity, understanding of children and love for them.

The teacher must be a model of competence, so he/she is a person who is learning as well as teaching all his life. Most jobs can be done within the usual office hours, but teacher's work is never done and evenings are mostly spent marking exercise-books and preparing for the next lesson. It is also a stressful job because you have to encourage your pupils and keep them interested in the subject you teach.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents and capabilities. That's why he educates each pupil with special attention to his or her interests and encourages each one to make his best in life. He helps children to develop their critical and creative thinking, to form their views and characters, their attitudes to life and to other people. He teaches them to work independently and cooperatively, to be helpful and useful for each other.

A good teacher will do his best to bring up honest and considerate, patient and tactful, self-confident, objectively-minded and self-disciplined people, able to meet many challenges of adult life in a rapidly changing world.

Text II

THE MOST IMPORTANT CHARACTERISTICS OF A GREAT TEACHER

Task I. Read the article and give its summary.

The following attributes make the difference between a good teacher and a truly great teacher who becomes an inspiration to their students.

1. Compassion: Compassion is important not only when dealing with the students but also other teachers, other school staff, and parents.

2. Passion for Learning and Children: Teaching can be incredibly stressful, so great teachers must have a deep passion to keep them going every day.

3. Understanding: Teachers need a deep understanding of where their students are coming from – their backgrounds, their struggles, and their abilities.

4. Patience: Patience is key. This is very true of teaching, and not just patience with the students! Teachers also need patience in dealing with the school system, bureaucracy, and parents as well.

5. Ability to Be a Role Model: Teachers must come into work every day knowing their students will soak up their actions like sponges. They must show how to be a good person not just by telling, but also by being.

6. Communication Across Generations and Cultures: Teachers need to be able to effectively communicate with students from multiple cultures and generations, as well as teaching staff and superiors with various backgrounds and from other generations.

7. Willingness to Put in the Effort: If a teacher doesn't care or doesn't make the effort, their students won't either. If a teacher shows students that they do truly care, they'll do the same.

(<https://clck.ru/rerFe>)

Task II. Answer the questions below.

1. Do you think all these characteristics are important? Why/Why not?
2. Should teachers be great communicators? Why/Why not?
3. Do you think the teacher must be a model of competence? Why/Why not?

Text III

TOP 5 CHARACTERISTICS OF A MODERN TEACHER

Task I. Read and translate the article into Russian using a dictionary.

How would you describe a modern teacher? Today we are sharing some skills and attributes that we think modern teachers should possess.



(<https://clck.ru/qy2Y6>)

Engage in professional communities

Teachers should view personal and professional development as a continuous process. One of the best ways to engage in personal and professional development is by networking. Network with other industry professionals by attending education conferences and events or by joining professional online communities for educators. Networking with other teachers is a great way to exchange ideas about different ways of teaching and to share other useful tips.

Keep learning

Being a teacher does not mean you should stop educating yourself. Like with any other profession, there is always something new to learn when you are a teacher. Modern teachers should be curious and proactive in terms of gaining new skills and knowledge.

Understand technology

Modern teachers should be willing to explore new technologies and the different ways they can improve teaching and learning. Technologies are constantly evolving and changing; therefore, teachers should be flexible and adaptable in order to stay up to date with changes in technologies that could support education.

What is more, most students are tech-savvy, this means that having an interest in different technologies will definitely help you engage with students more.

Participate in social media

Incorporating social media into lessons can be a challenge due to lack of knowledge, accessibility and issues like e-safety. However, teachers who are using social media can benefit in a number of different ways. For instance, different social media sites can help make lessons more interactive as well as they can extend the learning outside the classroom.

Social media is also useful for engaging with parents and for promoting the school image online. What is more, joining different discussions or connecting with people of social media are great ways for networking with other industry professionals.

Know when to take a break

This is very important for keeping high levels of productivity and for reducing work-related stress. Modern teachers know when it is time to slow down and relax for them and for their students.

(<https://www.webanywhere.co.uk/blog/2016/05/5202>)

Task II. Look though the text again and decide if the statements below are True (T) or False (F). Correct the false ones.

1	The article deals with the process of professional knowledge enhancement.	T / F
2	Working hard is the best way to engage in personal and professional development.	T / F
3	Networking with other teachers is a great way to know about well-paid vacancies in the industry.	T / F
4	Modern teachers should be life-long learners.	T / F
5	Technologies are necessary only for making lessons more interactive.	T / F
6	Social media cannot be useful in educational process.	T / F
7	Modern teachers should work hard. They have no time to slow down.	T / F

LISTENING

You will hear five different people talking about what makes a good teacher. For questions 1-5, choose from the list (A – F) what each speaker says a good teacher should do. Use the letters only once. There is one extra letter which you do not need to use.

A set an example of hard work

Speaker 1 _____

B have good qualifications

Speaker 2 _____

C give information on individual progress

Speaker 3 _____

D be available outside class time

Speaker 4 _____

E give a lot of encouragement

Speaker 5 _____

F have an entertaining approach

USE OF ENGLISH

For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick (✓) by the number. If a line has a word which should not be there, write the word in the answer boxes provided. There are two examples at the beginning (0) and (00).

The Art of Teaching Science

0	Obviously, there are two types of people when it comes to studying science at school – those who are going to go on and have careers in physics and chemistry and a whole large group of the rest of us who should be coming out of school with at least some understanding of science.	✓
00	Science teachers need to make it relevant and exciting by taking it out of the classroom. Children should realize the relevance of science to our life – just in much small things like washing your hands.	much
1	It's fascinating how a scientist could have look at two different formations of rocks and say that one is 250 million years old and the other is 850 million years old. How do they know that?	
2	Science can be a kind of entertainment. The idea is that people study it and they feel such entertained.	
3	Although there are not enough pupils taking up science at school, there is a tremendous future for scientists.	
4	And yet, plenty of students appear to be hugely obsessed with media studies.	
5	Then they come out of school and they are being unemployable.	

6	A practical science qualification would be greatly a useful qualification for a job.	
7	Science is now taught mostly in theory, whereas it should be taught by far demonstration. Today's students find it difficult because there is very little practical work involved in their science lessons.	
8	The most crucial element for children is 'hands-on' science. If science is taught such creatively, if there is room for imagination, then it encourages you to learn.	
9	The way it is taught now in most of schools has stopped science being seen as a lively and exciting field of study.	
10	Above all it is the charisma and excitement of the teacher that makes the subject interesting; if he/she is fascinated by it, the teacher passes that by on to students.	

SPEAKING

Answer the questions below and discuss the issues.

1. Do you think men or women make better elementary teachers / high school teachers / university professors? Why?
2. Who was your best teacher? Suggest three reasons why he or she was good.
3. Who was your worst teacher? Why was he / she so bad?
4. What must a good teacher be?
5. How important is the job of a teacher to a society?

WRITING

Write your ideas about the things that make good teachers (120-150 words).

UNIT IV

A CAREER IN TEACHING

READING

Text I

FIVE REASONS YOU SHOULD THINK ABOUT A CAREER IN TEACHING

Task I. Read and translate the article into Russian using a dictionary, then speak about the top five reasons to become a teacher.

From helping a student get to that ‘light bulb’ moment to helping shape the lives of the next generation – teaching is a challenging but incredibly rewarding profession.



(<https://www.rmit.edu.au/content/dam/rmit/rmit-images/marketing-only/campaigns/Postgrad/why/iStock-35683978-resize.jpg>)

As a teacher, you’ll face a myriad of competing demands but for every challenge you face, there’s an equal or greater reward. As you enter a profession that has the ability to impact the lives of others, you also take part in a career that is full of meaning. We asked two of our teaching program managers – Dr Tasos Barkatsas and Dr Nicky Carr – to share their top five reasons to become a teacher.

1. You get to shape the lives of young people (and the next generation)

Teachers get to inspire and educate young people. One day your students may become Nobel and Fields prize winners, top business people, leaders, prime ministers and great artists or well-rounded individuals with a love for learning. Each day you get to work with inquisitive young

minds, eager to learn and share their ideas with you. Teachers become influential in students' lives, inspiring and motivating them to achieve their potential. By pursuing a career in education, you benefit society as a whole. The impression you make on the individual in the classroom continues onto the next generation. This is a career where you have the opportunity to make a lasting difference to young students' lives.

2. You get a passport with globally transferable and recognised skills

Australian teachers are in high demand around the world and our teaching programs are recognised internationally. At RMIT we provide a rigorous teacher education in line with international standards. Our graduates have made a global impact, working with young people across Australia and around the globe. The skills you learn in a teaching degree go beyond the classroom – teachers are excellent communicators, collaborators, problem solvers and organisers. They have empathy and are good at building relationships with team members and managing stakeholders. These attributes are in high demand within all industries and can help you stand out both personally and professionally.

3. There is strong demand for new teachers

Due to Australia's aging population, a significant proportion of the current teacher workforces are due to retire. The increase in retirement rates and population growth make the demand for new teachers strong. Watching young people learn and grow is amazing; there is no greater reward than witnessing a student's 'light bulb' moment.

4. You learn to value both tradition and innovation

As a teacher you are entering a long-standing profession that values tradition and innovation. Teachers are experts in using their own knowledge and the knowledge of their peers to inspire. Teachers have the privilege of designing differentiated lessons for diverse student cohorts, creating meaningful assessments and creating inclusive learning opportunities for special needs and gifted students. They also manage data, research emerging trends, stay on top of current best practices and promote student's wellbeing.

5. You have the chance to be part of a challenging and rewarding profession

Your classroom, lessons and the atmosphere you provide in the classroom help guide the learning of young people as they advance and achieve their potential. Beyond the individual, teachers help shape the future of the globe by participating in groundbreaking projects with students and providing feedback into the curriculum. As an RMIT teaching graduate, you will understand how all these elements work in the classroom and set yourself up to be a leader in education.

Story: Courtney Johnson

(<https://www.rmit.edu.au/study-with-us/levels-of-study/postgraduate-study/why-rmit/5-reasons-to-think-about-a-career-in-teaching>)

Task II. Write an abstract for the above article.

Text II

A CAREER IN TEACHING

You are going to read an article in which four people talk about their work as teachers. For questions 1-15 choose from the people (A-E). The people may be chosen more than once. When more than one answer is required, they may be given in any order.

Which person or people:

has been a teacher the longest?	1	
no longer works as a teacher?	2	
has taught in many different countries?	3	
mentions the qualities which are important to be a good teacher?	4	
says they became a teacher because they were not happy in their previous job?	5	
says they like working as a teacher because their job is always interesting?	6/7	
mentions a difficulty of their subject?	8	
says they have had a number of different jobs?	9	
says they were keen to share what they have learnt with others?	10	
says that they had been interested in teaching from a young age?	11	
says it's easy for pupils to see the results of their work in her subject?	12	
say they have taught adults as well as children and teenagers?	13	
has helped and trained other teachers?	14	
says the beginning of their career as a teacher was hard work?	15	

A Anna

I first got into teaching 4 years ago when I decided to quit my office job and do a bit of travelling. I'd heard of the CELTA qualification to teach English to adults and thought it would be a great way to see the world. I'd also be interested in teaching since I was at school and with the CELTA thought it would be a perfect combination – teaching and travel. Since completing the course I've spent time teaching in the UK, Austria, Poland and Spain and have loved every minute. I've taught people of all ages and levels. I'd say the main thing I enjoy about teaching is the fact that you are able to engage with people from different countries, all of whom have different backgrounds and experiences, and I feel that this therefore makes teaching an interesting, varied profession. I think the thing I found the most frustrating was probably going into different schools and trying to teach children and teenagers who were not interested in learning English and only there because their parents had made them. However, this meant there was always a challenge in trying to find material that these students would be interested in and a job where you don't have challenges I imagine would be rather boring. I've recently started working as a primary school teacher, which I'm really enjoying. I look back on my time teaching abroad with a lot of fondness and for this reason it is something I would definitely like to do again in the future.

B Valerie

I love teaching because it is never boring. I have been a teacher for over twenty years and I still enjoy my day-to-day work. I teach Science to students aged eleven to sixteen. This sometimes involves explaining difficult concepts and examining ethical questions which some students find very difficult. It is very stimulating working with young people and their enthusiasm and optimism can be quite infectious. To be a good teacher you need to be very knowledgeable about your subject. You must have a good sense of humour and be fair and consistent in your dealings with other people, but most of all you must be a good communicator. There are lots of teachers who know their subject very well but unless you can enthuse your students and build their confidence and self-esteem you will never be an inspirational teacher.

C Sally

I have been teaching for 3 years now and decided to train to be a food technology teacher after working in the food industry for 5 years. I was fed up with working long hours, knowing the end result was making profit for the company I was working for at the time rather than giving me satisfaction. I have also always loved my subject – Home Economics, Food technology and Cookery – and wanted the opportunity to use my experience and knowledge to inspire and help others. Friends had put me off going into teaching previously due to the notorious heavy workload. It has been the most rewarding and challenging job of my career, and I now couldn't imagine doing anything else. I am lucky with my subject because progress and success are instant in practical cookery lessons; giving plenty of opportunity to praise pupils and raise their confidence.

There have been very difficult times in my teaching career, especially the first year, when learning the work life balance was impossible to grasp; this in conjunction with challenging behaviour issues was a steep learning curve, but I am pleased I persevered. Over time teaching got easier and I think it is the most fulfilling, satisfying profession I could do. The odd pupil that walks out of the class and says "thanks for a great lesson, Miss" or the look on a pupil's face when his bread comes out the oven, makes the hard work worth while.

D Joanna

After studying languages at University, I was unsure what I wanted to do for a living. I worked for a year in a nursery school and in my spare time, volunteered for a charity that sends people on projects in developing countries. I put together a programme of inductor for the volunteers, to prepare them for going on their projects. I soon decided that I would like to do this as a full-time job, but I needed to get a qualification in education and some more experience. I took a postgraduate teacher training course and worked for three years teaching languages in a secondary school. During that time, I got very involved in global education – teaching schoolchildren about global issues and how they affect people in developing countries. After three years of teaching, I got a job managing a global education centre. I co-ordinated and contributed to a programme of workshops for children and training for teachers. A further three years later, the charity I had volunteered for could afford to give me a full-time job, and I've been working there for two years now.

USE OF ENGLISH

Volunteering

For questions 1-12, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

When Pamela Jarrett left university to become a (0) **C** school teacher, it was by no (1) _____ easy to find a job. She therefore decided to go abroad as a volunteer teacher for a year. When she realized she would be teaching deaf and blind children, she was a (2) _____ taken a back. But after a month's training she felt more confident that she would be able to (3) _____ with the situation.

The basic living conditions also (4) _____ as something of a shock. Pamela's school was situated in a remote Ethiopian village, where her accommodation (5) _____ of one room and a shared bathroom. Not only was the space cramped, (6) _____ there was no electricity, Internet or telephone access, so she felt totally cut (7) _____ from the outside world.

Now back home in Britain, Pamela has used her (8) _____ experience to set up a similar school. The specialized help she offers to the deaf and blind has made a huge (9) _____ to dozens of children who would (10) _____ find themselves struggling to learn.

Pamela would certainly like to revisit Africa someday. At the moment, though, she is concentrating her efforts on (11) _____ her school to cater for children with other learning difficulties, too. It seems as if the more people get to know her, the (12) _____ the demand is for her skills.

	A	B	C	D
1	means	way	account	extent
2	somewhat	quite	rather	little
3	handle	manage	cope	succeed
4	appeared	proved	arrived	came
5	considered	contained	composed	combined
6	and	also	then	but
7	out	down	off	away
8	priceless	valuable	worthy	precious
9	change	difference	transformation	contrast
10	otherwise	besides	alternatively	instead
11	widening	stretching	growing	expanding
12	taller	larger	greater	steeper

LISTENING

You will hear five different people talking about their work as teachers. For questions 1-5, choose from the list (A-F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

A The teacher is not always confident.

Speaker 1 ____

B This teacher cannot use a computer.

Speaker 2 ____

C This teacher has a lot of talented students.

Speaker 3 ____

D This teacher advises colleagues on teaching.

Speaker 4 ____

E This teacher continues to learn more about teaching.

Speaker 5 ____

F This teacher takes their students on educational trips.

WRITING

Rewrite the text using substitute words and ellipsis to reduce the amount of repetition in the following text. There is an example at the beginning.

A Family of Teachers

For most of ~~my mother's~~ **her** working life my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her to enter the teaching profession. Her father was a teacher and her mother was a teacher as well, though she herself had no intention of becoming a teacher. However, whereas my grandmother felt that my mother should only follow in their footsteps if my mother wanted to follow in their footsteps, my grandfather was determined that she should teach for a living – so she taught for a living.

She'd actually like to have become a pharmacist and run her own business, but she wasn't sufficiently qualified to become a pharmacist and have her own business. Apart from the fact that she wasn't sufficiently well qualified, she might well have had problems raising the necessary capital, and if she'd asked her father to lend her the necessary capital he probably wouldn't have lent her the necessary capital. I think my mother resented my grandfather for the pressure my grandfather had put on her, and my mother always encouraged me to make my own decisions. I made my own decisions – and now I work as a teacher, and my son works as a teacher too!

SPEAKING

What are the reasons you should think about while choosing a career in teaching?

UNIT V

EFFECTIVE LEARNING STYLES

READING

Text I

MODERN PEDAGOGY:

6 EFFECTIVE LEARNING STYLES THAT STUDENTS NEED TODAY

Task I. Read and translate the article into Russian using a dictionary. Make a list of new words for your glossary.

Obviously, students of the present cannot study in the pedagogy of the past when they will ultimately have to survive in the future. The growth rate of modern society is exponential. Whatever skills that are relevant today may soon become obsolete in a matter of half a decade. Thus, students of the current generation not only have to consume a lot more information than their previous generations, but they also need an adaptive mindset where the requirement is to become life-long learners. Such a level of education can only come by following a modern pedagogy, and the best schools achieve that feat by efficiently stitching together the following 7 effective learning styles that complement each other at every step.

1. Collaborative learning

Lessons in the modern classroom can no longer be unidirectional flowing from the teachers to the students. Collaborative learning dictates that students learn from the teacher and each other and teachers also pick up points by actively listening to the students. Classroom discussions are excellent ways to facilitate this technique. Students can discuss and debate on a topic set by the teacher where they can actively brainstorm, listen, present ideas, and learn from everyone in the class.

2. Experimental learning

Or learning by doing. Previously, teachers had to rely on the students' imaginative prowess and expect them to understand a concept all by themselves. Modern pedagogy can no longer depend on that as the process was ineffective and insufficient. In every way possible, for example, the top ten school in Gurgaon will always include models and apparatus to make learning visual and realistic. When students learn their theories along with experimenting with the concerned apparatus, they certainly do learn better.

3. Context-based learning

Think about the best way to learn the meaning of a new English word. The mere lexical explanation is information. Students can immediately understand what the word means but may soon forget as information needs recurring revision. However, when students also read a sentence where the word is used, the probability of retaining the meaning in memory increases. The students now get the context of that word and they know where and how to use that term in the future. A similar approach can be followed with all subjects. Context-based learning involves connecting textbook theories with real-life examples.

4. Inquiry-based learning

As human beings, irrespective of our age, we are always driven by curiosity. Students learn about a topic with increased engagement only if they find it interesting and develop a certain level of curiosity regarding it. With inquiry-based learning, the teachers first allow the students to ask questions and then present the lesson as the answers rather than simply presenting the subject matter to the students without any curiosity. This learning technique also leads to critical thinking and makes students smart enquirers.

5. Research-oriented learning

Technically known as incidental learning, this is a form in which students are directed to learn without the supervision of teachers. The habit makes students life-long learners where they feel compelled to learn on their own and carry out their own research. Students receive the freedom to explore over the internet, in the libraries, carry out their own surveys, or even while watching television. Here, education can come from any angle and teachers only bear the responsibility of providing that initial nudge.

6. Personalised learning

Even the best preschool in Gurgaon has started acknowledging the fact that one curriculum cannot work for all. Today, modern pedagogy makes space for personalised learning. Starting from home assignments to regular evaluations, teachers always look to accommodate the individual needs of every student and do not leave the onus on the children to figure their strengths out. With personalisation, students mature faster, engage with learning better and develop an increased level of confidence in this competitive world. Personalised learning is probably the best development in modern pedagogy.

Without a doubt, it can be conclusively stated that all 21st-century students need all these learning styles included in their school's pedagogy. Pedagogy is like the journey to the intended educational destination. If the path is not effective, the end result cannot be fruitful as well.

(<https://clck.ru/reqim>)

Task II. Speak about the learning styles mentioned in the article. Which one(s) is (are) the best? Why do you think so?

Text II

COOPERATIVE KIDS



(Virginia Evans – Jenny Dooley. Enterprise 4. Coursebook. Intermediate, Express Publishing. 2001. 184p.)

Task I. Look at the picture and answer the questions below.

1. What do you think the people in the picture are? Where are they?
2. What do you think the people in the picture might be studying?
3. Do you prefer to study alone or with other people? Why?

Task II. You are going to read a text about a new teaching method. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Cooperative Kids

The concept of cooperative learning is alien to all of us who were taught the traditional way, but it offers our children the adventure of finding their own answers. Di Lilford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to carry on teaching without pause.

0	D
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The idea remains that students are empty containers which the teacher fills with knowledge, and that all students have to do is listen and write.

Education consultant Alyce Miller says: “This approach does not work in today’s changing world. We are not teaching creative problem-solving. We encourage competition, believing that this brings out the best in people.” But this is not so.

1	
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She goes on to say that the teacher's role is no longer to feed students with information. "The facts are available in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think creatively in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and helpfulness towards others

2	
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In cooperative learning classes, the traditional classroom physical layout is abandoned.

3	
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Pupils learn to work first in pairs, then in threes, and finally in teams of four. Students are required to participate actively in discussing and shaping their own Knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect assumption that many people make about cooperative learning is that it is merely group work. It is much, much more.

4	
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With this technique, most of the time in the classroom is spent teaching them these skills – life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same material as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail."

5	
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One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was tearing my hair out, wondering what to do, but I need not have worried. The children's response was amazing.

6	
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All in all, it seems that cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is both more fun and more effective for pupils and teachers alike.

A	Children do not sit in straight rows of desks facing teachers, but rather face one another to make it easier to share ideas.
B	The strong ones coached the weak ones endlessly so that they could participate in the question time too.
C	However, she believes that this method is not suitable for all pupils.
D	Teaching methods have hardly changed in one hundred years.
E	She says that good relationships are the key to effective learning.
F	Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.

G	He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
H	It recognises that pupils do not have the skills to work together.

Task III. Using the text make notes under the following headings, then talk about cooperative learning.

- student's role
- teacher's role
- benefits
- classroom layout

Task IV. Answer the questions below:

1. What skills do the pupils gain from cooperative learning?
2. Would you enjoy being taught this way? Why/Why not?

USE OF ENGLISH

Task I. Fill in the correct word(s) from the list below paying attention to the prompts in brackets:

abandon	concentrate on	issue	participate	skills
approach	concept	merely	motivation	tolerance

1. Reading and writing are two of the _____ which are considered to be most important in life. (*learnt abilities*)
2. The Parent-Teacher Association meets monthly to discuss _____ concerning the school. (*topics*)
3. A very complex subject is best taught using a simple _____. (*method*)
4. When reading a text, language learners need to _____ the sentence structure and prepositions, as well as the vocabulary. (*pay full attention to*)
5. Teaching a subject in a lively, interesting way increases a student's _____ to learn. (*willingness*)
6. Miss Dean has so much _____ that she can handle even the most difficult of students. (*patience*)
7. Many teachers want to _____ continual testing and concentrate more on teaching. (*stop doing*)
8. If you want to _____ in this game, you must listen to the instructions first. (*take part*)
9. Arithmetic is _____ the instruction to advanced mathematics, but it must be learnt thoroughly. (*just*)
10. The _____ of formal expectations dates back to ancient China. (*idea*)

Task II. Match A with B to get the correct word combinations, then translate them into Russian.

A	B
1) education	a) learning
2) life	b) sb with information
3) to solve	c) theatre
4) to go on	d) skills
5) to tear	e) consultant
6) to work	f) to say
7) to share	g) ideas
8) operating	h) in pairs
9) mathematics	i) a(n) world
10) to feed	j) the problems
11) changing	k) department
12) cooperative	l) my hair out

Task III. Underline the correct item.

1. A new teacher is joining our English *part / department / section* this term.
2. Cookery is a useful subject for girls and boys *like / alike / likely*.
3. My brother, who speaks fluent French, *coached / studied / practiced* me in the subject before the exam.
4. The student *paused / stopped / ended* before answering the question.
5. Her teaching *process / technique / way* involves getting to know each student's need.

Task IV. Fill in the gaps with the correct word using the list below.

pupils / students	lesson / subject	co-educational school / single-sex school	dean / headmaster	grades / degree
day school / boarding school	lecturer / teacher	comprehensive school / private school	point / mark	course / term

1. I could get a job as a secondary school _____ now, but I want to continue studying to become a university _____.
2. History is my favourite _____, but today's _____ wasn't very interesting.
3. My primary school only has 300 _____ but there are over 500 _____ at my brother's university.
4. Frank got good _____ in all of his school exams, so he was able to go to university to do a _____.
5. There will be no lectures during the last _____ of my history _____ as we are expected to study for exams then.
6. I got an extra _____ for remembering the name of Napoleon's horse, so my final _____ for the test was 199 out of 20!
7. The _____ of the arts faculty used to be the _____ of a primary school.

8. When I went to _____ I only saw my parents during the holidays, but now that I go to a _____ I see them every night.
9. It is necessary to pay school fees in order to go to a _____, whereas a _____ is run by the state and is therefore free.
10. My brother and sister go to a _____, but I go to a _____ where there are only girls.

Task V. Read the text and decide which answer A, B, C or D best fits each space (1-15). There is an example at the beginning (0).

The Montessori Method

From the moment we **0)** born, we start learning about the world **1)** us. We learn a great deal of things over a very **2)** period of time, and this forms the foundation **3)** all our future learning. **4)** to the age of six, we are extremely sensitive and we develop the important skills that will prepare us for **5)** life. Therefore, it is very important to have a good preschool programme **6)** helps us to develop hand-eye co-ordination and problem-solving abilities, as well as exposing us to a **7)** variety of stimuli and materials.

Maria Montessori developed a **8)** programme, which helps children to **9)** their intelligence and independence. The Montessori Method, as it is **10)** , combines practical activities, which stimulate the senses of touch and smell, with mathematical and language development activities. The children are completely **11)** to choose which activity to **12)** in and when, thus encouraging self-confidence and independence. This **13)** to teaching is very popular with **14)** parents of young children, as it involves learning which uses all the senses **15)** those important early years.

0	A is	B are	C be	D were
1	A against	B among	C around	D along
2	A short	B small	C little	D tiny
3	A of	B to	C with	D on
4	A Above	B Over	C Near	D Up
5	A after	B next	C later	D older
6	A what	B when	C which	D who
7	A broad	B far	C rich	D wide
8	A so	B such	C quite	D many
9	A expand	B increase	C develop	D improve
10	A known	B called	C titled	D branded
11	A open	B free	C able	D allowed
12	A play	B do	C participate	D take
13	A way	B system	C approach	D method
14	A lots	B many	C much	D plenty
15	A during	B while	C at	D for

LISTENING

Task I. Listen to a conversation which takes place in a teacher's office between a teacher, Mr Brown and two parents, James and Linda Eliot. Answer the questions below putting T (for teacher), J (for James Eliot), or L (for Linda Eliot) in the boxes provided.

1. Who is anxious at first?
2. Who is offended?
3. Who is worried about Sarah changing schools?
4. Who thinks Sarah is sociable?
5. Who doesn't want Sarah to go to a girls-only school?
6. Who thinks Sarah should change schools at the end of the year?

Task II. Listen to the conversation again and find out the reason why Sarah should change schools.

SPEAKING

Answer the questions below and discuss the issues.

1. Have teaching methods changed in the last 20-30 years? How?
2. Do you think children shouldn't be encouraged to concentrate on getting the best marks? Why / Why not?
3. What are the most popular and useful teaching methods nowadays? What are their advantages and disadvantages?

WRITING

Describe the teaching method you find the most effective in modern pedagogy.

UNIT VI

THE SCHOOL OF FUTURE

READING

Text I

WHAT WILL EDUCATION LOOK LIKE IN 20 YEARS?

HERE ARE 4 SCENARIOS

*Written by Andreas Schleicher,
Director, Directorate of Education and Skills,
Organisation for Economic Co-operation and Development (OECD)*

Task I. Read and translate the article into Russian using a dictionary.

- The COVID-19 pandemic shows us we cannot take the future of education for granted.
- By imagining alternative futures for education, we can better think through the outcomes, develop agile and responsive systems and plan for future shocks.
- What do the four OECD Scenarios for the Future of Schooling show us about how to transform and future-proof our education systems?

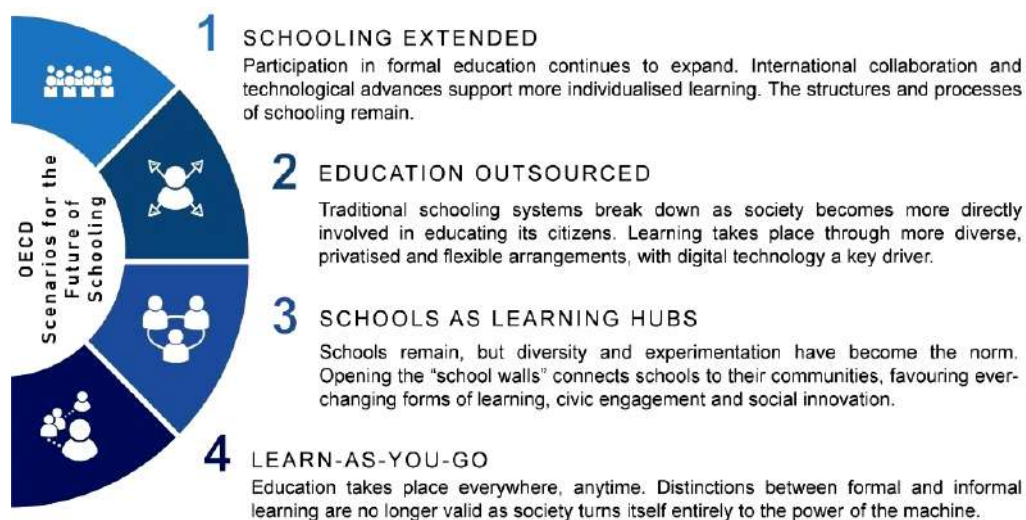
As we begin a new year, it is traditional to take stock of the past in order to look forward, to imagine and plan for a better future.

But the truth is that the future likes to surprise us. Schools open for business, teachers using digital technologies to augment, not replace, traditional face-to face-teaching and, indeed, even students hanging out casually in groups – all things we took for granted this time last year; all things that flew out the window in the first months of 2020.

To achieve our vision and prepare our education systems for the future, we have to consider not just the changes that appear most probable but also the ones that we are not expecting.

Scenarios for the future of schooling

Imagining alternative futures for education pushes us to think through plausible outcomes and helps agile and responsive systems to develop. The OECD Scenarios for the Future of Schooling depict some possible alternatives:



Rethinking, rewiring, re-envisioning

The underlying question is: to what extent are our current spaces, people, time and technology in schooling helping or hindering our vision? Will modernizing and fine-tuning the current system, the conceptual equivalent of reconfiguring the windows and doors of a house, allow us to achieve our goals? Is an entirely different approach to the organization of people, spaces, time and technology in education needed?

Modernizing and extending current schooling would be more or less what we see now: content and spaces that are largely standardized across the system, primarily school-based (including digital delivery and homework) and focused on individual learning experiences. Digital technology is increasingly present, but, as is currently the case, is primarily used as a delivery method to recreate existing content and pedagogies rather than to revolutionize teaching and learning.

What would transformation look like? It would involve re-envisioning the spaces where learning takes place; not simply by moving chairs and tables, but by using multiple physical and virtual spaces both in and outside of schools. There would be full individual personalization of content and pedagogy enabled by cutting-edge technology, using body information, facial expressions or neural signals.

We'd see flexible individual and group work on academic topics as well as on social and community needs. Reading, writing and calculating would happen as much as debating and reflecting in joint conversations. Students would learn with books and lectures as well as through hands-on work and creative expression. What if schools became learning hubs and used the strength of communities to deliver collaborative learning, building the role of non-formal and informal learning, and shifting time and relationships?

Alternatively, schools could disappear altogether. Built on rapid advancements in artificial intelligence, virtual and augmented reality and the Internet of Things, in this future it is possible to assess and certify knowledge, skills and attitudes instantaneously. As the distinction between formal and informal learning disappears, individual learning advances by taking advantage of collective intelligence to solve real-life problems. While this scenario might seem far-fetched, we have already integrated much of our life into our smartphones, watches and digital personal assistants in a way that would have been unthinkable even a decade ago.

All of these scenarios have important implications for the goals and governance of education, as well as the teaching workforce. Schooling systems in many countries have already opened up to new stakeholders, decentralizing from the national to the local and, increasingly, to the international. Power has become more distributed, processes more inclusive. Consultation is giving way to co-creation.

We can construct an endless range of such scenarios. The future could be any combination of them and is likely to look very different in different places around the world. Despite this, such thinking gives us the tools to explore the consequences for the goals and functions of education, for the organization and structures, the education workforce and for public policies. Ultimately, it

makes us think harder about the future we want for education. It often means resolving tensions and dilemmas:

- What is the right balance between modernizing and disruption?
- How do we reconcile new goals with old structures?
- How do we support globally minded and locally rooted students and teachers?
- How do we foster innovation while recognising the socially highly conservative nature of education?
- How do we leverage new potential with existing capacity?
- How do we reconfigure the spaces, the people, the time and the technologies to create powerful learning environments?
- In the case of disagreement, whose voice counts?
- Who is responsible for the most vulnerable members of our society?
- If global digital corporations are the main providers, what kind of regulatory regime is required to solve the already thorny questions of data ownership, democracy and citizen empowerment?

Thinking about the future requires imagination and also rigour. We must guard against the temptation to choose a favourite future and prepare for it alone. In a world where shocks like pandemics and extreme weather events owing to climate change, social unrest and political polarization are expected to be more frequent, we cannot afford to be caught off guard again.

This is not a cry of despair – rather, it is a call to action. Education must be ready. We know the power of humanity and the importance of learning and growing throughout our life. We insist on the importance of education as a public good, regardless of the scenario for the future.

(<https://clck.ru/qyABi>)

Task II. Say what each scenario for education will look like in 20 years.

Task III. Write an abstract for the above article.

Text II

7 THINGS SCHOOLS OF THE FUTURE WILL DO WELL



(<https://clck.ru/qyA6G>)

Task I. Read and translate the article into Russian using a dictionary.

The ‘next generation’ of successful schools will focus on teaching students as individuals, not as members of a group.

They will treat individual students as unique individuals with unique personalities and backgrounds. These schools will also be high-tech, engaging students in ways that enhance their learning. Teachers will use technology to teach and students will use technology to learn. This next “generation” of schools will push traditional schooling beyond current forms, models, and even purpose.

Schools of the future will improve student outcomes by building community. They will be places that put students at the center of everything they do. Schools that embrace a culture of continuous learning, make connections with parents, and actively involve families are on the rise. These schools value work and community-based learning, outreach and service. They will find a balance between innovation and execution.

The creative learner: moving from the self to the social; The exploratory learner: moving from dependency to independence; and The critical thinker: moving from the known to the unknown.

Tomorrow’s schools’ schedules will also incorporate a shift to online delivery for a portion of the day to provide students, teachers, and schools with greater productivity and efficiency. Some schools have already made use of flex scheduling. In addition to being good for students, this practice is good for educators and the school as a whole because it creates more flexibility in planning and scheduling.

School schedules will include online delivery for a portion of the day. Rather than hiring more teachers or buying more textbooks, schools will make smarter use of technology to reduce costs while increasing student productivity.

Good schools already have a variety of sophisticated goals that are often related to the intellectual mission of the school. These goals are critical to the academic experience and help define the values of the school.

Successful ‘schools of the future’ will recruit, develop, and leverage the talent of great teachers. They will use differentiated role-based compensation systems to reward teachers for their performance and positive impact on students’ learning. This kind of project is being undertaken by the New Zealand’s National Science Challenge (NSC) – a national initiative to engage young people in science, technology, engineering and mathematics (STEM).

(<https://clck.ru/qyAPT>)

Task II. Speak about 7 things schools of the future will do.

Text III THE CYBER SCHOOL



(<https://clck.ru/qyAYB>)

Task I. Now read the article below which describes the predictions made 10 years ago and match the missing sentences (A-I) to the gaps (1-7). There is one extra sentence that you do not need to use. There is an example (0).

The most basic change that will take place in classrooms of the future is the actual idea we tend to have of the 'classroom' itself.

0	C
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Rows of desks all facing the teacher and the blackboard at the front of the classroom have basically remained the same. Yes, artwork covers the walls, but not all pupils can see it due to the positioning of the desks. Small changes have been made, however. The blackboard, in many cases, has now been replaced by the more practical whiteboard and OHPs have started to appear at the back of some classrooms.

1	
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The thing that would really puzzle any visitors from the past would be the sight of computers in those same classrooms. They are fast becoming the main source of information as well as the main means of presentation of information during lessons. Computers are, indeed, the classrooms of the future.

2	
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While that will still continue, most of the curriculum will, in fact, be followed online. This is due to various factors. As access to online materials increases and many schools face shortages of teachers, it makes sense to take advantage of the latest technology.

The basic skills needed to play interactive computer games will also be used to encourage children to explore and collect educational information. Three-dimensional views of cities, for example, together with the latest software, will make it possible to walk through Paris in the company of a professional guide.

The curriculum of the future will include sharing of projects between schools both nationally and internationally as well as online classes.

3	
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Teachers will also find their 'classes' growing, with lessons anywhere at any time through the use of video windows connecting them directly to children from all over the world.

As parents generally prefer learning to be at school rather than at home, together with the fact that pupils enjoy company and like to share learning with their classmates, life will continue as usual for pupils as they will still need to attend school.

4	
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Teachers might not always give the lessons, but they will still be there to encourage and supervise pupils. Furthermore, the old system of rows of pupils facing the front of the classroom will no doubt be replaced by circles of desks and chairs to encourage face-to-face discussion.

Projects and artwork will be shown on computer screens, while fellow pupils and visitors will be able to try out the multimedia programs produced by pupils. Added to the usual pens and pencils, simple video production and use of software will become part of everyday life for school children.

The latest mobile phones will allow children to access cartoons and exchange videos with friends.

5

This technology, of course, will need to stay in the playground so as to stop phones ringing in the wrong place at the wrong time!

6

Outside the classroom pupils will be able to record information using digital cameras and video recorders for their local history projects, for example, which can then be put onto computer the minute they return to school. Furthermore, pupils studying drama will be able to learn about lighting and cameras as they produce short plays or films.

7

Children will be able to measure their level of progress throughout the training. Underwater filming of swimmers will also help children see what to do and enable teachers to give advice on particular problems.

The cost of such technology is obviously high. Despite this, there is no doubt that cyber classrooms are slowly becoming a reality worldwide.

A	As well as this, talented musicians will also be able to exchange music they produce in much the same way.
B	In comparison to the past, video interviews will become a normal part of project work in schools, allowing pupils to produce mini-documentaries.
C	For many years, the word has had much the same meaning.
D	In the future, however, it is actually the role of teachers that will change.
E	Therefore, will the classroom be replaced by pupils all working remotely or from home?
F	Without a doubt, the teacher has always been the focus in the classroom and the main source of knowledge.
G	Even so, the classrooms of today would basically still be recognisable to a visitor from, let's say, Victorian times!
H	As a result of the introduction of state-of-the-art training materials, even gymnastics classes will change to include on-screen programs where pupils can actually compete with each other.
I	Consequently, pupils will be able to work on the same project together, for example, sharing opinions and finding solutions, without the need for boards at the front of their classrooms.

Task II. Scan the article again and say what has come true and what hasn't, then make your own predictions about schools in future.

USE OF ENGLISH

Fill in the gaps with word derived from the ones in brackets.

The Internet has changed 1) _____ (*communicate*) as we know it. From education to 2) _____ (*advertise*) this new 3) _____ (*technology*) advance has affected 4) _____ (*practical*) every aspect of our lives. Magazines, newspapers and even books are

'on-line' and can be read on the computer. You can find 5) _____ (*inform*) on any topic – the 6) _____ (*possible*) are 7) _____ (*end*). The Internet can 8) _____ (*instant*) connect you to other computers, allowing you to 'chat' with people all over the world. It's actually very easy to learn how to use the system, and once you're on-line, you'll never want to turn the computer off! The 9) _____ (*develop*) of such technology has come a long way. These 10) _____ (*amaze*) electronic devices have changed many people's lives forever.

LISTENING

A Paraphrase the following statement “Education is a matter between the person and the world of knowledge; school or college has little to do with it”. Then, listen to some teachers and students discussing it and match the opinions to the speakers.

1		Stephen
2		Paul
3		Sarah
4		Alan

- a Schools guide us.
- b School neglect more intelligent students.
- c Computers open up new roads in education.
- d Students should help shape their educational experience.

B How far do you agree / disagree with the statement?

SPEAKING

Do you think learning will ever take place without teachers? classrooms? schools in general?

WRITING

Write an article of 120-150 words giving your opinion on the following “Technologies have proved to be an efficient tool in the learning process”.

UNIT VII

SCHOOL ISSUES

READING

Text I SCHOOL RULES



(<https://clck.ru/qyAxd>)

Task I. Answer the questions below.

1. What were some of the rules at your secondary school?
2. Which of them do you agree or disagree with? Why?
3. What punishments were imposed if you broke the school rules?

Task II. You are going to read an article in which people talk about school rules. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person states the following?

I fail to understand the reason for a rule at my child's school.	1	
Something which was forbidden at the school before is actively encouraged now.	2	
School rules serve to prepare young people for the future.	3	
I disagree with the element of choice offered to my child.	4	
I did not realize that I had accepted a rule at my child's school.	5	
School rules were clearer and easier to understand when I was at school.	6	

Some school rules affected my ability to study.	7	
There has been a decline in standards of behaviour at my child's school.	8	
I was angry at the way my child was made to feel.	9	
I was discouraged from voicing my opinion on a rule at my child's school.	10	

Four parents compare their school rules with those of their children.

A Simon

When I was at school – more years ago than I care to remember – far too much emphasis was placed on what we could and couldn't do, and sometimes this got in the way of learning. We had to wear our jacket and tie at all times, no matter what the temperature, and I remember sitting there in the height of summer, sweating profusely as I battled with algebra or struggled with French verb forms.

They didn't let us drink water in the classroom either. That would cause an outrage now. My daughter goes to the same school as I did, and we're asked to provide her with a refillable bottle, which she can take into class with her. They've realized that water improves concentration, so pupils almost *have* to drink it now.

B Jenny

At my son David's school, rule number one of their two-page Mobile Phone Policy states that "pupils are strongly advised not to bring mobile phones to school"; then there are sixteen more rules describing situations in which they can and cannot be used. It's very confusing – it would be much simpler just to ban them altogether.

That's what my old school would have done if mobile phones had been around then. Everything was black and white in those days, just like our school tie.

And that's another thing – David doesn't have to wear a tie if he doesn't want to, even though it's part of the uniform. That's just silly. I almost wrote to the school about it, but my son advised me against it. It seems that school rules are decided on jointly by students and teachers, and as a parent, I don't have any say in the matter.

C Lucy

My sixteen-year-year-old daughter isn't allowed to wear a nose stud to school on health and safety grounds. Can you believe it? According to the headteacher, in a busy school piercings present "a very real risk of accidents". I can't see why – they're no more dangerous than carrying a sharpened pencil in your pocket, and there's no rule against that, as far as I know. I used to wear earrings to school and never had any problems.

It seems I agreed to all this when I signed the school rules document at the beginning of last term, but I honestly wasn't aware of any ban on tiny metal objects in the nose. We were given a couple of warnings, but I was still furious when they made her take it out and sent her home for the day: they humiliated her in front of her classmates and there's no excuse for that.

D Andrew

It's gone from one extreme to the other. When I was a lad, we weren't allowed to have shoulder-length hair at school. The headteacher cut it off in his office if we did, without so much as a phone call home. Now my boy mustn't have his hair cut too short, otherwise he'll be suspended until it grows back to 'a suitable length'. He thinks it's unfair, but ultimately all rules, whatever they are, help to maintain order and get children ready for the real world.

As a lawyer, I don't need to be convinced of their importance – they're part of my daily life. If anything, they should tighten the rules up a bit more at my son's place. Discipline there has gone downhill in the last few years and the kids seem to do what they want.

Task III. Discuss the issues below.

1. Which of the school rules mentioned in the text do you find the most surprising?
2. Do you think students should be involved in deciding what the school rules should be?
3. Should parents be asked to sign school rules? Why/Why not?

Text II

CHEATING IN EXAMS



(<https://clck.ru/qnWW9>; <https://clck.ru/qyErE>; <https://clck.ru/qyEvH>; <https://clck.ru/qyF2T>)

Task I. You are going to read an article in which four people talk about cheating in exams. For questions 1-15 choose from the people (A-D). The people may be chosen more than once. Which person or people:

was caught cheating in an exam?	1	
didn't let a friend copy their work?	2	
probably got better marks as a result of cheating?	3/4	
regrets trying to cheat in an exam?	5	
cheated more than once?	6/7	
didn't get caught because a friend helped them?	8	
tried to cheat by writing notes on a part of their body?	9	
cheated by asking a friend to tell them the answers?	10	
only tried to cheat in the subject they weren't good at?	11	
decided not to cheat again after a bad experience?	12/13	
thinks it is always wrong to cheat?	14	
thinks there is nothing wrong with cheating?	15	

A This happened when I was about 14 years old. The last exam of the year was history, which had always been my worst subject. I was useless at remembering dates and people's names so I decided to write the dates and names of the important events we'd studied on the inside of my arm and then wore a jumper to cover it up so no-one could see. Unfortunately though, it was a really hot day. I really wanted to take my jumper off but I couldn't. I realized after about ten minutes that there was no way I would be able to look at what I'd written without the teacher seeing and I just wished I hadn't done it. I felt so hot and uncomfortable and was really worried about the teacher seeing and catching me that I didn't do very well in the test at all. I was too distracted. I think I probably would have got a good lesson though. I never tried to cheat again after that.

B My friend and I had the same surname so we always ended up sitting next to each other, or one behind the other, in exams at school. We worked out this system where we would pass a piece of paper to each other with the answers to the questions. Sometimes we just passed it by hand if we were sitting close enough and other times we'd throw it on the floor for the other person to pick up. It was quite a good system and I think over lots of exams we probably helped each other equally so it was fair and I'm sure we both got higher marks. Unfortunately a teacher did see us doing it once. I was just leaning down to pick up a paper my friend was passing back to me when a teacher appeared out of nowhere and picked it up first. There was no way we could deny what we were doing, it was so obvious. The teacher didn't say anything until the end of the exam and then she collected our papers she wrote a big zero at the top. We didn't do it anymore after that, it had been good before but we decided it wasn't worth the risk.

C I used to always cheat in my maths exams when I was at school. We were allowed to take a calculator with us into the exam and I used to write all the important formulae that we were supposed to remember on the inside of the calculator case. I did it lots of times. I don't regret it at all. I was quite good at maths anyway but I'm sure I got better results as a result of cheating. In other exams like chemistry and physics, I sometimes wrote notes on bits of tissue then pretended I needed to blow my nose and looked at my notes during the exam. It worked really well. There was only one time I was almost caught: I dropped the tissue on the floor by accident just as a teacher was walking past. He was about to pick it up when my friend, who had also seen what had happened, deliberately knocked over his water bottle. The teacher was so busy clearing up the water I think he forgot about me. If you're clever enough to work out a way to cheat and not get caught then I think you deserve to get good marks. It's like that; in the real world; if you can do something more easily and with less hard work then you will. Why not?

D I've never cheated in an exam and really don't see the point. I mean sooner or later people will find out if you know something or not. If you cheat to get better results then you're lying to yourself as well as to everyone else. Rather than spending your time thinking of really clever and original ways to cheat without anyone realizing, you should just spend that time studying. I'm sure it will help you a lot more in the long run. A friend once tried to read my answers in an exam while

pretending to pick something up off the floor. As soon as I realized I covered my work so he couldn't see. He was quite annoyed with me afterwards but I didn't think it was fair that he should do well because of my hard work.

USE OF ENGLISH

School Days

Task I. Use a dictionary, if necessary, underline the correct word in each sentence. Use the remaining words in sentences of your own.

1. The school is thought highly innovative in that it implements a system of continuous *tests / assessment / finals* to determine grades.
2. One could hear the sounds of lively *debate / talk / argument* coming from the room where the philosophy class was being held.
3. My brother, who wants to join the clergy, has just entered a *seminary / university / college*.
4. It was inevitable that the *seminar / lecture / tutorial* would be well-attended as it was being given by the renowned professor, Kurt Reimann.
5. There's no way I'll be able to come. I've got to hand in a two-thousand-word *assignment / project / essay* on the Russian Revolution by Monday afternoon.
6. Stephen was caught *copying / plagiarizing / stealing* from his fellow student's test paper and was expelled.
7. For tomorrow, please read this short original *article / test / excerpt* from Dicken's Hard Times and be prepared to discuss it in class.
8. If you're really interested in applying, ask the University to send you a *syllabus / prospectus / curriculum* for the upcoming year.

Task II. Read the sentences below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

A

The 1) of children starts as soon as they are born.	EDUCATE
Boys are allowed to make more 2) , to play with guns and cause more	NOISY
trouble. Such education prepares boys for 3) in the world but for	POWERFUL
little ease. But all boys are 4) Some boys are good at	DIFFER
5) and poetry whereas others are good at football and maths.	COOK
Boys aren't just 6) and rebels, "machos" and "wimps".	CONFORM
If we can 7) them that all these types are okay, it may help to reduce	ASSURANCE
the 8) of those boys who are the least macho.	BULLY

B

Primary schools in London are trying out an ambitious plan through	
which young children get an 1) to serious music. The idea comes	INTRODUCE
from a group of famous 2) who are concerned about the	MUSIC
3) of certain types of classical music. They see the plan as one possible	SURVIVE

solution 4) to the problem of declining audiences at classical concerts.	SOLVE
Their 5) is that an interest in classical music should be developed	ARGUE
in early 6) They reject the idea that children are	CHILD
7) in serious music or necessarily find it boring. The group goes into	INTEREST
a school and gives a live 8) of a short classical piece and then this	PERFORM
is followed by an 9) of how the instruments work. These sessions have	EXPLAIN
proved so 10) that they have now become a regular feature in some	SUCCESS
schools.	

C

As your children move towards 1) it is	DEPEND
2) to make sure that they understand what decent values are.	IMPORTANCE
To prevent children from becoming 3) and	SPOIL
4) you should not indulge them too much. To make sure	GREED
that they grow up well-5) they should be taught to be	MANNER
6) from an early age. Children should be scolded for bad	POLITENESS
7) , which will be an effective way of helping	BEHAVE
8) to distinguish right from wrong. You need to reward your	THEY
9) when they do things well to give them a sense of	CHILD
10) but you must be careful not to overdo it or they may become	PROUD
11) You should try to make your children	CONCEIT
12) and respectful of other people's beliefs by exposing them to	TOLERATE
13) races and cultures. Parents should try to place great	DIFFERENCE
14) on setting a good example to their children, because children's	IMPORTANT
behaviour is often an 15) of that of their parents.	IMITATE

Task IV. Read the article and complete the gaps with the correct form of the word given in capitals.

Should Boys and Girls be Educated Separately

Some people believe that there are advantages in educating girls separately	
from boys – mainly in 1) role models. Research some years ago showed	PROMOTE
that girls who went to same-sex schools did 2) Today, however, it	GOOD
seems that differences in performance are mainly 3) to the abilities of	ATTRIBUTE
children in the school and other characteristics – mostly social class. Girls	
do better than boys. It may come from a very small difference in verbal	
4) on average between the sexes. During the early years of schooling,	ABLE
this difference becomes more marked. The girls settle down more 5) and	EASY
get on with reading, while boys are often left to run around a bit, and the gap	
6) It is true that, in the past, girls were often held back by social	WIDE
7) , but now that's changed and girls have been overtaking boys,	EXPECT

including at 'A' levels, since 2001. So an all-girls school seems to produce overall better exam than a co-ed school.	
Schools now use sophisticated techniques for 8) pupils' abilities and tracking how they perform, as well as providing wider opportunities for the less 9) able. Good sixth forms don't just teach 'A' levels, as they used to in the past. The system was always fine for the top academic students but there wasn't anything for the others. Now there is often a wide range of non-academic subjects to choose from. However, the choice of which school is never easy, and people want to make simple 10) between independent and state schools, or same-sex and co-ed. Sadly, education rarely offers simple answers.	MEASURE
	ACADEMIC
	COMPARE

LISTENING

The Problem of Truancy

Task I. You will listen to a radio interview about the problem of truancy. Before you listen, discuss the following.

1. In your opinion, what are the reasons students stay away from school? Think about: *boredom, influence of friends, problems at school, family problems.*
2. What problems can truancy cause a student?
3. Look at the questions 1 to 7 below, underline the keywords and try to predict the right answer.

Task II. Listen to the interview and for questions 1-7 choose the correct answer (A, B or C).

1. *Dr Greenway implies that some children who play truant*

- A do so in order to earn money.
- B behave badly in public.
- C are never punished.

2. *Why do some parents take their children on holiday during term time?*

- A Because it's peak season
- B To spend time together as a family
- C To save money

3. *Why is it difficult for schools to convince students to attend regularly?*

- A Parents set a bad example for them.
- B There is no good reason to attend.
- C Some teachers behave irresponsibly.

4. *What is the government's contribution to combating truancy?*

- A They have been trying for years.
- B They are only just beginning to help.
- C Their help has arrived too late.

5. *Why are the government having talks with travel agents?*

- A To convince them to offer parents cheap holidays
- B To make sure that children don't play truant
- C To get help from them in combating truancy

6. *What are the aims of 'behaviour improvement projects'?*

- A To teach parents to be more responsible
- B To teach students the lessons they have missed
- C To teach students to take school more seriously

7. *What does Dr Greenway say about the law against truancy?*

- A The law is not strict enough.
- B Parents are not often prosecuted.
- C Many parents face criminal charges.

SPEAKING

Task I. Which of the following things do you think would be most effective in combating truancy? Rank them, then share your ideas and compare your list with your groupmates'.

- more interesting lessons
- police involvement
- more responsible parenting
- strict punishment
- teaching students to respect school

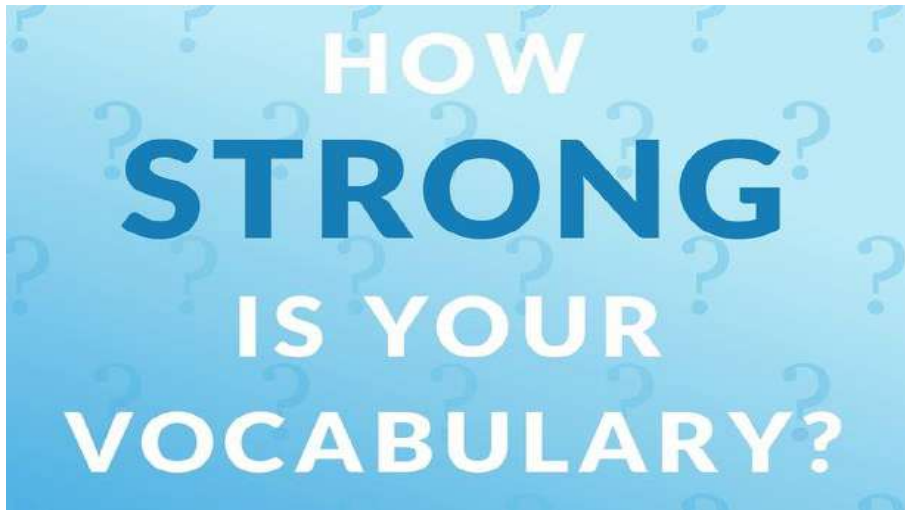
Task II. What rules would you introduce if you had an opportunity to do it?

WRITING

Do you agree with the statement "School rules serve to prepare young people for the future"? Why / Why not? Write your ideas (120-150 words).

UNIT VIII

CHECK YOUR VOCABULARY



(<https://clck.ru/qyHYp>)

Task I. Complete definitions 1-14 with words and phrases from the box. You will not need all of them.

acquire – class – course – day release – degree – discipline – doctorate – elementary (education) – elementary school – enroll – exam – experience – faculty – fail – fees – grade – grades – grade school – graduate (noun) – graduate (verb) – graduate school – grant – higher degree – higher education – high school – junior high school – kindergarten – learn – learning resources center – lecture – lecturer – lesson – literacy – mature (student) – middle school – night class – numeracy – on line course – opportunity – pass – physical education – private school – professor – prospectus – public school – qualifications – quarter – resit (an exam) – resources – secondary (education) – semester – SAT (Scholastic Aptitude Test) – sit/take (an exam) – skills – study – subject – syllabus – topic – tutor – tutorial – undergraduate

1. An is an educational course that you take at home, using your computer and the Internet. A is a lesson in the evening for people who work during the day. People who have a job might be given by the employer, which means that they can take a day off work about once a week to attend a course of study.
2. The is an examination that students in the United States must take before they can go to university.
3. A is a period of time in which students are taught a subject in school (also called a).
4. A is a talk given to a group of students at college or university about a particular The person who gives this talk is called a A is a meeting at which a group of students something they are studying. A is a meeting at which one student, or a small group of students, discusses something that they are studying with their

5. is the ability to read and write. refers to basic skills in mathematics.
6. A is a small book that provides information about a university. Once a student who has read this book decides he/she would like to study there, he/she must (in other words, he/she puts his/her name on the official list of students).
7. A is a main department at a university. This word can also be used to refer to the teaching staff of a school, college, university, etc.
8. refers to sports and exercise that children do at school as a school subject.
9. A is a school that is funded by taxes. A is a school where the parents of the children who attend it must pay
10. A is a school for very young children (aged four or five), which prepares them for the first at school. An is a school for the first six or eight years of a child's education. It is also known as a
11. A is a list of the main subjects in a course of study (sometimes called a curriculum).
12. A is a school for students between the ages of 12 and 14 or 15. It is also known as a From the age 14 or 15, students attend a
13. A is one of two periods into which the school year is divided. A is one of four periods into which the school year is divided.
14. A is someone who has completed a course at school, college, or university. A is a college or university where students can study for a such as a Master's or PhD.

Task II. Look at the sentences below and fill in the gaps using the appropriate word or expression from A, B or C.

1. He got a good grade in his maths, but his English exam.
A. passed B. lost C. failed
2. She had to her First Certificate exam three times.
A. study B. take C. make
3. She her driving test first time!
A. passed B. succeeded C. won
4. He is medicine because he wants to become a doctor.
A. studying B. learning C. acquiring
5. He's to speak French at college.
A. studying B. learning C. teaching
6. She'sherself to speak Japanese.
A. learning B. studying C. teaching
7. She from Edinburgh University last year.
A. left B. graduated C. passed
8. We need toyoung people about dangers of alcohol.
A. educate B. bring up C. raise
9. I'm for my history test tomorrow.
A. learning B. revising C. remembering

10. School next week; I can't wait for the holidays to begin!

A. breaks into B. breaks up C. breaks down

11. In my country, it is to go to school between the ages of 5 and 16.

A. legal B. required C. compulsory

12. My favourite at school was always History.

A. topic B. subject C. object

Task III. Look at the definitions below, and write the words they define in the grid below. The first letter of each word has been given to you. If you do correctly, you will find the name we give to a student at university in the shaded vertical stripe.

1. A child at school (e.g., The piano teacher thinks she is the best **p**.....)

2. A person who is studying at a college or university (e.g., She's a brilliant **s**.....)

3. A diploma from a university (e.g., She has a **d** in mathematics from Oxford university.)

4. A meeting of a small group of university students to discuss a subject with a teacher (e.g., The French **s**..... is being held in the conference room.)

5. A talk given to a class of students, usually at a university or college (e.g., We are going to a **l** on pollution.)

6. A sum of money to help (e.g., Not many students get a full **g**.....)

7. A teaching session between a tutor and one or more students (e.g., We had a **t**..... on Russian history.)

8. All the people who work in a company, school, college other organization (e.g., Three members of **s**..... are away sick.)

9. A person with a degree from a university (e.g., He's a **g**..... of London University.)

10. An area of knowledge that you are studying (e.g., Maths is his weakest **s**.....)

11. The points given to a student for a test or a piece of work (e.g., She got top **m**..... in English.)

12. A school that is funded by the state (e.g., He went to a **s**..... school.)

13. A school for little children (e.g., We send our youngest son to the local **k**.....)

1.				p						
2.	s									
3.					d					
4.				s						
5.	l									
6.					g					
7.		t								
8.			s							
9.			g							
10.				s						
11.				m						
12.		s								
13.	k									

Task IV. Look at these sentences and decide which of the idioms and colloquialisms in italics is correct.

1. He gets up early to go to college, and comes home late. I keep telling him he shouldn't *buy a dog with two tails / burn the candle at both ends / try to wear two pairs of trousers*.
2. Sally always does her homework on time and buys the teacher little presents. The other children hate her. She's such a *teacher's toy / teacher's jewel / teacher's pet*.
3. He will have to *pull his socks up / polish his head / empty his washing basket* and work harder or he'll fail his exam.
4. She didn't work hard enough and *flunked / splodged / squidged* her exams.
5. They didn't go to school, but *chased the tiger / emptied their heads / played truant* and went fishing instead.
6. He never comes to his English lessons. He's always *smirking / skiving / shrinking*.
7. He liked the poem so much he decided to learn it by *memory / heart / mind*.
8. I hope that this punishment will *teach / learn / give* you a lesson!
9. She loves reading and always has her *nose / eyes / look* in a book.

Task V. Complete the texts below with the words from the tables.

Further Education (FE) usually means going to a college to do a vocational course or degree.

Higher Education (HE) usually means doing a degree at a university.

After School

A

applied	got in	do	left	stayed on
---------	--------	----	------	-----------

When I got to 16, some of my friends school to get jobs, but most I wanted to Sociology, but it wasn't possible at my school, so I to the local technical college. There were over fifty applicants for only twenty places, so I was really pleased when I I really enjoyed the course.

B

entry	course	results	college
diploma	high	degree	prospectus

I had wanted to be a doctor but the requirements to study medicine at university are very and my exam weren't good enough, so I got the from my local to see what alternatives there were. In the end, I got onto a in business administration. I got a, but I still sometimes wish I'd been able to go to university and get a

Expenses

C

part-time	fees	loan
expenses	grant	accommodation

Going to university is expensive. First, there's the tuition Then there are all the books you need. Then, if you live away from home, you have to pay for your The university halls of residence are not cheap. Then you have all your other living A few students get a, but most have to take out a student from the bank, which can take years to pay off! Most students have to do a job in order to survive.

Task VI. Fill in the correct word(s) from the list below. Then compare your country's education system to that of Britain.

nursery – graduate – kindergarten – post-graduate – private schools – state school – primary school – secondary

Education System in Britain

In Britain, some children start their education by going to a **1)** or **2)** school when they are 2 or 3 years old. They must go to school from the age of 5, when they usually enter the **3)** system by attending **4)** until they are 11 years old. Then they go on to a **5)** school, which they can leave when they reach 16. Before leaving, students sit their GCSE examinations in 8 or 9 subjects. If they want to go on to study at university, they stay at school for 2 more years and then do A-level examinations in 3 or 4 subjects. Some parents decide to pay for their children's education and send them to a **6)** At university a student studies for his degree 3 or 4 years and, if successful, he will **7)** with either a Bachelor of Arts or a Bachelor of Science degree. Finally, a student can choose to do a **8)** course and study for a Master's Degree or a PhD (doctorate).

Task VII. Underline the correct word, then, speak about the system of education in this country.

Types of Schools

- 1) Tom went to *boarding / grammar* school, so he only came home during the holidays.
- 2) I want my children to go to a *single sex / comprehensive* school because I think it's better for boys and girls to learn separately.
- 3) Most children go to *state / public* school where education is free.
- 4) My parents couldn't afford to send me to a *grammar / private* school when I was young.
- 5) Eton and Harrow are famous *state public* schools.

Task VIII.

A. You will hear a discussion between a teacher and Mrs Bromley, a student's mother, about her son Billy. For questions 1-7, choose the best answer (A, B or C).

1. *Why has the teacher asked to see Mrs Bromley?*

- A to offer Billy help preparing for his exams
- B to discover why Billy's personality has changed
- C to discuss Billy's poor standard of homework

2. *How has Billy reacted to his brother leaving home?*

- A He's become closer to his parents.
- B He spends more time alone at home.
- C He is studying to go to university.

3. *What is a possible consequence of children watching violent films?*

- A They can't think about other things.
- B They don't sleep well.
- C They act out of scenes from the film.

4. *What solution to the problem does the teacher suggest?*

- A Billy should take his friends home.
- B Billy should seek professional help.
- C Billy should stop seeing his new friends.

5. *Mrs Bromley is upset because she feels that she*

- A has let her son down.
- B can't trust her son.
- C needs help to be a good mother.

6. *How does the teacher feel about finding a solution?*

- A shocked
- B anxious
- C optimistic

7. *According to the teacher, parents*

- A don't take their children's exam success seriously.
- B don't want to know if their children have problems.
- C aren't always aware of their children's problems.

B. You will hear an interview with a singing teacher called Rosie Carnes, who is talking about her work. For questions 1–7, choose the best answer (A, B or C).

1. *What difficulty for singers does Rosie mention?*

- A not hearing how they sound to others
- B not fulfilling childhood expectations
- C not knowing how to breathe properly

2. *According to Rosie, which part of the body should singers warm up first?*

- A the spine
- B the mouth
- C the throat

3. *Rosie says that a singer's knees should*

- A remain tense.
- B be bent slightly.
- C be kept close together.

4. *To maintain a good voice, Rosie mostly recommends that singers*

- A drink water.
- B suck sweets.
- C breathe in steam.

5. *When learning the words of songs, Rosie often*

- A imagines they have different meanings.
- B gets a friend to help her practice them.
- C repeats them while doing other things.

6. *Rosie advises people hoping to become singers to*

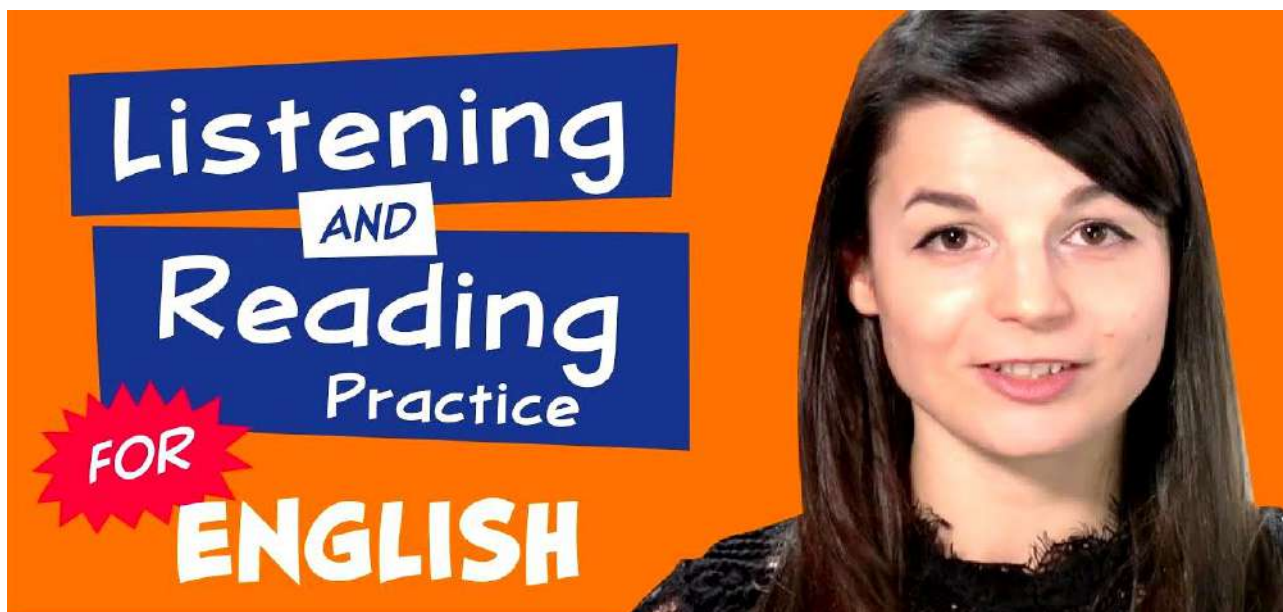
- A consider how strong their ambition is.
- B be careful not to damage their voice.
- C take advantage of opportunities to perform.

7. *Rosie tells us about a friend who*

- A avoids singing on recording
- B prepares in her car before performing.
- C suffers very badly from nerves on stage.

UNIT IX

SUPPLEMENTARY LISTENING AND READING



(<https://clck.ru/qyKjB>)

Text I

FINLAND TO REFORM EDUCATION FOR THE DIGITAL AGE

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary: ancient, economy, education, emphasis, holistic, migration, mistake, reform, satisfied, shift, vocational.

Task II. Answer the questions below.

1. Is education important in people's life? Why/Why not?
2. Do you think any reform is needed in education? Why/Why not?
3. What improvements should be made to schools? Put down your ideas completing the table below.

Issues	Improvements	Why these would be better
Buildings		
Technology		
Teachers		
Subjects		
Homework		
School hours		

Task III. Match the following synonyms.

1. reform	a. described
2. prepared	b. very old
3. key	c. significant
4. ancient	d. improve
5. evaluated	e. change
6. shift	f. assessed
7. defined	g. specific
8. divided	h. important
9. major	i. split
10. certain	g. ready

Task IV. Listen to the speaker and decide if the statements below are True (T) or False (F). Correct the false ones, then share your variant with your classmates.

(https://clck.ru/reqwk)

- | | |
|--|--------------|
| 1. Finland is very happy being top of the world's education leagues. | T / F |
| 2. Finland wants to place more emphasis on workplace skills. | T / F |
| 3. Finland wants every student to make models of ancient buildings. | T / F |
| 4. Students will be encouraged to learn in simulated work settings. | T / F |
| 5. A teacher said a shift in educational methods wasn't necessary. | T / F |
| 6. The teacher said our brain is not split up into disciplines. | T / F |
| 7. The teacher said students need tools for an inter-cultural world. | T / F |
| 8. The teacher said kids should not learn that the world is simple. | T / F |

READING**Task I. Read and translate the article into Russian.**

Finland is not satisfied with constantly being top of the world's education leagues. The government is now planning to reform its education system so that young Finns are better prepared for the digital age. A key part of the proposed reforms is to place as much emphasis on digital and workplace skills as on more traditional subjects. An example of this would be to use 3D printers in history classes so students can create models of ancient buildings. The government also wants to promote vocational training and encourage learning in real-life work settings. Students' performance would be evaluated by a teacher as well as by an official from the company helping the student.

One teacher, Kirsti Lonka, explained why a shift in educational methods was necessary. She said: "Traditionally, learning has been defined as a list of subject matters and facts you need to acquire, such as arithmetic and grammar.... But when it comes to real life, our brain is not divided into disciplines in that way. We are thinking in a very holistic way, and when you think about the problems in the world – global crises, migration, the economy, the post-truth era – we haven't really given our children the tools to deal with this inter-cultural world." She added: "I think it is a major mistake if we lead children to believe that the world is simple, and that if they learn certain facts, they are ready to go."

Task II. Choose the best variant to answer each question.

1) What is Finland not satisfied at being on top of?

- a) a league
- b) education leagues
- c) the world
- d) education

2) What does Finland's government want to prepare young Finns for?

- a) school
- b) tests
- c) leagues
- d) the digital age

3) What do teachers use in class to create models?

- a) Lego
- b) clay
- c) 3D printers
- d) paper

4) What does the government want to encourage?

- a) learning in real-life work settings
- b) performance
- c) promotion
- d) officials

5) What would be evaluated by a teacher and a company official?

- a) work places
- b) students' performance
- c) schools
- d) tests

6) What did a teacher say it was necessary to see a shift in?

- a) educational methods
- b) reforms
- c) students
- d) exams

7) What did a teacher say was not divided into disciplines?

- a) tests
- b) rules
- c) our brain
- d) curricula

8) *What kind of crises did the teacher mention?*

- a) global crises
- b) teacher crises
- c) school crises
- d) student crises

9) *What did the teacher say children have not been given?*

- a) homework
- b) tests
- c) books
- d) tools

10) *What kind of world did the teacher say children need to deal with?*

- a) a big world
- b) a world in trouble
- c) an inter-cultural world
- d) a growing world

DISCUSSION

Answer the questions below.

1. What springs to mind when you hear the word 'education'?
2. What is the standard of education in your country like?
3. How well did your school prepare you for life?
4. What skills do you need for the digital age? How prepared are you for the digital age?
5. What educational reforms would you like to see in your country?
6. How important is vocational training at school?
7. How much of a school curriculum should be based on workplace skills?
8. What is the best way for children to learn?
9. Do we need to change from teaching traditional subjects? Why/Why not?
10. What questions would you like to ask Finland's education minister?

WRITING

What three improvements would you make to the education system? Explain your proposals.

Text II

THE WORLD NEEDS MILLIONS OF TEACHERS

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary: class sizes, demand, intelligent, population, promise, quality, shortages, situations, trained, urgent, United Nations.

Task II. How can schools be better? Complete the table and share your ideas with your classmates'.

Issues	What should be done
Teachers	
Technology	
Buildings	
Lessons	
Classrooms	
Exams	

Task III. Rank the items below putting the things that make a good teacher at the top. Comment on your decision.

___ young	___ funny
___ gives no homework	___ strict
___ answers questions well	___ intelligent
___ likes students	___ good-looking

Task IV. Match the synonyms.

1. needs	a. inside
2. promise	b. may
3. within	c. emergency
4. huge	d. requires
5. might	e. concerns
6. rising	f. usual
7. urgent	g. standard
8. quality	h. pledge
9. worries	i. increasing
10. common	j. big

Task V. Listen to the speaker and find out the information to answer the questions below.

(<https://clck.ru/qyN8y>)

1. By when does the world need another 69 million teachers?
2. What did UNESCO make to children in 2015?
3. Where is the biggest number of teachers needed, besides Asia?
4. When did UNESCO say there were ‘massive shortages’ of teachers?
5. How many children around the world might never get an education?
6. What are there more and more of in countries with rising populations?
7. What does the report say there is a rising demand for?
8. What is UNESCO worried about the quality of?
9. How many of Sierra Leone’s primary school teachers have been trained?
10. How many children per class is it common to find in Malawi?

READING

Task I. Read and translate the article into Russian, then decide if the statements below are True (T) or False (F). Correct the false ones.

A report from the United Nations (UN) says the world needs another 69 million teachers by the year 2030. The UN agency UNESCO made a promise in 2015 that every child in the world is to receive a primary and secondary education within the next 14 years. The agency says a lot of work needs to be done to find the number of teachers for schools. The biggest numbers of teachers needed are in sub-Saharan Africa and southern Asia. UNESCO says there needs to be a huge effort to get the 69 million teachers. At the moment, UNESCO says there are ‘massive shortages’ of teachers around the world. There are currently 263 million children who do not go to school. Around 25 million of these might never get an education.

The UN report warns that there are shortages of teachers in countries with rising populations. This makes it harder to find enough teachers as there are more and more children being born. The report says: “Without urgent and sustained action, the situation will deteriorate in the face of rising demand for education.” UNESCO is also worried about the quality of teachers in some countries. In countries like Ghana, Liberia and Sierra Leone, fewer than 60 per cent of teachers in primary school have been trained. There are also worries about class sizes. The UN says: “In countries like Malawi, it is common to find over 100 children in classes... This has been a persistent problem for many years.”

- | | |
|--|--------------|
| 1. The world needs 69 million more teachers by the end of the next decade. | T / F |
| 2. In 2015, UNESCO promised all children an education. | T / F |
| 3. The biggest number of teachers needed is in China. | T / F |
| 4. There are 263 million children who do not go to school. | T / F |
| 5. There are no teacher shortages in countries with a growing population. | T / F |
| 6. UNESCO is not worried about the quality of teachers. | T / F |
| 7. In Ghana, only 40% of teachers are trained. | T / F |
| 8. Malawi has class sizes of over 100 children. | T / F |

Task II. Look at the words below and try to recall how they were used in the text:

another	harder
2015	urgent
14	face
numbers	quality
huge	60
25	100

DISCUSSION

Answer the questions and discuss the following issues.

1. What springs to mind when you hear the word ‘teacher’?
2. How important are teachers?
3. Why don’t more people become teachers? What are the good and bad things about being a teacher?
4. What can UNESCO do to get the teachers it needs?
5. How would the world be different if everyone had an education?
6. What did you think of your education?
7. Why is there a shortage of teachers?
8. What advice do you have for teachers?
9. Who was your favourite teacher, and why?
10. What was the most important thing teachers taught you?

WRITING

Comment on the following statement “*The job of a teacher is the most important job in the world*”.

Text III

EDUCATORS RECOMMEND MORE OUTDOOR LEARNING

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary:

advantage, advice, benefits, climbing trees, development, focus, nature, outdoors, quality of life, researchers, respect, social skills, stranger.

Task II. Rank the subjects putting the most important ones at the top. Comment on your ideas.

___ English	___ Physical Education
___ Design	___ Religion
___ IT	___ Social Responsibility
___ History	___ Woodwork

Task III. Match the synonyms.

1. currently	a. group
2. focus	b. presently
3. major	c. dying
4. advice	d. last
5. in decline	e. emphasis
6. organisation	f. usual
7. benefits	g. threat
8. normal	h. important
9. final	i. advantages
10. danger	j. guidance

Task IV. Listen to the speaker and choose the best variant to complete each line.

(<https://clck.ru/reqzB>)

1. *there is currently too much focus on sitting in classrooms* _____

- a. to past exams
- b. to pass exams
- c. to passes the exams
- d. to pass the exam

2. *five major reports over the past decade that* _____

- a. stresses the need
- b. stressed the need
- c. dress the nerd
- d. stress the need

3. *The researchers say that schools are not taking the advice* _____

- a. of those reports
- b. of these reports
- c. of them reports
- d. of these report

4. *They say outdoor learning is* _____

- a. in the decline
- b. of the decline
- c. on the decline
- d. at the decline

5. *researchers want Britain's government to act to put outdoor learning* _____

- a. on the curriculum
- b. on a curriculum
- c. in the curriculum
- d. in a curriculum

6. *they experience things that were normal* _____

- a. four their parents
- b. for them parents
- c. for their parents
- d. for their parent

7. *it makes children more aware of the environment and teaches them* _____

- a. to respect natures
- b. too respect nature
- c. to respected nature
- d. to respect nature

8. *There are also health benefits as children exercise more* _____

- a. instead of sitting
- b. instead off sitting
- c. instead have sitting
- d. instead if sitting

9. *A final benefit is that it helps with the problem of what is called ' _____ '*

- a. stranger dangers
- b. stranger danger
- c. strangers dangers
- d. strangers danger

10. *This is an idea many children in the UK today* _____

- a. grown up hearing
- b. growing up hearing
- c. grow up hearing
- d. grows up hearing

READING

Task I. Read and translate the article into Russian.

Researchers in Britain are telling schools that children should be doing more learning outdoors. The researchers say there is currently too much focus on sitting in classrooms to pass exams. They say outdoor learning is important for students' social skills, health and development. It also increases their quality of life. There have been five major reports over the past decade that

stress the need for students to learn outdoors and experience nature more. The researchers say that schools are not taking the advice of these reports. They say outdoor learning is on the decline in Britain. The researchers want Britain's government to act to put outdoor learning on the curriculum of all schools.

The report is from researchers at the University of Plymouth and the organisation Natural England. It says there are many benefits of outdoor learning for children. One advantage is that it builds confidence in children as they experience things that were normal for their parents, like climbing trees. Another advantage is that it makes children more aware of the environment and teaches them to respect nature. There are also health benefits as children exercise more instead of sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called 'stranger danger'. This is an idea many children in the UK today grow up hearing.

Task II. Answer the following questions.

1. What did researchers say there is too big a focus on?
2. What kind of skills did researchers say outdoor learning is important for?
3. How many important reports have there been in the past ten years?
4. What did researchers say children needed to experience more?
5. What did researchers say is happening to outdoor learning in Britain?
6. What organisation helped make the report?
7. What does outdoor learning build in children?
8. What should children do that was normal for their parents?
9. What does outdoor learning teach children to respect?
10. What is the name of the danger mentioned in the article?

DISCUSSION

Answer the questions and discuss the following issues.

1. What is 'outdoor learning'?
2. What are the good things about outdoor learning? What are the bad things about outdoor learning?
3. How does outdoor learning increase children's confidence?
4. How much time did you spend outdoors at school?
5. How important is it for children to climb trees?
6. Why is it bad for schools to only focus on exams?
7. What did you think of your school? Was it better to be a child 20 or 30 years ago?
8. How does outdoor learning increase quality of life?
9. Why do you think outdoor learning is on the decline?
10. What advice would you give to schools?

WRITING

Write what you think about the idea "It is better to learn outdoors than indoors".

Text IV
CHILDREN LACK SKILL IN HOLDING PENCILS DUE TO IPADS

LISTENING

Task I. Find the meaning of the following words and word combinations: study, technology, pencil, nowadays, screens, muscles, writing properly, skills, researchers, draw things, building blocks, toys, expert, body, climb trees, videos.

Task II. Rank these items. Put the most important thing children must be able to use at the top. Explain your choice.

a joystick	a saw	a pen or pencil	a computer keyboard
chopsticks	scissors	a knife and fork	a guitar

Task III. Match the following synonyms (the words in bold are from the text).

1. reducing	a) power
2. nowadays	b) create
3. properly	c) basic
4. strength	d) correctly
5. fundamental	e) starting point
6. make	f) these days
7. encourage	g) growth
8. foundation	h) specialists
9. experts	i) decreasing
10. development	j) persuade

Task IV. Listen to the speaker and decide if the statements below are True (T) or False (F). Correct the false ones, then share your variant with your classmates.

(<https://clck.ru/rer4Y>)

- | | |
|--|-------|
| 1. The article describes a study done by health services in the USA | T / F |
| 2. Children today do not have the muscle power to hold a pencil properly. | T / F |
| 3. Children had more muscle strength to hold a pencil 10 years ago. | T / F |
| 4. The article says schools no longer give pencils to children. | T / F |
| 5. Technology isn't changing how children draw or make things. | T / F |
| 6. A researcher said it's easier to give a child an iPad than building blocks. | T / F |
| 7. A researcher said weak hands might be a sign of a weaker body. | T / F |
| 8. Children climb trees more often than they look at YouTube videos. | T / F |

READING

Task I. Read and translate the article into Russian.

A study shows that new technology is reducing children's ability to use a pencil or pen. The study is from the National Health Service in the UK. Researchers said that nowadays, children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. Children are not using pencils, so they now lack the muscle strength in their hands to be able to write properly. Researcher Dr Sally Payne said: "Children are not coming into school with the hand strength and [ability] they had 10 years ago. Children coming into school are being given a pencil but are increasingly not able to hold it because they don't have the fundamental movement skills."

The researchers said technology is changing the physical way that children write, draw or make things. Children are increasingly using technology to create. Dr Payne explained why. She said: "It's easier to give a child an iPad than encourage them to do muscle-building play such as building blocks, cutting and sticking, or pulling toys and ropes. Because of this, they're not developing the underlying foundation skills they need to grip and hold a pencil." Some experts say technology may be causing bigger problems. One expert said if a child isn't strong enough to hold a pencil, perhaps their whole body is weak. She said it was better for children's physical development to climb trees than to watch YouTube videos.

Task II. Choose the best variant to answer each question.

1) *Which organization carried out the study?*

- a) The World Writes
- b) the Pencil Association
- c) the National Health Service
- d) a children's charity

2) *What do children spend a lot of time swiping these days?*

- a) iPads
- b) things from shops
- c) table tops
- d) keyboards

3) *What do children lack in their hands?*

- a) vitamin B12
- b) energy
- c) bones
- d) muscle strength

4) *When did children have more ability in their hands?*

- a) 1786
- b) 10 years ago
- c) at 2:45pm
- d) last week

5) *What are children given in schools that they increasingly cannot use?*

- a) books
- b) balls
- c) pencils
- d) calculators

6) *What are children using more of to create things?*

- a) pens
- b) technology
- c) clay
- d) their brain

7) *What did a researcher say children aren't pulling these days?*

- a) teeth
- b) other children's legs
- c) their weight
- d) toys and ropes

8) *What did some experts say technology is causing?*

- a) better education
- b) bigger problems
- c) poor eyesight
- d) progress

9) *What could be weak because of an inability to hold a pencil?*

- a) a child's whole body
- b) brain power
- c) willpower
- d) a child's left knee

10) *What did the article say was better for children's development?*

- a) family life
- b) museums
- c) chocolate
- d) climbing trees

DISCUSSION

Answer the questions below.

1. What images are in your mind when you hear the word 'pen'?
2. How good is technology for children?
3. What are the dangers of children using technology?

4. Is using a pen and pencil still an important skill?
5. What would happen if pens and pencils disappeared?
6. Does it matter that iPads are making children's bodies weaker?
7. Are children more creative using iPads? Why / Why not?
8. How much do you like mobile devices?
9. What do you think of climbing trees?
10. What questions would you like to ask the researchers?

WRITING

Write if you agree or disagree with the following statement “*Pencils are better than tablets and smartphones*”. Give three reasons.

Text V

MOBILE PHONES IN CLASS LOWER TEST SCORES

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary: bad news, new research, texting, social media, university students, test scores, challenges, keeping students working, important work, absent, losing battles.

Task II. How could students increase their test scores? Complete this table with your partner(s).

	Pros	Cons
Mobile phones		
Study groups		
Libraries		
Homework		
Websites		
Social media		

Task III. Match the following synonyms (the words in bold are from the text).

1. new	a) turned
2. texting	b) usual
3. examining	c) fresh
4. switched	d) marks
5. scores	e) went up
6. non-stop	f) messaging
7. common	g) prohibited
8. battle	h) looking at
9. increased	i) fight
10. banned	j) endless

Task IV. Listen to the speaker and decide if the statements below are True (T) or False (F). Correct the false ones, then share your variant with your classmates.

(<https://clck.ru/qyP9p>)

1. There is good news for students who like using mobile phones in class. **T / F**
2. Research showed that using social media increased test scores. **T / F**
3. Researchers looked at the tests of 1,450 American students. **T / F**
4. Students who turned off their phones did better in tests. **T / F**
5. One of a teacher's biggest challenges is to keep students working. **T / F**
6. The article says it is common for students to be physically absent. **T / F**
7. A researcher said teachers are fighting a losing battle in the classroom. **T / F**
8. A study found test scores were 6% higher when phones were banned. **T / F**

READING

Task I. Read and translate the article into Russian.

There is bad news for students who like to use their mobile phones while they study. New research shows that students do not learn very well when they are texting and checking their social media accounts. The research is called: "Mobile Phones in the Classroom: Examining the Effects of Texting, Twitter, and Message Content on Student Learning". Researchers looked at 145 American university students in the classroom. Some of the students used their mobile phones during class, while the others had their phones switched off. The head researcher, Dr Jeffrey Kuznekoff, said students who did not use their mobile phones while the teacher was talking got higher scores on tests they took at the end of the class.

Kuznekoff said that one of the biggest challenges teachers have in the classroom is the non-stop battle of keeping students working. He said many students felt they needed to be online and checking messages even when they had important work to do in class. The researchers said it is very common for students to be physically present in class, but mentally absent because they are using their mobiles. Kuznekoff said teachers were fighting a 'losing battle' because students were more interested in social media than learning. The London School of Economics did a study in England and found that test scores increased by six per cent after mobile phones were banned in class.

Task II. Choose the best variant to complete each item.

1) *Researchers looked at 145 American university students _____*

- a. in the classes room
- b. in the class rooms
- c. in the classy room
- d. in the classroom

2) *New research shows that students do not learn very well when _____*

- a. they are text in
- b. they were texting
- c. they are texting
- d. they are text thing

3) *Researchers looked at 145 American university students _____*

- a. in the classes room
- b. in the class rooms
- c. in the classy room
- d. in the classroom

4) *Some of the students used their mobile _____*

- a. phones doing class
- b. phones during class
- c. phones daring class
- d. phones due ring class

5) *got higher scores on tests they took at the _____*

- a. ends of the class
- b. ending of the class
- c. ended of the class
- d. end of the class

6) *one of the biggest challenges teachers have in the classroom is _____*

- a. the non-stop battles
- b. the non-stop battled
- c. the non-stop battler
- d. the non-stop battle

7) *checking messages even when they had important work _____*

- a. to do in class
- b. to doing class
- c. to do win class
- d. too do in class

8) *The researchers said it is very common for students to _____ in class*

- a. be physically presence
- b. be physically present
- c. be physically presented
- d. be physically presenting

9) *students were more interested in social media* _____

- a. that learning
- b. their learning
- c. than learning
- d. than learn in

10) *test scores increased by six per cent after mobile phones were* _____

- a. banned in class
- b. band in class
- c. burned in class
- d. binned in class

DISCUSSION

Answer the questions below.

1. What springs to your mind when you hear the word 'study'? Explain your idea.
2. What challenges do teachers face in the classroom?
3. What should happen if students do not listen to teachers?
4. What 'battles' do teachers have with students?
5. How important is it for you to check your messages online?
6. How 'absent' are students if they are on social media in class?
7. How can teachers get students to learn using mobile phones?
8. Is it a good idea for schools to ban mobile phones in class? Why / Why not?
9. If studies show test scores are higher when students do not use phones, why aren't they banned?
10. What questions would you like to ask the researchers?

WRITING

Write if mobile phones should be banned in the classroom. Give 3 reasons why (not).

Text VI

MONEY DOES NOT MAKE CHILDREN PASS EXAMS

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary: report, promising money, exam grades, try harder, studying, pupils, homework, research, effort, education, make a difference, family background, good teachers.

Task II. Answer the questions below.

1. Are you good at passing exams?
2. What things made you study hard?
3. How can these things help students to study harder? Complete this table with your partner(s).

	Why these will work	Why these won't work
Money		
Job offers		
iPads		
Nice classrooms		
Homework		
Projects in class		

Task III. Match the following synonyms (the words in bold are from the text).

1. pass	a. lead to
2. wasting	b. particularly
3. trip	c. misusing
4. affected	d. specialist
5. result in	e. get through
6. suggested	f. truly
7. pupils	g. influenced
8. expert	h. day out
9. especially	i. students
10. really	g. indicated

Task IV. Listen to the speaker and decide if the statements below are True (T) or False (F). Correct the false ones, then share your variant with your classmates.

(<https://clck.ru/rerBp>)

1. A report says exam scores go down if kids are offered cash to pass. T / F
2. The report says the promise of a trip could get students to study more. T / F
3. Researchers looked at over 10,000 students for a one-year period. T / F
4. An improvement in classwork and homework led to higher test scores. T / F
5. A researcher said the research looked at the wrong things. T / F

6. The research said very few kids these days have goals in life. **T / F**
7. The report said some children believe exam success is genetic. **T / F**
8. The report said good teachers were important for richer children. **T / F**

READING

Task I. Read and translate the article into Russian.

A new report says promising children money to pass exams does not help exam grades. The report says parents could be wasting their money by using cash to get their kids to study more. However, the promise of a trip somewhere nice could encourage students to try harder and do better at school. Researchers from the University of Bristol (in England) and the University of Chicago (in the USA) looked at how promises of cash and tickets to events affected students' studying and learning. Over 10,000 pupils took part in the research throughout the year 2012. There was an improvement in classwork and homework, but this did not result in better test scores.

Lead researcher Dr Simon Burgess suggested the research looked at the wrong areas. He said it had not looked at the things that really got students to increase their effort. He added that: "Clearly, some pupils have a lot of [goals] and believe that education is a way of getting what they want out of life, but there are kids who think that working hard doesn't make a difference." He said these children think exam success is 'all in your genes' because of their family background. Education expert Dr Kevan Collins said good teachers were better than promises of rewards to get children to study, especially for children from low-income families. He wrote: "What really makes the difference is how students are taught."

Task II. Choose the best variant to answer each question.

1) *What does promising money to children not help?*

- a) universities
- b) schools
- c) parents
- d) exam success

2) *What can encourage students to study more?*

- a) music
- b) trips
- c) an iPad
- d) red ink

3) *How many universities took part in this research?*

- a) 4
- b) 3
- c) 2
- d) 1

4) *How many students took part in this research?*

- a) more than 10,000
- b) exactly 10,000
- c) just under 10,000
- d) 10,000

5) *What two things in the research improved?*

- a) maths and English
- b) test scores and exam grades
- c) classwork and homework
- d) discipline and punctuality

6) *What did the lead researcher say the research looked at?*

- a) 5 subjects
- b) the wrong things
- c) high schools
- d) teachers

7) *What do some students have a lot of?*

- a) time
- b) problems
- c) money
- d) goals

8) *What do some students think is because of your genes?*

- a) exam success
- b) money
- c) ability at English
- d) genetics

9) *What did an expert say was better than rewards?*

- a) games
- b) money
- c) good teachers
- d) a university place

10) *Which students really need good teachers?*

- a) elite students
- b) poorer students
- c) high school students
- d) English students

DISCUSSION

Answer the questions below.

1. What's the best way to get kids to study?
2. What springs to your mind when you hear the word 'exam'?
3. Do children understand how important exams are?
4. Is there a better way to test children without exams?
5. What exam scores that you got would you like to change?
6. Does education help you get what you want out of life?
7. Do a person's genes help with exam success?
8. Who was the best teacher you ever had?
9. What makes a great teacher a great teacher?
10. What questions would you like to ask the head researcher?

WRITING

Write your ideas in response to the following statement *"Students would be more successful if they got cash for passing exam"*.

Text VII

ALGERIA TURNS OFF INTERNET TO STOP EXAM CHEATS

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary:

Algeria, Internet, high school, exams, government, cheating, devices, questions, blocked, opportunities, security measure, metal detectors, printing, the right thing.

Task II. How do students cheat and how can we stop this? Complete the table and share your ideas with your classmates.

Cheating method	How	How to stop this
Copying		
Hidden paper		
Mobile phones		
Earpieces		
Notes written on arm		
Other _____		

Task III. Rank the items below putting the best ways to pass exams at the top. Comment on your decision.

___ pray	___ sleep well
___ eat well	___ prepare 3 months before
___ private tutor	___ prepare good study notes
___ do old test papers	___ cram the day before

Task IV. Match the following synonyms (the words in bold are from the text).

1. turned	a. chances
2. stop	b. entire
3. nationwide	c. happening
4. whole	d. prevent
5. leaked	e. just
6. taking place	f. national
7. opportunities	g. proper
8. added	h. switched
9. right	i. extra
10. fair	g. revealed

Task V. Listen to the speaker and find out the information to answer the questions below.

(<https://clck.ru/qyQje>)

1. Has Algeria turned off the Internet all over the world?
2. Why did they take such a measure?
3. When was all Internet service stopped in the country?
4. How many exam centres are there in Algeria?
5. What other measures were taken to prevent high school students from cheating?
6. Can students and teachers take smartphones into exam halls?
7. For how many days has the Algeria's Education Minister blocked Facebook?
8. What happened in 2016 during the exam season?
9. Was she satisfied with her own decision? Why?
10. What did the students think of the government's actions?

READING

Task I. Read, translate the article into Russian and decide if the statements below are True (T) or False (F). Correct the false ones.

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

- | | |
|--|--------------|
| 1. Algeria has turned off the Internet in high schools but not universities. | T / F |
| 2. Algeria's Internet is being cut off for 24 hours on exam days. | T / F |
| 3. Students can take smartphones into exam halls but must turn them off. | T / F |
| 4. Many exam questions were leaked online in 2016. | T / F |
| 5. Algeria's education minister has blocked Facebook for six days. | T / F |
| 6. The government has put metal detectors in all exam halls. | T / F |
| 7. The government has put security cameras in test-printing companies. | T / F |
| 8. A 16-year-old student disagreed with the government's actions. | T / F |

Task II. Look at the words below and try to recall how they were used in the text:

six	turned
nothing	secretly
measure	each
set	season
right	2,000
fair	leaked

DISCUSSION

Answer the questions and discuss the following issues.

1. What images are in your mind when you hear the word 'exam'?
2. What do you think of the Algerian government's actions?
3. How big a problem is cheating in your country?
4. Have you ever cheated in an exam?
5. What do you think of exam cheats?
6. Should all countries do what Algeria is doing?
7. How effective do you think this action will be?
8. Do you think exam scores will go down because of this?
9. How can we get students to stop cheating?
10. What advice do you have for cheating students?

WRITING

Comment on the following statement "There is no way to stop students cheating in exams".

Text VIII

HEAD TEACHER HAS TO CLEAN SCHOOL TOILETS

LISTENING

Task I. Find the meaning of the following words and word combinations using a dictionary: times, spend, austerity, budgets, canteen, toilets, embarrassed, money, open, typical, thousands, decisions, parents, toilet, paper, classrooms, education, A4.

Task II. How were these things at your school? How can we make them better? Complete the table and share your ideas with your classmates.

	How was it / were they?	Improvements
Teachers		
Classrooms		
Rules		
Subjects		
Exams		
Technology		

Task III. Match the following synonyms (the words in bold are from the text).

1. hard	a. a short time ago
2. cut	b. red-faced
3. head	c. sufficient
4. embarrassed	d. reduced
5. support	e. supply
6. typical	f. provide for
7. recently	g. difficult
8. provide	h. money
9. enough	i. representative
10. funding	g. leader

Task IV. Listen to the speaker and find out the information to answer the questions below.

(<https://clck.ru/qyXrC>)

1. What did the article say about times for schools in England?
2. What did the article say schools have to cut back on?
3. Where does the head teacher have to serve food?
4. How did the teacher feel about not being able to support her students?
5. What did a head teacher sell to keep her school open?
6. What is the south London school typical of?
7. How many parents did head teachers write to?
8. What kind of paper did schools ask parents to provide?
9. Who did head teachers want to meet?
10. What did the Education Department say was a government priority?

READING

Task I. Read and translate the article into Russian, then decide if the statements below are True (T) or False (F). Correct the false ones.

Times are hard for schools in England because they have so little money to spend. They have to cut back on many things. There is austerity in the UK so the government has cut school budgets. One head teacher at a school in London does not have enough money to pay for cleaners or canteen staff. This means she has to help to clean the toilets and serve students in the school cafeteria. Ms Siobhan Lowe is head of Tolworth Girls' School in south London. She recently told reporters that she was embarrassed because her school did not have enough money to support students. Ms Lowe said she has sold school land, cut subjects and fired her deputy-head teacher to keep her school open.

The south London school is typical of many schools in the UK. Thousands of head teachers have to make difficult decisions about how to spend their school's money. More than 7,000 head teachers recently wrote to 3.5 million parents to explain why the schools have no money. Many parents have become volunteers at schools to help the children. Some schools have asked parents to provide toilet paper and other basics for the school toilets and classrooms. One school only has enough money to give students one sheet of A4 paper a month. Head teachers want to meet the UK's education secretary, but he refused to meet them. The UK's Department for Education said funding for education was a government priority.

1. The article said times are oft in England. **T / F**
2. The UK is cutting school budgets because of austerity. **T / F**
3. A head teacher has to serve her students in the school cafeteria. **T / F**
4. A head teacher has sold land to keep her school open. **T / F**
5. Head teachers have written to 7,000 parents about a lack of money. **T / F**
6. Many parents are volunteering to help schools. **T / F**
7. All students get 10 sheets of A4 paper each month. **T / F**
8. The UK education secretary agreed to meet the head teachers. **T / F**

Task II. Look at the words below and try to recall how they were used in the text:

many	austerity
spend	canteen
volunteers	serve
provide	embarrassed
sheet	keep
funding	times

DISCUSSION

Answer the questions and discuss the following issues.

1. What images are in your mind when you hear the word 'teacher'?
2. What was or is your school like?
3. What did your colleagues do besides teach lessons?
4. Are times hard in your country?
5. How important is it to budget?
6. Should a head teacher have to clean toilets?
7. Why is there austerity in the UK?
8. What advice do you have for the head teacher?
9. What more can the head teacher do for her students?
10. What questions would you like to ask the head teacher?

UNIT X

TEXTS FOR MAKING ABSTRACTS

Read and translate the articles below. Then, make an abstract for each text using the suggested plan.

Plan for Making Abstracts	
1. The title of the article	<ul style="list-style-type: none"> – The article is headlined... – The headline of the article I have read is... – As the title implies the article describes...
2. The author of the article, where and when the article was published	<ul style="list-style-type: none"> – The author of the article is... – The author's name is... – Unfortunately, the author's name is not mentioned... – The article is written by... – It was published in (on the Internet) ... – It is a newspaper (scientific) article (published on March 10, 2018/ in 2020)...
3. The main idea of the article	<ul style="list-style-type: none"> – The main idea of the article is... – The article is about... – The article is devoted to... – The article deals (is concerned) with... – The article touches upon the issue of... – The purpose of the article is to give the reader some information on... – The aim of the article is to provide the reader with some material on...
4. The contents of the article. Some facts, names, figures	<ul style="list-style-type: none"> – The author starts by telling (the reader) that... – The author (of the article) writes (reports, states, stresses, thinks, notes, considers believes, analyses, points out, says, describes) that.../ draws reader's attention to ... – Much attention is given to... – According to the article... – The article goes on to say that... – It is reported (shown, stressed) that... – It is spoken in detail about... – From what the author says it becomes clear that... – The fact that...is stressed – The article gives a detailed analysis of... – Further the author reports (writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that.../ draws reader's attention to ... – In conclusion the author writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that.../ draws reader's attention to ... – The author comes to conclusion that... – The following conclusions are drawn: ...
5. Your opinion	<ul style="list-style-type: none"> – I found the article (rather) interesting (important, useful) as/because... – I think/ In my opinion the article is (rather) interesting (important, useful) as/because... – I found the article too hard to understand /rather boring as/ because

Text I

4 FANTASTIC BENEFITS OF STUDYING AN ENGLISH-TAUGHT MASTER'S

Stephanie L

Whether you're a native English language speaker or speak English as a second language, if you've got your heart set on studying an English-taught master's abroad there are plenty of destinations where you can do just that – and no, we aren't talking about the UK, Ireland, the US, Canada, Australia, New Zealand or South Africa.

In recent years, the number of international universities offering English-taught master's degrees across Europe has risen dramatically – particularly in social science and business-related subjects. So, what can you expect from studying abroad in English in a country where English isn't the first language?

For starters, you won't be living in an English language bubble and you'll experience a whole new culture (and language)

Yes, your studies will mean you'll be communicating and collaborating with your classmates and professors in English and you'll probably find yourself using English to catch up with friends on study breaks. It can be a real comfort to know you can study abroad without having to worry about language barriers in the classroom. But beyond your university's campus walls, there's a whole new culture and language to experience.

In Europe, Italy is one of the most popular study abroad destinations – and it's not hard to see why either as it's held in high regard for its academic excellence, rich history and cultural heritage, world-renowned cuisine, beautiful scenery and architecture, as well as its friendly locals.

Living in Italy will help you learn the local language and acclimatize to the Italian way of life – so you'd do well to at least learn the basics. You never know when you might need it – and your small efforts won't go unnoticed by the locals should you want to make a good impression.

It might be challenging to start with, but you'll soon sharpen your language skills as you learn to navigate two, if not three languages simultaneously if English isn't your first language and neither is the local language.

You'll meet a mixed bunch of people – some of whom will turn into friends for life

Demand from both domestic and international students wanting to study an English-taught master's sees lecture halls, seminar halls and campus greens jam-packed with students from all around the world.

Università degli Studi di Pavia in northern Italy offers 12 English-taught master's programs in a range of subject areas, including engineering, economics and management, as well as humanities and social sciences.

The university is home to a buzzing international population, making it feel like home for the 1,200 students who move to the city of Pavia each year for their studies and share this once-in-a-lifetime study experience.

You'll boost your chances of landing an international career thanks to your enhanced global perspective

You can only learn so much about a new country and culture through books, television and increasingly, social media. There's no better way to learn about another culture than experiencing it first-hand.

While it may be easy to look and accept your own culture as absolute, you'll learn so much more about yourself and gain an entirely new perspective as you open up to interacting with and seeing the world in so many other ways.

As the world becomes more interconnected than ever before, where we share, trade and face challenges, goods, politics, economies and business on a colossal scale, if you can master the art of communication between the local language and English, employers will look at you and your CV with a keen interest. Adaptability and resilience are key skills in today's competitive job market along with possessing a global mindset.

There will be (almost) endless opportunities to travel

Wherever you decide to study abroad there's no doubt you'll be itching to get out and explore all that your new (and temporary) home has to offer.

The city of Pavia offers warm welcomes to those who come to visit, travel, live and study. Ticino River is a popular relaxation spot with students – with some even spending their well-deserved study breaks rowing along the banks of the river. And at weekends students can take a 30-minute train ride to Milan.

How to get there...

A lot of planning, paperwork and patience is needed when it comes to applying to study abroad. Take your time and get your research right to ensure the process is as easy and straightforward as possible (3671).

(<https://clck.ru/32XrqH>)

Text II

10 KEY BENEFITS OF COMPLETING A MASTER'S DEGREE

Siôn Phillpott

Career & Entrepreneurship Expert

Determining whether or not you should pursue a master's degree can be a tough decision, regardless of if you're a recent graduate or a seasoned professional. It's a time-consuming endeavour that requires a huge amount of self-motivation. It's also a very serious financial commitment; naturally, you want to be certain that the benefits you'll gain out of it are worth it. Well, luckily, they are. Whatever your reasons for choosing to continue your education, a master's degree can give you significant advantages over other graduates.

So, if you're considering a return to university, read on.

1. You'll increase your earning potential

Master's degrees are not cheap. Although prices vary between institutions, and you can get governmental or private funding, it's important to take your current financial situation into account before committing to a programme. On the plus side, once you complete the course, you'll get a pretty good return on your investment! Indeed, in the UK, for example, a master's degree holder earn, on average, 18% more than someone with just an undergrad degree, six months after graduation.

Meanwhile, a 2017–2018 study by the Higher Education Statistics Agency found that those with a master's degree are also 7% more likely to find full-time employment and 20% more likely to land a higher role within a company. The difference is even bigger across the Atlantic, with a massive 25% salary increase for people that have a master's degree, according to Bureau of Labor Statistics. Whichever way you look at it, there's clearly value in continuing your studies.

2. It opens up career advancement opportunities

Most people – especially those who already have decent CVs – do a master's to progress to the next stage in their career. This might mean an MBA or a similar management qualification, or even something totally unrelated if you're looking to change direction completely. Either way, a master's can be used as a very valuable steppingstone.

Employers recognise the value of a master's degree – some even make it a prerequisite, while in industries such as healthcare and education, they're mandatory. But even in general terms, a master's can set you apart from the crowd. 'It does make you stand out a little more,' argues marketing graduate Beth Nightingale, 'Pretty much everyone now has a degree, but not many have a master's.'

3. You'll develop specialist knowledge

Part of this appeal to employers lies in the very specific and detailed knowledge you gain in a certain field or subject. If you're applying for a job in a relevant or related area, it will work hugely in your favour.

Indeed, it shows that you're dedicated to enhancing your industry expertise and credibility, which helps you become all the more competitive in your chosen field. For example, many lawyers pursue master's qualifications to become experts in relatively narrow fields, such as intellectual property law, environmental risk assessment or telecommunications regulation. Being a subject matter expert can also make you very valuable in a consulting capacity.

4. It encourages flexibility and lifelong learning

One of the greatest benefits of a master's degree is its flexible structure. This means it can be done part time, through distance learning or via a combination of several methods – perfect for people who have other commitments. It encourages lifelong learning among people who are at different stages in their life.

Many master's students build on their existing skills and knowledge and find that they develop new and highly useful ones such as researching, writing and analysing. You also become a better problem solver and can more easily tackle complex projects.

5. You'll build your network

Studying a niche course with a highly successful group of like-minded individuals has another obvious benefit: the potential for networking. Depending on your industry, the contacts you make in this environment can make a huge difference in your career; additionally, your professors will be established industry leaders who can provide you with additional connections.

Management postgraduate Trisna Wardhani is a case in point. After meeting the CEO of Shell Indonesia at an alumni jobs fair, she sent her CV the following week and managed to get a phone interview. After this, she says, 'I was lucky enough to be selected. My skills and the selection of people and companies at the event helped facilitate an open door to my future.'

6. It aids personal development

A master's degree is not just about academic achievement; it should also encourage personal development.

By their definition, postgraduate courses are very autonomous, with much of the emphasis on the individual themselves to put things in motion; this helps to develop professional skills, as well as a huge host of other beneficial skills that can be applied to all aspects of life, such as independence and self-motivation. It can also be a formative experience, especially for those who choose to study abroad.

This kind of personal development, such as learning new life skills and adapting to another culture, will not only serve you in good stead but will also be hugely appealing to potential employers who will recognise your ambition and appetite for a challenge.

7. It can be a steppingstone

To clarify, having a master's degree is not a compulsory requirement for doing a PhD in general, either in the UK or the US. Realistically, though, due to the competitive nature of PhD programmes, most institutions won't accept candidates without a master's qualification. The only exceptions are applicants with significant professional experience or those who can self-fund their own research.

This is mainly because postgraduate study is very different to undergraduate study. Indeed, postgrad study is much more theory-based, and completing a master's degree provides you with the insights needed to complete a PhD programme.

8. It makes you smarter

During your master's degree, you'll have the opportunity to learn some pretty interesting stuff! Education expert Monica Babson believes that, regardless of what you intend to do with your master's, it will broaden your knowledge and develop key cognitive skills that can be applied in any field. 'Ideas [...] are indeed born out of our ability to think and to be creative,' she says. 'An MA degree will challenge and improve your analytical skills [...] and if you pick the right one, you will [...] study under world-leading academics and professionals.'

The structure of a master's is intended to help you teach yourself rather than simply receiving information; this is another invaluable skill that can be applied almost anywhere. 'Every respectable MA course is a successful blend of academic excellence and hands-on experience, combining theoretical coursework, case studies, group work and in-company placements,' adds Babson.

9. It could help you change careers

If you're considering changing careers, enrolling in a master's programme could be a necessary step.

Indeed, several postgraduate courses are open to professionals from different backgrounds, regardless of the subject of their bachelor's degree. Even if you started out as a chemistry major who went on to work as a biotechnologist, you could still apply for an MBA or Master of Education. (That said, some master's degrees, like MSc and Meng, may require previous study or experience within the relevant field.)

Through a master's course, you'll be able to establish new foundations and tap into a completely different job market from the one you started out in. It will also be easier for you to gain work experience in your new field, such as through a graduate scheme or an internship.

10. It's a research opportunity

If there's a particular area you were always curious and have always enjoyed independent research, a postgraduate programme is the perfect opportunity to dive deeper within a topic.

Not only that, but you'll also have access to your institution's facilities, resources and state-of-the-art equipment, all of which will take your research one step further.

If you're passionate about academic research and you enjoy the process of compiling new data and conducting studies, then a research-based master's programme is the perfect opportunity to do just that, while also gaining valuable real-world experience that will enhance your future job applications.

If you're still having second thoughts, these points will hopefully have given you some food for thought.

The structure of a master's course is not for everyone, and some career choices don't necessarily require further study as a means of progression, but many do, and the skills you will accumulate will translate to any field.

So, whether you're unsure of your next step, you want to progress in your career or you simply want to challenge yourself, a master's degree could be just what you're looking for (**7478**).

<https://clck.ru/32XryP>

Text III

WHAT IS THE ROLE OF TEACHERS IN SOCIETY?

How often do you take the time to consider the role of teachers in society?

Increasingly, teachers are viewed as a means to an end. With a heightened focus on exam results, it can feel like teachers are hired to boost student grades in a spreadsheet.

But teachers are much more than that. When exam stress is getting to you, or your workload piling up, it's good to take the time to reconsider your purpose.

So, what is the role of teachers in society? Not everything you do can be measured by numbers: your value is much greater than that.

Here are some ways that teachers contribute greatly to the world.

Role Models

Young people are impressionable and need role models around them to set a good example. More often than not, their role models are sportsmen and superheroes.

But teachers can be great role models for children too. Especially in primary school, children need people who they can emulate in their values, attitudes, and actions.

There are many ways a teacher can be a role model for their students. People admire their role models and aspire to be like them, which is why teachers can be great role models for children. People may also look to their role models for advice and guidance, this is especially important for children who may need extra support. For some children, teachers may become some of the most influential people in their lives. Teachers also help their students through a key stage of development.

Think about the positive ways that you can present yourself as a role model. You're not just hired to pass on information and knowledge: the best teachers are people who students aspire to be like.

Here are some tips on how a teacher can be a great role model:

- Motivate your students and promote positivity
- Be approachable
- Lead by example
- Be a mentor for children by listening, supporting, and giving reliable, neutral, and objective advice.
- Encourage your students to be ambitious and have dreams or aspirations
- Encourage the idea of fairness, equality, and equal opportunities for all in the classroom

Guidance

Teachers aren't just there to help children improve academically. They also help children to grow in their personal lives.

Being a teacher is like having five jobs in one: you're a teacher, mentor, therapist, and friend. When you spend hours a day with the same kids, you're bound to get to know what they do outside of school too.

Teaching your students about science and maths is all good, but you have a greater purpose to guide them through life as well. It's important to remember that you can help them to thrive as *people*, not pupils.

Inspiration

We all had a boring teacher who just read out of a textbook. The best teachers go above and beyond to inspire children through learning.

Primary school is where many kids get an idea of how they want to spend their lives. Learning about the human body won't just help them pass their SATs exams: it could also convince someone to become a doctor or scientist.

Teachers have an important role to play in inspiring young people and showing them the value in what they're learning.

Shape the Future

Teachers have a unique position, as they hold the future in their hands. They can mould and shape the values and attitudes of the next generation, to create a fairer and more equal society.

By being a role model and inspiring your students, you're setting up a vision for what you want the future to look like. Plant the seeds now and a better world can grow.

New Ways of Seeing

Many factors determine how children see the world: their family, cultural background, class status. As teachers, it's your role to open up their minds and help them to look beyond what they already know.

Being a teacher isn't about upholding the status quo. It's about finding ways to show children new ways of seeing, be that looking at a debate from a new perspective, or showing them a culture that they aren't familiar with.

Bring Learning to Life

If all teachers did was pass on information, technology would make their jobs obsolete. But there's a reason why robots aren't taking over the profession.

Teachers are instrumental in bringing learning to life. By providing relatable examples and finding creative ways to teach the curriculum, teachers are essential in grounding learning in the real world.

The Future of Work

Getting a job is not the only reason children spend 18 years in education. Learning shouldn't just be about completing an end goal, like good exam results or a shiny new job. It's about how you guide students through the world.

Likewise, it's not your job to secure jobs for all your students. But you do play an important role in preparing them for the world of work. As they move from early years, to primary and secondary school, teachers play a huge role in preparing students for the 'real' world outside of the school bubble.

From exploring job opportunities, to opening their eyes to the careers they can excel at, teachers are integral in building up their students to succeed in life (4136).

<https://goo.su/QVAZ9>

Text IV

6 BEST TEACHING STRATEGIES FOR 2022

Ira Hulikavi

No two days are the same and what might have worked once in a classroom, might not work again. Switching between teaching strategies to suit the needs of the learners is a great way to ensure that the learners are meaningfully engaged and actively participating in the classroom.

Whether you have just begun as a teacher or you have years of classroom experience, you know that creative teaching strategies help students meet their individual needs and hit their full potential.

Every teacher's classroom practice is unique, so here are 7 effective teaching strategies you can use for inspiration to give your students a fulfilling learning experience.

1. Visualization

Visualization is very simply put, the ability to create mental images based on the words we hear or the text that we read.

This strategy, if used well, can drastically help students focus on the concept or subject matter at hand. It brings concepts to life and encourages students to make connections to the real world.

Some of the methods of implementing this strategy in the classroom include:

Use of audio visual aids like photos, videos, audio clips, songs, etc;

Diagrams, charts and mind maps;

Modeling as you teach for the visual learners who might need to see a visual representation to understand as opposed to hearing the concept being explained.

2. Cooperative Learning

Virtual learning has led educators to understand the importance of a key part of the learning process – cooperation.

Cooperative learning is an instructional strategy in which a small group of students collaboratively work on a given task. The task can be as simple as solving a quiz or as complex as writing a story.

In such activities, students of different learning abilities come together and help maximize each other's potential. It nurtures shouldering the responsibility to contribute to successfully finishing the task. It also encourages students to support one another and pitch in wherever required to achieve the end goal.

3. Differentiated Instruction

Every classroom is a dynamic learning space with learners of varied abilities and personalities.

Differentiated instruction is a teaching strategy that takes into account that students from a single classroom may be at different starting points in their learning process.

Differentiated instruction needn't just mean different content to suit individual needs. It can mean a combination of different content, products, teaching aids, methods, or even a different learning environment to help learners succeed.

For example, in an ELA lesson, a teacher might choose to divide the students into two groups based on their decoding and comprehension capacities.

Each group might receive a text that is suited to the group's ability to grapple with it. While one group may read and discuss their text independently, the teacher might choose to work with the second group to help them read. The two groups may also receive differentiated assessment tools such as worksheets of varying complexity.

This helps address diversity in learning experiences and cater to all the students in an equally engaging way.

4. Using Technology to your Advantage

Technology in the classroom is a great way to keep students actively engaged, especially since education has changed drastically in the recent past with the rise of remote learning.

Introducing online interactive games encourages student participation, which in turn ensures a fulfilling learning experience. Educational games serve as a platform for children to learn through play.

You can find many educational games for math and ELA to help your students understand and apply the concepts they learn in a fun and enjoyable manner.

5. Student Centred Inquiry

Student-centered inquiry is a method that focuses on the student's role in the learning process. So, in an inquiry-based classroom, one would see students exploring the material or concept, making sense of it, sharing thoughts and ideas, and asking questions rather than the teacher just orally explaining the concept.

This strategy is a great way to generate curiosity among young learners and engage an inactive class. Through such an approach, children develop skills of researching, co-relating, and reflecting on information through independent exploration and engagement with the content.

6. Professional Development

Teaching is a dynamic and demanding profession. Investing some time to take up professional development courses is a great way to keep up with new research and methods relevant to the classroom.

With educational practices and policies constantly getting upgraded, such courses are perfect to interact with like-minded teachers to share inputs and ideas (your own version of cooperative learning!) that can be used in your teaching practice!

Every teacher is unique and so is their classroom. So, what might work for your classroom may be entirely different than what may work for your colleagues. By using a combination of teaching strategies and changing the mix every once in a while, your classroom is sure to become an enriching environment for you and your students (4304).

<https://clck.ru/32XsSG>

Text V

12 Things Successful Teachers Do

Andrew Lancaster

Are you thinking of becoming a teacher? Or are you looking for ways to become more successful in your teaching career? Well, you should note that teaching is not that easy, but that doesn't mean it can't be fun. With patience and hard work, you can become a great teacher.

Luckily, there are countless strategies you can use to increase your success as a teacher and help your students succeed as well. Here are a dozen things successful teachers do.

1. Believe in Your Students' Potential

A teacher's success begins with the success of their students. Always have high expectations for your students. Believe in their potential to succeed and make sure you push them to their limits. Believing in your students is one of the simplest but most powerful teaching methods. It also works

when coaching in sports and in the workplace. Kids will do anything for a teacher who believes in them.

Even when they fail, motivate them to try again and to work harder. This strategy helps you to pull them out of their comfort zones. They can pursue success knowing that you are there to pick them up each time they fail.

2. Learn Everything You Can About Your Field

Being very knowledgeable in your field of study is also a crucial stepping stone towards a successful teaching career. It's true that even the most successful teachers don't know everything. But, the more you know, the easier it will be to teach your students and to offer them prompt answers to their questions.

Learning never stops and that's why, as a teacher, you need to feed your mind with as much information as it can take in. Remember that students always prefer consulting teachers who are known to possess in-depth knowledge about a specific field. Knowledge indicates authenticity.

3. Be Fun and Energetic

Did you know that most students are more comfortable sharing their academic problems with humorous and enthusiastic teachers rather than the grumpy and "ever-serious" ones? Yes! The way you carry yourself greatly determines your approachability.

Make a point of smiling each time you converse with your students, crack a joke or two and so on. This helps to ease any tension or fear that the students may be feeling when approaching you for help.

4. Take Risks

They say, "No Risk, No Reward!" Taking risks plays a crucial part in a person's success. Your students watch and observe all your moves. Therefore, if you take risks by trying new things every once in a while, they'll also be confident enough to do the same.

An environment that allows for expression and some risk-taking pushes students to burst out of their bubbles. You'll effectively encourage students to explore the unknown, nurturing their risk-taking skills and eventual success.

5. Be Creative and Think Outside the Box

The strategies you use to pass on information to your students need to be creative in a way that captures the attention of your classroom. Strive to make each learning lesson a thrilling one for your students. This not only makes their learning experience fun but also ensures that they are fully engaged during each class and always eager for the next one.

6. Be Consistent and Decisive

To be successful at teaching, you need to be coherent and resolute. If you say something, stick to it! If you say you are going to do something, make sure you see it through! If you set rules, stand firmly by them! Avoid making exceptions or playing favorites.

7. Always be Up-To-Date

A successful teacher knows how important it is to be abreast with the latest news, educational advancements, technology and so on. Sharing this information with your students helps you to keep them updated too. In turn, this adds value to the learning experience.

Sharing new knowledge also pushes students to research and learn more about things that happen beyond the confines of their classroom. They might also do more outside of school hours, boosting knowledge instead of forgetting (e.g. see summer learning loss).

8. Communicate

Communication is a powerful learning tool. Whether it's with a student or with their parent, dialog helps you to pass critical information and recommendations that may be crucial to the student's success.

Communication is a make-or-break skill. Communicating well helps you form closer relationships, bring cohesion to teams, and take on leadership roles.

Mallory

To help students succeed, getting their attention is a basic step. Students who aren't listening aren't learning what they need for academic success. Communicating well, especially by reinforcing key points and take-away messages, is the next step. Effective communication helps students to really learn and retain critical information.

Adjust your pace and style and even your body language. *Be interesting* to help to keep your students captivated and in a learning state.

9. Listen and Show Empathy About Personal Issues

Failing an exam does not always mean that the student failed to read for it. Sometimes, it may be due to external factors. That's why successful teachers always take their time to listen and to advise their students.

Always treat each pupil with sensitivity, as if they're your own child. That way, they'll always confide in you in case something is deterring their success in class.

10. Provide Relevant Study Materials

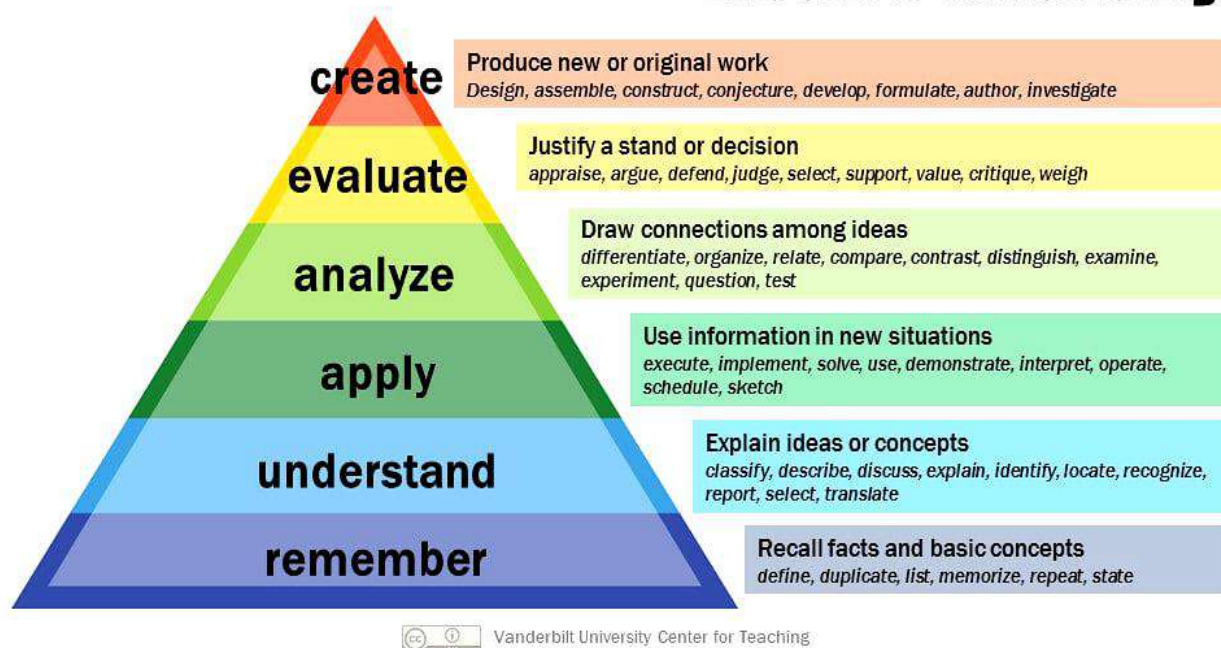
This may be in the form of e-books, online resources, past papers, videos and so on – anything and everything that may be useful for their studies. Avoid overloading them with homework and assignments because it may exhaust their minds, hence slowing their learning.

11. Be Observant

To be successful at teaching, you need to observe all your students individually, separating their strengths from their weaknesses. This will help you to tailor strategies to help them harness their strengths and overcome their weaknesses.

To set appropriately high expectations, you first need a realistic assessment of where the class and individual students are at. Early testing and questioning is a good way to establish benchmark levels of knowledge and skill development.

Bloom's Taxonomy



Bloom's Taxonomy for setting learning objectives. Courtesy of Vanderbilt University Center for Teaching.

As mentioned already, a teacher's success is mostly determined by the success of their students. Therefore, you need to set goals and objectives with your students. After that, work with them towards achieving these goals together as a team (5362).

<https://www.futureeducators.org/12-things-successful-teachers-do/>

Text VI

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Wendy Deng

Professional development is a vital part of any educator's career. As a teacher, professional development helps you reflect on your teaching practices, build new skills, come up with different classroom strategies, and generally stay ahead of the curve.

Teachers can actively work to expand their knowledge by seeking and doing professional development. Luckily, abundant training and learning options exist. Let's explore the concept of professional development for teachers, why investing in yourself is so important, and key professional development opportunities.

What is Professional Development?

Professional development (PD) is a necessary practice in almost every career field. Education is no exception. For educators, learning doesn't stop after you earn a teaching degree and start a career at a school. In K-12 education, teachers in most states are required to complete some amount of professional development in order to renew their teaching license.

Professional development helps teachers take innovative approaches to school improvement. PD is a broad term that covers topics that include formative assessment, data-driven decision making, policy implications, leadership, community, educational technology, and teaching methodology.

Why Professional Development is Important for Teachers

Professional development helps ensure the best learning outcomes for students, which has to be the number one priority for any good classroom teacher. Here are six reasons why educators need to invest in professional development.

Be a better teacher

Clearly, you should become a better teacher if your professional development efforts actually work. But there are good reasons why teachers see an improvement in performance after doing extra education and training.

However good your original teaching degree was, it can't prepare you for the challenges and complexities that you find on the job. A big advantage of professional development is that you can step aside from your role and reflect on how to tackle these real-life problems differently.

As well, you may be exposed to ideas and strategies that you would never have thought of if it weren't for doing professional development.

Stay on top of education research

Academic researchers are constantly analyzing the current teaching methods and developing a better understanding of effective practices. Teachers have enough work on their plate already and understandably can't be expected to read every newly published study. PD workshops are carefully designed by experts who have the time to review and study articles as they come out and share the important results.

Research in education has helped us better understand how students learn effectively. The shift from a traditional teacher-centered classroom to a student-centered classroom can be largely attributed to the work of educational theorist John Dewey who proposed children learn best in natural social settings.

Today's educational research has sparked discussions on the importance of social-emotional learning and play-based learning in the 21st century.

Enjoy your teaching job more

Being a capable and confident teacher leads to higher job satisfaction (see, for example, Ortan et al). You approach the classroom with a positive mindset, manage students so as to create a harmonious classroom environment, and achieve more satisfying instruction outcomes.

Naturally, therefore, professional development improves job satisfaction. Teachers also report strong dissatisfaction when they feel they need professional development but lack opportunities to get it.

Adjust to changes in the education environment

Educators address a landscape of issues and unique needs when working with students. As our society continues to grow and change, so do the types of challenges educators face. For example, moving to a new district might mean an educator now has a number of English language learners to teach.

Teachers had to quickly adjust their instructional methods when the COVID-19 pandemic forced schools to close their doors, leaving many educators without proper resources for setting up

an effective online classroom. Professional development has the power to address specific issues, collect information from experienced professionals, and offer solutions to teachers.

Adapt to policy changes in education

Educational policies make big impacts in schools. Regulations in school size, class size, school privatization, teacher qualifications, teacher salary, teaching methods, curricular content, school infrastructure, and graduation requirements are all influenced by educational policy.

This can be a lot to keep up with, especially for teachers who already have a tight schedule. PD workshops offer opportunities for educators to learn about the policies that are most influential in their classes. By learning about the educational policies that regulate their classes, teachers can make sure they are meeting the requirements of their state and school.

Connect with the teaching community

Professional development can be completed individually or as part of a group. Individual PD opportunities can be great for those with a busy schedule who want to complete training on their own time. But group PD opportunities offer a chance for educators to share their experiences and knowledge and connect with other professionals.

PD opportunities can bring you closer to your coworkers or connect you with educators around the globe. This allows educators to come together to share their valuable insights and support each other.

Professional Development Opportunities for Teachers

Professional development gives teachers a chance to be students again. Not only does PD help educators become experts in their field, but it also fosters the talents of teachers who aspire to be educational leaders and make an impact on student outcomes.

Ready to sharpen your skills and learn about powerful insights in the world of education? The good news is that professional development opportunities are highly accessible online, so it's easy for anyone to get started even if their school doesn't provide PD resources.

Educators should talk to their administration about required and optional PD opportunities. Most schools have required PD workshops for teachers, but your professional development journey doesn't have to end there. Here are some great professional development opportunities teachers can access online.

NEA micro-credentials

The National Education Association (NEA) offers micro-credential certifications to educators and aspiring educators who want to develop specific competencies. Micro-credentials are earned via the completion of courses in a variety of topics.

Some of the topics you can earn micro-credentials in include: bully-free schools, using your voice to advocate for students, building effective teams, arts integration, assessment literacy, and technology integration.

Postgraduate education courses

Graduate certificates are common amongst educators. Some teachers also decide to earn their master's degree during their first few years of teaching and others wait a few years before re-enrolling in school.

After you've graduated and landed a job at a school, going back to college might sound like the last thing you want to do. Luckily, flexible graduate certificate online courses are available.

Earning a postgraduate qualification helps you explore topics more deeply, gain new knowledge about teaching methodology, and grow professionally.

EdTech integration

The rise of technology being utilized in schools means that educators need to stay up to date on the latest in educational technology. Both Google and Microsoft offer software that can be highly beneficial to your classroom.

You can take classes and earn certificates from Google and Microsoft to demonstrate that you are technologically literate and understand how to use technology to your advantage in the classroom. You can even take your knowledge to the next level by becoming a Google Certified Trainer and working with other schools and educators to improve their EdTech utilization.

Online PD workshops

There are tons of free online professional development workshops available for teachers. PBS offers courses in planning and preparation, assessment and evaluation, effective instruction, learning environments, and disciplines.

Coursera is another site where you can get access to free training (most courses do charge a fee if you want to receive a certificate). Coursera partners with universities to make learning more accessible. With Coursera, you take courses like Supporting Children with Difficulties in Reading and Writing or Teaching Character and Creating Positive Classrooms, Basics of Inclusive Design for Online Learning, Teaching English to Speakers of Other Languages, and more!

Even exploring educational websites like Future Educators is a form of professional development! Every time you as an educator make a conscious effort to expand your knowledge about education, you are doing a huge service to your students (7724).

<https://www.futureeducators.org/professional-development-for-teachers/>

Text VII

PROBLEM-BASED LEARNING:

AN OVERVIEW OF ITS PROCESS AND IMPACT ON LEARNING

Elaine H.J. Yew, Karen Goh

Problem-based learning (PBL) has been widely adopted in diverse fields and educational contexts to promote critical thinking and problem-solving in authentic learning situations. Its close affiliation with workplace collaboration and interdisciplinary learning contributed to its spread beyond the traditional realm of clinical education to applied disciplines such as health sciences, business studies and engineering. With this growing practice and popularity of PBL in various educational and organisational settings, there has been an increasing number of studies examining its effectiveness on the quality of student learning and the extent to which its promise of developing self-directed learning habits, problem-solving skills and deep disciplinary knowledge achieves its intended result. Much of the earlier studies on PBL have examined the effects of this approach within the curriculum, with more recent studies delving deeper to examine how the processes within PBL lead to positive learning outcomes. This paper reviews a number of studies on the effectiveness and impact of PBL and how students learn in the process.

Overview of PBL

In brief, PBL is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection. Hence, the underpinning philosophy of PBL is that learning can be considered a “constructive, self-directed, collaborative and contextual” activity. The principle of constructivism positions students as active knowledge seekers and co-creators who organise new relevant experiences into personal mental representations or schemata with the help of prior knowledge. This is further reinforced by social theories of learning that postulate the merits of social interaction in cognitive development.

In a typical PBL setting, learning is triggered by a problem which needs resolution. Dewey explains the cognitive element of learner engagement by describing how the origin of thinking is some “perplexity, confusion, or doubt” that is triggered by “something specific which occasions and evokes it.” Students make connections to this “perplexity, confusion, or doubt” by activating their individual and collective prior knowledge and finding resources to make sense of the phenomenon; they also engage in peer learning through small-group discussions and consolidate their learning through reflective writing. Beyond enabling students to make sense of the concepts and subject matter, this learning experience is also likely to help students “develop understandings of themselves and their contexts, and the ways and situations in which they learn effectively”.

PBL as a pedagogical strategy appeals to many educators because it offers an instructional framework that supports active and group learning – premised on the belief that effective learning takes place when students both construct *and* co-construct ideas through social interactions and self-directed learning. Its implementation can vary across institutions and programmes, but in general, it can be viewed as an iterative process made up of first, a problem analysis phase, a period of self-directed learning and lastly, a reporting phase. A tutor – also known as a facilitator – acts as a guide to scaffold students’ learning, particularly in the problem analysis and reporting components of the PBL tutorial, as well as facilitate students’ inquiry paths as they make sense of their ideas through discussion and sharing.

Studies on the effectiveness of PBL

Proponents of PBL claim that it helps improve the quality of learning by developing students’ reflective, critical and collaborative skills. Studies on the effectiveness of PBL appear to be mixed, but have generally shown that students who have experienced PBL achieve similar or less learning gains when it comes to short-term knowledge acquisition when compared to students in a lecture-based learning environment. However, in terms of longer-term knowledge retention, the results are significantly in PBL’s favour. In particular, Strobel and van Barneveld analysed a number of meta-analyses on the effectiveness of PBL and found that PBL is more effective than traditional approaches when the measurement of learning outcomes focused on long-term knowledge retention, performance or skill-based assessment and mixed knowledge and skills. It was only when the focus was on short-term knowledge acquisition and retention that PBL appeared less effective. PBL therefore appears to be a superior and effective strategy to “train competent and skilled practitioners

and to promote long-term retention of knowledge and skills acquired during the learning experience”.

The majority of studies on the effectiveness of PBL has focused on the field of medicine. Studying the effect of PBL in applied domains and professional education also offers new perspectives on its influence on student learning outcomes. The field of nursing education, in particular, has devoted a substantial amount of research to exploring the effectiveness of PBL in healthcare training in order to prepare nursing professionals for a growing range of patient care services. A meta-analysis of studies related to the effectiveness of PBL in nursing education revealed that PBL has positive effects on student satisfaction with training, clinical education and skills development. Another review of related literature on the effect of PBL on developing nursing students’ critical thinking showed a positive relationship between the implementation of PBL as an instructional model and improvements in critical reasoning. Many of these studies are often localised, and their results and methods – while not necessarily generalizable – provide some pedagogical value as guidelines for nurse educators in considering training frameworks to design and deliver healthcare curriculum. More rigorous research is needed to further examine the effects of PBL on student learning outcomes and performance in both academic and workplace situations.

A recent empirical study adds further evidence to the effectiveness of PBL. The authors randomly assigned groups of students to one of three conditions (PBL, lecture-based or self-study groups) and found that students in the PBL group had a higher likelihood of conceptual change, outperforming those assigned to both of the other two conditions in conceptual tests immediately after the lesson, as well as in a delayed post-test after one week. Although this study is useful in supporting the efficacy of PBL, the authors acknowledged that more still needs to be done to better understand the processes involved within the PBL framework that enhance learning.

The next part of the review focuses on studies that have attempted to examine in greater detail the processes and mechanisms where PBL achieves its effectiveness.

Studies on the process of PBL

There are a number of naturalistic descriptive studies on the process of PBL. One such study analysed the students’ collaborative interactions in the problem analysis and reporting phases of the PBL process, with the authors finding out that elaborations and co-constructions both occurred during these PBL phases, but that elaborations were taking place less frequently compared to co-constructions. In a follow up study, the authors illustrated in detail the impact of collaboration on learning, showing how questions, reasoning and conflict led to elaborations and co-constructions by students during the reporting phase. However, there were no descriptions of the self-directed learning phase of the PBL cycle. The study also did not examine how (if at all) such interactions impact on students’ learning achievements.

Another study similarly analysed in detail how students construct their knowledge in a PBL tutorial throughout the problem analysis and reporting phase. The discourses of students and facilitators were examined and described to show how both groups played important roles in the collaborative and collective knowledge building. This study provided important insights into how an expert facilitator effectively used open-ended metacognitive questions to facilitate students’

discussion and how students' collective knowledge developed throughout verbal interactions within the PBL tutorial. However, the relationship, if any, between the quality of students' verbal contributions with their subsequent learning achievements were not examined here.

The studies discussed above mainly examined two of the PBL phases – the problem analysis and reporting phases. However, there is much less research examining the phase of individual, self-directed study. One study examining the self-directed learning phase investigated the link between student-generated learning issues during the problem analysis phase with what students actually studied during their self-directed study time, with results showing that students only made use of the learning issues that they generated in the problem analysis phase to determine their self-directed study activities to some extent: what they did during the self-study phase was also influenced by factors like tutor guidance and the availability of learning resources. Another study focusing on the self-study phase found that students who studied beyond the learning issues generated by the tutorial group during the initial problem analysis phase achieved better test results. As both these studies relied on students' retrospective self-reports, these results may be somewhat biased.

Although the studies highlighted above provide insight into the specific learning phases of the PBL cycle, there are fewer studies which investigate the entire PBL process inclusive of all phases. One study tested a causal model relating input variables such as problem quality, tutor performance and students' prior knowledge; process variables such as group functioning and time spent on self-directed study; and learning outcomes. The authors found that the quality of a problem influences group functioning, which in turn has a strong impact on how much time is spent on individual study. More time spent on individual study also led to increased learning achievements. This model was further refined in another study that examined in greater detail what actually happens to learners in the processes of problem analysis, individual study and reporting. Here the authors found that the quality of learning issues generated during the problem analysis phase had an influence on the extent to which they were used during individual study. Increased usage of learning issues during self-directed study also had an impact on the quality of students' research in terms of orientating them towards deeper explanations, which then influenced the depth of discussions during the reporting phase. Finally, the 'depth' of reporting positively influenced the students' achievement.

Both of the above causal models are useful in helping us better understand the relationships among the key variables within the PBL process. However, as recognised by the authors, there is a limitation to both studies as the data were obtained from self-reports of students. It has been argued that the research required to understand how students' learning is impacted by the specific phases of the PBL process needs to be focused on the specific learning activities that take place within the phases.

One study that attempted to focus on the activities taking place in the PBL process examined in detail the verbal interactions of the entire process of a PBL cycle, including the self-directed learning period. The authors sought to investigate the extent to which PBL engenders certain learning dispositions towards constructive, self-directed and collaborative learning, since theories of learning assume that these learning activities are essential in the learning process. They observed all

three activities within the PBL cycle under study, albeit to different extents, with 53.3% of episodes observed as being collaborative; 27.2% self-directed; and 15.7% constructive. Another study used structural equation modelling to demonstrate the validity of the PBL process of problem analysis, followed by self-directed learning, and a final reporting phase as described in the PBL literature. Lack of fit of models with data showed that it is not possible to describe learning in PBL only in terms of collaborative learning, nor only in terms of individual self-directed learning. However, another study revealed different findings. Using a subtractive method, the authors showed that the effective component in PBL appears to be engagement with the problem rather than the social collaborative aspect – they found no significant difference in the performance of students who were assigned to a PBL team learning condition and those who were assigned to a PBL individual condition. Both of these groups did significantly better than students assigned to the lecture condition. As the authors emphasised, this does not mean that the social collaborative component of PBL is not necessary; however, more rigorous studies are still required to ascertain the extent to which the various components of PBL impact students' learning.

Conclusion

In conclusion, the studies reviewed above suggest that PBL is an effective teaching and learning approach, particularly when it is evaluated for long-term knowledge retention and applications. One gap in earlier studies on the effectiveness of PBL is that the studies tended to focus on medical education. However, there are now increasing number of experimental studies in other disciplines that provide evidence of the superior performance of students learning in PBL conditions as opposed to lecture conditions. In terms of which phases or components of the PBL process influence students' learning, causal models suggest that the PBL process, as described by the PBL literature, that begins with problem analysis, followed by self-directed learning and a subsequent reporting phase, is important to predict students' learning, and that having only the collaborative component or the self-directed learning component is insufficient. However, another study suggests that student engagement with the problem is sufficient to enhance students' learning gains over the traditional approach and the collaborative component did not make a significant difference to student learning. More rigorous controlled experimental studies therefore need to be carried out to further uncover the mechanisms behind how PBL works **(12640)**.

<https://www.sciencedirect.com/science/article/pii/S2452301116300062>

AUDIO TRANSCRIPTS

A – 2.

TV Pr.: Education is our discussion point today, in particular the role of teachers. There has been a lot of criticism aimed at the teaching profession lately. Everyone seems to have their own ideas about what makes a good teacher! We are lucky to have with us today Professor Giffen, who is in charge of Teacher Training at City University. Good afternoon, Professor Giffen.

PG: Good afternoon.

TV PR.: Professor, could I ask you for your views what makes a good teacher?

PG: Well, after spending 20 years in the world of teacher training, and having been a classroom teacher myself, I believe that there are certain things that all good teachers do.

TV PR.: Could you tell us exactly what you mean?

PG: Well, most students learn best when they feel relaxed and confident. So it is essential that the teacher establishes friendly relations with the students. He is in a good position, then, to understand students' individual needs, and to encourage them to be creative.

TV PR.: Many people believe that this “friendly approach” leads to bad discipline in classrooms. When I was young there was silence in our class. Our teachers were very strict!

PG: This very strict approach was used in the past because the classes were very big, but now classes are smaller, and a teacher has more time to get to know his students and to give them a lot of praise and support. The discipline problem solves itself when the students are happy and interested.

TV PR.: Is it a problem for teachers to keep up to date? There is so much information – something new every day, it seems!

PG: One of the most important parts of a teacher's job is keeping up with new ideas and developments. Most good teachers attend refresher courses regularly/ Another important aspect is that all successful teachers spend time preparing their lessons thoroughly, and constantly update their material. As you said, there's always something new to learn.

TV PR.: There is indeed. Thank you, Professor, for taking the time to come and talk to us today. It was very interesting to hear your views.

PG: Thank you for inviting me.

A – 3.

Speaker 1

I fully accept that everyone's different, so of course different teachers will suit different types of children and teenagers. Throughout my education, though, the teachers I responded to best were the ones that tried to push me along a bit by getting me to try a little bit harder. Because the problem for me is that I'm naturally quite a lazy person, and I've always been more interested in life outside the classroom than inside it. So I'm the kind of person that's perhaps a bit of a headache for teachers, the sort they're not really thinking about when they're studying for their teaching qualifications.

Speaker 2

Most of the time a teacher's just doing his or her job, I guess. I mean, they've done their qualification, they're in the classroom, they've got to write your report at the end of term saying how you've done, haven't they? Sometimes, you might want to be able to ask your teacher something before or after class, get some advice or extra information, or tell them about some problem. It's the teachers who're there for you in those situations that are special, who take an individual approach. And I don't think it's too hard for them to do that, give you a couple of minutes.

Speaker 3

Well, I'm a firm believer in the importance of the subject. If a teacher can get the kids absorbed by the subject, be it maths or geography or cookery or whatever, then the job is basically done. The best teachers are the ones who make it look easy, because they make it seem fun. Then the kids are fascinated, even amused, by the subject, so they want to learn, and each and every one of them makes progress. I think this often involves the teacher getting everyone to see the relevance of the subject in the wide world, beyond the confines of the classroom.

Speaker 4

Fashions come and go in teaching, just as in everything else. We're at a stage at the moment where there's a lot of focus on the individual, and getting every child to take responsibility for their own learning, that kind of thing. But you can't just tell kids to be better, to study harder, you also have to demonstrate what you mean by this. So the teacher needs to put in the hours, to mark the homework, to prepare lessons carefully. If kids know the teacher's doing it, then they'll want to do their part too. I think that's the way to do it, never mind what's in fashion.

Speaker 5

Perhaps the best thing is for teachers to reflect on how they themselves got to be teachers. How did they achieve success in their qualifications? How did they manage to do well at school? It's down to a question of each and every student making his or her own way – and they only know if they're doing well if they're told by their teacher that they're doing well ... or badly. You need to be told the facts about how well you're managing with your studies, in class and in your homework. The truth is that learning's not a game, not just fun, but hard effort.

A – 4.

Speaker 1

I've been teaching Maths for thirty-five years, and naturally I've seen a lot of changes in that time. I've attended a number of in-service training courses to make sure I'm up to date with new methods of teaching Maths. It's useful to hear about different ways to teach successfully. I think that's important. And, of course, it's the computer age now, so that's taken quite a lot of getting used to. I have to admit, some of my students seem to know a lot more about computers than I do!

Speaker 2

I went to Cambridge University and trained to be a teacher, to get the best possible background for a successful teaching career. I regularly take magazines like *Modern Teacher* and *English Teaching*, and I even write articles for them. I like to give new teachers some ideas to help them. I'd like to think my own colleagues at school look to me for guidance on matters of methodology. I like to pass on my experience to my department. Of course, I don't want to dictate to my colleagues, but I always appreciate the help I was given as a new teacher.

Speaker 3

I teach History, and I think most of my students find it an interesting subject. I hope we give the students an overall view of the subject. The department believes in choosing a topic, for instance, the Romans, and looking at it not just from a purely historical point of view – you know, names and dates – but the geographical and sociological angle as well. The students do a lot of project-based work, and by doing this, they get more involved in the topics. We also have a lot of trips to museums and other places of interest, and this motivates students enormously. It helps for them not only to read books, but to see where historic events took place.

Speaker 4

Yes, the music department isn't bad. We encourage all the pupils to play an instrument and sing in one of the choirs. It's very pleasing that most of them do. We had to create a third orchestra to cope with the demand. The boys and girls like to take exams, too – that's a change from when I came. We have a pass rate of well over 90%, by far the best in the area. Oh, they're so gifted, some of these children. We always get five or six with music scholarships to university or music college. And one of our violinists won the British Young Musician of the Year a couple of years ago.

Speaker 5

It's so difficult with Science teaching to know if you're doing it right. The pupils here are so clever and they really deserve every chance I can give them. I try to take the syllabus and find new ways of explaining the subjects, and I design experiments to illustrate them. I don't know if they really work, though. I get very nervous in front of the class and I think it shows. I'm sure the other teachers are better. Still, the exam results were quite good last year and the pupils gave me a present at the end of the last class before the summer holidays. It was really very nice of them.

A – 5.

Teacher: Sit down? Mr and Mrs Eliot.

Mr E: Thank you, Mr Brown.

Mrs E: What is it you wanted to talk about? Is Sarah having a problem in class, or perhaps misbehaving?

Teacher: No, no, nothing of that kind. In fact, your Sarah is very bright indeed, and an excellent student. That's what the problem is.

Mr E: Problem? How can being intelligent be a problem?

Teacher: I didn't mean it like that. It's our problem, not hers. I feel that we are not able to offer Sarah what she really needs, and what I'd like to suggest is that you send her to a school with better facilities and more chances for her to develop.

Mrs E: But that would cost a lot of money, wouldn't it?

Teacher: I was about to explain that aspect. You see, I believe that Sarah is so talented that the best schools will offer her a scholarship.

Mrs E: Oh. Would that mean that we wouldn't have to pay at all?

Teacher: Oh, well, I'm afraid a full scholarship is not very likely, but certainly it would be cheaper than normal. And I think Sarah would be much happier in the long run.

Mrs E: But won't she feel strange going to a new school now? I mean, she won't know anyone and ...

Teacher: I don't think that's a problem. Sarah is a very sociable girl, and I'm sure she'll make friends quickly.

Mr E: Well, if you can give us an idea of which schools to apply to, we'll definitely give a try.

Teacher: Actually, I've already made a list of possible schools – all in the area, you know. There's one in particular that I would recommend – Hillside College, it's called.

Mrs E: Yes, I think I've heard of it. Why do you think that one would be best?

Teacher: It has an excellent reputation – the classes are small and Sarah would get the attention she deserves.

Mr E: I'd prefer Sarah to go to a mixed school, though. Isn't Hillside a girl's school?

Teacher: No, it isn't. Perhaps you're thinking of Herne Hill – the girls-only school.

Mrs E: When do you think Sarah should go – I mean – if that's we decide? Wouldn't it be better for her to finish the year here?

Teacher: That's up to you, but I see no reason why she couldn't change at the end of this term.

Mr E: Mmm, well – we'll certainly talk thing over with Sarah this evening.

Mrs E: Thank you very much for being so concerned about Sarah.

Teacher: And I thank you for coming in to see me.

A – 6

Stephen Arnold, Headmaster

What is education? A formal learning process dispensed by schools, colleges and universities, or the sum of information we glean from our contact with the world around us? In today's discussion, a student, a university professor, and a politician will all share their thoughts on the subject. If I may, I would like to begin by talking about students and their educational needs. A criticism that is levelled at my school is that highly intelligent, gifted children are given a raw deal. Are schools mostly concerned with helping less academically able children to achieve? Perhaps it is so. After all, it is true that the brightest children need little support and can cope easily. They are able to learn independently.

Paul Lloyd, High school student

I do believe school is helping intelligent students to fulfil their potential, and I don't just mean academic potential. School does more for me than just that, and so it should. We spend so much time there. From five to sixteen years old we have no choice, school is compulsory, and most of us stay on after that because we know that education is good for us, it expands the mind. School offers children knowledge, and direction. It was in school that I had my first contact with computers. An experience that has been of enormous benefit to me. I don't believe that I have been given a raw deal because I am of above average intelligence. On the contrary, I believe that my academic and social experience at school will serve to steer me into the future, a future in which computer knowledge will be essential.

Sarah Ford, University professor

I believe that teachers are very good at delivering a range of skills and a body of knowledge to their students, this is clear from the results we get from across the board. All students are equally important and all students need to develop creative thinking. The research I did for my university department shows that three types of learning exist: shallow, when students are not engaged, and deeper, when they are, and the deepest learning of all takes place when students are engaged and working together. An example of this profound learning is when information technology is used to prompt students through immersive experiences to explore and collect information. I think it will be the future of learning.

Alan Crinkly, Government Minister

We want learning to be deep and meaningful for our young people and if computers engage children, so much the better. I am a strong believer in developing children's interest in the learning process, wherever it may be. The important thing is for children to be involved. In fact, I strongly approve of a development which forces students to think about the quality of the education they receive. This is necessary if our schools are to be the best the country can provide. Students must see themselves as participants in an educational process, to have a voice and to use it. Education should have two objectives; to supply the skills needed by the employment market and to enable each and every child; average or gifted, to develop his or her potential to the maximum.

A – 7.

P: Good evening and welcome to the programme. This evening's guest is headmaster of East Crompton Comprehensive Dr Charles Greenway, and we're going to be talking about truancy. Dr Greenway, thanks for joining me this evening

CG: Good evening, I'm pleased to be here.

P: Let's begin by defining the word truancy. What do we actually mean – a couple of missed lessons, a week's holiday during term time, or repeated absences from school with no explanation?

CG: It's a good question to begin with, Paul. Any absence that has not been authorised by the school is truancy. It doesn't matter if a child is being taken to Disneyland in Florida because it's cheaper in term time, going Christmas shopping with a parent, or just roaming around the neighbourhood with other children causing problems for the local residents. It's all truancy.

P: How widespread is the problem in the United Kingdom?

CS: Very, I'm afraid. As many as four million school days are lost every year through truancy, and about 1.7 million of those are lost because of children being taken on family holidays and excursions. Travel agents have special offers during term time, so it's a lot cheaper for a family to go away. This government wants to raise educational standards, but we can't do that if children miss school. Full attendance is a precondition for effective learning.

P: Did I hear correctly just then – almost half the days lost because of truancy are because of parents taking their children on holiday?

CS: Yes, exactly. It is quite shocking, isn't it? Imagine how incredibly difficult it is for us to convince children that missing school for no good reason is a bad thing when their own parents behave in such an irresponsible manner.

P: It must be. What are the government doing in view of this situation?

CS: Well, after years of campaigning by teachers all over the country, the government are finally beginning to understand that something has to be done. They are currently holding talks with the travel industry to encourage travel agents to give discounts to families who book their trips in the school holidays, and the police are now involved in picking up children on the streets. Social workers are also being recruited to work with the families of children who play truant. And, for our part, we're setting up behaviour improvement projects in the school to teach children discipline and respect for learning. But let me stress again that most of the responsibility for ensuring that a child is at school lies with the parents. Neglecting this responsibility is a criminal offence.

P: Do you mean parents could be prosecuted in a court of law if their children do not attend lessons?

CS: That's exactly what I mean, although this law is poorly enforced. It should, in my opinion, be better enforced. The future of our children matters. We owe it to them to give them the best education possible and we can only do this if they are in school.

P: I agree with what you're saying, but don't you think it's a little harsh to prosecute parents of truant children?

CS: It may seem so to the average person, yes, but would like to stress again that the future of this country is the schoolchildren of today. It is impossible for the schools to prepare them for life if the children are not at school, and parents simply must be on our side when it comes to stopping children playing truant.

P: I see your point. I think it's about the right time to take a few calls from our listeners. We've got William Peterson on the line. Good morning Mr Peterson?

A – 8.A

T: Thank you for coming in today, Mrs Bromley. We've been rather concerned about Billy recently and I need to discuss his behavior with you.

M: I don't understand what you mean. Is it the misbehaving in class?

T: Until this term, Billy's always been a model pupil, but his attitude has changed and he's become aggressive, rude, lazy – he hardly ever does his homework these days. Has there been a change in his personal life recently? We're worried about him.

M: Well, his brother left home to go to university six months ago and Billy misses him a lot, but he seemed to accept the situation. OK, he does tend to stay in his room on his own more these days, but we don't mind. Let's face it, a sixteen-year-old doesn't want to be with his parents in his free time!

T: Well, he obviously isn't doing his homework there! He's far behind in his course work, and with only two months till his exams, I'm afraid he's in danger of making a mess of them.

M: But he tells us he's on the top of his work – and he says he wants to go to university just like his brother. Billy was so proud when David was accepted for university.

T: I don't really want to pry into his personal life, but ... does he have a girlfriend?

M: He's only had one girlfriend, and that finished almost a year ago, but he was fine about it – in fact, they still see each other, as friends, so that can't be the trouble.

T: Does he have his own computer in his room? Lots of kids do these days.

M: Yes, and a TV. He's always watching films, he's a great movie fan.

T: This may be a cause of his problems. You see, if children spend too much time in front of the computer, they lose the ability to think about other things. And if they watch violent films, they have difficulty getting a good night's sleep, and have nightmares recreating scenes from the film. This would make someone tired and even aggressive. And that sounds like Billy. He's constantly arguing with people and he never wants to join in group activities. He prefers to go to the library, sit in a corner pretending to read ... but usually he's caught there taking a nap!

M: I've just thought of another thing. When he does go out, he spends his time at the electronic games arcade, and he's met a new group of mates down there. He's never brought them home, which is unusual for him, as we've always welcomed his friends as part of the family. I've heard they are a rough crowd down there.

T: That could be another reason for his recent behavior – the new friends may be having a negative effect on him. If they're older and not at school, they may not encourage him in his studies, they may be giving him the idea that to be cool you don't need to get an education. Can I suggest that we get Billy to see a counsellor to talk about his problems? We might have hit on the reason he's behaving strangely, but I think he should see the counsellor soon, to get this sorted promptly. There is so little time until the exams.

M: I hope he agrees to it. I wish he could have come to me about this, because I'm his mother – I feel helpless ... like I'm a failure as a parent. He should've been able to trust me.

T: Believe me, this is a common situation with teenagers. I'm convinced the counsellor will sort Billy out, and even if this takes time and his exam results are poor, he can always resit them next year. Even though I'm a teacher, I don't believe that passing exams is everything in life. I want Billy to be a happy and complete person. You know, parents are often the last to know about their children's problems. It's because you're too close to the situation to recognize when there are problems.

M: Thank you so much. You've made me feel so much better about this – now I'll go and talk to my husband about all this. He'll be more shocked than I was!

A – 8.B

Int: My guest today is Rosie Carnes, who teaches people to sing. Rosie, is it difficult to sing well?

R: Well, I guess the first thing to mention is that when we sing, we ourselves cannot truly know how we sound to anyone who's listening to us. We have to sense what it must be like through a combination of what we can hear and what it feels like to make sound. When I was a child and I created a sound I felt excited. When I take in breath, I know I'm not just taking in air, I'm taking in the basis of sound. That's exciting too!

Int: And is it important to warm up before you sing?

R: Yes, you'll ruin your voice if you're not warmed up, and you'll sound rubbish. Your throat is quite small, and it's what you have to push the air through into your mouth, which is what will frame your music. But in fact, you need to begin with your spine, which wants to be stretched and made flexible. That way, your whole body is prepared. The importance of whole-body readiness cannot be overstressed. The way you stand affects the way you sing.

Int: And your knees are important apparently.

R: That's right. Your knees want to be over your heels rather than the balls of your feet, and not completely straight, but a little angled. Avoid crossing your legs tightly, or pressing them against each other, because you'll be too tense.

Int: And to maintain your voice in good condition?

R: That's crucial. As a professional singer, you've got to look after your voice, your pride and joy, your source of income. If you get a cold or an irritated throat, steam is usually very effective at reducing the inflammation, so get a bowl of steaming water and sit over it with a cloth on your head. If that's not possible, sucking a sweet or two may help repair the voice – although the important thing is keeping it in good condition in the first place, for which you need to drink anything up to eight glasses of water every day, and avoid smoky places, shouting, that kind of thing.

Int: And what about learning the words of songs?

R: That's a big part of being a singer. There are various ways of trying to push the limits of your memory, but mine's never been very strong. I've driven several friends to the edge of despair when they're trying to test me, and now I go it alone, going over them again and again and again during the course of an ordinary day, until the meaning sinks down into me. It's never easy. Anyway, it takes all sorts, and I hope that people will find their own way.

Int: What advice do you have for wannabe singers?

R: Well, nothing is easy about singing. It's all hard work, I'm afraid to report, but then the rewards are beyond anything else, so it's a fair deal. So, if you're wanting to have a career as a singer, and if you've got a good voice, then treasure it. Don't panic if it does get hurt – it's impressive how it'll recover. The important thing is to use it. Get out there. Take every chance you can to sing in public.

This experience will also help to feed and build your ambition to go on, to be better. Singing on stage to an appreciative audience is as good as life gets.

Int: And if public performance isn't your thing?

R: Well, if you've got a good voice – then maybe you'll be like my friend Diana. Although she conquered most of her anxiety about performing in public a few years ago, she still prefers studio singing, performing directly for CDs and so on. Nobody really sees her outside her home and the studio. Even warming up her voice for a recording performance is something she does in private, making weird noises while sitting in her car outside the studio building. I think she's alarmed a few passers-by in her time!

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СОДЕРЖАНИЕ

ВВЕДЕНИЕ	4
UNIT I. THE IMPORTANCE OF EDUCATION	5
TEXT I. THE BENEFITS OF A MASTER’S DEGREE IN TODAY’S JOB MARKET	5
TEXT II. HOW I GOT MY FIRST-CLASS DEGREE.....	7
UNIT II. THE IMPORTANCE OF TEACHERS	16
TEXT I. WHY TEACHERS ARE IMPORTANT IN SOCIETY – WHY TEACHERS MATTER..	16
TEXT II. RENEWING THE TEACHING PROFESSION	19
TEXT III. TEACHER’S WORK	20
UNIT III. THE PERSONALITY OF THE TEACHER	24
TEXT I. THE PERSONALITY OF THE TEACHER.....	24
TEXT II. THE MOST IMPORTANT CHARACTERISTICS OF A GREAT TEACHER	24
TEXT III. TOP 5 CHARACTERISTICS OF A MODERN TEACHER.....	25
UNIT IV. A CAREER IN TEACHING	29
TEXT I. FIVE REASONS YOU SHOULD THINK ABOUT A CAREER IN TEACHING.....	29
TEXT II. A CAREER IN TEACHING	31
UNIT V. EFFECTIVE LEARNING STYLES	35
TEXT I. MODERN PEDAGOGY: 6 EFFECTIVE LEARNING STYLES THAT STUDENTS NEED TODAY	35
TEXT II. COOPERATIVE KIDS	37
UNIT VI. THE SCHOOL OF FUTURE	43
TEXT I. WHAT WILL EDUCATION LOOK LIKE IN 20 YEARS? HERE ARE 4 SCENARIOS.....	43
TEXT II. 7 THINGS SCHOOLS OF THE FUTURE WILL DO WELL.....	46
TEXT III. THE CYBER SCHOOL	47
UNIT VII. SCHOOL ISSUES	51
TEXT I. SCHOOL RULES	51
TEXT II. CHEATING IN EXAMS	54
UNIT VIII. CHECK YOUR VOCABULARY	60
UNIT IX. SUPPLEMENTARY LISTENING AND READING	67
TEXT I. FINLAND TO REFORM EDUCATION FOR THE DIGITAL AGE	67
TEXT II. THE WORLD NEEDS MILLIONS OF TEACHERS.....	71
TEXT III. EDUCATORS RECOMMEND MORE OUTDOOR LEARNING.....	73
TEXT IV. CHILDREN LACK SKILL IN HOLDING PENCILS DUE TO IPADS	77
TEXT V. MOBILE PHONES IN CLASS LOWER TEST SCORES	80
TEXT VI. MONEY DOES NOT MAKE CHILDREN PASS EXAMS	84
TEXT VII. ALGERIA TURNS OFF INTERNET TO STOP EXAM CHEATS	87
TEXT VIII. HEAD TEACHER HAS TO CLEAN SCHOOL TOILETS	90
UNIT X. TEXTS FOR MAKING ABSTRACTS	93
TEXT I. 4 FANTASTIC BENEFITS OF STUDYING AN ENGLISH-TAUGHT MASTER’S	94
TEXT II. 10 KEY BENEFITS OF COMPLETING A MASTER’S DEGREE.....	95
TEXT III. WHAT IS THE ROLE OF TEACHERS IN SOCIETY?.....	98
TEXT IV. 6 BEST TEACHING STRATEGIES FOR 2022	100

TEXT V. 12 THINGS SUCCESSFUL TEACHERS DO	102
TEXT VI. PROFESSIONAL DEVELOPMENT FOR TEACHERS	105
TEXT VII. PROBLEM-BASED LEARNING: AN OVERVIEW OF ITS PROCESS AND IMPACT ON LEARNING	108
AUDIO TRANSCRIPTS	113
ИСТОЧНИКИ	122
ЛИТЕРАТУРА	123

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