

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное
образовательное учреждение высшего образования
«ПЕНЗЕНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**



АНГЛИЙСКИЙ ЯЗЫК

**Учебно-методическое пособие для направления
подготовки «Педагогическое образование»
(бакалавриат)**



ПЕНЗА 2021

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Цель пособия – сформировать у будущих педагогов навыки общения на профессиональные темы на английском языке, что соответствует аспекту изучения иностранного языка ESP (English for Specific Purposes – Английский для специальных целей). Реализуется когнитивно-коммуникативный подход к обучению иностранному языку, который предполагает учет как коммуникативных потребностей будущих специалистов, так и сознательное усвоение студентами языковых, лингвострановедческих и социокультурных знаний, а также формирование академических навыков и умений.

Тематика и содержание издания позволяют изучить достаточное количество лексических единиц, актуальных для будущего педагога. Языковой материал представлен в коммуникативной форме, особое внимание уделяется развитию навыков чтения, говорения, аудирования, письма. В каждую тему включены упражнения на тренировку и закрепление лексики и задания, направленные на формирование навыков устно-речевой профессиональной коммуникации.

Издание разработано в соответствии с Федеральным государственным образовательным стандартом высшего образования, утвержденного Министерством науки и высшего образования Российской Федерации, и предназначено для обучающихся по направлению 44.03.01, 44.03.05 «Педагогическое образование».

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1. TEACHER'S PROFESSION

1. Read the article about teaching and decide what the main point is in each paragraph. Memorize the *italicized* words and phrases.

TEACHER'S PROFESSION

Teaching is a very difficult job of *great responsibility* and *specific character*. There is a wide variety of work in teaching. A good teacher is not only *a communicator of knowledge* but *a model of competence*. He forms attitudes to his subject and attitudes to learning, becoming himself a symbol of education process, a person who is learning as well as teaching. While communicating with children a teacher educates them closely to discover their interests, their *strengths and weaknesses*, their needs and abilities. Thus a good teacher always regards capacities his pupils have, trying to temper his teaching methods to children's abilities and aptitudes. He builds his work upon what he learns about children.

An environment should be created to stimulate children to develop their abilities and *satisfy their interests*. "Climate" of a classroom depends on the nature of personal relationships between a teacher and his pupils. These relationships should be based on respect for a person. Teacher's authority will be ensured by respect of his pupils, because his knowledge and skills are greater and better coordinated and his thinking is at a higher level than that of his pupils.

The purpose of education is *to liquidate ignorance*. But it is also the function of education to help children to live in the community, and to prepare them for real life situations. Social development is paid just as much attention to as intellectual development. School becomes a place of work and play, of living and learning. A teacher takes an active part in shaping *a child's character*, fostering honesty, kindness, loyalty, cooperation and *respect for ideals*.

Quintilian, the prominent Roman school master, wrote in his work published about 95 AD the following about a teacher and his work: "Let him adopt a *parental attitude* to his pupils. Let him be free from vice himself. Let him be *strict* but not *austere*, kind but not too familiar: for *austerity* will make him unpopular while *familiarity* breeds contempt. He must control his temper without shutting his eyes to faults requiring correction. His instruction must be free from affection, his industry great, his demands on class continuous, but not extravagant. He must be ready to answer questions. In praising the answers of his pupils he must be neither *grudging* nor *over-generous*. In correcting faults he must avoid sarcasm and above all abuse to discourage industry. "Here is an exacting job, but those who are well equipped for it will have a happy and satisfying life".

2. Complete the following sentences from exercise 1.

1. Teaching is...
2. Thus a good teacher always regards...

3. A teacher forms...
4. "Climate" of a classroom...
5. A good teacher builds his work upon...
6. Teacher's authority...
7. The purpose of education is...
8. The function of education is...
9. A teacher takes an active part in...
10. School becomes...

3. Explain the meaning of the following:

A communicator of knowledge; to temper teaching methods to children's capacities; climate of a classroom; social development; to be free from vice; familiarity breeds contempt; neither grudging nor over-generous; those who are well equipped for this job.

4. Answer the following questions.

1. What can you say in general about teacher's work?
2. A teacher forms attitudes to his subject and to learning, doesn't he?
3. What does a teacher have to regard in his job?
4. Is it necessary for a teacher to know his pupils' abilities and aptitudes?

Why?

5. Why is it important to create a good atmosphere in class?
6. What does "climate" of a classroom depend on?
7. Should personal relationships between the teacher and pupils be based on respect or fear?
8. What do children mostly respect their teacher for?
9. What are the chief tasks of education?
10. Which qualities does the teacher foster in children?
11. Do you think school should become a place of living and learning?
12. When does teaching bring satisfaction and happiness?

5. Say whether you agree with Quintilian's words about the teacher's work. Prove your point.

6. Read the text and agree or disagree with the statements.

1. Teachers usually conceal their attitude to their job.
2. The main teacher's role is to mother students and to be a parent surrogate.
3. When teachers entertain students but not teach them, they meet their own needs.
4. Instruction involves assisting students, diagnosing their problems and giving remedial teaching.
5. Criticism is as indispensable as praise in the class because teachers are always to be in an informal assessment mode.

TEACHER'S WORK

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 enjoy their work will show this in their classroom behaviour. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in students. When students achieve success, the teacher shares in their joy.

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. All of these are the necessary aspects of the teacher's role.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent on 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 meet their own needs, not those of their students.

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. For the teacher we see that it means finding satisfaction in the progress of slower students as well as bright 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 hide the fact that they have finished. Teachers should do much better to assign alternate 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. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way 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 teachers 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."

7. Answer the following questions.

1. What do you think the primary task of the teacher is?
2. What are the main pitfalls that may await a novice teacher?

3. What did you do if there were any attempts to rag you during your teaching practice?

4. What do you think the best way to achieve the ideal situation at the lesson – genuine enthusiasm and attention on the part of the students is?

5. Do you think teaching is an art, or merely a skilled occupation depending on experience?

8. Fill in the gaps and comment on the point of view.

My is to become an interpreter, but I am not against teaching either. Though I am still a student I give private classes and think that teaching is very: it's a great pleasure to see the results of your work. In this profession the thing is to every student, to realize what way of teaching will be the best for him. Another thing, which is also, is mutual trust. If the students don't trust their teacher, if he/she is not an person for them, the teacher won't be able to his students to achieve their

(rewarding, exemplary, reach, foremost, burning desire, encourage, essential, lofty goals).

9. Use the words given in brackets to form the words that fit in the space in the same line. Do you share this interpretation of the primary task of a teacher?

For centuries it has been (belief) that the primary task of a teacher is to(reproduction) knowledge, to 'put it across' to students. Today due to (science) and (technology) advancement and the constant flow of (inform), this alone is not sufficient. The student must be taught how to be able to (analysis) the influx of new data, how to (choice) what is relevant and what is not. Thought-provoking questions are (essence) at every lesson. They develop students' intellect and raise their (esteem).

10. Arrange the listed teacher qualities in the order you think most proper. Try to explain why you have done so.

A good teacher:

- keeps in contact with the parents of his or her pupils and lets them participate in the life of the school;
- is able to maintain discipline and order;
- lets the students share his or her own life with all its ups and downs;
- works hard to remain up-to-date in his or her subject;
- openly admits when he or she has made a mistake or does not know something;
- is interested in his or her students, asks them about their homes and tries to help where possible;
- makes the students work hard and sets high standards;
- is friendly and helpful to his or her colleagues;

- uses a lot of different materials, equipment and teaching methods and attempts to make his or her lessons interesting;
- helps the students to become independent and organize their own learning.

11. Homework.

1. Search the Internet and find out more about school teaching. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
2. Write a magazine article about your favourite school teachers. Include imaginary interviews with them.

2. BEGINNING TEACHERS

1. Read the article about the advantages of induction and mentoring programs for beginning teachers and decide what the main point is in each paragraph. Memorize the *italicized* words and phrases.

The impact of induction and mentoring programs for beginning teachers.

For decades, *education researchers* and reformers have *called attention to* the challenges encountered *by newcomers* to school teaching. However, traditionally teaching does not have the kind of support, *guidance*, and *orientation programs* for *new employees* – collectively known as *induction*. Although elementary and secondary teaching involves intensive interaction with youngsters, the work of teachers is done largely *in isolation* from colleagues. This isolation can be especially difficult for *new teachers*, who are often left on their own to succeed or fail in their own classrooms (a "lost at sea" or "sink or swim" experience). Perhaps not surprisingly, teaching is also traditionally characterized as an occupation with *high levels of attrition* among newcomers, and *teacher turnover* is especially high in the first years on the job.

Moreover, beginning teachers, in particular, report that one of the main factors behind their decisions to depart is a lack of adequate support from the school administration. These are the kinds of occupational ills that effective employee orientation and induction programs seek to address, and in recent decades a growing number of school districts and schools have developed and implemented *induction support programs* for *beginning teachers*. The theory behind induction holds that teaching is complex work and that *preemployment teacher preparation* is rarely sufficient to provide all of the knowledge and skills necessary to successful teaching, and that a significant portion can be acquired only while *on the job*.

2. Read the headline. Guess if a-i below are true (T) or false (F).

a	Education researchers and reformers have never called attention to the challenges encountered by newcomers to school teaching	T/F
b	Elementary and secondary teaching involves intensive interaction with youngsters	T/F
c	Teaching is also traditionally characterized as an occupation with low levels of attrition among newcomers	T/F
d	Teacher turnover is especially high in the first years on the job	T/F
e	Moreover, beginning teachers, in particular, report that one of the main factors behind their decisions to depart is a great deal of support from the school administration	T/F
f	In recent decades a growing number of school districts and schools have developed and implemented induction support programs for beginning teachers	T/F
g	There is no theory behind induction	T/F
h	Preemployment teacher preparation is rarely sufficient to provide all skills necessary to successful teaching	T/F
i	A significant portion of experience can be acquired only while on the job	T/F

3. Match the following synonyms from the article.

1. education	a. training
2. support	b. solitude
3. intensive	c. break down
4. isolation	d. do well
5. fail	e. profession
6. succeed	f. troubles
7. occupation	g. exhaustion
8. ills	h. run-up
9. attrition	i. ability
10. preparation	j. awareness
11. skill	k. important
12. knowledge	l. part
13. significant	m. intense
14. portion	n. assistance

4. Match the two parts. Sometimes more than one choice is possible.

1. For decades, education researchers and reformers have called attention to the challenges encountered	a. in isolation from colleagues
2. Although elementary and secondary teaching involves intensive interaction with youngsters, the work of teachers is done largely	b. new teachers
3. This isolation can be especially difficult for	c. high levels of attrition among newcomers
4. Perhaps not surprisingly, teaching is also traditionally characterized as an occupation with	d. in the first years on the job
5. Teacher turnover is especially high	e. induction support programs for beginning teachers
6. Beginning teachers report that one of the main factors behind their decisions to depart is a lack of	f. adequate support from the school administration
7. In recent decades a growing number of school districts and schools have developed and implemented	g. to provide all of the knowledge and skills necessary to successful teaching
8. The theory behind induction holds that teaching is complex work and that preemployment teacher preparation is rarely sufficient	h. by newcomers to school teaching

5. Order the letters to make phrases.

1. *ductinoae* researchers
2. orientation *rormspag*
3. new *ployseeem*
4. secondary *achigten*
5. teacher *rnoertuv*
6. *uctionind* support programs

7. occupational *lsil*
8. *chlsoo* administration.

6. Spend two minutes writing down all of the different words you associate with the word "education". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

e.g. primary education, health education, colleges of education, undergraduate education, etc.

7. In pairs/groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

education researchers/ new employees/ high levels of attrition/ classrooms/ in isolation/ a lack of adequate support from the school administration/ preemployment teacher preparation

8. Write about *induction* for 10 minutes. Comment on your partner's paper.

9. Read the tips for the beginning teacher and decide what the main points are for you. Prove your point of view. Share your ideas with your partner(s) and talk about them.

Be Professional

- Be professional in dress, manner, and attitude from the first minute that you are present in the classroom.
- Act professionally in public.
- Use language appropriately. Don't use slang too often.
- Speak clearly and loudly enough to be heard.
- Don't be late.
- Establish a good rapport with parents and administration.
- Ask other teachers, even the principal, for advice.
- Attend workshops regularly.
- Know your rights as a teacher (union contracts/district rules).

Be Prepared

- Have daily lesson plans well prepared.
- Be flexible.
- Know how to use equipment such as the VCR, data projector and television.
- Know where the fire exits are located. Be familiar with disaster procedures.

Be Organized

- Thoroughly prepare lecture notes, mini-lessons, questions for discussion, and class activities each day.
- Keep your desk and files organized.

Be Patient

- Give students enough thinking time.
- Don't tell your students the answer simply because a few seconds have passed in silence. Wait longer, minutes even, before restating the question, but don't answer it yourself.
- Listen attentively to students' problems.

Be a Real Person, and Honor Each Student as a Real Person

- Treat your students with respect at all times. Never embarrass a student or make a student feel bad about himself or herself.
- Never use sarcasm toward your students.
- Recognize students who do outstanding work as well as those who need to improve.
- Always let students know when they have done a good job.
- Maintain a sense of humor with students.
- Let your students know that you enjoy your job and that you want to be with them.

Be Sensible with Discipline

- Establish firm ground rules regarding class conduct on the first day of class and stick to those rules.
- Know the school's discipline policy and adhere to it.
- Always document discipline problems, especially recurring ones. You may need this documentation when talking to parents or administrators.
- Don't be afraid to talk to fellow teachers about problems you are having.
- Avoid confrontations in the classroom at all costs!
- Do not argue with a student during class. Discuss the problem one-on-one after class.
- Respond fairly and wisely.
- If a student is acting up, try standing near the student and make clear eye contact with him or her.
- Walk around the class. Move about through their desks and make your presence known. This increases attention.

Be Aware of Your Own Needs

- Give yourself relaxation or "self" time every day, even if it is only thirty minutes.
- Don't take on more activities than you can handle. Learn to say, "No!"
- Try to get enough sleep and exercise.
- Read and write for yourself.
- Strive for excellence, not perfection.
- Reflect, reflect, reflect... and modify following reflection.

10. New teacher James Davis shares his strategies for success and sanity. Comment on James's paper. Look back at the article and write down some questions you would like to ask James about the text.

1. Make time to talk. Building meaningful relationships with students will help improve student behavior, and the quality of classroom experiences. But don't limit your talks to the classroom. Conversations with students in the cafeteria, on the playground, in the hallway, and on the bus have meaningful and lasting results.

2. Don't make comparisons. Do not compare yourself to veteran teachers, or other new teachers. Welcome ideas and suggestions from teammates.

3. Never underestimate the power of an exit pass. At the end of a class, an exit pass allows you to quickly check for mastery. The exit pass gives you the opportunity to gather ideas and feedback from students to help you plan for the next day's lesson.

4. Make friends fast. Smart teachers immediately befriend the custodians and the secretaries at their school – but don't stop there. Branch out. Show administrators, lead teachers, parents, assistants, and volunteers that you are someone who values their hard work and a relationship with them.

5. Get comfortable with data. Data is a word that educators associate with testing, but it's so much more. Become a true expert on the data within your classroom. Create your own "data dig" and purposefully explore items such as student attendance, report card grades, and discipline referrals.

6. Devise a bag of tricks. As the year progresses, you'll discover instructional strategies, bulletin board ideas, websites, or projects that you are interested in exploring. Throughout the year, write those ideas and thoughts on an index card, place them into a bag, and revisit the bag regularly before school, after school, or on teacher workdays. The bag allows you to gather great ideas in one location for use as needed.

7. Embrace the circumstances. One beginning teacher shared a comment made by a university professor: "When students come to your classroom, they need to leave all of their issues at the door and focus solely on academics".

8. Know the ins and outs. Early on, and throughout the year, know what is expected of you as a beginning teacher. Brainstorm your questions and ask them early: What is the process if a student gets sick? What are the resources I can offer to a troubled kid? What is the process for an early release day or severe weather? When in doubt, ask.

11. Homework.

1. Choose several of the words from exercise 10. Use a dictionary or Google's search field (or another search engine) to build up more associations/collocations of each word.

2. Search the Internet and find out more about induction. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.

3. Write a magazine article about orientation programs for new employees. Include imaginary interviews with people who are for and against it.

3. INFORMATION TECHNOLOGY IN EDUCATION

1. Read the article about the uses of information technology in education and decide what advantages and disadvantages these uses have for the educational process. Memorize the *italicized* words and phrases.

6 USES OF INFORMATION TECHNOLOGY IN EDUCATION

Both education and learning are life time processes, they have no limit on when to start and stop. In our daily lives we learn new things and this helps us in changing the way we live. Education *provides* us *with information*, and then we have to learn and process this information for our own use. It is very important to make education *accessible* at any time by everyone; this will help to reduce *the level of illiteracy*. Information technology has the ability of *speeding up information delivery*, so this ability can be used in *improving our education environment*. With the *implementation* of Information Technology, costs of *educational materials* are cut down and students can learn from anywhere.

New technologies are changing the way we learn and they have also changed *the process of teaching*. Both teachers and students use these new educational technologies *to achieve specific academic goals*. The only *challenge* is that Information Technology comes at a cost, so those who cannot *afford* the price have difficulties to benefit from the opportunities of information technology in education. For example, the increased use of internet broadband makes it easy for students to access *academic information* on time. Also teachers use this *broadband internet* to create and deliver *academic data* using *videos and graphic illustrations*.

2. Match the two parts to make word combinations. Sometimes more than one choice is possible.

1. education	a. life
2. learning	b. technology
3. daily	c. environment
4. accessible	d. process
5. information	e. goals
6. teaching	f. information
7. specific	g. delivery
8. video and graphic	h. education
9. academic	i. data
	j. illustrations

3. Think about the role of information technology in education; spend two minutes writing down your ideas. Share your ideas with your partner(s) and talk about them. E.g. Information technology helps to speed up the information delivery...

4. Read some detailed points on the use of information technology in education and schools and decide what the main point is in each paragraph.

Plenty of educational resources

Information technology makes it easy to access academic information at any time. Both students and teachers use information technology to acquire and exchange educational material. For example, teachers can easily provide visual and audio classes to their students using computers and broadband internet. This breaks the boundaries of accessing information, because the student will simply attend a lecture while not in a physical classroom. Also teachers can assign tasks to students via electronic email or campus educational forums.

Instant access to educational information

Information technology speeds the transfer and distribution of information. Students can easily access academic data using computers and new technologies like mobile phone application. IT experts have coded educational applications which can be used by students to access information very fast. These mobile phone applications replace some old methods like borrowing books from libraries. Nowadays students can use Library mobile phone applications to download books, so they have these books at any time and it saves them time and helps them read at any time anywhere.

Full time learning

Unlike in the past when learning was limited to a physical classroom, students and teachers could only access academic information while at school. Today, all that has changed, a student will access information at any given time of the day. It does not matter where they are or the time of the day is.

Group learning

Information technology helps students learn in groups and it also helps teachers teach students in groups. In the past, we had group discussions at school which required each member to contribute, however the shy students had to stay away from these groups because of the fear of expressing themselves. Now with information technology, schools have created academic forums, where students can discuss a specific topic with no fear of expression. They can also engage in video and text chatting. Another benefit of these online group discussions is that not all group members are from the same class or school as it was in the past. Students from various schools around the world can be in the same academic group and share academic information.

Audio – Visual education

Information technology has changed the way we learn and interpret information. The use of audio-visual education helps students learn faster and easier. As opposed to text and blackboard notes, students get bored in this form of education. It is a human weakness, people do not want to read text for so long, they

get bored, so the introduction of audio-visual technology in education, makes students enjoy what they're learning.

Long Distance learning

Information technology enables students across the globe to study from anywhere through online education. This has been possible due to the wide spread of cheap broadband internet in both developed and non-developed countries. Unlike in the past, when some courses were provided in developed countries, so for a student to study those courses they had to go through the hassle of moving from their home country which was too expensive. Nowadays, a student can have access to these courses online. Many universities have opened their educational curriculum to the world. So at a small fee, a student can be part of that university. These students do the same exams and are marked by the same teachers.

5. Order the letters to make phrases.

1. to *ssaing* tasks
2. to *oadowndl* books
3. to *erah* information
4. to *terinretp* information
5. *altaduecnoi* curriculum
6. educational *esursocer*
7. to break the *daunseribo*

6. Make your own sentences using the phrases from exercise 5.

7. Answer the questions.

1. Information technology makes access to academic information easy, doesn't it? Give your arguments.
2. How can Information technology speed the transfer and distribution of information?
3. Can Information technology facilitate full-time learning? How?
4. Do academic forums help students learn in groups? How?
5. Is audio-visual education a plus or a minus? Give your arguments.
6. Information technology makes possible long distance learning, doesn't it? How?

8. Write about *Information technology* for 10 minutes. Comment on your partner's paper.

9. Homework.

1. Choose several words from exercise 4. Use a dictionary or Google's search field (or another search engine) to build up more associations/collocations of each word.
2. Search the Internet and find out more about information technology in education. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
3. Write a magazine article about using information technology for high school students. Include imaginary interviews with people who are for and against it.

4. 21ST CENTURY STUDENTS

1. Read the article about the 21st century students and decide what the main point is in each paragraph. Memorize the *italicized* words and phrases.

THE 21ST CENTURY STUDENTS

The 21st century students, Millennials, are the current generation of students. On average, Millennials spend 6.5 hours each day *saturated* in print, electronic, digital, broadcast and news media. They listen to and record music; view, create and publish Internet content; play video games; watch television; talk on mobile phones and *text messages* every day. Generally, these young people share the following characteristics:

- they like to be in control. Millennials do not want *to be bound by* traditional schedules, and they do not necessarily want to sit in a classroom to learn. Instead, they prefer to use technology to study at any time of the day or night, telecommute from anywhere in the world and define "balance" in their own individual ways;

- they like *choice*. In project-based environments, Millennials use technology to complete tasks in new and creative ways.

- they are group-oriented and social. Relentlessly *exposed to* the world via the media, Millennials constantly network socially. *In person*, they travel in packs, shopping and playing together. *Online*, they *seek* opportunities to identify with other individuals on a smaller scale, joining communities and associating with *peers* around the world. They are highly *collaborative*; sharing what they learn with others actually helps them create their own *personal identities*;

- they are inclusive. Millennials have been taught to be tolerant of all races, religions and sexual orientations. They are not limited by the information available at their local library. Instead, they use the Internet to search for information worldwide;

- they are *practiced users* of digital technology. The Millennial generation is the first *to be surrounded by* digital media. ICT has always been part of their lives. Indeed, Millennials can perform more functions with mobile phones, handheld devices and other *wireless equipment* than they can with traditional computers;

- they think differently. Technology itself is not amazing to Millennials. As former generations first try to understand how a new technology works, this generation does not marvel at it; Millennials simply accept technology, adapt to it and use it;

- they are more likely *to take risks*. Millennials share a common mentality: "If this doesn't work out, we'll try again". Some find wealth as a result; others try and try again. Their parents do not think this way and are not as likely to take repeated and similar risks.

2. Read the headline. Guess if a-i below are true (T) or false (F).

a	Millennials spend 6.5 minutes each day saturated in print, electronic, digital, broadcast and news media	T/F
b	Millennials do not mind to be bound by traditional schedules	T/F
c	Millennials have been taught to be liberal to all races, religions and sexual orientations	T/F
d	They prefer to use books to study at any time of the day or night	T/F
e	They are limited by the information available at their local library	T/F
f	The 21 st century students are the first to be surrounded by digital media	T/F
g	Digital devices are not amazing to Millennials	T/F
h	They value time off because they view life as definite	T/F
i	Millennials simply accept technology, adapt to it and use it	T/F

3. Match the following synonyms from the article.

1. accept	a. look for
2. value	b. shared
3. likely	c. to be limited by
4. tolerant	d. fill
5. generally	e. incredible
6. amazing	f. persistently
7. create	g. watch
8. view	h. take on
9. saturate	i. invent
10. collaborative	j. cherish
11. identify	k. uncomplaining
12. to be bond by	l. apparently
13. seek	m. determine
14. relentlessly	n. as a rule

4. Match the two parts.

1. Millennials spend 6.5 hours each day saturated	a. Millennials constantly network socially
2. Millennials use technology to complete tasks	b. other individuals on a smaller scale, joining communities and associating with <i>peers</i> around the world
3. Millennials use technology to complete	c. to search for information worldwide
4. Instead, they use the Internet	d. in print, electronic, digital, broadcast and news media
5. Online, they seek opportunities to identify with	e. tasks in new and creative ways
6. Relentlessly exposed to the world via the media,	f. this generation does not marvel at it; Millennials simply accept technology, adapt to it and use it
7. As former generations first try to understand how a new technology works,	g. in new and creative ways
8. As a result of these tragedies,	h. they view life differently

5. Order the letters to make phrases.

1. *turcern* generation
2. following *ascttahciescrri*
3. *dpcarteic* users
4. handheld *cesveid*
5. *tistnan* message
6. network *losiclya*
7. *lrepasno* identities
8. *ssilrew*e equipment

6. Spend two minutes writing down all of the different words you associate with the definition "electronic", "digital". Share your words with your partner(s).

e.g. electronic equipment, electronic organizer, electronic communication, electronic version, etc.

7. Read about the characteristics of successful students. Do you agree with the author's opinion? Are you a successful student? Why? Why not? What do you need to be a successful student?

IMPORTANT CHARACTERISTICS OF SUCCESSFUL STUDENTS

Every modern student is unique. Each may come from a different cultural and educational background, but there are some characteristics that can make the modern student successful. The teachers should know these characteristics to make their lessons more effective.

1. Intellectually curious. Successful students are interested in and engaged with subjects. Of course, everyone finds some topics more interesting than others, but the willingness to find something worthwhile in whatever issue they are currently studying will help to keep them on form during the studies.

The best way to maintain the curiosity is by observing others who are good at what they do, and then asking questions about anything and everything the students don't understand. Asking questions to experts is the best way to learn how something works. If asking questions fails, in the modern day and age there are endless resources for finding something out – books, journals, and of course, Wikipedia.

2. Self-driven. In modern school, if a student starts to miss classes, he can quickly find the grades slipping or even be failed. The teachers need to be able to motivate them. Really excellent students do more than is required from them, to be the absolute best they can be. Commitment is an essential aspect of being self-driven. It's easy to concentrate for a short time on something the student find interesting. What's more difficult is remaining determined and motivated for sustained periods, especially when they don't necessarily love everything they do.

3. Good time management. Another facet of motivation is the ability to take control over the student's time and schedule. Successful students need to be able to plan their weeks so that they can attend all the classes and also have enough time for researching and working on assessments.

4. Capable of admitting uncertainty.

One quality of great students which is often overlooked is the ability to admit when they don't understand something. Often they may feel embarrassed to admit the gaps in their knowledge, but it is important to say them that in fact this is the only way to learn. It's fine to say that they don't know something, or that they don't understand it – this way, the teachers around them can help by explaining the topic more clearly.

5. Creative and original. The ability to come up with new ideas or new ways of thinking about a problem is a characteristic of an exceptional student. So the teachers should encourage them don't be afraid to give their own opinion on a topic or argument, even if it's contradictory to what others have said. As long as they can justify their views, teachers and other students should welcome their input.

6. Thinking broadly and seeing the big picture.

Great students need to be able to take their knowledge and fit it in to a broader picture of their subject. It helps to stay well informed about a range of topics, even those which are not directly related to the specific area of study. This will allow the students to put what they know into a larger context. One way to think about the bigger picture is to actually allocate some time just to *thinking*.

7. Solid reading, writing, and analysis skills.

Whatever subject the students study, there are some skills that they will always need. The ability to read materials and glean the relevant facts, the ability to write up their findings in a clear and engaging way, and the ability to critically analyse the material they find will be needed at every stage of the following academic career.

8. Communication skills. A further set of skills which are often overlooked for students are communication skills. Being able to present the information they know to both a lay audience and an expert audience is vital for demonstrating their grasp of the material. So they should get in practise at presenting orally, making slides, and engaging in debates in order to get the most from the studies.

9. Capable of performing under pressure. There are times when the students need to perform under pressure, particularly in written or oral exams. Being able to keep calm and not panic will help the students perform to the best of their ability. Fortunately, this is something which tends to come with practice.

10. Able to listen and understand other perspectives. Finally, one characteristic which the student may not realize that he needs is the ability to listen to and understand other people. Academic success is not only about putting forward their own views; it is also about being able to engage productively with people who have a different perspective. Learn to listen, to argue constructively, and to not be

defensive about his own ideas, and he'll be a better student and encourage others as well.

8. Homework.

1. Choose several words from exercise 7. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. Search the Internet and find out the information how to become a successful student. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
3. Write a magazine article about the 21st century students. Give them advice on what they should do to be successful in studies.

5. INCLUSIVE EDUCATION

1. Read the article about inclusive education and decide what advantages and disadvantages it has for the educational process. Memorize the *italicized* words and phrases.

INCLUSIVE EDUCATION

Inclusive education happens when children with and without *disabilities* participate and learn together in the same classes. Research shows that when a child with disabilities *attends classes* alongside peers who do not have disabilities, good things happen.

For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant *separate education*.

But we now know that when children are educated together, positive *academic* and *social outcomes occur* for all the children involved. We also know that simply placing children with and without disabilities together does not produce positive outcomes. *Inclusive education* occurs when there is ongoing advocacy, planning, support and commitment.

The Benefits of Inclusive Education

Here are key findings about the *benefits of inclusion* for children and families:

– **Parents' visions of a typical life for their children can come true.**

All parents want their children to be accepted by their peers, have friends and lead "regular lives". Inclusive settings can make this vision a reality for many children with disabilities.

– **Children develop a positive understanding of themselves and others.**

When children attend classes that reflect the similarities and differences of people in the real world, they learn *to appreciate diversity*.

– **Friendships develop.**

Schools are important places for children *to develop friendships* and *learn social skills*. Children with and without disabilities learn with and from each other in inclusive classes.

– **All children learn by being together.**

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing *learning environment*.

2. Match the two parts to make word combinations. Sometimes more than one choice is possible.

1. inclusive	a. environment
2. separate	b. outcomes
3. special	c. education
4. academic	d. settings
5. positive	e. class
6. social	f. understanding
7. learning	g. skills
	h. school

3. Make your own sentences with the word combinations from exercise 2.

4. Guess if a-i below are true (T) or false (F).

a	Inclusive education is a kind of education when children with and without disabilities attend the same class and learn together	T/F
b	Scientists say that when children with disabilities attend classes alongside peers who do not have disabilities, it has for all of them a positive effect	T/F
c	Research shows that children with disabilities were always educated with children without disabilities	T/F
d	Inclusive education means special education	T/F
e	Inclusive education can help children with disabilities lead "regular" lives	T/F
f	It is very difficult to appreciate diversity for children with disabilities	T/F
g	Children with disabilities can easier make friends in inclusive classes	T/F
h	Schools are important places for all children to develop friendships and learn social skills	T/F
i	The main aim of inclusive education is to help children with disabilities learn together with other children	T/F

5. Write about *inclusive education* for 10 minutes. Comment on your partner's paper.

6. Read the principles that guide quality inclusive education and discuss them with your partner(s).

What It Means To Be Inclusive:

– All children belong.

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

– All children learn in different ways.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. In some cases, specially designed materials or technology can help. The key is to give only as much help as needed.

– **It is every child's right to be included.**

The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum.

Common Misconceptions About Inclusive Education

Some opinions about inclusive education are based on unsound information. Three common myths about inclusion are:

1. Separation is better. **Segregation doesn't work.**

Whether children are separated based on race, ability, or any other characteristic, a separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.

2. Children must be "ready" to be included. **All children have the right to be with other children of their own age.**

A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.

3. Parents don't support inclusive education. **Parents have been and continue to be the driving force for inclusive education.**

The best outcomes occur when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and, most of all, TRUST between parents and professionals.

7. Order the letters to make phrases.

1. *sdelabid* children
2. education *lumrrcuicu*
3. *uqeal* education
4. effective *spiraptshren*
5. specially *sidgneed* materials or technology
6. *undusno* information
7. *vesicluin* classes

8. What is your attitude to inclusive education? Does it have only pluses?
Discuss it in group.

9. Homework.

1. Choose several words from exercise 6. Use a dictionary or Google's search field (or another search engine) to build up more associations/collocations of each word.
2. Search the Internet and find out the information about the Universal Declaration of Human Rights (1948). Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
3. Write an article/essay about the history of inclusive education.

6. TEACHER RESEARCH

1. Read the article about teacher research and decide what the main point is in each paragraph. Memorize the italicized words and phrases.

WHAT IS TEACHER RESEARCH?

Teacher research can be a powerful form of *professional development* that can change a teacher's practice and redefine their roles as teachers. But what is it exactly and what does it involve?

Teacher research is practical, action-based research. It enables educators to follow their interests and their needs as they investigate what they and their students do. Teachers who practice teacher research find that it expands and enriches their *teaching skills* and puts them in *collaborative contact with peers* that have a like interest in classroom research. Some researchers call this type of research "action research".

Teachers are *subjective insiders* involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking at the curriculum. Traditional *educational researchers* who develop questions and design studies around those questions and *conduct research* within the schools are considered objective outside observers of classroom interaction. But when teachers become teacher-researchers, the "traditional" descriptions of both teachers and researchers change. Teacher-researchers *raise questions about* what they think and observe about their teaching and their students' learning. They collect student work in order *to evaluate performance*, but they also see student work as data to analyze in order to examine the teaching and learning that produced it.

Why is teacher research so important? Many teachers are already overburdened with curriculum requirements, accountability requirements, and all the day-to-day pressures and they wonder why they should take on one more thing. Teacher research is not an add-on; it is a way of being! When you look at your classroom from a stance of "How can I make teaching/learning better?" you are taking a teacher researcher stance. Teacher research is not something done TO us; it is something done BY us. The goal of teacher research is to put "Best Practices" about teaching/learning into actual practice in your classroom. And the person who does that is you, the classroom teacher.

Teacher research is inquiry that is *intentional*, systematic, public, voluntary, ethical, and contextual.

What Do Teacher Researchers Do?

- Develop questions based on their own curiosity about their students' learning and their teaching.
- Investigate their questions with their students systematically documenting what happens.
- Collect and analyze data from their classes including their own observations and reflections.
- Examine their assumptions and beliefs.

- Articulate their theories.
- Discuss their research with their colleagues for support as "critical friends" to validate their findings and interpretations of their data.
- Present findings to others.
- Talk to their students.
- Give presentations (talk to a teacher in room next door, go to conferences).
- Write about their research (school-wide publication, national).

Teacher-research projects often yield findings and implications that result in:

- Increased sharing and collaboration across departments, disciplines, and grade levels.
- Increased dialogue about instructional issues and student learning.
- Enhanced communication between teachers and students.
- Improved performance of students.
- Revision of practice based on new knowledge about teaching and learning.
- Teacher-designed and teacher-initiated staff development.
- Development of priorities for schoolwide planning and assessment efforts.
- Contributions to the profession's body of knowledge about teaching and learning.

The twists and turns of research journey open many doors for students and teachers. The enriched classroom environment that results will not occur without the research stance, question, and journey. Teacher research empowers teachers to make a positive difference in terms of classroom practice; it enables us to provide *relevant information* about teaching and learning in actual classrooms. Most importantly, by engaging in reflective practice, the teacher researcher improves the lives of students by always seeking to discover better, more effective ways of implementing teaching/learning.

2. Read the statements. Say if they are true (T) or false (F). (Prove your opinion).

a	Teachers are objective outside observers of classroom interaction	T/F
b	Teacher-researchers investigate their activity and explore their students' learning	T/F
c	The Research activity of the teacher develops his creative potential	T/F
d	The teacher strives to implement mainly his/her own developments and findings in his classroom	T/F
e	Teacher-researchers constantly observe their teaching and their students' learning	T/F
f	Teachers analyze their own experience which results in the development of the concept of new questions	T/F
g	Teachers keep the results of their research a secret from their colleagues to avoid criticism	T/F
h	The enriched classroom environment results in the creative activity of the teacher researcher	T/F
i	Teacher-researchers influence the classroom atmosphere positively through his/her research activity	T/F

3. Match the following synonyms from the article.

1. twists and turns	a. data
2. to validate	b. supposition
3. to enable	c. study
4. reflections	d. point of view
5. findings	e. confirm
6. to investigate	f. encumbered
7. relevant	g. assess
8. assumption	h. create
9. stance	i. syllabus
10. overburdened	j. allow
11. to articulate	k. apply
12. to evaluate	l. details
13. to develop	m. thoughts
14. to put into	n. actual
15. curriculum	o. formulate

4. Match the two parts.

1. Teachers are subjective insiders involved in classroom instruction as they	a. many doors for students and teachers
2. Traditional educational researchers who develop questions and design studies around those questions and conduct research within the schools	b. something done by us
3. Teacher-researchers raise questions about	c. actual practice in your classroom
4. Teacher Research is not	d. go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking at the curriculum
5. Teacher research is not something done to us; it is	e. a positive difference in terms of classroom practice
6. The goal of Teacher Research is to put "Best Practices" about teaching/learning into	f. an add-on; it is a way of being!
7. he twists and turns of research journey open	g. what they think and observe about their teaching and their students' learning
8. Teacher Research empowers teachers to make	h. are considered objective outside observers of classroom interaction

5. Order the letters to make phrases.

1. *jeivesctub* insiders
2. traditional *etionduca*
3. classroom *ctinteionra*
4. *uaevelteal* performance
5. *urculucrim* requirements

6. *aaluct* practice
7. *osetiobnrvas* and reflections
8. *riepretntanstio* of their data
9. e-mail *mconaticmuions*
10. *varenelt* information

6. Spend one minute writing down all words and word combinations you associate with the word "research". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

e.g. research work, teacher-researcher, science, to do research, investigation, etc.

7. In pairs/groups, talk about these topics or words from the text. What can you say about these words and your future activity?

educational researchers/ subjective insiders/ teacher's daily routine/ classroom interaction/ the enriched classroom environment/ best practices/ objective insiders/ an add-on

8. Write about *action research* for 10 minutes. Comment on your and partner's paper.

9. How do you think the process of action research (planning, acting, doing, reflecting) might improve pedagogies, aid teacher planning time, help students, and enhance programming? Share your opinion with your partner(s).

10. An experienced teacher shares her strategies for successful research work in class. Highlight the teachers' findings and comment on them. Imagine that you are at the Annual Best Practices Conference. Think about and write down some questions you would like to ask these teachers.

*Gail Ritchie was a K-1 teacher at Kings Park Elementary School in Fairfax County, Virginia. She was named Fairfax County Teacher of the Year in 1999–2000. She is now co-leader of the Teacher Research Network and during the school year 1999–2000 completed a teacher research paper concerning Virginia's Standards of Learning (SOL) integration entitled *Playing with History*.*

My first experience with teacher research occurred seven years ago. A colleague and I conducted research about how multiple intelligences theory could impact student learning. We saw effects far beyond those we had read about. That research affected me so profoundly that I now organize my classroom within a multiple intelligences framework. My classroom centers are related to the different intelligences, I teach children to value and respect the "different kinds of smart," and I invite children into the classroom community of learners by "opening windows" (Gardner) to their strengths and interests.

Two years later, I changed the way I organized my writing and art centers to reflect a philosophy of "communicating in one hundred languages" (Reggio Emilia,

Italy). I discovered that children are capable of communicating emerging understandings in many more ways than simply via pencil/paper. Again, the "Communication Center" is now a major part of my classroom.

This past year, I conducted a year-long research project on the relationship between play and learning. The twists and turns of my research journey opened many doors for my students and me. The enriched classroom environment that resulted would not have occurred without the research stance, question, and journey.

Teacher Research empowers teachers to make a positive difference in terms of classroom practice; it enables us to provide relevant information about teaching and learning in actual classrooms. Most importantly, by engaging in reflective practice, the teacher researcher improves the lives of students by always seeking to discover better, more effective ways of implementing teaching/learning.

11. Homework.

1. Find the examples of teacher research work in Google's search field (or another search engine) and share them with your partners in class.
2. Search the Internet and find out who provides support for teacher research in Russia. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
3. Write a letter to your virtual future colleague about what findings you would like to use in your classroom "to improve the lives of students" and to disclose "student's strengths and interests".

7. INTERACTION BETWEEN UNIVERSITIES AND SCHOOLS

1. Read the article about professional development through school-university partnership and decide what the main point is in each paragraph. Memorize the *italicized* words and phrases.

PROFESSIONAL DEVELOPMENT THROUGH SCHOOL-UNIVERSITY PARTNERSHIP

The cooperation of universities and schools is one of the important *educational initiatives* for successful activity which ensures efficiency of *the education system* on the one hand, and the achievement of its goals and objectives on the other.

University Educational Clusters are regarded as forums for *passionate debate* as well as models that would bring together great intellectual forces when the university teachers, *the most dedicated school teachers*, the university and school administration, student teachers and pupils become engaged with the common idea of creating a teaching platform for the exchange and *dissemination of innovative experience* geared up with research into all aspects of the teaching/learning process. This cooperation can contribute to better *pupils'* learning and their higher achievement by using *new strategies* for incorporating them into *classroom routines*. It also introduces them to the activities of the University and is preparing them (*would-be-applicants*) for entering a particular institution, adapts them to university education by involving them in *the whole spectrum of experiences*.

School teachers are provided with ample opportunity to familiarize themselves with new methods, and techniques, *receive individual advice* from university educators on the methods of subject teaching, and discover more about new *information resources*. They are able to test their new skills by sharing *updated experience* through interaction with university teachers and other *fellow members* within the Cluster.

School authorities may obtain additional *qualified assistance and supervision* provided by University faculty members, as well as information on optimizing the educational process and its administration provided by *university authorities*, as well as additional forms of promoting *pupils career counseling*.

University professors and *scholars* have the opportunity to test their methods and scientific developments in practice, are able to obtain additional *empirical material* for future research that will contribute to the formation of new techniques and new *research perspectives*.

2. Read the headline. Guess if a-i below are true (T) or false (F).

a	The cooperation of universities and schools is one of the important educational initiatives for successful activity	T/F
b	University Educational Clusters are not regarded as forums for passionate debate as well as models that would bring together great intellectual forces	T/F
c	This cooperation can contribute to better pupils' learning and their higher achievement by using new strategies for incorporating them into classroom routines	T/F
d	It also introduces them to the activities of the University and is preparing would-be-applicants for entering a particular institution	T/F
e	School teachers are not provided with ample opportunity to familiarize themselves with new methods	T/F
f	School teachers are able to test their new skills by sharing updated experience through interaction with university teachers and other fellow members within the Cluster	T/F
g	School authorities may obtain additional qualified assistance and supervision provided by University faculty members, as well as information on optimizing the educational process and its administration provided by university authorities	T/F
h	University professors and scholars do not have the opportunity to test their methods and scientific developments in practice	T/F
i	University professors and scholars obtain additional empirical material for future research that will contribute to the formation of new techniques and new research perspectives	T/F

3. Match the following synonyms from the article.

1. efficiency	a. acquaint
2. familiarize	b. effectiveness
3. empirical	c. experimental
4. qualified	d. distribution
5. dissemination	e. competent
6. contribute	f. facilitate
7. applicant	g. control
8. supervision	h. get
9. obtain	i. new
10. updated	j. candidate

4. Match the two parts. Sometimes more than one choice is possible.

1. University Educational Clusters are regarded as forums for passionate debate as well as models	a. by using new strategies for incorporating them into classroom routines
2. This cooperation can contribute to better pupils' learning and their higher achievement	b. new methods, and techniques
3. School teachers are provided with ample opportunity to familiarize themselves with	c. with university teachers and other fellow members within the Cluster
4. They are able to test their new skills by sharing updated experience	d. by university authorities
5. School authorities may obtain additional qualified assistance provided	e. in practice
6. University professors and scholars have the opportunity to test their methods and scientific developments	f. that would bring together great intellectual effort

5. Order the letters to make phrases.

1. *Aldeucaiont* initiatives
2. passionate *batede*
3. innovative *eriencexep*
4. new *rattegiess*
5. would-be-*licantsppa*
6. *ividuadlin* advice
7. career *ngunselico*.
8. fellow *ebersmm*

6. Translate the following sentences into Russian.

1. He is new to the **school**.
2. The purpose is to prevent our **education** from becoming obsolete and irrelevant within new global practices in education.
3. Make notes if you feel there is anything that you wish to discuss with a particular **teacher**.
4. She said the council had always tried to be creative and **innovative** with its school meals.
5. Once or twice a month I volunteer in a kindergarten **classroom**.
6. The student teachers were under the **supervision** of the faculty member at all times.
7. He was one of the pioneers in **career counseling**, dedicated to helping young people get a constructive start in life.
8. Schools need more **debate** on the issue.
9. The book offers **advice** on how to choose the best career.
10. The new English teacher outshines all of his school **fellow members**.
11. Young children need constant **supervision**.
12. We **updated** the database with the most recent figures.

13. The college offers **career counseling**.
14. This theory needs to be backed up with solid **empirical material**.
15. The book examines the subject from a feminine **perspective**.

7. Write about *university-school interaction* for 10 minutes. Comment on your and partner's paper.

8. Homework.

1. Search the Internet and find out about the new models of university-school interaction. Share what you discover with your partner(s) in the next lesson. Give a 2-minute talk.
2. Write an essay about a model for university-school partnerships.

SUPPLEMENTARY READING

1. WORLD EDUCATION MISSING THE MARK



Most of the world's richest nations are breaking their promises to provide funding for primary education for the world's poorest children. Eight Millennium Development Goals were established by rich countries five years ago; the provision of education in developing countries was one of these. The Global Campaign for Education (GCE) has written "school report cards"

on the 22 donor countries and most score badly. The GCE report, "Missing the Mark: A School Report on rich countries' contribution to Universal Primary Education by 2015", reveals that 100 million children are receiving no education because of broken promises. "Put simply...[rich] countries are preventing children in poor countries from going to school," said GCE spokesperson Rasheda Chowdhury.

The GCE graded the quantity and quality of education aid programmes. The USA and Austria are the only two countries that received an "F" grade; Norway and Holland are top of the class with "A's". The USA's report card remarks: "George is making strides to increase basic education funding, although he is not yet living up to his potential." The GCE document decries as "scandalous" the pledged but unreleased \$3 billion needed to keep on track: "For about the cost of four Stealth bombers, we could get 100 million more children into school." It concludes that when these "children are deprived of education, it is not just a huge number of lives that we are throwing away. We are also throwing away...the best chance we have to put an end to world poverty, and secure a more peaceful and stable future for us all."

Questions

1. What did you think about this article?
2. Did anything in this article surprise you?
3. Did anything in this article typical of similar global reports?
4. What do you think of the G8 (previously G7) group of nations?
5. What do you think of global campaigns for this or UN campaigns for that?
6. How important is universal primary education?
7. How was your primary/elementary education?
8. How would you feel about your children having no primary education?
9. Is primary education a human right?
10. Are you surprised so many countries broke their promises on aid?

2. WE MAYBE ABLE TO LEARN VOCABULARY WHILE SLEEPING

A new study shows that we could learn vocabulary while we are sleeping. This is great news for students struggling to learn a new language. It is also good for anyone who is trying to expand their knowledge of words. Researchers from the University of Bern in Switzerland have shown that it is possible to learn new information



while we are sleeping deeply, and then recall this information when we need it after we wake up. This new information includes foreign language vocabulary. The researchers conducted tests on whether or not a person can remember new words and their translations while they were asleep. They said our sleeping brain is much more aware of the outside world than we thought.

Researcher Marc Züst said, "Language areas of the brain and the hippocampus – the brain's essential memory hub – were activated" after a person woke up. He said these areas of the brain allow us to remember vocabulary during deep sleep. The researchers said that during deep sleep, our brain cells are active for a short period of time – about half a second. The cells then enter into a period of inactivity – again, about half a second. The active state is called "up-state" and the inactive state is called "down-state." The "up-state" period is the time when our brain could learn new vocabulary. The researchers say more research is needed to be 100 per cent sure that we can learn vocabulary while asleep.

<https://breakingnewsenglish.com/1902/190206-learning-vocabulary.html>

Questions

1. Did you like reading this article? Why/not?
2. What do you think about what you read?
3. In which country do the researchers work?
4. When did researchers say we recall information learnt while we sleep?
5. What did researchers say they tested besides new words?
6. What did the researchers say the sleeping brain was more aware of?
7. What is the hippocampus?
8. How long is each period of brain activity and inactivity?
9. What is the inactive state of our brain while we sleep called?
10. What can we do in the "up-state" period of our sleep?
11. How sure did researchers say they needed to be?

3. ALGERIA TURNS OFF THE INTERNET TO STOP EXAM CHEATS



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.

<https://breakingnewsenglish.com/1806/180623-exam-security.html>

Questions

1. What exams did the government want to stop people cheating in?
2. How long will the Internet shut down for after each exam starts?
3. On how many different days will the Internet shut down?
4. How many exam centers are there in Algeria?
5. When were many test questions leaked?
6. What did the education minister say would be blocked for six days?
7. What will be put in all exam halls for extra security?
8. Where has the government put security cameras?
9. What did many students think the government was doing?
10. How old is the student who commented about the government's actions?

4. HOTTER WEATHER LOWERS EXAM RESULTS

Hotter weather leads to lower exam results, according to a new study from Harvard University, the University of California and Georgia State University. What's more, hot weather may reduce learning in both the short term and long term. Researchers reported that hot weather on test days and higher than average temperatures



throughout the school year resulted in poorer grades. The study is the first major research into the effect of heat on students in the USA. Researchers analyzed how test scores from 10 million American students were impacted by the weather. They showed that an average temperature increase of just 0,55 °C over one year resulted in a one per cent decrease in learning.

The research is in a paper called "Heat and Learning" and was published last month by the USA's National Bureau of Economic Research. One of the more concerning conclusions contained in the study is that global warming may affect learning and the income-earning potential of students around the world. The researchers predicted that if global temperatures continued to rise, the average American student could lose \$25,000 in income over their lifetime because of lower exam results. Using air conditioning in classrooms could circumvent this. The researchers also found that hotter weather was, "particularly damaging...for low income and minority students" across the USA.

<https://breakingnewsenglish.com/1806/180601-exam-results.html>

Questions

1. How many universities took part in the research?
2. What kind of temperatures during the school year affected exam results?
3. What did researchers study the effect of on students?
4. How many students' test scores did the researchers look at?
5. How much of a temperature rise caused a 1 % decrease in learning?
6. What is the name of the research paper?
7. What other thing did the researchers say global warming might affect?
8. How much money could the average American student lose?
9. What could help avoid falling exam scores?
10. Who is hotter weather particularly damaging for?

5. BEST TO LEARN A NEW LANGUAGE BEFORE AGE OF 10



New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-like proficiency in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 remain adept at learning grammar. There is bad news for those who want to pick

up a new language beyond their late teens. The researchers say this is past the "critical period" when language-learning ability starts to decline. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite easy to become bilingual....That's when you're best at learning languages. It's not really something that you can make up later."

The research was based on an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners of all ages participated in the test. Researchers measured the grammatical ability of people who started learning a language at different points in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a gauge of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy to learn a language later in life. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might impact your learning rate for any language."

<https://breakingnewsenglish.com/1805/180504-language-learning.html>

Questions

1. What is the abbreviation of the university that conducted the research?
2. Until what age do children remain adept at learning grammar?
3. What kind of news did the researchers have for adults?
4. What kind of point did researchers describe?
5. For whom did researchers say it was easy to become bilingual?
6. How long was the grammar quiz that people took?
7. How many people took a grammar quiz?
8. What did the article say was likely to confuse non-native speakers?
9. What reason did a researcher give for adults not learning a language?
10. What might leaving home or starting work impact?

6. CHILDREN LACK SKILLS IN HOLDING PENCILS DUE TO IPAD

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.

<https://breakingnewsenglish.com/1804/180404-pencils.html>

Questions

1. Which organization carried out the study?
2. What do children spend a lot of time swiping these days?
3. What do children lack in their hands?
4. When did children have more ability in their hands?
5. What are children given in schools that they increasingly cannot use?
6. What are children using more of to create things?
7. What did a researcher say children aren't pulling these days?
8. What did some experts say technology is causing?
9. What could be weak because of an inability to hold a pencil?
10. What did the article say was better for children's development?

7. US STUDENTS WALKOUT TO PROTEST GUN VIOLENCE



Students in the USA took part in a protest on Wednesday. Tens of thousands of high-schoolers walked out of their schools to protest against gun violence. They chose March 14 for their protest as that marks a month since the February 14 Florida shooting in which 17 students lost their lives. At Stoneman Douglas High School,

where last month's tragedy took place, students gathered on the football field for 17 minutes to remember their lost classmates. One student said: "The walkout was for those who will never be here again, but we're fighting for those who might be next." Another student said: "I came out because of what happened in Florida, but also because of what happens in my neighborhood every day."

In the US capital, Washington DC, hundreds of students gathered outside the White House to protest. They sat with their backs turned to the building for 17 minutes. They then took part in chants against the powerful gun group the National Rifle Association (NRA). U.S. Senator Elizabeth Warren joined the crowds and spoke at a rally outside the Capitol building. She said: "The NRA has held Congress hostage for years now. These young people have shown up to free us. I believe the young people will lead us." Many of the students in the crowd wanted to remind President Donald Trump that they would be old enough to vote in the 2020 elections, so he should listen to them now.

<https://breakingnewsenglish.com/1803/180317-student-protests.html>

Questions

1. On what day of the week did the protests take place?
2. How many students took part in the protests?
3. Which U.S. state is Stoneman Douglas High School in?
4. For how long did students stay gathered in a football field?
5. What did a student say she was fighting for?
6. What building did students turn their backs to?
7. Who did the students chant against?
8. Where did Elizabeth Warren speak?
9. What did Ms Warren say the NRA has held hostage?
10. What will the students be able to vote in?

8. PARENTS ANGER AT \$730 ARMANI SCHOOL UNIFORMS

Parents of a Tokyo elementary school are up in arms at being asked to pay \$730 for their child's school uniform. A public elementary school in Tokyo's upmarket Ginza district has decided to adopt new school uniforms designed by the luxury Italian designer Armani. The bespoke uniforms, which include a hat and bag, are priced at over ¥80,000 (\$730) each. Parents are angry at the school's decision and are protesting at what they view as the exorbitant price for a uniform of an eight-year-old child. The school said it wanted a designer uniform that represented the rich area of Ginza. School officials visited top department stores and decided to ask the fashion brand Armani to design the uniform.



The expensive uniform has created such a fuss that it has been discussed in Japan's parliament. One lawmaker said that since the school is public and not private, "a certain price range needs to be considered". Finance Minister Taro Aso said: "Clearly it's expensive. It would be tough if a student could not afford to pay for it." Japan's education minister said steps would be taken to ensure the financial burden placed on parents for uniforms, "would not be excessive". Twitter users said young children are not interested in designer clothes. The school principal said: "With humility, I take the criticism that the explanation has been insufficient and not well-timed. I will go on explaining carefully to those concerned."

<https://breakingnewsenglish.com/1802/180211-designer-uniform.html>

Questions

1. What term did the article use to describe the parents' anger?
2. In what area of Tokyo is the elementary school?
3. What did the article say the uniform's price included?
4. Why does the school want such an expensive uniform?
5. What kind of shops did school officials visit to look for a uniform?
6. Where has the school uniform's price been discussed?
7. Who said the price of the uniform was clearly expensive?
8. What burden on parents did Japan's education minister talk about?
9. Who said young children aren't interested in designer clothes?
10. What did the school principal say he would go on doing?

9. CAMBRIDGE UNIVERSITY MAY END HANDWRITTEN EXAMS



The world-renowned Cambridge University is considering abolishing handwritten exams after 800 years. University officials may ask students to type their exam answers on a computer rather than use a pen. The move follows complaints from examination markers who

say they are finding test papers increasingly illegible due to poor handwriting. Academics say today's students primarily use laptops in lectures and tutorials instead of pens. Students are losing the ability to write by hand. One academic said asking students to hand-write exams actually causes them physical difficulties. The muscles in their hand are not used to writing extensively for prolonged periods of two to three hours.

A Cambridge University lecturer, Dr Sarah Pearsall, told Britain's 'Daily Telegraph' newspaper that handwriting was becoming a "lost art". She said: "Twenty years ago, students routinely [wrote] by hand several hours a day, but now they write virtually nothing by hand, except exams." She added: "We have been concerned for years about the declining handwriting problem.. It is difficult for both the students and the examiners as it is harder and harder to read these [exam] scripts." Dr Pearsall says some students' handwriting is so illegible that they had to return to the university over the summer to read their answers out loud to examiners who could not read their writing.

<https://breakingnewsenglish.com/1709/170913-handwriting.html>

Questions

1. For how long has Cambridge University had hand written exams?
2. What did exam markers say was becoming increasingly poor?
3. What do students mainly use in lectures and tutorials?
4. What do hand-written exams cause many students?
5. What is not used in students' hands for long periods of time?
6. What did a doctor say handwriting was becoming?
7. What did the doctor say students write by hand today?
8. What kind of trend did the doctor identify with handwriting quality?
9. What is it harder for students and academics to read?
10. Where did some students have to return to over the summer?

10. FINLAND TO REFORM EDUCATION FOR THE DIGITAL AGE

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."

<https://breakingnewsenglish.com/1706/170601-education.html>

Questions

1. What is Finland not satisfied at being on top of?
2. What does Finland's government want to prepare young Finns for?
3. What do teachers use in class to create models?
4. What does the government want to encourage?
5. What would be evaluated by a teacher and a company official?
6. What did a teacher say it was necessary to see a shift in?
7. What did a teacher say was not divided into disciplines?
8. What kind of crises did the teacher mention?
9. What did the teacher say children have not been given?
10. What kind of world did the say children need to deal with?

11. FINLAND HAS WORLD'S BEST EDUCATION SYSTEM



A new report into world education shows Finland has the best system. The global study is called "The Learning Curve" and is from the British magazine "The Economist". It aims to help governments provide a better education to students. The 52-page report looked at the education system in 50 countries. Researchers analysed millions of

statistics on exam grades, literacy rates, attendance, and university graduation rates. Asia did well in the report, with South Korea, Hong Kong, Japan and Singapore finishing second, third, fourth and fifth. The United States came 17th in the study, while Mexico, Brazil and Indonesia filled the bottom three positions in the top 50. The Learning Curve reported on five things that education leaders should remember. The first is that spending lots of money on schools and teachers does not always mean students will learn. Second is that "good teachers are essential to high-quality education". The report said teachers should be "treated as the valuable professionals they are, not as technicians in a huge, educational machine". Numbers three and four are that a country's culture must have a strong focus on the importance of education, and parents have a key part to play. Finally, countries need to "educate for the future, not just the present." The report said: "Many of today's job titles...simply did not exist 20 years ago."

timeshighereducation.co.uk / thelearningcurve.pearson.com

Questions

1. What were (are) you happy and unhappy with about your education?
2. What do you think of your teachers?
3. What three things can teachers do better?
4. Should teachers get paid the same as lawyers, doctors and bankers?
5. What is easy and difficult about a teacher's job?
6. How important is using technology in lessons?
7. What does "educate for the future, not just the present" mean?
8. What questions would you like to ask the author of the report?

12. UNIVERSITY STUDENTS TAKE AN "IMPOSSIBLE" EXAM

Final-year students at a university in England are angry after they took an economics exam. Students from the University of Sheffield have signed a petition to say the exam questions were "impossible" to answer. Nearly all of the 100 students who took the exam complained and signed the online petition. They want the university to



look into this. The students say the exam contained questions on topics that were not in their course. They also say the questions included a lot of difficult maths that they had not been taught. One student said a lecturer told them they would only need "simple" maths. They are now worried that they will get low test scores, and that this will affect what kind of degree they get.

The head of the economics department, Professor Andy Dickerson, told the BBC that the exam was fair. He said not all the questions needed maths. He said the level of maths in the exams was the same as the level taught to students on the course. Professor Dickerson also said all the exam questions were on topics the students had studied. He said: "All questions were based on topics taught in the course and for which further reading was provided." He added that one question in the exam used a term that students may not have seen before. He said this was no problem because the question explained the meaning of the term. The university said it would look carefully at the results.

<https://breakingnewsenglish.com/1502/150201-university-exam.html>

Questions

1. What did you think when you read the headline?
2. What springs to mind when you hear the word "exam"?
3. What do you think of exams?
4. What do you do the night before important exams?
5. What's the worst feeling you've had over an exam?
6. What do you think about what you read?
7. Should the students get a new, easier exam?
8. Has an exam ever made you angry?
9. How good are you at maths?
10. What do you think of universities?

13. TEACHERS CYBER-BULLIED BY STUDENTS AND PARENTS



Children as young as seven are posting abusive and damaging comments about their teachers on social networking websites such as Facebook and Twitter, according to new research. Even worse, some of the children's parents are adding their comments to what constitutes a serious escalation in the cyber-bullying of educators. The British teaching union NASUWT conducted a survey of more than 7,500 teachers. It found that almost

half of teachers had reported abuse to the school, police or the website on which the insults were posted. Other figures show that more than 20 per cent of teachers felt they had been cyber-bullied in the past year. Three per cent of the comments were from under-elevens.

The survey revealed that 64 % of the comments were made by pupils, 27 % by parents, and the rest a mix of both. Many of the comments related to teachers' appearance, competence, and sexuality. Chris Keates, NASUWT general secretary, said: "It is clear that steps need to be taken to protect teachers from the abuse of social media by pupils and parents." She added: "Teachers are often devastated by the vile nature of the abuse they are suffering. Some have lost their confidence to teach once they see foul and personal remarks made by pupils in their classes and have left the profession." Many teachers are afraid to report the abuse. They think it would lead to more trouble.

<https://breakingnewsenglish.com/1404/140427-cyberbullying.html>

Questions 3

1. Did you like reading this article? Why/not?
2. What should the teaching profession do about the cyber-bullying of teachers?
3. Should students be punished for abusive comments?
4. How can teachers deal with damaging remarks about them?
5. Should the police get involved in stopping this abuse?
6. Should a teacher be able to sue students and parents for comments about them?
7. What would you do if you found dozens of vile comments about you?
8. Has social media given people too much power to hurt others?
9. Are teachers treated well in your country?
10. What questions would you like to ask the head of the union?

14. CHINESE MATHS TEACHERS TO HELP UK SCHOOLS

The British government is looking to China to try to improve the standard of maths in British schools. Students in the Chinese city of Shanghai have the highest international test results according to a global testing agency. There is a huge difference in numeracy levels between the UK and China. Britain's Times newspaper reports that:



"The children of cleaners in Shanghai outperform those of UK doctors and lawyers in global maths tests." To attempt to rectify this situation, the UK government will hire 60 of Shanghai's best maths teachers. It is part of a new initiative called the National Numeracy Challenge, which aims at improving the mathematics ability of one million British students.

The UK government said it was shocked that Britain lagged far behind many countries in maths. It warned that poor numeracy is costing the country's economy up to \$30 billion a year. Britain's education minister Elizabeth Truss, who recently returned from a fact-finding mission in China, stated: "We have some brilliant maths teachers in this country but what I saw in Shanghai and other Chinese cities has only strengthened my belief that we can learn from them." She added: "They have a can-do attitude to maths and I want us to match that, and their performance." She said: "Good maths qualifications have the greatest earnings potential and provide the strongest protection against unemployment.

<https://breakingnewsenglish.com/1403/140314-mathematics.html>

Questions

1. What or who is looking to China for help?
2. In which world city do students have the best maths scores?
3. What kind of difference is there in British and Chinese numeracy levels?
4. Who do Chinese children beat in their maths test scores?
5. How many students does the British government aim to help?
6. What does Britain trail?
7. What is the cost of poor numeracy to the UK economy?
8. What kind of attitude did the minister say Chinese students had?
9. What kind of mission was the UK education minister on in China?

15. TEACHER ON TRIAL FOR ATTACKING STUDENT



A teacher in England is on trial for attacking a teenage student with a metal dumbbell. Peter Harvey, 50, is facing charges of attempted murder for the attack, which took place in July, 2009. The student, who cannot be named for legal reasons, suffered a fractured skull and severe cuts to his face. The boy, then 14, was repeatedly hit on the head with

the 3 kg weight. He was left unconscious and rushed to hospital. Students who witnessed the attack said Harvey's anger seemed to give him extra power. They told the court that he was screaming, "die, die, die" as he was hitting the youngster. Harvey denies attempted murder but has admitted causing serious bodily harm. The case is a huge talking point among teachers and students in England.

The media reports the boy was a leading troublemaker in the class. He has a long record of disrupting lessons. The court heard the boy received a disciplinary warning nine times last year. The reports say he would try to make Mr Harvey angry and then use his mobile phone to take videos of him. He then mailed the video around the school. The constant bad behaviour caused Harvey to take time off work with mental health problems. He told a colleague he wanted to harm someone. A counsellor told him he was too passive and needed to let his anger out. The judge asked the boy whether he thought it was funny to try to make a teacher angry who had been off ill. The boy replied: "There was nothing funny about him. What was funny was we were just having a good time with our friends."

<https://breakingnewsenglish.com/1004/100429-teachers.html>

Questions

1. What did you think when you read the headline?
2. What springs to mind when you hear the word "teacher"?
3. Would you like to be a teacher?
4. What do you think about this attack?
5. Do you feel more sorry for Mr Harvey or the student?
6. Do you think Mr Harvey should have been allowed to teach if he had mental health problems?
7. How would you deal with a class of 30 students who always swear at you, disrupt the class, take videos of you, etc?
8. Why do so many classrooms break down?
9. What is wrong with education that students no longer want to learn?
10. What's the best form of discipline?

16. EDUCATORS RECOMMEND MORE OUTDOOR LEARNING

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



stresses 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 organization 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.

NurseryWorld.com / telegraph.co.uk / bbc.co.uk

Questions

1. What is "outdoor learning"?
2. What are the good things about outdoor learning?
3. How much time did you spend outdoors at school?
4. Why is it bad for schools to only focus on exams?
5. How does outdoor learning increase quality of life?
6. Was it better to be a child 20 or 30 years ago?
7. How important is it for children to climb trees?
8. How can we teach children to respect nature?

17. FRANCE BANS SMARTPHONES IN SCHOOLS



France has voted to ban smartphones and personal tablets from schools. Lawmakers voted overwhelmingly by 62-1 on Monday to prohibit students aged between 3 and 15 from even bringing their devices to school. The ban is part of a campaign to reduce addiction to electronics. It fulfills a campaign

promise made by French President Emmanuel Macron in 2017. French Minister of National Education Jean-Michel Blanquer also campaigned for the ban saying devices were harmful to children's development. He called mobile devices a public health crisis and said the law protects children from the "phenomenon of screen addiction and the phenomenon of bad mobile phone use."

The new ban extends a previous law made in 2010 that meant students could not use their devices in lessons. There are exceptions to the ban for students with disabilities and for using devices in the classroom for extra-curricular activities. Many lawmakers do not believe the ban is enough to bring about change. They believe the ban is little more than a publicity stunt. Application of the ban to students aged 15 and older will depend on the policy of individual schools. Experts have found that the increased use of mobile devices causes cyber-addiction, sleep disruption and bullying. Opponents of the ban say it is a backward step and will not lead to an increase in learning.

<https://breakingnewsenglish.com/1808/180804-smartphone-ban.html>

Questions

1. How many lawmakers voted against the ban?
2. What did Emmanuel Macron make during the 2017 election?
3. What did France's education minister say the devices harmed?
4. What kind of crisis did the education minister talk about?
5. What was the second phenomenon the education minister described?
6. When was a previous law made?
7. For whom might there be exceptions to the smartphone ban?
8. What did many lawmakers call the ban?
9. What did the article say mobile devices did to sleep?
10. What did opponents of the ban call it?

18. SCHOOL CHILDREN GO ON STRIKE FOR CLIMATE

School children around the world have been going on strike. They are unhappy that their governments are doing too little to fight climate change. The strikes are part of a growing international movement called School Strike for Climate. Instead of going to school, students across the globe have been skipping classes to take part in street protests. Many of the protests have been outside government buildings.



The movement began in August 2018 when Swedish student Greta Thunberg stood outside Sweden's government every Friday. She held a sign that read: "School strike for climate". Photos of her went viral on social media. Students organized themselves and copied Ms Thunberg's actions.

The movement is growing worldwide. In 2019, strikes have taken place across Europe, North America and Australia. Over 45,000 students protested on one day in Switzerland and Germany. Students have held banners reading, "Why learn without a future?" "If you do not act as adults, we will" and "Like the sea level, we rise." The first worldwide strike will take place on March 15. Many scientists, politicians and teachers congratulated the students for their activism. However, not everyone is on the students' side. Australia's leader called for "more learning in schools and less activism". A journalist in the U.K. wrote: "If children really must wag their fingers at older generations for some imaginary sin, I wish they'd do it at the weekend."

(<https://breakingnewsenglish.com/1902/190226-school-strike-for-climate.html>)

Questions

1. Who did the article say students are unhappy with?
2. What is the name of the international movement?
3. What are students skipping?
4. When did the movement begin?
5. What is the nationality of the student who started the protests?
6. Where did 45,000 students protest?
7. What did a student banner say students did, like the sea level?
8. When is the first worldwide strike?
9. Which country's leader asked students for less activism?
10. When did a journalist want students to strike?

19. SCHOOL TESTS HARM SCIENCE EDUCATION



Making schoolchildren take tests is harming students' interest in science, as well as having a negative impact on kids' natural curiosity. This is the conclusion of a British university report into science teaching and testing in primary schools. Researchers from Durham University warned that too many schools were teaching science just so students could pass tests. There is a lot of pressure for

students to get to better schools. The experts said there was very little real science teaching going on that encouraged students to find out things for themselves. Learning by doing, experimenting and seeing should be at the heart of all physics, chemistry and biology lessons. The Durham University team found the opposite; that there was little hands-on, practical work taking place in Britain's schools.

Lead researcher Professor Peter Tymms said it was important to develop new approaches to primary school science. He compared today's teaching with that of the past sixty years and found that testing was harming children's natural desire to ask questions about science: "We suspect that the current national approach to science in primary schools is not impacting on children's scientific thought and curiosity as much as is possible," he said. Professor Tymms made it clear what schools and science teachers need to focus on, saying: "The purpose of science in primary schools should be to foster a sense of curiosity and positive attitudes in the young child. It should also guide the child in solving problems to do with the physical, natural and human worlds."

(<https://breakingnewsenglish.com/0809/080924-tests.html>)

Questions

1. Did you like reading this article?
2. Do you take anything special into a test?
3. Do you think education today is a lot better than it was 60 years ago?
4. Did you ask a lot of questions in class when you were at school?
5. What is more important for children – curiosity or learning?
6. What's the most important thing schools need to focus on?
7. What do you think the purpose of science in primary schools is?
8. Did going to school foster your curiosity?
9. Is science the most important thing children should learn?
10. What questions would you like to ask Professor Peter Tymms?

20. PAPER BOOKS BETTER THAN E-BOOKS FOR BEDTIME STORIES

The march of technology may seem unstoppable, but all things digital may have a way to go before they replace the traditional bedtime book – the paper one. A new study shows that paper books are better than e-books for bedtime reading. The study suggests that the good old printed book, with real pages



that you turn with your fingers, makes parents and children interact more than they do when reading with an electronic book. Researchers from the University of Michigan studied how 37 pairs of parents and toddlers interacted with e-books and paper books. The researchers found that with electronic books, parents asked their children fewer questions and made fewer comments about the story.

The study involved observing parents and children (aged two or three) reading from three different book formats. These were printed books, basic e-books on a tablet, and enhanced e-books with features such as animation, graphics and sound effects. The researchers discovered that the parents and toddlers interacted with each other less with both types of e-books than they did with the printed books. A researcher said that when they did speak, they were far likelier to talk about the device and the technology rather than about the story. Children were likelier to say things like, "don't push that button" or "don't change the volume" than ask questions or make observations about the story.

<https://breakingnewsenglish.com/1903/190328-paper-books.html>

Questions

1. What did the article say seemed unstoppable?
2. What did the article say you could turn with your fingers?
3. What do parents and children do more when reading paper books?
4. How many pairs of parents and children did the researchers look at?
5. Who did the researchers say asked fewer questions with the e-books?
6. How old were the children in the research?
7. What kind of effects did the enhanced e-books have?
8. What were parents and toddlers likelier to talk about?
9. What did the toddlers not want parents to push?
10. What did the toddlers ask parents to change on the e-books?

21. ONLINE LEARNING AND LESSONS TO CONTINUE IN 2021



The year 2020 has been a tumultuous one for educators. Hundreds of thousands of teachers across the globe had to get to grips with online platforms to deliver their lessons. Millions of students were stuck at home doing their lessons via websites like Zoom. This has created an unprecedented transformation in education as technology has taken

centre stage. The quality of education differed around the world according to the quality of Internet connections, the level of preparedness of teachers and their competence in engaging with the technology. It also depended on what kind of devices students had at home. Many students were deprived of lessons because they had no computer, tablet or smartphone.

The Education Ministry in Malaysia has rolled out a new initiative to help underprivileged children. Around 150,000 eligible pupils from 500 schools will receive a device to enable them to participate in online lessons. The Education Minister hopes to build on the success of this initial rollout to expand the programme. He said: "Apart from assisting pupils and schools in need, this pilot project is to find the best implementation method before it is proposed for expansion." The plans include enhancing educational television programming for students with no Internet access, and employing sign language interpreters to help the hard of hearing. A teacher said she was happy her government was prioritizing students' needs.

<https://breakingnewsenglish.com/2101/210102-online-learning.html>

Questions

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word "online"?
3. What do you think of online learning?
4. Would you prefer face-to-face or online learning?
5. What are the advantages of online learning?
6. What experiences do you have of online learning?
7. Why might teachers like teaching online?
8. What is the best platform for online learning?
9. Who is online learning good for?
10. Should all students be learning online in the future?

22. RESEARCHERS WANT TO CORRECT JAPANESE ENGLISH

There are many types of English around the world. Some well-known varieties in Asia include Chinglish in China, Singlish in Singapore and Japanese English. A group of language experts in Japan is troubled by how the government uses English. In particular, it says the government uses computer or online translation too much. Researchers say many translations create strange and confusing words and expressions. Many of these are confusing to English speakers. The researchers worry this could have a negative impact on Japan's tourist industry. They even say the increasing amount of unsuitable words is becoming a "national embarrassment" in Japan.

The research team says computer software gives odd or incorrect translations for individual kanji – the Chinese characters used in Japanese writing. There are many examples of this, including "Hello Work" – the name for job centres, and "Go To Travel" a plan to help tourism in Japan during the COVID-19 pandemic. The team says software creates, "unintentionally funny translations that could easily be corrected if they were just checked by an English speaker". Businesses also create this English. The Christmas message being used by the Seibu Sogo department store has raised eyebrows. It says "Stay Positive." Many people believe this is the wrong thing to say during coronavirus and "Stay Happy" would be better.

<https://breakingnewsenglish.com/>

Questions

1. What is the name of the variety of English spoken in China?
2. What group in Japan is troubled by the government's use of English?
3. Who does the article say can be confused by translations?
4. What impact might poor translations have on Japan's tourism industry?
5. What did the group say the unsuitable words were becoming in Japan?
6. What is the name of the Chinese characters used in Japanese writing?
7. What is the name of the national job centre in Japan?
8. Who did a professor say could easily correct "funny translations"?
9. What did a Christmas message from a department store raise?
10. What did the article say was a better slogan than "Stay Positive"?

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