

Р.И. Кусарбаев, О.В. Мухаметшина

АНГЛИЙСКИЙ ЯЗЫК

**для студентов направления подготовки
«Педагогическое образование»**

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университет»**

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Учебно-практическое пособие

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Данное пособие содержит материалы по дисциплине «Иностранный язык» и предназначено для бакалавров направлений подготовки 44.03.01 – Педагогическое образование (профиль: Начальное образование), 44.03.05 – Педагогическое образование (профили: Начальное образование. Дошкольное образование). В пособии представлены оригинальные тексты, посвященные содержанию обучения в начальной, средней и высшей школе англоязычных стран, проблемам образования и педагогики, а также общим проблемам психологии и воспитания.

Учебный материал пособия может быть использован для аудиторной и самостоятельной работы студентов бакалавриата разных направлений подготовки.

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ВВЕДЕНИЕ

Целью данного учебно-практического пособия является совершенствование навыков говорения, чтения и перевода на английском языке с помощью профессионально-ориентированных текстов. Пособие предназначено для студентов направления подготовки «Педагогическое образование».

Иностранный язык выступает средством формирования не только иноязычной коммуникативной компетенции как частной универсальной компетенции, но и универсальных компетенций, заявленных Федеральным образовательным стандартом нового поколения.

Пособие включает в основном оригинальные тексты, посвященные содержанию обучения в начальной, средней и высшей школе англоязычных стран, проблемам образования и педагогики, а также общим проблемам психологии и воспитания.

Каждый текст сопровождается различными заданиями, нацеленными на формирование коммуникативных умений у студентов, на овладение педагогической терминологией, обучение всем видам чтения, переводу со словарем, реферированию, аннотированию и говорению на заданную тему. Тексты и задания подобраны с учетом уровня подготовки студентов в рамках программы «Иностранный язык». В текстах представлены творческие задания и коммуникативные клише, направленные на развитие навыков подготовленной речи, неподготовленного ситуативного высказывания и мотивирующие студентов к высказыванию собственного мнения о прочитанном.

Text 1

The First Day at School

Read and translate the text

Can you remember your first day at school? It was probably rather confusing. Now to avoid this confusion many primary schools have a special teacher who welcomes new pupils. In England she is called a reception-class teacher. On the first day it is her responsibility to "settle" the newcomers. The difficulty is that a lot of people give their children the wrong idea about going to school. The children are threatened with the idea of school, and if they have been good, they can't understand why they have to go to school. They imagine that school is optional.

When the child goes to school, on his first day, he has to watch his mother leaving. Often he thinks that she is deserting him. The teacher must convince him that at the end of the day his mother and his home will still be there. The children are not the only people that are disturbed by going to school. The teacher sometimes has just as much difficulty in coping with the mothers. They are just as upset as their children. They hang around and dislike leaving the child to his fate. All day they stay at home, wondering what is happening and how their son or daughter is managing.

The best way to deal with the situation is to get the child used to the idea of school. Before the beginning of term the mother should take her child to see the teacher and to look round the school. The first day should be something to emphasize the regularity of school, and although the first day is difficult, the mother must remember that her child must be encouraged for a whole term at least.

Find in the text the English for

суматошный (полный неразберихи)
приветствовать

ответственность
новичок
давать неправильное представление о...
пугать
представлять (себе)
необязательный
покидать (бросать)
убедить
справиться с чём-л.
расстроенный
судьба
приучить кого-л. к чему-л.
с нетерпением ждать чего-л.
подчеркнуть (сделать упор на)
ободрить

Choose the best answer

- 1) On the first day a reception-class teacher ...
- a) is a newcomer.
 - b) teaches in a special way.
 - c) establishes the children in the class.
- 2) A lot of people ...
- a) tell their children that school is wrong.
 - b) misinform the children about the school.
 - c) have bad ideas about school.
- 3) The children think school ...
- a) is a punishment.
 - b) is difficult to understand.
 - c) is a good idea.

- 4) Often the children feel ...
- a) happy when their mothers leave.
 - b) lonely
 - c) angry.
- 5) The teacher tells him that his mother ...
- a) has left.
 - b) has deserted him.
 - c) has left him temporarily.
- 6) The mothers are often ...
- a) as angry as their children.
 - b) as difficult as their children.
 - c) as nervous as their children.
- 7) They ...
- a) stay at the school for a long time.
 - b) leave immediately.
 - c) walk around the school.
- 8) The best solution is to ...
- a) get the child accustomed to school.
 - b) use the school for some special purposes.
 - c) give the child ideas about school.
- 9) The child should ...
- a) enjoy the thought of the first day.
 - b) be frightened about the first day.
 - c) prepare himself for the first day.

- 10) It is important to ...
- a) warn the child about the regularity.
 - b) exaggerate the regularity.
 - c) underline the regularity.

Say what should be done to avoid confusion on the first day at school.

Share your own suggestions as to what a teacher should do on the first day. Try to give some practical advice to a beginning teacher.

Say whether you remember your own first day at school and what you and your parents felt then.

Text 2

My Future Profession

Read and translate the text

Many young people consider teaching as a career. It's not surprising – teachers play a very important role in our lives. They serve humanity doing the most vital job of all. The successful solution of the complex tasks of upbringing depends to a great extent on the teacher, his professional skill and cultural background.

Every job has its pros and cons. The profession of a teacher is not an exception. On the one hand this work is creative and varied. Teaching is a constant stream of decisions and a real challenge to one's character and abilities; it requires a flexible approach to every lesson and good communication skills. This profession can be rewarded if you like dealing with

children because children will love you too. On the other hand most jobs are done within the usual office hours from 9 a.m. till 5 p.m. but not for teachers. They are devoted to their work and their evenings are usually spent in marking exercise books and preparing for the next lesson.

Teachers often complain that they are overworked and underpaid. To be a teacher is a great responsibility. Everybody knows that it isn't easy to teach modern children. Teachers don't only give knowledge in their own subject. They must be a model of competence and know a lot of things in many other subjects. A teacher is a person who is always mastering and learning himself while teaching others because every time you learn something new you become something new. An ignorant teacher teaches ignorance but a good teacher catalyzes in his pupils the burning desire to know.

Modern school is aimed to develop individual abilities of children, independent thinking and creativity. To be a good teacher you must be deeply interested in what you are doing. You have to be quite creative and well educated yourself. Besides a teacher should have such personal qualities as generosity, tolerance, flexibility and so on. A boring teacher teaches boredom, so a teacher cannot afford being dull or narrow-minded. Only bright personalities are respected by audience.

Teachers have to be clever and obtain a set of specific skills to be able to explain difficult points in simple words because they must develop their pupils' intellect, form their views and characters, their attitude to life and to other people.

As for me I made my choice long ago – I want to become a teacher. I cannot say that all the necessary qualities can be found in me but I'm keen on this profession and I'll do my best to match it. It's not easy, as it may seem at first but I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my future work.

Words and expressions

ability – способность

afford – позволять себе

approach – подход
attitude – отношение
background – опыт
bright – яркий, умный
creative – творческий
complain – жаловаться
consider – считать, рассматривать
desire – желание
to do one's best – делать все
возможное
dull – скучный, глупый
flexible – гибкий, творческий
generosity – великодушие
humanity – человечество
ignorant – невежественный
to be keen on – очень любить
mark – выставять отметки
master – овладевать
narrow-minded – ограниченный
pros and cons – за и против
quality – качество
require – требовать
responsibility – ответственность
reward – награждать
serve – служить
skill – умение
solution – решение
succeed – добиться успеха
tolerance – терпение
upbringing – воспитание
vital – жизненно важный

Answer the following questions

1. Why do young people consider teaching as a career?
2. What are the advantages of this profession?
3. Teaching is done within the office hours from 9 a.m. till 5 p.m., isn't it?
4. What must a good teacher know?
5. What kind of person should a good teacher be?
6. Why is it a great responsibility to be a teacher?

Ask your groupmates

- 1) what profession he (she) has chosen;
- 2) what specific skills teaching requires;
- 3) when the profession of a teacher is rewarded;
- 4) why teachers are always mastering and learning themselves;
- 5) what a good teacher catalyzes in her pupils;
- 6) if modern school is aimed to develop independent thinking and creativity;
- 7) what a teacher cannot afford himself /herself;
- 8) what a good teacher is able to explain;
- 9) if he / she is keen on this profession.

Match the beginning and the end of the following quotations and express your opinion about them

To teach is... ..I can only make them think.

I cannot teach anybody anything,but you enter by yourself.

Teachers open the door,to learn twice over.

Better untaughtbut the regard for it is a lost tradition.

Like teacher,are more to be honored than parents.

Teaching is not a lost art,than ill-taught.

Those who educate children well like pupil.

Finish the sentences and try to made up your story “To be a teacher”

1. Many young people consider teaching as a career because
2. The profession of a teacher is
3. Every job has its
3. Teaching requires
4. Teachers often complain that
5. Teachers don't only give knowledge in their own subject but they must know
6. Teachers develop ... and form

Translate the clichés usually used for a discussion

Today we are going to speak about ...

The topic of our today's discussion is ...

In our discussion we are going to deal with ...

Our discussion is devoted to the problem of ...

I think that ... / I suppose that ... / I believe that ...

As for me ...

As far as I know ... / As far as I remember ... / As far as I understand ...

In my opinion ... / To my mind ... / From my point of view ...

The fact is that ... / As a matter of fact ...

I'd like to add ... / I'd like to say ...

Frankly speaking ... / To tell the truth ...

It is necessary to mention that ...

We shouldn't forget that ...

That's right. / That's correct. / That's true.

You're right.

I agree with you. / It's really so. / I think so too.

That's not right. / That's not correct. / That's not true. / That's wrong.

I don't agree with you. / I disagree with you.

I think you are mistaken. / I'm afraid you are wrong.

I may be mistaken but it seems to me that ...

On the one hand ..., on the other hand ...

Let us summarize the main conclusions of our discussion. ...

Today we have discussed the problem of ...

Text 3

Teachers and Actors

Read and translate the text

To be a good teacher, you need some of the gifts of a good actor; you must be able to hold the attention and interest of your audience; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear.

Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage, for there are important differences between the teachers' work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play; they ask and answer questions. The teacher, therefore, has to understand the needs of his audience, which is his class. He can not learn his part by heart, but must invent it as he goes along.

There are many teachers who are fine actors in class, but are unable to take part in a stage-play ...

Words and expressions

to hold the attention and interest – привлечь внимание и интерес

gifts – одаренность, талант

motionless – неподвижный

explanations – объяснения

loudness – громкость

invent – изобретать

stage – сцена

Answer the following questions

1. What do a teacher and an actor have in common?
2. How do they differ?
3. Do you think teaching is easy?
4. What difficulties do young teachers face?
5. What is an ideal teacher? What qualities should he or she possess?

Ask your groupmates

- 1) what you need to have to be a good teacher
- 2) if the teacher should not be emotional
- 3) you need some of the gifts of a good actor
- 4) how a teacher works compared to an actor

Complete the sentences with the words from the text

1. To be a good ____, you need some of the gifts of a good ____. 2. You must be able ____ of your audience. 3. You must be a clear ____, with a ____ voice which is fully under your control. 4. Watch ____, and you will see that he does not ____ before his class. 5. The fact ____ of a good actor does not mean that he will indeed ____ well on the stage. 6. His audience ____ in his play.

Finish the sentences and try to made up your story

To be a good teacher, you need...

You must be able...

You must be a clear speaker, with...

Watch a good teacher, and you will see that...

He stands the whole time he is teaching, he walks about, using...

Listen to him, and you will hear....

The fact that a good teacher has some....

The actor has to speak words which...

He has to repeat...

A good teacher works...

His audience takes...

Use the clichés for a discussion

Let's discuss pro and contra. – Давайте обсудим «за» и «против».

Let's clear it up. It's the matter of great importance. – Давай разберёмся. Это дело большой важности.

I am not much of a public speaker but I'd like to add... – Я не очень хороший оратор, но мне хочется добавить (вступаем в дискуссию)...

What I want to speak about is... То, о чем я хочу поговорить сейчас – это...

Let me inform you about... – Позвольте мне сообщить вам...

And now about... – А теперь о...

As for... – Что касается...

My speech will be about ... – Речь пойдет о...

I will tell you about... – Я расскажу Вам о...

At first – Во-первых

First of all – Прежде всего

As far as I remember/know... – Насколько я помню/знаю...

If I'm not mistaken... – Если я не ошибаюсь...

If I remember rightly... – Если я правильно помню...

It's needless to say... – Нет нужды говорить...

It's common knowledge that... – Это общеизвестно, что...

It's well known that... – Хорошо известно, что...

Everybody knows... – Все знают, что...

No one is surprised to hear that... – Никто не удивится, услышав, что...

It's important, I think. – Я думаю, это важно.

It's also very interesting that – Также очень интересно...

Frankly speaking – Честно говоря

Strictly speaking – Строго говоря

To say the truth – По правде сказать

In fact – На самом деле

There is no doubt that... – Нет сомнений в том, что...

Now, where was I? – Итак, о чем я говорил?

Where were we? – На чем мы остановились?

Getting back to the topic – Возвращаясь к теме

What are you driving at? – К чему ты клонишь?

I just say things that come into my head. – Я просто говорю то, что приходит на ум.

Text 4

Robot Teachers

Read and translate the text

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all? British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can. One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job. Those negative aspects of teaching are something everyone agrees on.

Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Match the definitions (a–f) with the vocabulary (1–6)

Vocabulary Definitions

- | | |
|------------------------|---|
| 1. ...a takeover | a. the ability to think of new ideas |
| 2. ...to adapt | b. to think something is less than it is |
| 3. ...to underestimate | c. to work out what kind of illness someone has |
| 4. ...empathy | d. when someone takes control of something, like a job or a place |
| 5. ... to diagnose | e. to change something so that it fits better |
| 6. ... creative | f. the ability to deeply understand someone's situation or feelings |

Are the sentences true or false?

1. Most jobs seem as if they can be done by robots or computers.
2. Robots are always better at diagnosing illness than doctors.
3. Many experts agree robots will replace teachers by 2027.
4. One advantage of robot teachers is that they don't need to rest.
5. Robot assistants could help teachers by marking homework.
6. Some teachers use robots to reduce their time answering emails and marking homework.

Choose the best answer

1. It's easy to think robots ...
 - a. will replace people even if we don't like the idea.
 - b. are more capable than people and it's true.
 - c. can do less than people but it's not always true.
2. Anthony Seldon thinks teachers in the future will ...
 - a. help robots in class.
 - b. teach knowledge to students.
 - c. no longer exist.

3. Robots will probably never ...
 - a. have human understanding of emotions.
 - b. be a popular choice for teachers.
 - c. be intelligent enough to work in education.
4. Some parts of the world ...
 - a. pay robots to teach.
 - b. already use robots in teaching jobs.
 - c. have a shortage of teachers.
5. Teachers ...
 - a. work harder than office workers.
 - b. have less help than office workers.
 - c. leave their jobs to become office workers.
6. Robots could ...
 - a. empathise with students.
 - b. mark homework.
 - c. prepare lessons.

Discussion

Would you like to have a robot as a teacher?

Use the clichés for a discussion

In addition... – В дополнение...

I would like to add that – Я бы хотел добавить, что...

By the way – кстати, между прочим

Just for the record – для справки

Let me think... – Дайте подумать...

Wait a moment / just a moment / minute... – Секундочку....

How could it slip my mind? – Как это могло выскочить у меня из головы?

Oh, it's a pity, I don't remember his name – Жаль, но я не помню его имени...

I'm trying to collect my thoughts. – Пытаюсь собраться с мыслями.
What do you mean? – Что Вы имеете в виду?
What does it mean? – Что это значит?
... What is it? – ... (слово, которое не поняли) Что это?
What do you want to say? – Что Вы хотите сказать?
Could you say it again? – Скажите, пожалуйста, еще раз.
Could you repeat, please? – Не могли бы вы повторить, пожалуйста.
Excuse me, I don't understand. Could you speak not so quickly? – Простите, я не понимаю. Не могли бы вы говорить не так быстро?
I don't quite follow you. – Я не совсем улавливаю мысль.
I'm not sure I get what you mean. – Я не уверен, что понял, что Вы имели в виду.
What did you say? – Что вы сказали?
In other words... – Другими словами...
Paraphrasing we can say... – Иными словами можно сказать...
I see... – Я вижу (понимаю)...
I understand... – Понимаю...
And? .. – И?
I got it. – Понял.
Really? – Правда?
Are you sure? – Вы уверены?
I was surprised. – Я удивлен.
That's awful! – Это ужасно!
Shame on you! – Как не стыдно!
It doesn't matter for me. – Это не имеет значения для меня.
It's a pity. – Жаль.
It is a thousand pities. – Очень жаль.
It could be better. – Могло бы быть лучше.
It could have been worse! – Могло быть и хуже.
Dear me! – Вот это да! (удивление)
O my God! – Боже мой! (удивление)
Things happen. – Всякое бывает.

It's terrible! – Это ужасно!
It's boring! – Это скучно!
I didn't like it at all. – Мне это не нравится вообще.
It is great! I like it. – Здорово! Мне нравится.
It's really interesting. – Это действительно интересно.
I can't say it's great. – Не могу сказать, что это здорово.
Not bad. – Неплохо.
I dislike it. – Мне не нравится.
May I ask you... – Можно у вас спросить...
I wonder... – Интересно...
I would like to know... – Мне хотелось бы знать...
Tell me please... – Скажите мне, пожалуйста...
My question is... – У меня такой вопрос
I wish I knew... – Хотел бы я знать...
I really don't know. – Я действительно не знаю.
It's an interesting question, thanks a lot. – Это интересный вопрос, спасибо.
In my opinion – По моему мнению
I think – Я думаю
To my mind – По-моему
From my point of view – С моей точки зрения
I believe... – Я считаю...
I suppose – Я полагаю/предполагаю
As for me... – Что касается меня...
I'm sure – Я уверен
Probably – Возможно, вероятно
Something tells me – Что-то мне подсказывает
It was just my point of view. – Это только моя точка зрения.
I found out that... – И я выяснил, что...
I just wanted to show you... – Я просто хотел показать Вам, что...
That's my opinion! And I don't eat my words. – Это мое мнение, и я не беру своих слов обратно.

Text 5

What Does a Primary School Teacher Do?

Read and translate the text

Primary school teachers are typically responsible for teaching children from first through fifth grades. They play an important role in developing a child's intellect and work habits, as primary school is the first time most children are in a strictly educational environment. While pre-kindergarten and kindergarten classes do teach children some basic skills and knowledge, such as shapes and colors, primary school immerses children in the educational environment they will be experiencing until graduation from high school. Primary school teachers usually have one class of students that they will teach various subjects to for the entire school year. Subjects include mathematics, reading and writing, history and science. Some primary school teachers, however, specialize in one subject, such as art, music, or physical education. These teachers are responsible for instructing various groups of students.

Primary school teachers are responsible for teaching approved national curriculum subjects to pupils aged 5-11, guiding them through what is arguably the most important stage of their education.

If you enter this incredibly important profession, you will be responsible for preparing lesson plans and teaching pupils in accordance with the national curriculum. As a primary school teacher, you won't only be teaching one or two specific subjects – instead, you will be required to teach different lessons on a broad range of topics.

Effectively, it doesn't matter what age group or academic level your pupils are: as a primary school teacher, you will teach every area of the curriculum, from maths and English to music and physical education.

You will be using creative, interactive and engaging teaching methods to encourage pupils to actively participate in classroom activities and develop cognitive, numerical and verbal reasoning skills.

You will be responsible for preparing lesson plans, educating pupils in a fun and engaging manner, marking students' work and providing them with necessary feedback, encouragement and support.

You will need to pay attention to each individual pupil's progress and evaluate their learning abilities by setting assignments, periodic tests and homework projects.

From time to time, you may also get the opportunity to take part in events and projects outside of the classroom, such as field trips and sports days.

Teaching, however, is not all about working with young children in the classroom. Frequently, you will have to attend meetings with other teaching staff, write reports, undertake in-service training and meet with pupils' parents to discuss their children's academic progress at parents' evenings.

Teachers also need to keep their skills fresh. Therefore, you'll be required to keep up to date on new teaching methods and developments in the curriculum.

Words and expressions

primary school teachers – учитель начальной школы

to be responsible for – быть ответственным за

approved national curriculum – утвержденная национальная программа обучения

incredibly – невероятно

to be required – требоваться

encourage – ободрять

verbal reasoning skills – навыки вербального рассуждения

to pay attention to – обращать внимание на

assignments – назначения

frequently – часто

Answer the following questions

1. What are primary school teachers responsible for?
2. What subjects will be required to teach?
3. Can you use different teaching methods?
4. Will a teacher need to pay attention to each individual pupil's progress?
5. Teaching is not all about working with young children in the classroom. Isn't it?
6. Will a teacher be required to keep up to date on new teaching methods and developments in the curriculum? Why?

Complete the sentences with the words from the text

1. Primary school teachers are typically responsible for...
2. Primary school teachers usually have one class of students....
3. Subjects include...
4. You will be using creative...
5. You will need to pay attention to...
6. From time to time, you may also get the opportunity....
7. Teaching, however, is not all about working....
8. You'll be required to keep up....

Discussion

What does it mean to be a successful primary school teacher?

Use the clichés for a discussion

I'm afraid you aren't quite right... – Боюсь, Вы не совсем правы...

I don't understand you... – Я не понимаю Вас...

I should not say so... – Я бы так не сказал...

I doubt it... – Сомневаюсь...

It's an interesting idea but... – Интересная идея, но...

Yes, but . . . – Да, но...

Yes, you are right, but... – Да, Вы правы, но...

You may be right, but... – Возможно Вы правы, но...

I may be wrong, but... – Возможно я не прав, но...

Not bad. I just want to pay your attention... – Неплохо. Но я просто хочу обратить Ваше внимание....

But don't forget about... – Но не забывайте о...

It's true but... – Это правда, но...

It might be so, but... – Может быть, и так, но...

Far from it... – Совсем не так...

Nothing of the kind. – Ничего похожего.

Nothing like that. – Ничего подобного.

I can't say I agree. – Не могу сказать, что я согласен.

I just want you to understand that... – Я только хочу, чтоб Вы поняли, что...

Most unlikely. – Непохоже, что это так.

I don't think so. – Я так не думаю.

I wish I could agree, but I really can't. – Был бы рад согласиться, но не могу.

To offence, but... – Без обид, но...

It's clear, but... – Понятно, но...

It doesn't prove your idea. – Это не доказывает Вашу мысль.

You had better think about... – Вы бы лучше подумали о...

On the contrary. – Наоборот.

In spite of this... – Несмотря на это...

I hope you'll change your mind. – Надеюсь, Вы измените свое мнение.

Generally I like your idea, but... – В целом мне нравится Ваша идея, но...

It's a lie. – Это ложь.

It seems me to be false. – Это представляется мне неверным.

I understand your position but... – Мне понятна Ваша позиция, но...

What are you talking about? – О чём ты говоришь?
But we must take into account... – Но нам следует принимать во внимание...
But we must take into consideration... – Но нам следует учитывать...
But it is to be noted... – Но необходимо заметить...
Deep down I disagree. – В глубине души я не согласен.
But, please, don't let out of your sight the fact ... – Но, пожалуйста, не упускайте из вида тот факт...
But I dare say – Но я осмелюсь сказать...
Exactly! – Точно! Именно!
Naturally! – Естественно!
Quite so. – Именно так.
That's right. – Правильно.
I agree with you. – Я согласен.
You read my mind. – Ты читаешь мои мысли.
I dare not protest. – Не смею возражать.
Hmmm... I hadn't thought of that before. – Ммм... Не думал об этом раньше.
It's new to me. – Это новая информация для меня.
Let's – Давай...
Why don't we (+ глагол в начальной форме)... – почему бы нам не (+ глагол в начальной форме)...
May be we will – Может быть
We could... if you like it... – Мы могли бы ... если ты хочешь...
If you don't mind, let's... – Если Вы не против, давайте...
And what about (+Ving) – А как насчет ...?
May be ... What do you think of it? – Может быть... Что ты думаешь об этом?
If I were you I would ... – На твоём месте я бы...
What if... – Что, если...
What do you think about... – Что ты думаешь насчет...?

Text 6

Unusual University

Read and translate the text

Some universities offer some very unusual study programs. In Canada, for example, Humber College lets students study about comedy. For four years, students in the program learn to write and perform it. They learn about different kinds of comedy such as stand-up comedy on a stage. They also learn how to write humorous scripts for movies and television. Humber's comedy students can also learn about the business of comedy. For example, they can study about managing other comedians. Students need to perform on stage at a local comedy club to graduate the program.

Liverpool Hope University in England has another unusual university program. It offers a degree in the very famous rock band, The Beatles. This program gives students the chance to analyze the band's history, music, and lyrics. They can also learn about how popular music can change culture. It takes one year of full-time study to complete the degree. 12 students signed up for the program when it began in 2009 and a Canadian woman was the first to graduate.

Students who want to study about puppets can go to the University of Connecticut in America. Since 1964, it has offered courses in Puppet Arts. Students in the program can learn about designing and performing with puppets. Graduates of this program often find employment as designers and performers in puppet plays around the world. The course has become so popular that the university needed to limit the number of students who could join the program.

Words and expressions

humorous scripts – юмористические сценарии

to perform on stage – выступать на сцене

to graduate the program – закончить программу

employment – трудоустройство

Choose the correct answer

What can students at Humber College learn about?

- 1) how to build a comedy stage
- 2) how to make a movie or TV show
- 3) how to graduate from the program
- 4) how to write and perform comedy

The word 'it' in paragraph 1 refers to:

- 1) the program
- 2) comedy
- 3) Humber College
- 4) Canada

The word 'analyze' in paragraph 2 can be replaced with:

- 1) examine
- 2) repeat
- 3) attempt
- 4) demand

Liverpool Hope University's program about The Beatles:

- 1) is only open to British students
- 2) is about learning to play music
- 3) takes four years to complete
- 4) had a small number of students in 2009

The word 'employment' in paragraph 3 can be replaced with:

- 1) jobs
- 2) degrees
- 3) clothing
- 4) tickets

The University of Connecticut's program about Puppet Arts:

- 1) is not very popular
- 2) has been going since 1984
- 3) could help students become performers
- 4) lets students learn how music can change culture

Complete the sentences with the words from the text

1. Some universities offer some very... 2. They learn about different... 3. They also learn how to write... 4. Humber's comedy students can also learn about... 5. Liverpool Hope University in England has another... 6. This program gives students the chance... 7. Students who want to study about puppets can go... 8. Since 1964, it has offered... 9. Students in the program can learn about... 10. Graduates of this program often find employment as...

Discussion

Would you like to study at an unusual University? Explain your choice.

Use the clichés for a discussion

Many people think ... but others do not agree. Многие люди думают, (что), но другие не согласны.

Let us consider what the advantages and disadvantages of ... are. Рассмотрим, каковы преимущества и недостатки ...

Let's consider some pros and cons of it. Давайте рассмотрим некоторые плюсы и минусы (этого).

Let us start by considering the facts. Начнем с рассмотрения фактов.

Let us start by considering pros and cons of it. Начнем с рассмотрения плюсов и минусов (этого).

It is generally agreed today that ... Сегодня общепризнано, что

To begin with, ... Начнем с того, что ...

You can ... Вы можете (Можно) ...
Firstly, ... / Secondly, ... / Finally, ... Во-первых, ... / Во-вторых, ... / Наконец, ...
One argument in support of ... Один из аргументов в поддержку
The first thing that needs to be said is ... Первое, что нужно сказать, это то, что ...
(Прежде всего, следует сказать, что ...)
First and foremost ... В первую очередь ...
It is true that ... / clear that ... / noticeable that ... Это правда, что ... / Ясно, что ... /
Примечательно, что ...
One should note here that ... Здесь следует отметить, что ...
Another good thing about ... is that ... Еще один положительный момент ...
заключается в (том, что) ...
The second reason for ... Вторая причина ...
It is often said that ... Часто говорят, что ...
It is undeniable that... Нельзя отрицать, что ...
It is a well-known fact that ... Хорошо известно, что ...
For the great majority of people ... Для подавляющего большинства людей ...

Text 7

7 Historical Teachers Who Changed the World!

Read and translate the text

Teachers often play an important part in our lives even when we don't realise it. A good teacher is someone who helps us become a good human being first and later on, a good citizen. Different countries celebrate teacher's day on different dates to mark the contribution of the teachers to their society. All teachers play a significant role in shaping a student's life during their formative years. With their patience and love, they leave a huge impact on a student's life.

Let's discuss some of the Best Teachers In The World! When you think of your favourite teacher, which one comes to your mind? The math teacher that helped you solve problems on fractions, trigonometry, etc., or your sports teacher who helped you discover a new sport or the one who was the reason behind your current career path? While some teachers have changed lives, some have changed the world with their extraordinary talent and knowledge. Let's see how these 7 teachers changed the world.

Sir Isaac Newton



Sir Isaac Newton was a famous teacher, mathematician, and physicist who established the theory of gravity. He applied his theories of the Law of Motion and gravity to explain the motion of the Sun and planets. He was the first to discover that white light is made up of a spectrum of colours. The 'Principia' was a result of Newton's research which was first published in 1687 and established the foundation for classical mechanics. That book changed the way people perceived the world till then and it still continues to be the keystone of non-relativistic technologies in the world. He is surely one the Best Teachers In The World!

Pythagoras

Pythagoras was a philosopher, mathematician, and teacher whose theories are still taught in schools today. Known for his Pythagoras theorem of right-angled triangles, he is known as the "father of numbers" and also invented the relationship between math and music. In Croton, he established a secret society where the people followed a structured life.

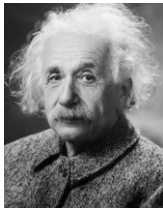
Dr. Sarvepalli Radhakrishnan



The man whose birthday, 5th September, is celebrated as Teacher's Day in India every year was the first Vice President and the second President of India. He defended Hinduism from “uninformed Western criticism” and contributed to the formation of contemporary Hindu identity. He played an influential role in the understanding of Hinduism in India and the West and simultaneously earned respect in both the places. He is well known for his commentaries on Bhagavad Gita, Upanishads, and Brahma Sutra.

He was honoured with the Bharat Ratna (highest civilian award in India) in 1954.

Albert Einstein



Albert Einstein, a theoretical physicist, author and a teacher was known for his contributions to the field of general and special relativity. He was also known for his mass-energy equation which was dubbed as the “most famous equation” that gave birth to the atom bomb. His work on the general theory of relativity was published in 1915 and is still regarded as the most significant concept that was developed in modern-day physics. He was rewarded the Nobel Prize in Physics in 1921 due to his outstanding work. He is surely one of the Best Teachers In The World.

Aristotle

He was a famous Greek philosopher and scientist and is considered as “Father of Western Philosophy”. In 335 B.C., he founded his own school in Athens where he spent most of his life teaching and writing. His passion for nature, logic, and reasons led him to make

contributions which are reflected in modern math, physics, biology, politics and more. He classified animals in his book “History of Animals” and used the traits that are similar among animals to classify them into certain similar groups. He is also known as the Father of Zoology, where he classified the living organisms. He contributed in the fields of physics, psychology, meteorology, ethics, politics, poetics, and the list goes on! Even after 2300 years, his contributions are influential in this time and age!

John Adams



John Adams was the second president of the United States. He became a teacher in Worcester and then for a year he decided to study law. After becoming a lawyer, he assisted in the drafting of the Constitution and the Declaration of Independence. Being one of the negotiators, he was responsible for the peace treaty with Great Britain that signalled the end of the Revolutionary War. He is surely one the Best Teachers In The World.

Savitribai Phule

The first woman teacher in the country, a leading social reformer of her time, she is known for her contribution in the field of education and also standing for women’s rights during the British rule in India. She built 18 schools and encouraged women education. She also worked towards preventing female infanticide, the killing of widows, and all the causes that undermined the existence of women. She was the only woman leader of the 19th century and transformed many lives due to her revolutionary work. She is surely one the Best Teachers In The World.

All these 7 teachers have made remarkable contributions to the world and their work still lives within us in some way or the other and marks our existence. As it is always said, an outstanding teacher always inspires us throughout our lives. These 7 teachers have definitely left a mark on our minds, hearts and the world at large!

Words and expressions:

the contribution – вклад
a significant role – значительная роль
shaping – формирование
patience – терпение
a huge impact – огромное влияние
establish – установить
perceive – воспринимать
invent – изобретать
to contribute to the formation – внести свой вклад в формирование
to be honoured – в честь
regard – расценить, воспринимать
to be rewarded – быть вознагражденным
to be considered – быть рассмотренным
mass-energy equation – уравнение массы-энергии
to be dubbed – прозвать, назвать
the traits – черта характера, черта, особенность
drafting – разработка, составление
negotiator – участник переговоров
preventing female infanticide – предотвращение женского детоубийства
undermine – разрушать, подорвать
remarkable contributions – выдающийся вклад

Answer the following questions

1. What role does a teacher play in people's lives?
2. Do different countries celebrate teacher's day?
3. When you think of your favourite teacher, which one comes to your mind?
4. What contribution did Sir Isaac Newton make as a teacher?
5. What was Pythagoras famous for?

6. What is Dr. Sarvepalli Radhakrishnan well known for?
7. What work was published by Albert Einstein in 1915?
8. Who was a famous Greek philosopher and scientist and is considered as “Father of Western Philosophy?”
9. What was John Adams responsible for?
10. What is Savitribai Phule known for?

Complete the sentences with the words from the text

1. Teachers often play an important...
2. Different countries celebrate teacher’s day...
3. When you think of your favourite teacher, which one...
4. While some teachers have changed lives, some have changed...
5. Sir Isaac Newton was a famous teacher, mathematician, and physicist who established...
6. He was the first to discover...
7. Pythagoras was...
8. He defended Hinduism from...
9. Albert Einstein, a theoretical physicist, author and a teacher was known...
10. was a famous Greek philosopher and scientist...
11. He assisted in the drafting of....
12. The first woman teacher in the country...
13. She also worked towards...
14. All these 7 teachers have made remarkable contributions to...

Discussion

Who of the famous teachers can be an example for you? Explain your choice.

Use the clichés for a discussion

Perhaps we should also point out the fact that ... Возможно, нам также следует отметить тот факт, что ...

It would be unfair not to mention that fact that ... Было бы несправедливо не упомянуть тот факт, что ...

One must admit that ... Надо признать, что ...

We cannot ignore the fact that ... Мы не можем игнорировать тот факт, что ...

One cannot possibly accept the fact that ... Трудно смириться с тем фактом, что... From these facts, one may conclude that ... Из этих фактов, можно сделать вывод (о том), что ...

Which seems to confirm the idea that ... Что, по-видимому, подтверждает мысль (о том), что ...

Thus, ... / Therefore, ... Таким образом, ... / Поэтому ...

The most common argument against this is that ... Наиболее распространенным аргументом против этого является то, что ...

In conclusion, I can say that although ... В заключение я могу сказать, что, хотя.

To draw the conclusion, one can say that ... Подводя итог, можно сказать, что ...

So it's up to everybody to decide whether ... or not. Так что каждый должен решить для себя ... ли ... или нет.

The arguments we have presented ... suggest that ... / prove that ... / would indicate that ... Представленные нами аргументы ... предполагают, что ... / доказывают, что ... / указывают на то, что ...

From these arguments one must ... / could... / might ... conclude that ... Исходя из этих аргументов, надо ... / можно ... / можно было бы ... прийти к заключению о том, что ...

Text 8

10 Major Challenges Facing Public Schools

Read and translate the text

Few would argue that the state of our education system has plenty of room for improvement. However, developing a plan to take schools in the right direction is easier said than done. The first challenge lies in identifying underlying problems keeping students from learning today. This challenge, in part, is due to the fact that the problems may change considerably depending on who is labeling them, whether it is students, parents, educators or lawmakers. Consider this list of 10 major challenges currently facing public schools, based on the perspective of many involved in the world of education today.

Classroom Size

Many areas of the country are facing classrooms that are literally busting out at the seams. A report at NEA Today two years ago discussed how schools in Georgia, in the midst of major funding cuts for schools, had no choice but to lift all class size limits to accommodate students with the faculty the school system could still afford to keep. More recently, Fairfax County in Virginia has been looking into a proposal to increase classroom sizes in the face of significant budget cuts. The Board of Education in South Carolina is also weighing their options in this area. When money gets tight, classroom numbers are often impacted. Yet, most teachers agree that they cannot effectively teach every student in a classroom, if the class size exceeds about 30. Their statements are backed up by research. Class Size Matters cites a study performed by the Tennessee Star that found classes of 15-17 students in grades K-3 provided both long and short-term benefits to both the students and the teachers in those classrooms. Minority students, those living in poverty and male students appeared to benefit from smaller classroom sizes the most.

Poverty

Technorati reported last fall that 22 percent of the children in the U.S. live at or below poverty level. American Graduate defines poverty as a family of four with an annual income level of \$23,050 or lower. American Graduate also cites a report from the Southern Education Foundation, which shows in 17 states across the U.S., low-income students now comprise the majority of public school students in those states. Some estimates put poverty levels for public school students at 25% in the not-so-distant future. Students living at or below poverty level tend to have the highest dropout rates. Studies show that students who do not get enough food or sleep are less likely to perform at their full academic potential. Schools know these truths first-hand, and despite efforts to provide students with basic essentials, teachers, administrators and lawmakers know there is simply not enough to go around.

Family Factors

Family factors also play a role in a teacher's ability to teach students. Principals and teachers agree that what is going on at home will impact a student's propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much – especially when parents are often not willing to partner with the schools to provide for the children.

Technology

Kids Health Guide reports that students are more technologically advanced than many teachers today, putting instructors at a decided disadvantage in the classroom. However, a student's love of technology also tends to distract him from his schoolwork, according to NEA Today. When teachers don't have the techno-savvy to compete with those devices, by bringing education and technology together, it can be difficult to keep students' interest and attention to properly teach new concepts. Technology needs to come into the classroom to keep up with the learning demands of the 21st century. Schools that are already cash-strapped may find an unsurmountable challenge in coming up with the funding to bring computers and other forms of technology into their classes. Scholastic offers some tips for school districts that want to fit the bill for technology, including everything from asking individuals in the district for "big gifts" to going to Uncle Sam for the funding. The website also suggests negotiating prices on technology when possible and allowing student to bring their own from home.

Bullying

Bullying is not a new problem, but it is one that has a profound impact on the learning aptitude of many students today. Technology has given bullies even more avenues to torment their victims – through social networking, texting and other virtual interactions. Cyberbullying has become a major issue for schools, as evidenced by the number of suicides that can be directly traced to bullying events. The fact that laws are still fuzzy regarding cyberbullying adds to the challenge – since parents, teachers and administrators are unsure of how to legally handle such issues.

Student Attitudes and Behaviours

Many public school teachers also cite student attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the secondary school level, rather than the primary grades.

No Child Left Behind

Many students, parents and teachers see No Child Left Behind as a detriment to the public education environment today. Although the current Obama Administration is working to reform NCLB policies, the focus in education on both the national and state level continues to be on the testing process. Student test scores are now being used by a number of states as a way to evaluate teacher performance, putting even more pressure on faculty in schools to “teach to the tests.” NEA Today quotes Kansas special educator Shelly Dunham as saying, “Testing, testing, testing, what is the point of testing? Do we use the data to remediate those who do not measure up? No!” Many teachers believe they are forced to teach to the annual standardized tests, and activities like recess and lunch have been cut way down to make more time for academics in light of the new testing procedures.

Parent Involvement

Often teachers find there is no happy medium when it comes to parental involvement, according to the Kids Health Guide. Some parents won’t be seen for the entire school year, no matter what sort of issues might arise. Others never seem to go away, hovering over the child and teacher and interfering with the education process. There are ways parents can become involved and support their child’s education at the same time, but teachers don’t always get that level from parents.

Student Health

Obesity has reached epidemic proportions in the U.S., and the same poor eating habits that led to the obesity problem may also be contributing to lower student achievement. Obesity also increases a student's risk for other conditions, like diabetes and high blood pressure, which could result in higher absenteeism and more academic issues. The national school lunch movement Let's Move! has been working to bring healthier options into school lunchrooms across the country. According to the website, the U.S. Department of Agriculture released new guidelines in 2012 to boost the nutritional quality of the meals students get at school. Exercise programs are also coming to schools across the country to promote more physical activity among students of all ages. However, it seems the country as a whole still has a long way to go to get on the road to better health on a large scale.

Funding

Budget cuts have created huge problems for most public schools in recent years. Less funding means smaller staffs, fewer resources and a lower number of services for students. While some argue that throwing more money at the education problems won't make them go away, others assert that lack of funding caused many of the problems in the first place. There are many problems in public schools today, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and lawmakers to come together and begin to find solutions for the benefit of all students in public schools today.

Words and expressions:

an improvement – улучшение

the first challenge – первый вызов, испытание

identifying underlying problems – выявление глубинных проблем

to be due – связано

considerably – значительно

label – назвать, маркировать
lawmaker – законодатель
literally – буквально
to bust out at the seams – трещать по швам
in the midst of major funding cuts for schools – в разгар крупных сокращений финансирования школ
to lift all class size limits – отменить все ограничения по размеру классов
in the face of significant budget cuts – в условиях значительного сокращения бюджета
at or below poverty level – на уровне бедности или ниже
some estimates – некоторые оценки, некоторые подсчеты, некоторые расчеты
in the not-so-distant future – в ближайшем будущем
dropout rates процент отсева, отчисления
to perform at their full academic potential – реализовать свой академический потенциал
principal – глава, директор
a student's propensity – склонность студента
divorce – развод
single parents – одинокие родители
poverty – бедность
violence – насилие
technologically advanced – технически продвинутый
to be cash-strapped – быть стесненным в средствах
to fit the bill for technology – соответствовать требованиям технологии
bullying – издевательство, травля
a profound impact – глубокое воздействие
to torment their victims – мучить своих жертв
fuzzy – размытый, нечеткий, расплывчатый

apathy and disrespect for teachers – апатия и неуважение к учителям

a detriment – ущерб, вред

parental involvement – участие родителей

obesity – полнота, ожирение, избыточный вес

to reach epidemic proportions – достигать масштабов эпидемии

poor eating habits – плохие пищевые привычки

funding – финансирование

half the battle – залог успеха

Answer the following questions

1. What problems do schools have in the USA?
2. Why can't most teachers conduct classes effectively?
3. Students living at or below the poverty level tend to have the highest dropout rate. Isn't that right?
4. How do family factors affect a teacher's ability to teach students?
5. Does a student's love of technology distract them from their schoolwork?
6. Why can it be difficult to keep students' interest and attention to properly teach new concepts?
7. What problems can schools have, which are already cash-strapped?
8. Is Bullying a profound impact on the learning aptitude of many students today?
9. Why has cyberbullying become a major issue for schools?
10. What problems did a poll from the National Center for Education Statistics show?
11. What is currently used by a number of States to measure teacher performance?
12. Can parents become involved and support their child's education?
13. What has reached epidemic proportions in the USA?
14. What is the national school lunch movement Let's Move!?
15. What does less funding mean?
16. There are many problems in public schools today, but identifying these problems is half the job. Is it true?

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary Definitions

- | | |
|----------------------|--|
| 1. ... poverty | a) someone, who is responsible for making and changing laws |
| 2. ... divorce | b) the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do |
| 3. ... obesity | c) not having enough money |
| 4. ... cash-strapped | d) the fact of being extremely fat, in a way that is dangerous for health |
| 5. ... bullying | e) an official or legal process to end a marriage |
| 6. ... lawmaker | f) the condition of being extremely poor |

Complete the sentences with the words from the text. Try to retell this text using these sentences

1. Few would argue that the state of our education system... 2. Many areas of the country are facing classrooms that are literally... 3. When money gets tight, classroom numbers are... 4. Technorati reported last fall that 22 percent of the children in the U.S. live... 5. Students living at or below poverty level tend... 6. Family factors also play a role... 7. Divorce, single parents, poverty, violence and many other issues are... 8. Kids Health Guide reports that students are more technologically... 9. When teachers don't have the techno-savvy to compete... 10. Scholastic offers some tips for school districts that want to... 11. Bullying is not a new... 12. Cyberbullying has become a major issue for... 13. Technology has given bullies even more avenues to torment their victims – through... 14. A poll from the National Center for Education Statistics cited that problems like... 15. Many students, parents and teachers see No Child Left Behind as a detriment to... 16. Student test scores are now being used by a number of states as a... 17. Some parents won't be seen for... 18. Often teachers find there is no happy medium when... 19. Obesity has reached epidemic... 20. Obesity also increases a student's risk for... 21. Exercise programs are also coming to schools... 22. Budget cuts have created huge problems for... 23. There are many problems in public schools today, but identifying those issues is...

Discussion

What are the main problems of schools in our country? Try to explain your groupmates.

Text 9

How Well Do Our Schools Perform?

(From "Who Controls Our Schools? American Values in Conflict" by Michael W. Kirst)

Read and translate the text

Our educational system, rooted in our history and our structure of values, has often been a source of justifiable pride. Whatever its limitations, the public educational system of the United States (including higher education) is the most egalitarian* system in the world.

Thomas Jefferson had counted on education to develop only that "natural aristocracy" of the few whose talents justly deserved to be developed for the benefit of society. But Horace Mann and the common school advocates wanted universal education, to them education was to be the "balance wheel"** of society. Mann proclaimed in 1848: "If one class possess all the wealth and education, while the others are ignorant and poor; it matters not by what name the relation between them may be called; the latter will be the dependants and subjects of the former, but if education be equally diffused, it will draw property after it, by the strongest of all attractions, for such a thing never did happen, as that an intelligent and practical body of men should be permanently poor. Education is the great equalizer of the conditions of men, the balance wheel of the social machinery."

* egalitarian – поборник равноправия

** "balance wheel" – баланс

The public schools were thought to by their supporters as a secure system for moderating social inequalities. The egalitarianism of the American system distinguishes it from the school systems of the European countries. About 75% of our students graduate from high school, and some 44% go on to higher education. In most other Western nations, students are diverted into vocational and technical programs at age 14 or 15 and only 15 to 30% graduate from a secondary school. Considering the large percentage of teenagers the US schools enrol, the level of attainment of these students is surprisingly high. Our schools system has grown steadily more egalitarian. As recently as 1940 fewer than 50% of the pupils in this country completed high school.

By 1984, the access to higher education among those least represented in the past – the minority groups – has increased. While college enrollment of white students grew slightly, the proportion of blacks in college more than doubled in the same period. In 1981 the percentage of black high school graduates who went on to college exceeded that of whites for the first time. The fact, that many of those students come from lower socioeconomic groups makes this achievement all the more remarkable. Recent sociological studies from Russia indicate that an unexpectedly high share of the places in most of its elite postsecondary institutions go to children of white-collar workers.

Lately, the headlines have warned us that our schools are not competitive with those of our economic rivals West Germany and Japan, and that current graduates of our secondary schools cannot match the records set by their predecessors. Now, when the performance of our schools is source of widespread dissatisfaction, we need to consider carefully how we measure that performance.

Find in the text the English for

укоренившийся
могущий быть оправданным
ограничения
рассчитывать на
на благо общества
всеобщее образование
сторонники
провозгласить

невежественный
смягчать общественные неравенства
отличать что-л. от чего-л.
представленные в меньшей степени
уровень знаний
превышать
указывать
служащие
быть неконкурентоспособным
подходить (соответствовать)
предшественник
измерить что-л.

Arrange A and B in pairs of synonyms

A. limitations, advocate, high school, vocational, share, intelligent, talent, to moderate, common school, permanently, attainment.

B. to mitigate, clever, professional, drawbacks, supporter, proportion, secondary school, gift, constantly, ordinary school, achievement.

Answer the following questions

- 1) How can you characterize the system of education in the United States in general?
- 2) What was T. Jefferson's point of view on the aims of education?
- 3) What did Horace Mann proclaim in 1848?
- 4) How were the public schools thought of by their supporters?
- 5) What distinguishes the American system from the systems of the European countries?
- 6) Is the level of attainment of US schools high?
- 7) What changes took place in 1984 in the field of higher education?
- 8) Who composed the majority of college students in 1981? Isn't the fact remarkable?
- 9) What do recent sociological studies in Russia indicate?
- 10) What is the source of widespread dissatisfaction of the press and public?

Compare the concepts of education of Thomas Jefferson and Mann.

From Mann's quotation choose one sentence to cover the main idea of it and translate it.

What can you say about the state of affairs in American educational system today as it is described in the text?

Text 10

No Place Like Home for Going to School

(by Simon Midgley)

Read and translate the text

Jean Bendell chooses to teach her children at home rather than leave their education in the hands of a school.

She is one of a growing number of British parents – perhaps as many as 10,000 who are opting to educate their offspring outside the formal education system.

Mrs Bendell is a sometime art student with a "reasonable number of O-levels ... more than five," an A-level in English and a passionate interest in poetry. A born romantic, she left her Islington grammar school at 16 to elope with the man who was later to become her husband.

"Our major reason for not sending our children to school," she says in her book, was "what we call poetic awareness in life rather than specifically in literature. We felt this sense of wonder at the world would be lost very quickly with constant exposure to the routine of the classroom. We did not want our children to be engulfed by a mediocre, mass culture."

She recalls unhappy experiences with nursery schools and playgroups. "What really struck me was that I was forever having to take Hosanna away from things that were interesting and meaningful... a book, a snail trail gleaming in the sunlight, moss growing on a wall... and put her into an environment where things were set out in a structured way," she says.

When Hosanna was four, Mrs Bendell met another mum who belonged to a pressure group called Education Otherwise, which advises parents of their rights under the 1944 Education Act to have their children educated "either by regular attendance at school or otherwise."

Mrs Bendell chose otherwise. Today, after initial hostility from the local education authority, she "facilitates" her daughters' education at home by way of informal conversations and more formal "school work" sessions in the kitchen and bedroom. These tend to take place in the mornings after the dog and rabbits have been fed and watered.

She feels that the family can cope with primary education – reading, writing and mathematics – and that secondary schooling will be challenging. The Bendells consider that their reasonably broad spread of interests should be sufficient to prepare the children for up to 10 GCSE* subjects and the children can always use correspondence courses, take part-time classes at local colleges and draw on the skills and expertise of their friends. Every now and then, the children are visited by the education authority's primary school adviser who, says Mrs Bendell, has become increasingly complimentary about their achievements.

"Educating children," she says "is not filling them up with facts and figures. I see it very much as drawing out their interests and abilities. I think that the absolute strength of home education is that it gives the child an education that is very rich in ideas, and enables them to grasp concepts very easily."

"When it gets to a certain point the children will have to take on the responsibility for learning themselves. Obviously I could not coach a child through GCSEs and do it all for her and another child and another child. They have to be self-propelling to a great extent.

* GCSE – the General Certificate of Secondary Education.

"We felt: 'why was there a magic age when you needed experts to educate the children?'. Although the teachers may be better qualified to teach individual subjects than I am, what if the children in those classes are spending the time doodling and looking out of the window? What real use are those history or geography degrees? It is the learning the child does for himself that actually makes the difference."

"Educational qualifications will be picked up I hope somewhere along the way," she says. "They might be useful to the children. Happiness is the important thing. You can be a successful nursery nurse without doing lots of A-levels, you can be a successful window cleaner. I would be disappointed if I had failed to equip the children to do what they wanted to do."

At the moment Fiorin wants to be a vet, Hosanna a doctor.

Give Russian equivalents to

to opt to educate smb outside the formal education system
poetic awareness in life
a sense of wonder at the world
the routine of a classroom
a mediocre
mass culture
unhappy experience with nursery schools and playgrounds
to put smb into environment
to set out smth in a structured way
a pressure group
regular attendance at school
to choose otherwise
initial hostility
"to facilitate" one's education at home
informal conversations
to cope with smth
broad spread of interests
correspondence courses

part-time courses
to draw on the skills
every now and then
to become complementary about one's achievements
to draw out smb's interests and abilities
the strength of home education
to be rich in ideas
to grasp a concept
to coach a child through GCSEs
to be self-propelling
to pick up educational qualifications.

Arrange A and B in pairs of antonyms

A. part-time, formal education, to loose, quickly, meaningful, initial, hostility, sessions, broad, to cope with, sufficient, strength, rich, individual.

B. poor, final, friendliness, to fail, full-time, weakness, to find, slowly, insufficient, classes, narrow, senseless, group, home education.

Answer the following questions

- 1) Are there many parents in Britain who are opting to educate their children at home?
- 2) What is Mrs Bendell's main reason for not sending her children to school?
- 3) She had unhappy experiences with nursery schools and playgrounds, didn't she? What really struck her about them?
- 4) What does a pressure group called "Education Otherwise" advise parents?
- 5) In what way does Mrs Bendell teach her children? Is she successful?
- 6) How will her children be prepared for their GCSE examinations?
- 7) What are her ideas on home education?

Speak on your attitude to home education touching upon the following problems:

- a) parents' reasons for choosing to teach their children at home;
- b) advantages and disadvantages of home education;
- c) the probability of its spreading in future.

Text 11

Individual Education

(From "Individual Psychology" by Patricia H. Elkins)

Read and translate the text

Individual Education (IE) is a new concept in schooling. The basic premise of IE is that education is a privilege and not an obligation. An IE school directs but does not demand, leads but does not drive, persuades but doesn't force, suggests but does not require. John Holt suggests that an alternative to authoritarian systems is to have schools in which each child can satisfy curiosity, develop abilities and talents, pursue interests, and obtain from adults and older children a glimpse of the great variety of richness of life.

Objectives of Individual Education

The objectives of IE are: 1) to generate motivation to learn the academic curriculum and to provide alternative ways of learning these subjects; 2) to offer guidance about how to best proceed in various ways of learning the academic curriculum; 3) to provide testing of learning at frequent intervals; 4) to provide opportunities for supervised social interaction with other individuals; 5) to provide opportunities to learn a variety of non-academic subjects.

Academic Curriculum

The academic Curriculum in an Individual Education school includes the usual elements such as language, arts, arithmetic, science and social sciences.

Creative Curriculum

The creative curriculum is a special means of fostering resourcefulness by helping the child locate and develop special talents and abilities. Teachers and students are invited to submit ideas for classes of special interest. Creative courses can motivate and reinforce learning in the academic subjects; to build a tree house or bake cookies, one must be able to read and measure.

Socialization

The socialization process is aided in an IE school through the concept of discipline, in the homeroom, and through advisement by the teacher/advisors. Education is seen as a voluntary association with equals that creates an atmosphere of mutual respect and regard.

IE has three rules that the child must understand, and agree to follow before being admitted to an IE school. After a third violation a child attends a conference with his teacher/advisor (TA) and the school principal; after the sixth violation the parents of the child are brought into the conference session; suspension occurs after the ninth and to the eleventh violation; and after the twelfth violation the child is considered for expulsion. Expulsion or suspension is rare at IE schools because students eventually realize that they have little need to rebel in the school.

Advising is a function of every faculty member in IE school. The child chooses his teacher/advisor by petition. The TA's role is to listen, offer help and advice, give information, and allow the child freedom to make decisions and even to make mistakes.

Advantages of IE

The educators list six advantages of IE schools:

- 1) Children learn more academically in less time.
- 2) Children like this kind of school.
- 3) Schools are orderly and disciplined.
- 4) Children get a better education for life.
- 5) Teachers prefer teaching in IE schools.
- 6) Parents prefer IE to traditional schools.

Find in the text the English for

обязанность

любопытность

цель

руководство

социальное общение
особое средство
изобретательность (находчивость)
выдвигать идеи
добровольный
взаимоуважение
нарушение
временное прекращение
исключение
выбирать кого-л. по просьбе
предоставлять свободу
принимать решения
делать ошибки

Arrange A and B in pairs of synonyms

A. to break the rule, to lead, to require, abilities, talent, to obtain, an objective, curriculum, to foster, to aid, advisor, respect, principal, to occur, to realize, to guide.

B. headmaster, to understand, to lead, to violate, to take place, capacities, to get, syllabus, tutor, to regard, to demand, purpose, gift, to instill, to help, to direct.

Arrange A and B in pairs of antonyms

A. children, advantage, voluntary, best, various, to include, respect, admission, frequent, little.

B. compulsory, much, to exclude, adults, worst, disadvantage, disregard, rare, expulsion, identical.

Answer the following questions

- 1) What is the basic premise of individual education?
- 2) How does John Holt describe IE schools?
- 3) What are the objectives of IE?
- 4) What academic subjects are included in the curriculum of an Individual Education school?
- 5) In what way can the creative abilities of students be developed?
- 6) How is the socialization process aided in an IE school?
- 7) IE creates an atmosphere of mutual regard and respect, doesn't it? In what way?
- 8) Are there any punishments for violation in an IE school? What are they?
- 9) Why do you think that expulsion and suspension are rare in such schools?
- 10) How do children choose their teachers?
- 11) What is the teacher's role in an IE school?
- 12) What are the six advantages of IE schools?
- 13) Do you think that children enjoy studying at such schools and why?

Find the terms that correspond to the following definitions

- 1) A school in which each child can satisfy curiosity/develop abilities and talents.
- 2) The aims which an IE school pursue.
- 3) To advise about how to best proceed in various ways of learning the academic curriculum.
- 4) Children's communication (contacts) with other individuals.
- 5) When people respect each other.
- 6) The process of breaking rules.
- 7) The head of the school.
- 8) The strong points of IE.

Suppose you are the principal of an IE school. Speak about your school, its aims, your students.

You are choosing a school for your child. Speak about the advantages of a IE school, and try to persuade other parents to send their children to this type of school.

Would you teach in a IE school? Explain why.

Text 12

What to Do About Homework

(From "The Harvard Education Letter")

Read and translate the text

Homework at the elementary school level is fast becoming a "damned if you do, damned if you don't" situation. Certainly, giving students more work to take home is one visible way for teachers to respond to public demands for higher standards. Many parents, students and administrators expect homework to be assigned regularly, at least by the third grade.

But teachers receive complaints if they give too little and complaints if they give too much or the assignment is too difficult. Similarly, parents worry when children say they don't have any homework, but may resent homework when it takes precedence over other activities or family needs. Harris Cooper of the University of Missouri concludes that homework does not begin to have positive effects on achievement until the junior high school years, and that its academic benefits double when students reach high school.

Boosting achievement, of course, is not the only reason for assigning homework. Other good reasons include developing children's initiative and responsibility and helping them see that learning can happen outside of school. Cooper recommends that homework be tailored to serve different purposes at different grades. Since the effects on achievement are negligible for younger students, the goal should be to foster positive attitudes, habits and character traits. Thus assignment should be short, make use of materials commonly found in the home, and give children success experiences.

At the junior high level, when homework begins to serve as academic function, students appear to benefit from working for one or two hours a night on material that is not too complex or unfamiliar. But the role of homework in developing motivation should not be overlooked. He recommends that teachers combine mandatory and voluntary assignments, giving students interesting projects or tasks to complete.

Such recommendations may prove difficult to carry out. In a recent study, Joyce Epstein of the John Hopkins Centre for Research in Elementary and Middle Schools found a complex relationship among students' attitudes about homework and school, parents' level of education, and parent-child interaction in the family.

Children who behaved badly in the classroom and failed to complete their homework tended to be ones who did not like talking about school with their parents and felt tense when working with a parent. Furthermore, their parents were less educated and their homes less likely to be stocked with books, dictionaries, globes or other materials that might be useful to them in completing assignments. Yet children whose parents have low education levels and low incomes may derive important benefits from homework. Jean Chaudler Catherine Show, and a team of researchers from Harvard University concluded that homework gave these parents a window on their children's school-work and sometimes led them to talk to the teachers. These contacts sometimes improved the children's chances for success at school.

Questions about how much and what kind of homework to give in the elementary and middle grades cannot be resolved by teachers alone. The need is great now for parents, children, teachers and principals to discuss the homework policies in their schools. The first step is to clarify the purposes of homework at each grade level, paying particular attention to whether assignments are having the desired effects on students' effort and motivation, as well as on communication between home and school.

Find in the text the English for

откликаться на
давать домашнее задание
получать жалобы
возмущаться (негодовать)
первоочередность
положительно влиять на
увеличивать вдвое (удваивать)

приспосабливать что-л. к чему-л.
незначительный
воспитывать
черта характера
получать пользу от (извлекать выгоду из)
(не)знакомый
обязательный
выполнять что-л.
иметь тенденцию
напряженный
выяснить (прояснить) что-л.

Replace the underlined words or word combinations with the corresponding synonyms

- 1) Giving students more work to take home is a way for teachers to react to public demands for higher achievements.
- 2) Many parents may resent homework when it dominates other activities.
- 3) Students' academic achievements increase twice when students reach secondary school.
- 4) Home assignments must be adapted to serve different aims at different grades.
- 5) Teachers must combine compulsory and voluntary assignments, giving students interesting projects or tasks to carry out.
- 6) Many students feel ill at ease when doing homework with a parent.
- 7) Many investigators came to the conclusion that homework gave parents a window on their children's schoolwork.
- 8) Home assignments should have the desired effects on students' effort and motivation, as well as on interaction between home and school.
- 9) Children who behaved badly in the classroom and did not manage to complete their homework tended to be ones who did not like talking about school with their parents.
- 10) Children whose parents have low education may profit from homework.

Fill in the blanks with prepositions if necessary

- 1) Many educators say that homework does not begin to have positive effects ... achievement until the junior high school years.
- 2) Boosting achievement is not the only reason ... assigning homework.
- 3) Homework serves ... different purposes ... different grades.
- 4) Some assignment should be short, make use ... materials commonly found ... the home.
- 5) ... the junior high level students appear to benefit ... working ... one or two hours ... a night ... the material that is not too complex or unfamiliar ... them.
- 6) The role ... homework ... developing motivation should not be overlooked.
- 7) Many homes are not stocked ... books, dictionaries, globes or other material that might be useful ... children ... completing assignments.
- 8) The contacts ... parents and teachers help to improve the children's chances ... success ... school.

Ask all types of questions about the text. Be ready to answer them. (Work in pairs.)

Speak on the aims of homework at different grade levels.

Share your own ideas about the importance of homework at school.

Text 13

Video Screen: Are They Changing the Way Children Learn?

(by Patricia Marks Greenfield)

Read and translate the text

The video screen has become omnipresent in our society. Along with television, action video games are now a mass medium. In a recent survey of children in southern California, conducted by Sarah Rushbrook, 94 per cent said they had played video games either at home or in an arcade.

When parents and educators worry about the amount of time children spend in front of video screens, they usually focus on the content of particular programs or games.

Traditionally the term "literacy" has been defined as the ability to read and write. Formal education itself grew up around the technology of print. The video screen is helping children develop a new kind of literacy – visual literacy – that they will need to thrive in a technological world.

In television or film, the viewer must mentally integrate diverse camera shots of a screen to construct an image of the whole. This is an element of visual literacy: an understanding of the code by which to interpret links between shots or views.

In an experiment at the University of Rome I compared children's responses to stories presented on television and on radio. The major advantage of television was that the combination of image and word led to better overall memory for information than did word alone. In addition, television led to better memory for action information in particular. On the negative side, television – with its visual images – was less stimulating to the imagination. After watching an incomplete story on TV, children were less likely to add new or original material than after listening to a similar story on the radio. We found that children exerted less mental effort after watching TV than after listening to the radio.

In sum, the dynamic imagery shared by film and all of the video media produces a number of cognitive benefits: 1) an array of visual literacy skills, 2) better acquisition of information in general and 3) better acquisition of action information in particular. On the negative side, dynamic visual imagery leads to: 1) decreased stimulation of imagination, 2) a decrease in mental effort and 3) a decrease in attention to purely verbal information.

Among educators today, the general philosophy is that we should compensate for the large quantities of television and video games children are exposed to outside school by relying exclusively on other media – notably print – in school.

Each media has its strengths and weaknesses. No medium – not even print – is perfect for education. The implication for education is that each medium should be used to do what it does best. Schools need to learn how to use each medium to its best educational advantage.

Translate the text using a dictionary.

Give a short summary of the text in English.

Text 14

Curing Video Addict*

(From "Newsweek")

Read and translate the text

Kids used to come home from school, throw their books on the floor and dash out for a few hours of fun. Now they rush home and plop down** in front of the Nintendo home-entertainment system, there to spend time with the Super Mario Bros and other Nintendo characters. Some parents and educators think that time might be better spent in front of an algebra problem. They cite studies*** showing that video-game addicts do less well in school than other students.

Hoping to capitalize on growing concern about video-game addiction, an entrepreneur in Dundee, Illinois, had devised a lock that prevents kids from using a Nintendo machine. The product, called Homework First, consists of a simple J-bolt attached to a four-digit combination lock. The lock, which screws into the bottom of the control deck, blocks the chamber into which game cartridges are inserted. Tom Lowe, the inventor of the device, says it requires no tools, takes only seconds to install and does not harm the machine. "Parents need an effective way to control when and how much time their children play video games," says Lowe.

* curing video addicts – лечение видеонаркоманов

** plop down – плюхаться

*** they cite studies – они цитируют исследования

Read the article and answer the following questions:

- 1) What did kids do when they came home from school?
- 2) How do they spend their leisure now?
- 3) What do some parents and educators think is better?
- 4) What major reason do they give speaking against video games?
- 5) What for has Tom Lowe devised a new device?

Speak of the advantages and disadvantages of video games

Text 15

Teacher's Work

Read and translate the text

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom 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 promoting learning. When students do achieve success, the teacher shares in their joy.

A Teacher's Main Responsibility Is to Teach

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

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

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign 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 for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as 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 behaviour during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Students Should Meet Minimum Objectives

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

Students Should Enjoy Learning

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

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students must swallow or else. In either case, the students will acquire a distaste for school activities, thus providing reinforcement for teacher expectations.

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

Teachers Should Assume Good Intentions and a Positive Self-Concept

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

Translate the text using a dictionary

Text 16

Ideal Teacher: What Is He Like?

Read and translate the text

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

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

2) Technical abilities. These are of three kinds: first ability to discern and assess the progress and difficulties of his pupils, an unhesitating control of the teaching in his class so as to maximize the role of learning; secondly a fluent and responsive grasp of classroom skills and techniques; and thirdly a "creative familiarity" with the syllabus and materials being used in his classes.

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

Retell the text in English.

Say whether you agree with the author's understanding of the importance of teacher's work. Add some other important qualities a good teacher should possess.

Text 17

Good Teacher

Read and translate the text

A good teacher:

keeps in contact with the parents of his or her pupils and lets them participate in the life of the school (in a primary or secondary 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 become independent and organize their own learning.

Look through the questionnaire and arrange the listed teachers qualities in the order you think most proper. Try to explain why you have done so. Agree or disagree with your groupmates.

Read the following quotations and comment on them.

- 1) Raising a child is very much like building a skyscraper. If the first few stories are out of line, no one will notice. But when the building is 18 or 20 stories high, everyone will see that it tilts.
- 2) Any man can be a good teacher.
- 3) Every teacher continues to be a student.
- 4) The teacher is a model and example to his students.
- 5) Good teachers are born, not made.
- 6) Teaching machines and computers can be substitutes for any teacher.
- 7) Teaching is a two-way traffic.
- 8) Experience is the best teacher.

Text 18

New Directions in Vocational Education

(by Alan Rumney)

Read and translate the text

Open Learning

Definitions of "open learning" are many and varied. This is partly because a wide range of open learning systems has developed from a variety of origins. These systems have then been adapted to suit the needs of particular learning centres. However, a generally accepted definition describes an open learning system as: "one which enables individuals to take part in programmes of study of their choice, no matter where they live or whatever their circumstances."

Open learning is a way of study which lets individuals learn: 1) what they wish, 2) in their own time, 3) in a place of their choice, 4) at a pace that suits them.

In many ways, open learning contrasts with traditional "closed" class or group-based systems. These require that enrolments take place at a set time, often at the start of the academic year. After enrolment the course lasts for a given length of time with regular, usually weekly or daily, group meetings. During these meetings, an important part of the tutor's role is to pass on knowledge of the subject to the learners. The tutor is in charge of the course. He or she decides what is to be studied and for how long. Generally we can think of this way of learning as a tutor-centred approach.

In a true open learning system, the learner can start a course whenever he or she wishes. There is no class to "keep up with" and so the speed of working entirely depends on the individual's wishes or personal circumstances. If study becomes difficult or even impossible for a time, the learner can stop working until ready to carry on again. There is no need, either, to travel to regular class meetings since the package of learning materials should contain all necessary information on the subject or skill being studied.

Unless there is a set examination syllabus, the learner can decide Which aspects of the subject he or she wishes to cover.

This does not mean that tutor or trainer help is no longer required. A few years ago some open learning enthusiasts believed that learning packages could stand alone without any further support. Very high drop-out rates strongly indicated that they were wrong. However, because the learner already has the subject material in the course package, the subject tutor's role is altered. He or she is no longer the main source of knowledge or information, but provides support, guidance and counselling for the learners as they work through the subject materials.

In general, an open learning approach is student-centred. The individual is in control of the content, pace and location of his or her learning process.

Find in the text the English for:

заочное обучение

отвечать потребностям

обстоятельства

со скоростью

установленное время

зачисление (прием)

передавать знания

быть ответственным за что-л.

программа

существовать самостоятельно

процент отсева

изменить

давать консультацию

Arrange A and B in pairs of synonyms:

A. varied, to suit the needs, to alter, to take part, to want, pace, to enrol, important, tutor, every week, to be in charge of, syllabus, to require, support, guidance, to continue.

B. speed, weekly, to change, to carry on, counselling, to be responsible for, curriculum, to meet the needs, different, to admit, significant, to participate, to wish, teacher, to need, aid.

Arrange A and B in pairs of antonyms:

A. a tutor-centred approach, regular, to keep up with the class, right, pass on knowledge, to start a course, to accept, traditional (system), important, to acquire, to start, entirely.

B. to get, to expel, alternative (system), to complete a course, to acquire knowledge, wrong, to fall behind the class, a student-centred approach, irregular, to finish, unimportant, partly.

Answer the following questions:

1. Why are there many definitions of "open learning"?
2. How does a generally accepted definition describe an open learning system?
3. Are there many differences between traditional and open learning systems?
4. When does enrolment take place in traditional system?
5. What is the role of the teacher in traditional way of learning?
6. When can a learner start a course in a true open learning system?
7. What does the package of learning material usually contain?
8. In what way does teacher's role in open learning system differ from that of the trainer (tutor) in traditional system?

Text 19

Give Your Child the Happiness Trait

(by Caroline Jabs)

Read and translate the text

"This is the happiest day of my life," my six-year-old son says as he unwraps the new video game I've given him. He's at least as happy as last week when he said the same thing for another reason. In the last 48 hours, my son has also been miserable because I refused to let him snack before dinner, made him sleep in his own bed and insisted that he clean his room before playing outside.

Happiness is both a "state" and a "trait", according to Edward Diener, a psychologist at the University of Illinois at Champaign. The state of happiness is a need that comes and goes. I can induce it in my two-year-old daughter simply by making a silly face.

The trait of happiness is more stable. Diener describes it as a "predisposition" to feelings of well-being. I see it in my daughter when she gets out of bed with a smile, eager to take on the day. Even when life isn't so pleasant, she can sustain her optimism and hopefulness.

This is a skill that can be learned, preferably by coping with small difficulties in childhood. "You can have a very happy childhood and be an unhappy adult," says Dennis Prager, author of the forthcoming book "Happiness Is a Serious Problem." "In fact, a childhood without any pain or frustration is almost a recipe for an unhappy adulthood."

A recipe for a happy disposition through life is harder to come by, but researchers have identified key ingredients. By focusing on these, parents are more likely to raise children with the trait of happiness built into their character.

Give your child choices. Happiness can be linked to a sense of directing and controlling one's life.

This conclusion weakens the myth that childhood is or should be one of life's happiest times. Children are excluded from decisions about everything from the dinner menu to whether there will be other kinds in the household. The resulting sense of powerlessness may make childhood much less happy than adults think. Parents can watch for ways in which their children can participate. That can mean letting a two-year-old eat cucumbers instead of carrots at dinner, or allowing a six-year-old to decide which of several approved television shows he'll watch. Even at this level, children learn to make choices that affect their happiness.

Foster warm relationships. Although parents can't run a child's social life, they can nurture it by making their own relationship with each child warm and satisfactory. "If children are going to experience good relationships with other people," says Carol Ryff, associate professor of psychology at the University of Wisconsin, "they first need positive relationships with their parents."

Parents can also make sure their children get together regularly with other kids, perhaps by joining a play group or taking their child to the playground when others that age are likely to be there. It further helps if the home is a place where friends feel welcome.

Finally, parents can help their children develop empathy for other people. They can talk about what other people might be experiencing in the family, the stories they read, the TV shows they watch.

Resist the urge to spoil. Common sense suggests – and research confirms – that people with adequate incomes are happier than those without. The key word is adequate. What is important is having enough to provide for basic needs and feeling content with what you have. "Giving children too much creates the illusion that acquisition is a source of happiness," says family psychologist John Rosemond. He discovered that his own children became much more resourceful – and happy – when he drastically reduced the number of their toys. Says Rosemond, "Kids who are not materialistic are capable of being quite content with less because they are more creative about playing the cards dealt them." That doesn't mean children should never be indulged with presents. They simply should never feel that their happiness depends on a constant barrage of material things.

Encourage broad interest. "Happy individuals live a balanced life," says Michael Fordyce, author of "Psychology of Happiness," "so they have many sources of happiness. When happiness depends on one thing, you're on shaky ground." One child, for instance, may have his whole evening ruined because his favourite television show was reemptied. Another child with more interest might instead enjoy reading a book or playing a game. Although parents can't know what will win a child's attention, they can offer a variety of activities.

This may mean limiting the time allowed to watch television and play video games, which can choke down other interests.

Cultivating diverse interests is especially important for children who are unusually good at one thing, often these kids get so much attention for their talent that they pursue it to the exclusion of other things.

Teach resilience. "Happy people have their downs like everyone else," says Fordyce. "But they rebound quickly." Parents can help children learn this all-important skill by pointing out the silver lining in most clouds.

Promote a happy home. One of the best ways to help a child find enduring happiness is for the parents to look for it in their own lives. "The finest thing you can do for your children is to become a happy fulfilled person," Fordyce explains. "The person who comes from a happy home has a ten to 20 percent greater chance of being a happy adult."

The connection may be partly genetic – there is evidence that the predisposition to happiness is inherited – but happiness also comes from the environment created by happy parents. Parents should practice in their own lives the values that produce happiness. Moreover, they should be sure to tell their children why they're happy.

Read the text and in a few sentences say what it is about.

Read it again and pay special attention to the advice different authors give so that our children should be happy.

Say whether you agree with the following statements:

1. Happiness is both a "state" and a "trait."
2. The trait of happiness is a skill that can be learnt.
3. Childhood should be one of life's happiest times.
4. Parents can nurture a child's social life by making their own relationship with each child warm and satisfying.
5. What is important is having enough to provide for basic needs and feeling content with what you have.
6. Giving children too much creates the illusion that acquisition is a source of happiness.
7. Happy individuals live a balanced life.
8. Cultivating diverse interests is especially important for children who are unusually good at one thing.
9. Happy people have their downs like everyone else.
10. The person who comes from a happy home has a much greater chance of being a happy adult.

What in your opinion is the most important thing for parents to do to make their child happy?

Speak of your own attitude to the problem of people's happiness. What does a person need to be happy? Can you give an example of an ideal happy family? A happy person? An unhappy person?

If you were a magician, what would you do to make all the people happy?

Text 20

Teaching Kids to Care

(by Jennifer Prescott)

Read and translate the text

It was the summer of 1993. I was a camp counselor, leading a group of 10-year-olds on a three-day trip. In the atmosphere of sharing and mutual respect that the children had developed, one cherubic-looking child, who went by the name of Butch, was the piece that didn't fit. He had forgotten his raincoat and sleeping bag; he fumed and swore incessantly; he lashed out at others. When early in the trip I asked him to take his hands off an axe ("It's not a toy!"), he looked me up and down with a sneer and said, "Why should I listen to you? You are just a stupid girl!"

No surprise there. He had come to camp from an unhappy and broken home, and seemed a mean-spirited, narrow-minded troublemaker.

On the last evening of the trip, the kids all begged for a ghost story. I obliged. First I secretly planted several giant-sized phony footprints in the sand alongside the river. Then I bolted back up the beach, raving about my discovery. Butch tagged along with the others, tossing off rude comments. He spotted the footprints. His eyes grew wide, and his face became bright red.

Suddenly, without warning, he began to cry. Horrified, I protested, "No, no, it is a joke. I made it up!"

The other kids crowded around Butch. "It's OK, Butch," they pleaded. One boy put his arm around Butch's shoulder, and a girl grabbed his hand. He was inconsolable until I showed him how I had made the footprints.

"You're sure you're not just telling me that to make me feel better?" he sniffed.

I realized then something that should have been obvious from the start. Butch wasn't a bad kid nor a mean kid. He was a scared kid. And something else happened: the other children saw that, too; and they reacted with kindness.

Over the summer, Butch abandoned his aggressive behaviour, buoyed by the good spirit of his fellow campers. On one of the last days of camp, I watched him gently coaching a girl who spoke only a few words of English. He worked with her patiently for a long time. Before I walked away, I heard him say to her, “Now you teach me some Spanish!” Butch was able to grow because he felt safe. The environment was right and he blossomed... With understanding and compassion, students can and will take the opportunity to be their best. But it doesn't happen, by accident.

(from *The Scholastic Instructor*, September 2000, p. 6)

Find in the text the English for:

взаимный

развивать

соответствовать

вести группу в двухдневный поход

атмосфера взаимного уважения

напуганный ребенок

прекращать агрессивное поведение

отреагировать с добротой

быть поддерживаемым хорошими друзьями

заставлять кого-либо почувствовать себя лучше

быть очевидным с самого начала

осознавать что-то

с пониманием и состраданием

Arrange sentences in a logical order:

1. Butch tagged along with the others, tossing off rude comments.
2. “It’s OK, Butch,” they pleaded.

3. One boy put his arm around Butch's shoulder, and a girl grabbed his hand.
4. His eyes grew wide, and his face became bright red. Suddenly, without warning, he began to cry.
5. First I secretly planted several giant-sized phony footprints in the sand alongside the river.
6. He spotted the footprints.
7. The other kids crowded around Butch.
8. He was inconsolable until I showed him how I had made the foot-prints.
9. On the last evening of the trip, the kids all begged for a ghost story.
10. Then I bolted back up the beach, raving about my discovery.

Answer the following questions:

1. Who(m) was the atmosphere of sharing and mutual respect developed by?
2. Why did the camp counselor think that Butch was a troublemaker?
3. Why was the camp counselor not surprised by Butch's aggressive behaviour?
4. Can you explain why Butch fumed and swore incessantly?
5. What thing should have been obvious from the start?
6. Why did the children react with kindness?
7. Why is the environment so important?
8. Why did Butch abandon his aggressive behaviour?
9. Is safety one of the main conditions for children to be able to grow?
10. How can you make your classroom promote considerate behaviour?
11. Is it difficult to know what to do or say to people if we do not know how they feel?
12. Sometimes we can tell how a person feels just by looking at them, can't we?

Make a detailed outline of the text and, on its basis, prepare retelling, justify the pedagogical value of the text.

Text 21

Maintaining a Healthy Classroom

(by Janice J. Beaty)

Read and translate the text

As a preschool teacher you should be able to set up and maintain a healthy classroom that promotes good health and nutrition and is free from factors contributing to illness. You will be providing daily opportunities for your children to exercise both indoors and outdoors whether or not a large space is available. The balance of active and quiet activities you set up will include rest periods as a natural follow-up exertion, although you will accommodate individual needs for children who have no longer nap during the day. Washing hands and brushing teeth will be an important part of the program, with care taken to prevent transfer of germs during tooth brushing. Nutritional needs for the children under your care will be met through snacks and meals. In addition, they will learn good food habits through their own fun experiences with nutritional foods.

Your children will be prepared to take medical tests and examinations through preliminary classroom activities set up by you or a health specialist.

You will be able to recognize symptoms of illness in children and know how to deal with them. You will also be familiar with the characteristics of abused children and with the ways that you and your program must respond. Children with health impairments such as allergies, asthma, attention-deficit disorder, and physical and mental disabilities also can be accommodated in the classroom through your careful planning with parents and health specialists.

(from Beaty, J. J. (2000) Skills for Preschool Teachers, p. 26)

Choose the correct answers:

1. A preschool teacher should be able
 - a) to establish a safe classroom
 - b) to set up a healthy classroom
 - c) to organize daily opportunities for children
2. The balance of active and quiet activities must include
 - a) quiet activities
 - b) rest periods
 - c) nap periods
3. Children learn good food habits through
 - a) snacks and meals
 - b) own experiences with nutritional foods
 - c) preliminary classroom activities
4. A preschool teacher must accommodate
 - a) individual needs for children with physical and mental disabilities
 - b) individual needs for children who have no good food habits
 - c) individual needs for children who have no longer nap during the day
5. A preschool teacher should be able to
 - a) recognize symptoms of illness in children
 - b) treat sick children
 - c) prevent illness

Complete the following statements:

1. A preschool teacher should be able to set up and maintain ...
2. You must accommodate individual needs ...
3. Washing hands and brushing teeth is an important part of ...
4. They will learn good food habits ...

5. Your children will be prepared to take medical tests and examinations through...
6. You will be able to recognize symptoms of ...
7. You should also be familiar with ...

Insert appropriate words instead of gaps:

opportunities recognize familiar knowledge transfer experiences impairments accommodate
activities nap promote

1. Children wash hands to prevent ... germs.
2. A doctor should be able to ... symptoms of illnesses and know how to treat them.
3. Students should be ... with some methods of teaching young children.
4. In Russian kindergartens teachers provide daily ... for young children to exercise both outdoors and indoors whether or not a large space is available.
5. An early childhood educator prepares young children to take medical examinations through preliminary classroom ... set by a health specialist.
6. Children can be taught good food habits through their everyday ... with foods.
7. Through careful planning with his parents and health specialists you can ... this child in the classroom.
8. Some young children have no longer ... during their day in the kindergarten.
9. If you want to become a professional in the field of early childhood education you will have to learn how to recognize symptoms of such health ... as allergies, asthma, attention-deficit disorder, physical and mental disabilities.
10. To set up a healthy classroom means to ... good health and nutrition.

Text 22

Renewing the Teaching Profession

Read and translate the text

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

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

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

One reason for the present intense scrutiny of the teaching profession is that trends in student enrolment are changing once again. After declining over the past decade, enrolment will increase by 2 million from 1985 to 1990. Moreover, from 1970 to 1982 very few new teachers were hired, so that the average teacher is older and is close to retirement. In the 80s teaching will be one of the fastest growing professions. The student population is changing as well as growing; these new teachers will confront a higher proportion of pupils from disadvantaged and single-parent homes. By 1990 about two-thirds of the national student population will come from such households.

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

The Changing Labour Market

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

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

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

Find in the text the English for:

испытывать на себе

бесполезный

важнейшая составная часть

заработная плата

общий (суммарный)

вкладывать (средства)

нанимать (брать на работу)

награждать
завоевать уважение
упоминать
падающий (снижающийся)
достаточная подготовка
большая тревога
совокупность обстоятельств
сталкиваться с
рынок труда
рабочая сила
основная причина
достигать высоких результатов
возможности
умный (способный)

Arrange A and B in pairs of synonyms:

A. to recruit, productive, competent, bright, standard, interaction, child, household, total, pupils, fast, declining, reason, occupation.

B. decreasing, to hire, effective, communication, efficient, lid, overall, students, level, quick, cause, family, clever, profession.

Arrange A and B in pairs of antonyms:

A. useful, adequate, success, effective, poor, negative, fast, advantage, significant, superior, to appear, to increase.

B. ineffective, to decrease, useless, slow, positive, insignificant, to disappear, failure, inadequate, rich, disadvantage, inferior.

Speak on the main reasons for the decreasing of the quality of teaching in the USA nowadays.

Say whether we have the same problems and suggest effective measures to improve the situation

ЗАКЛЮЧЕНИЕ

Целью пособия является совершенствование навыков говорения, чтения и перевода с помощью профессионально-ориентированных текстов, посвященных вопросам образования и воспитания.

Материал в пособии представлен аутентичными текстами и отрывками из оригинальных произведений на английском языке. Каждый текст сопровождается блоком заданий коммуникативного характера.

Использование пособия в процессе обучения иностранному языку способствует развитию устной и письменной профессионально-ориентированной речи в процессе межкультурного взаимодействия.

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