

М.С. Кулакович

**ОБСУЖДЕНИЕ ПУБЛИЦИСТИЧЕСКИХ ТЕКСТОВ
НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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университет»**

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Учебно-практическое пособие представляет собой сборник современных общественных, научно-популярных и педагогических текстов и вопросы к ним. Также пособие включает в себя приложение со списком фраз для логической передачи содержания текста в письменных работах.

Учебно-практическое пособие предназначено для занятий с преподавателем, а также во внеаудиторной и самостоятельной работе.

Рецензенты: Павлова О.Ю., канд. истор. наук, доцент
Бояльская Т.А., канд. пед. наук, доцент

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ВВЕДЕНИЕ

Данное учебно-практическое пособие предназначено для студентов старших курсов двупрофильной подготовки: начальное образование / английский язык; дошкольное образование / английский язык; история / английский язык; информатика / иностранный язык. В пособие включены современные аутентичные публицистические тексты. Данное пособие может быть использовано на групповых занятиях по дисциплинам «Практический курс изучаемого иностранного языка», «Практический курс английского языка», «Практика устной и письменной речи», «Креативное письмо» и курсах иностранных языков, а также для самостоятельной работы студентов.

Пособие представляет собой сборник современных общественных, научно-популярных и педагогических текстов и содержит вопросы к ним. Вопросы составлены таким образом, что охватывают не только проблематику текстов, но и актуальные темы для обсуждения в целом. Таким образом, студенты могут не только выразить согласие или несогласие с автором, но и продемонстрировать свою начитанность и эрудицию по теме. Кроме того, часть вопросов представляет собой педагогические ситуации, обдумывая которые, студенты ставят себя на место учителей и предлагают собственное решение для того или иного конфликта.

Также пособие включает в себя приложение со списком фраз для логической передачи содержания текста в письменных работах.

Учебно-практическое пособие может быть использовано на занятиях с преподавателем, а также во внеаудиторной и самостоятельной работе студентов.

TEXTS

Adoption

In Western culture, a typical family usually consists of a couple with their biological children. But some couples can't have their own children for different reasons and they choose to build a family through adoptions. Infertility is the main reason why men and women want to adopt children. Some couples have compassion for poor parentless children and adopt them for humanitarian reasons. Some believe that it is more responsible to take care of indigent children than to give birth to their own children. Some have to resort to adoption because of health problems.

Adoption isn't just for childless people. Many families have biological children and choose to adopt as well. There are millions of children in the world in need of loving families and permanent homes. Nowadays the growing number of men and women adopt children from other countries including Third World countries. In recent decades international adoptions have become increasingly popular. Many people are eager to adopt children and since there is more demand than supply within the country for adoptions, they are looking overseas to adopt. Adopting children from foreign countries couples hope that their children's natural parents will not interfere in their life. Most adopted children come from Ethiopia, China, Russia, Guatemala, South Korea and other countries. For example, Americans have adopted more than 200,000 children from overseas in the past 15 years.

There are still many people who are skeptical about adoption. Some people are concerned about the genetic quality of adopted children and they believe that adoptees are predisposed to drug and alcohol problems as well as to behavior problems. Some adopted children have histories of maltreatment, physical and sexual abuse. Other people think that the absence of biological ties complicates parent-child relationships.

The mass media is the primary source of information about adoption and it plays a role in the increased interest in international adoptions. Every time a Hollywood celebrity adopts a child, there is a great increase in enquires from people wishing to adopt. Among the celebrities who have adopted children from abroad are Sharon Stone, Ewan McGregor, Meg Ryan and Julie Andrews. In the 2000s, the couples Angelina Jolie/Brad Pitt and Madonna/Guy Ritchie drew public attention by adopting several children from Third World countries.

In 2006 Madonna decided to adopt a boy from Malawi. The procedure was complicated by the fact that Malawian law requires prospective parents to reside in Malawi for one year before adopting. There was a storm of controversy as some people were sure that Madonna's application received special status because of her celebrity. The adoption was finalized in 2008.

Many families who adopt children should understand that love is not enough to make their family united and happy. They should also respect their children's cultural heritage and teach them the history, traditions and language of their native country.

Adoption has quite an impact on modern society changing its structure and people's attitude to racial barriers. Adam Pertman, an adoption expert, has said, 'Suddenly there are Jews holding Chinese cultural festivals at synagogues, there are Irish people with their African American kids at St Patty's Day. This affects whole communities, and as a consequence our sense of who we are, what we look like, as a people, as individual peoples. These are profound lessons that adoption is teaching us.'

Swedish Universities and Colleges

The Swedish higher education system is similar to that of other European countries. Here are the basics!

Degree programmes in Sweden

Swedish universities offer degree programmes according to the European standard. This includes bachelor's, master's and PhD programmes.

Bachelor's programmes, also known as undergraduate programmes, take place after upper secondary school (high school) and are usually three years long (180 ECTS).

Master's programmes, also known as graduate programmes, build upon the knowledge developed during bachelor's-level studies and can be one or two years long (60 or 120 credits).

PhD programmes, also known as doctoral programmes, are research degrees involving several years of work toward a dissertation. The duration and setup of PhD programmes in Sweden vary between universities.

Programmes and courses: what's the difference?

A degree programme at a Swedish university is made up of a number of courses in a particular field of study leading to a specific degree. Courses, sometimes known as modules in other countries, are the building blocks of each programme. Each semester, students follow one large course or several smaller courses.

Instead of applying for a full degree programme, it's also possible to apply for admission to some courses directly. When you apply for and enrol on a course rather than a programme, you are only registered for that specific course. When you apply for and enrol on a programme, you will then register for many courses over the duration of your programme.

Example:

You enrol on a two-year master's programme made up of four semesters of study. During each semester, you take four courses for 7.5 credits each, for a total of 120 credits for the programme.

Degree programmes usually contain a mix of compulsory, recommended and optional courses.

Academic calendar

The Swedish academic year is divided into two semesters:

Autumn semester begins at the end of August and lasts until mid-January, usually with a short break at the end of December.

Spring semester runs from mid-January to the beginning of June.

Course structure

Full-time studies in Sweden correspond approximately to a 40-hour week, though you may only have a few hours of lectures or seminars each week. The rest of your time is spent reading and working on group projects and other assignments.

You'll often take only one course at a time for a period of several weeks, after which an examination is given directly. After the examination, a new course begins. For instance, during a 20-week semester, you might take four courses in a row for five weeks each. In some programmes, you might instead take several courses at the same time, with an examination at the end of the semester.

The structure of individual courses varies with the subject area. Technical programmes often include a high proportion of classroom and lab hours, whilst courses in the social sciences may involve fewer classroom hours and more independent and group work.

Lectures and examinations

Courses usually include various types of meetings, such as lectures, seminars and laboratory sessions with varying group sizes. Seminar groups can be as small as a few students whilst lectures can be up to a few hundred. The aim is to develop critical thinking and collaborative skills, and students are expected to be active participants in all forms of meetings. Required reading and independent work is usually extensive, regardless of your field of study, and students are expected to come well-prepared to class.

Examinations usually take the form of written or oral tests, laboratory work, group work or special projects. Most programmes conclude with a degree thesis or project.

University or university college?

Two slightly different terms are used in Sweden to describe institutions of higher education: university (universitet) and university college (högskola). The main difference is that universities have the right to award PhD degrees while many university colleges don't. However, some university colleges do offer PhDs.

There is no difference in the bachelor's or master's degrees offered by universities and university colleges, and many university colleges are called

'university' in English. As an international student, your experience will be similar regardless of whether you choose to study at a university or university college.

How the Internet Changed the Learning Process

If we are to talk about the changes the Internet has brought on the learning process, we first have to think of how we got here: you either Googled a relevant keyword, or you were given a link to this article; either way, we're talking about a completely unheard-of way of doing research and learning about new things that would send shivers down the spine of any academic or researcher thirty years ago.

Welcome to the age of oversimplification, where new experiences are but a few clicks away, and learning is a solo act.

The Learning Process is a Never Ending Road

Let me take you back to your first day of school; most will remember this as a dramatic day of separation between parent and child and others will have embraced the opportunity to meet new kids and be part of a new world where the teacher is the leader and the student is successful when faithfully following instructions.

If I am to compare the way I was taught in elementary school, with the way my little brother does now, I would say that his experience seems light years away from mine. I wouldn't necessarily go as far as classifying his as a better one, but I would say it's different.

He owns a Playstation, a computer and all sorts of electronic mediums that promote interactive learning through entertainment. Studies have showed that through play, children are more susceptible to developing physical, social, cognitive and language skills.

Enter Internet Learning

When discussing education, someone usually mentions how technology changed the way we do it now in comparison to the old days. The classic joke of "Thanking Wikipedia and Google for our degrees" is more reality than humour. One cannot deny that our tolerance levels for lack of knowledge have dropped,

and "Google it" has become one of the go-to responses to someone's query. This is the byproduct of having easy access to an immeasurable wealth of information.

I'm sure you can remember writing a paper at some point in your life; whether that was for high school, or University, chances are that if you graduated any time before we hit the millennium, you did a lot of page-turning in your search for excerpts, sources and information relevant to the topic.

This is hardly the case anymore... you flip open that laptop, it automatically connects onto the nearest Wi-Fi Hotspot, and you're ready to go. Google will welcome you with a plethora of options to search through, may that be a medical journal or simply a book review, the results take less than a fraction of a second to be listed and ready to be read.

YouTube Used in the Learning Process

When you hear YouTube, you think of "Music, Videos, Entertainment"; for a visionary this was a gateway to create something powerful, to assist seemingly anyone with a cheap computer who wishes to learn. This foresight was what led to Khan Academy being created, a platform housing thousands of videos of tutorials on topics ranging from Mathematics, to History and Astrophysics, with tests and ways to practice, as well as monitoring of your performance.

Does learning ever stop?

Well, no, and it shouldn't. Ask a doctor, a financier, or a marketer, if using just the information you learnt in University will ever get you anywhere. In business, it's a rule that you must keep yourself up-to-date with your sector if you want to keep up with the competition. It's partly the reason why new books are introduced every 1-2 years for University students... new methods to teach, new techniques to be accustomed to.

And as for the workplace, it's the reason why training is not just something you do for the first month when you join a company. It's a process that takes place again and again whenever new developments come out in your respective field.

To Conclude...

The reality of learning is an ever-changing one... what we used to have to ask our mother for is now replaced by "Google" and the encyclopaedia our parents

bought tome-after-tome now resides on the Internet and is written and updated by everyday Joes like you and me.

Learning has changed for everyone, as iPads join the classroom to help kids with learning difficulties, computers are standard equipment in class, and University classrooms are called "Smart-Classes" for having computer equipment directly connected to the board. While technological advancements have been happening for the last 30 years, the Internet has singlehandedly revolutionised how learning is facilitated, more than the Radio or TV ever could.

Electronic Texts

The Social Studies Department at my school decided two years ago to adopt new textbooks. Ultimately the district decided to purchase digital textbook licenses for our students instead of physical textbooks. Having worked with digital textbooks for two years now, I can definitely say there are good and bad aspects to this choice. Check out my Good, Bad, & Ugly lists below:

Digital textbooks: the good

1. Students and parents can access this textbook ANYWHERE, including their phones. The excuse of, "I left my textbook," can't be used anymore.
2. Teachers can assign much more engaging homework from the textbook! These digital textbooks have all sorts of interactive activities that the students can benefit from. There are tons of cool features like video clips, interactive maps, and self-assessment opportunities. No more questions in the back of the chapter!
3. There are no damaged or lost textbooks.
4. As a teacher, I didn't have any end of the year textbook paperwork to complete.
5. The differentiation is great. There are opportunities for students to click on words they don't know & get the definition. There is a Spanish version as well as a way for the textbook to be read aloud to the students. They can utilize as much or as a little of the supplemental resources as they would like or feel they need. It really enables teachers to help struggling students.

Digital textbooks: the bad

1. If a student does not have Internet access at home, then they do not have access to all these awesome resources.*

2. Students sometimes have problems logging into the online textbook whether through user-error or a fault of the online service.

3. When the Wifi doesn't work in class, you are without a textbook. This is great fun when you have planned for the students to utilize them that day! Plan B!

4. Students get easily distracted when using digital devices. If they are at school using the device, it is less likely but we are all tempted to click on interesting stories, videos, and pictures that then lead to more interesting stories, videos, & picture, and we look up an hour later to realize that our main objective was not completed. Keeping students on task in class can be challenging. Their focus at home can be even more difficult to obtain.

5. A textbook is self-explanatory for students once they are in high school. "Turn to page 162," is pretty simple to say & students know what to do. However, a digital textbook is not quite as simple. I have to take time out of class to teach the students to log into the online service and help them discover the features it includes.

*This was resolved by providing a class set of textbooks and extra textbooks for those few students that do not have home Internet access.

Digital textbooks: the ugly

1. Just because a student has home Internet access does not mean it is reliable. It is hard to deny a student when they claim their Internet was down and they could not access their textbook. This becomes an easy excuse for students to use. Instead of "I left my textbook," it became, "I couldn't login for some reason." This is impossible to prove or disprove as a teacher.

2. Despite all the differentiation resources, digital textbooks are more complicated thus Beginning ELLs and lower-level Special Education students often

struggled with the basic access aspect whereas a textbook is much simpler for them to access.

3. Many students really didn't like using the digital textbooks. Despite being known as the "technology generation," many of them struggled with basic technology aspects, like trouble-shooting, and preferred using the physical textbooks. I had fewer than 10 physical books that I was allowed to give out so it didn't matter their preference, they were stuck with a digital book.

4. Parents were not very happy with the digital textbooks. Parents were frustrated because unlike a regular physical textbook, they could open it easily & make their students do homework. However, if a student is claiming they "can't login" then the parents are really left in a bind. There isn't much they can do. Since we paid per digital book, I couldn't allow the password to be put online, which meant the parent had to make contact with me to get the information if their student didn't provide it to them.

5. It took me 1 1/2 years to finally get access to one of my digital textbooks. During this time, my students were not able to have a textbook to take home. I spent MANY hours trouble-shooting with the textbook company and my Administration ultimately had to get involved because we were not able to access the product we had paid for. We finally figured out that it was a technical glitch in how the publisher had put us into the system. Boy, was this fun! As you can tell, there are definitely great aspects of digital textbooks but there are always going to be the downsides as well.

I don't discourage anyone from purchasing them but I do think you need to be aware of the challenges and don't think you can go completely digital at this time. You will definitely want to purchase SOME physical textbooks for those without Internet or for times when technology fails.

So don't expect digital textbooks to solve your problems but don't be hesitant to give them a try and see the benefits they can provide for you and your students.

Studying from Home

Online and distance education, also called e-learning, has grown by leaps and bounds as the Internet becomes more accessible. Many accredited colleges and universities in the US offer programs in a variety of areas, whether it is bachelors and undergraduate, and graduate (masters, doctoral/PhD, professional degrees).

Online and e-learning degrees are available in a variety of areas:

Online Business Administration and MBA Degree Programs;

Online Education Degree Programs;

Nursing Degrees;

Computers and Information Technology Degrees;

Health & Medicine Degrees.

In the online degree study programs, teaching and learning occur when the written and printed word, the computer, or telephone-conferencing are used to bridge the physical gap. In other words, it is a process that utilizes various technologies to overcome separation of the teacher and the student.

For geographically separated groups of learners, Internet-based (online) instruction can be more appealing than traditional face-to-face learning. Distance learning not only adds technology to instruction; it utilizes technology to advance potentially new approaches to the teaching and learning process.

It is a phenomenon that has changed the learning relationship. It has shifted the focus from the common, centralized school model to a decentralized and flexible model. Instead of bringing students to school, it brings the school to the students.

Distance learning is not a new experience although online distance education is a more recent and evolving phenomenon. Distance learning has been a method of teaching and learning for many individuals for at least one hundred years, starting with correspondence learning via postal mail. Online degree courses and e-learning utilize multiple resources and multimedia components for learners anywhere at any time.

The advent of information and communication technology (ICT) and e-learning have blurred the boundaries of distance education and traditional education.

Technological innovations like cable, satellite, computers, and fiber optics have increased the scope of distance education. As a result, the distance learner can now have almost the same instructional contact and interaction as the student on campus.

E-learning provides students with convenience and flexibility not found in traditional programs. While some programs may require textbooks, many institutions provide online versions of textbooks as well as all other necessary learning materials, study aids, and even virtual libraries. In addition, students typically have access to asynchronous discussion boards, synchronous live chat options, recorded lectures, and other virtual opportunities to interact with instructors and fellow classmates. Some live sessions require virtual attendance on specific days and times, and assignments have mandatory due dates, but everything else is available any time of day or night for ultimate convenience in planning your studying and schoolwork schedule.

Teaching your Schoolchildren at Home

In some cases, children thrive in schools, and there's no reason to consider any alternatives. In other cases, children have such a bad time at school, for whatever reason, that home education becomes a necessity. But for most children, school is a mixture of good and bad. This article looks at some of the pros and cons of home education. I would like to think that more parents will consider their options before enrolling their children in schools. Perhaps, each year, they will discuss with their children, whether to continue what they are doing, or try something different.

Pros and Cons of Home Education

The balance will be different for each family, and for each child within a family. An extraverted, sociable child who likes structure may be happier in school than at home. A quiet, focussed child with specific interests in the same circumstances may be happier at home. Much will depend, too, on where you live and what your local schools are like. The family structure is also relevant. For a single parent, or when

both are working full time, home education is more complex than when one parent is able to be home full-time.

Nevertheless, there are some general principles to consider when determining how to educate your child. Remember that under UK law you must educate your child but not necessarily send him/her to school.

Pros of home education

1. Individual attention and instruction. However you decide to go about home education, there is a much higher adult-to-child ratio than there can ever be in a regular school. Even if you have three or four children at home, you can give far more attention to them than a teacher can with a class of 28 or 30, even if there is a teaching assistant or parent volunteer to help. Even when schools have different levels of work for different abilities within a class, there will be some who are bored and some who don't understand. With home education, you can tailor each child's education precisely, working at his or her pace, answering questions as they come up.

2. Children work at their own pace. This is related to the first, but is from the child's perspective. Whereas a school may take a term to cover – say – basic trigonometry, or Ancient Rome – a child educated at home can cover these topics in far more diverse time periods. An hour or two may be sufficient to introduce a maths or history topic, or – at the other extreme – it may take a year or more for a child to grasp something which, in a school situation, would make him feel 'behind'.

Reading is a good example of this: some children learn to read as young as three, some not until they are nine or ten, or even older. It doesn't matter! There's no shame in being a late reader, and no reason for pride in early readers. At home, education can be tailored to the child's needs and abilities (as, indeed, the law requires) and they can take as long as necessary to learn.

3. Children's interests can be followed. While some home educators choose to use a curriculum, or follow school subjects, there's far more scope for encouraging children to follow their own interests, whatever they may be.

4. More time for relaxation. While a typical school day is about seven hours, with – by the time a child is in the teens – two or three hours of homework each

night, the actual learning/education part of the day is no more than a couple of hours. This gives so much more time for reading, music, board games, walks... or whatever appeals.

5. Flexibility with holidays. With education authorities becoming stricter about authorised absences, holidays or day trips in term time are almost impossible for children in school. With home education you can take a break whenever you wish, and take advantage of off-season travel or days out.

6. Lack of peer pressure. The teenage years can be stressful and depressing for teens who are bullied, or insecure in any way, or who feel that they don't fit in. Peer pressure can be devastating, leading some teens to experiment with dangerous lifestyles that they might not wish to try. Home educated children and teens are usually confident in their abilities, and far less prone to negative peer pressure.

Cons of home education

1. It can be expensive. Quite apart from the potential loss of income when a parent is home full-time, any textbooks, art supplies, writing materials, musical instruments, and so on must be paid for, rather than supplied by the school. If you want to follow a curriculum, that can be pricey. If your children want to take GCSEs or A-levels, even if they can study them at home, there's a fee for every exam taken as a private student.

2. Lack of friends. While some children are friendly with neighbours, or take part in youth groups, Scouting organisations, and so on, it can sometimes be difficult to find friends when educated at home. Even though there are more opportunities of mixing with local people of all ages, home education can feel isolating. This is particularly so if you live in an area where there are no other home educating families around.

3. It's full-time for parents. Many parents love having their children around all the time. But still, it can be tiring and overwhelming never to have time to oneself. Home education is a full-time job. Children may ask questions at any time of day or night. This is so even if you follow a curriculum and choose set hours of the day for structured education. As when looking after a toddler, parents are never really off-duty when home educating.

4. Disapproval of relatives and friends. It can sometimes be hard for grandparents, who are worried that your children might miss out. Friends whose children are in school may take offence, thinking that you see yourself as superior in some way. Discussion is usually helpful, and as time goes by, these facets may become easier. But they can be difficult to overcome when you first start home educating.

5. Dealing with the LEA. While home education is legal throughout the UK, some LEA officials want to monitor or advise, even if you don't want them to. While some LEAs are fine, perhaps even helpful, you may have to deal with those who don't like your style of education and do all they can to get your children into school.

6. Further education application may be complex. Applying for university is not straightforward for students who have not taken A-levels. Home educated students don't have careers advisors to help or Head teachers to give references. Many of them have gone on to further education, and have been successful. But the process of getting there may be complex.

Conclusion

I've tried to be fair, giving six potential advantages of home education, and six possible disadvantages. Whether or not any of these are relevant to you will depend on your own educational philosophy. Much also depends on the character and needs of your children. However, if your child is being bullied, or finds school life impossible for any reason, please consider home education for at least a year or so. No decision has to be permanent. Most of the cons listed above are not relevant when home educating for short periods. Nor are they important if your child is suffering in a school environment.

Teaching English to Learners with Special Educational Needs: Myths and Realities

'I know I have children with special educational needs in my class, I want to help them and we are supposed to promote inclusion, but I really am not sure how to do this'

Vera, primary teacher from Spain

'Some of the children in my class are really badly behaved, they can't sit still, don't finish their work and are always calling out. I think they might have a learning difficulty, but I don't know what to do'

Kris, secondary teacher from Poland

Do you feel like these teachers? Do you think that you have learners with SENs in your class and you are not sure how to support them? Many countries across the world are now following policies of social and educational inclusion for learners with SENs. This means that more and more learners with SENs are in mainstream classrooms. Many teachers do not feel that their teacher training has prepared them for including learners with SENs in their classrooms. In my experience, there are some common myths and misconceptions around the teaching of learners with SENs.

Myth 1 – You have to be a specialist psychologist or specially trained teacher to know how to teach these learners

No, you don't. It will of course help you to learn more about SENs and to get advice from specialists in the area, but learners with SENs benefit from good teaching practice, particularly in the area of classroom management, planning and setting of tasks. For example, learners with SENs need clear, consistent rules and instructions, they need short do-able tasks which give a sense of achievement, they need to feel the teacher cares about them and understands them as a person and they need multi-sensory presentation and practice of material. Good teachers do all of these things without specialist knowledge of SENs.

Myth 2 – other learners in the class make less progress when they are taught with learners with SENs

No, this is not necessarily the case. Children with SENs can teach other children to have empathy, understanding of difference and other important social and learning skills. Children naturally understand that some learners need more help. Adults need to understand this and work with it. Having an inclusive classroom experience can benefit learners and enrich their learning experience.

Myth 3 – learners with SENs cannot learn languages

No, this does not have to be true. Learning English gives many children with SENs opportunities to learn important skills such as listening, taking turns, working

with others, waiting for attention, noticing things about other people, understanding social language and expressing opinions. These are skills which are often practised in English language learning activities and can be done in a fun, non-threatening way. Reading and writing stories can give learners opportunities to explore issues in a safe, creative way. Learning English in this way can give a different experience of the classroom to learners with SENs.

Myth 4 – it takes a lot of extra time and planning

No. All teachers are short of time but including learners with SENs in your class should not involve a lot of extra planning. It will involve planning for different learning styles, thinking about the interests and strengths of your learners, including some variations of task type and careful presentation of the work. However, this type of planning will improve the learning of all the learners in your class. I can actually save you time if more learners engage in the work at an earlier stage and with better results.

Some tips for an inclusive classroom

1. See the learner and not the label. Learners with SENs are people with personality. Every person with dyslexia, for example, is not the same. The learner might be introvert, extrovert, creative, not creative, humorous, not humorous, musical, not musical etc. Get to know the learner.

2. Encourage and use activities which develop empathy and understanding in your classroom at all times. For example, many activities in ELT involve guessing or remembering something about your partner, finding things you have in common or which are different. Exploit this type of language activity.

3. Develop a peer mentoring or buddy system, where learners help each other and share skills.

4. Think carefully about how you give instructions. Make them clear, concise, give them on a step-by-step basis. Give them in the order you want them done and very simply. Avoid sequencers. For example, say 'look at the board, open your books' and not 'before you open your books, look at the board.' Check by giving an example and getting an example from the learners.

5. Use visuals to reinforce rules and routines. Have a set of pictures showing different parts of your lesson – listening (ear), speaking (mouth), writing (pen) reading (book) and put these on the board at the start of the lesson to show the order for the day.

6. Think about your learners needs and have a seating plan. For example, hearing impaired learners will need to sit near the teacher, learners with ADHD need to sit away from distractions such as windows and radiators.

7. And don't be afraid to ask other people, the parents/carers, other professionals and above all, the learner. They will know what works.

Make it a collaborative learning journey rather than a fearful one.

Teenage Problems in Communication

Young people are far more likely to want to communicate with you if certain conditions are maintained. If your teenagers have self-confidence and think highly of themselves, they are far more likely to have a positive attitude towards being in contact with you, and everyone else. You can help them to communicate if you encourage them to have: contact with other adults, close friends, heroes and heroines and opportunities for self-expression.

Contact with other adults

When teenagers are regularly in touch with adults, such as family friends, parents of friends, elder siblings, aunts and uncles, grandparents, and teachers, it has some positive effect on their ability and willingness to communicate with you.

Such relationships with other adults reinforce their belief that adults will listen to and respect them. Adults who have faith in them affirm their positive qualities, help them feel good about themselves, and encourage them to go on listening and learning. Also, they see that most adults - even those with different styles of parenting - share common concerns and attitudes so if you've set a standard in something, the other adults can back you up; this is helpful and reassuring for your teenager.

Close friendship

Close friendship may sometimes seem like a drawback rather than an advantage when trying to get your teen to communicate. After all, isn't it a problem that your teenager would rather talk to their friends than to you? The reason why close friendship is so important is that your children are talking to someone. If they didn't have friends, they wouldn't talk to you instead, but worry on their own.

The lessons they learn with friends may be tougher and more honest than the ones they'd get from you, because family is always there, but friends have to be earned - and that's why they need them.

Heroes and heroines

All teenagers go through periods of being attracted to, if not obsessed with, heroes and heroines. They can be pop idols, actors, gaming characters or totally invented. Heroes and heroines, whatever their actual worth is, set goals for young people. You can challenge the actual achievements by discussing what your teenager finds appealing or admirable in them, but simply dismissing his hero means that you dismiss your teenager's choices.

It is good for your teenagers to have ambitions, any ambitions at the start and you can help them set goals modelled on their heroes or heroines.

Opportunities for self-expression

Communication with your teenager can often be improved if you encourage them to explore their feelings or thoughts by listening to or playing music, reading, painting or drawing, creating animations or films, acting - in fact any form of self-expression.

It's something they may take for granted while young but once children become teenagers they are often embarrassed about performing in public or even in private. Showing them a lead by doing it yourself can give you something to talk about.

What we say and how we say it

The tone of the voice we use when we talk to our teenager can have a dramatic effect on how well we communicate. If you have difficulties, it's worth thinking about your tone: is it chatty, nagging, interrogating, sarcastic or teasing?

Often you can get into a cycle of repeating what you say in such a way that your teenager simply 'turns off' and no longer hears anything. What you hear is asking them to comply, and you have to repeat yourself because they won't do what you ask. What they hear is persistent fault finding and complaints, along with your demands.

Homework Assignments: Problems and Solutions

What to Do When Teens Refuse to Do Homework or Fail a Class

Some teens are naturally motivated and others are not. Some teens are able to succeed at school with ease, and others struggle. But, what is a parent to do when their teen simply refuses to do homework or is suddenly failing a class? Experts recommend parents work to discover the root cause and creatively problem solve with their teen.

Most of the time, parents feel a little shocked when they are confronted with a school problem. Maybe your teen has outright refused to do any work, or maybe you received a notice from the teacher, or maybe you got a disappointing surprise on their interim report. Whatever has brought the problem to your attention, it's important to take a deep breath and work to understand the issue. The first step is to ask your teen what is going on. Notice the word ask. That means you don't start the conversation with accusations, yelling, blame, or threats. Instead, enter into the conversation with a sense of curiosity to see if you can help uncover the possible reasons why your teens aren't getting their homework done or passing the class.

Determine the Root Cause

If your teen refuses to do homework or is failing a class, don't jump to the conclusion that he is simply acting out of defiance. More than likely, there is some underlying problem(s). For example, stress, bullying issues at school, classes that are too advanced, test-taking anxiety, too many absences, learning disabilities, and depression are all possible problems that can contribute to behavior changes. Remember that when high school students fall behind in their classes for any reason (absence, material too difficult, bad test-taking day), catching up can be quite difficult.

When grades begin to plummet, many teens give up. Talk to them about their struggles. Ask them: “How is your current situation different from how you would like it to be?”

Separately, parents should talk to the teen’s teacher to obtain their thoughts and perspectives. Again, parents should enter such a conversation with an open mind and a willingness to listen to the teacher’s opinion.

Develop Solutions with Your Teen

Once parents feel like they understand the problem, they should sit down with their teenager and brainstorm a list of possible solutions to the given situation. They can ask their son or daughter what they have already tried before (whether it’s in this situation or in similar situations in the past), and what outcomes they experienced. Ask them to predict likely consequences, both positive and negative, for each possibility. Teens should be encouraged to not limit themselves, but to come up with as many options as possible, even if they seem unrealistic, because this creative process may help generate even better solutions. Once you have made a list of options together, help your teen narrow them down. For each option, consider how realistic it is, how likely the teen would be to implement it, and the potential obstacles.

Sometimes, homework or grade battles simply need a creative solution. For example, some teens are willing to stay after school to complete their homework, so long as they don’t have to do work at home. Other teens need some control over when they are going to do their work, so they may need to unwind for an hour after school and then do their work. Teens who are failing due to a learning disability or missed schoolwork, might be willing to work with a tutor. Parents should offer their own ideas, but **MUST** be willing to try their teen’s suggestions and ideas. The process of identifying the problem and developing the solution will empower your child, give them a sense of ownership in fixing the problem, and will ultimately give them confidence when they overcome the issue.

Additionally, parents should help their teen establish healthy study habits that will allow them to be successful. Some good study habits include: creating a

designated homework time and space, removing distractions including electronics, being available to help your teen when they have a problem or get frustrated, teaching them time management skills, and helping them to get organized.

Establish Expectations and Rules

In general, parents should establish rules and expectations about homework based on their individual child. For example, if you have a teen who is fairly responsible with his homework most of the time, it may be appropriate to allow them to face the natural consequences of a bad grade or detention when they don't do their work.

However, if you have a child who is refusing to do homework or is failing, and you've done the previous steps to try to find the problem and have discovered there is no underlying problem, then rules are warranted. Establish appropriate expectations, and more importantly, develop rewards for following them and consequences for not. Then you must follow through on your plan. For example, create small measurable goals. If your teen puts in a lot of effort for 30 minutes, then he gets a 10-minute break. Or consequently, confiscate his electronics each day until he completes his homework. Phones, tablets and other electronics are a privilege, and he cannot earn them if he chooses to not do his work.

Final Thoughts...

Experts say that the best thing parents can do when faced with school problem is stay calm and open-minded. Nagging and lecturing – although tempting parenting techniques – are never effective and usually harm your relationship. Bribing your teen to get work done can sometimes work in the short run, but quickly loses its appeal to your child and can actually instill a “what's in it for me” attitude. Additionally, threatening a consequence that you will never follow-through on will only reinforce the negative behavior. Instead, follow the tips above to discover the problem and creatively solve it with your teen. Not only will it truly address the problem, it will also teach your teen how to address future challenges.

Performing Sport Illegally

My dad used performance-enhancing drugs – it nearly killed him

For athletes, winning is everything, no matter what the cost. That is why it will be so hard to rout drug abuse out of sport

‘Like many athletes, my dad began using amphetamines alongside steroids to give him a boost, first for competitions, but soon much more regularly.’

In 1988 Linford Christie failed his first drugs test at the Seoul Olympics. That same year, my dad, Arthur White, won the first of four world titles in a powerlifting career that almost cost him – and us – everything.

Sometime in the early 80s, when I was still at primary school and the world of performance-enhancing drugs was still a crude and embryonic one, he sustained an injury. A bloke at the gym suggested steroids might speed his recovery. He was reluctant, but he needed to get better fast; he had a competition coming up. Over the years, steroids led to amphetamines, and amphetamines to cocaine. Before anyone knew it, everything imploded.

There is much discussion at the moment about the systematic use of performance-enhancing drugs. State-sponsored doping programmes or endemic use within a sport are inexcusable and need to be tackled at the highest level. Anti-doping programmes are still underresourced, despite recent promises by the UK government to increase their funding. But beyond the motivations for national glory and personal or corporate riches there is another, more basic human instinct driving drug abuse in sport that may be harder to combat: the desire to win.

As children, we were never in any doubt about the importance of sport – and specifically winning – to my dad. I was born on the way back from his first British championships. Holidays were planned around competitions, and took place only in locations with a gym nearby. We had a chest freezer in the garage full of whole chickens. We knew it wasn't quite normal, but who ever gets to be world champion by being normal? In the world of amateur sport, when success comes with little promise of fame or fortune, systematic drivers of drug abuse do not always apply. In

these cases, the same obsessive attitude that drives a person to succeed is the very thing that may make them susceptible to elite sport's biggest temptation.

Perhaps because so few elite athletes ever admit to drug use even when caught, we rarely hear the stories of those around them who are affected by the physical and mental side-effects of performance-enhancing drugs. Steroid abuse affected my dad as it does many people. He became aggressive, overly confident and reckless. Like many athletes, he began using amphetamines alongside steroids to give him a boost, first for competitions, but soon much more regularly. He was a strong man, used to being in control. He began using drugs to improve his performance, but forgot they were also highly addictive and could alter his personality.

By 1989 he was addicted to cocaine. He had an affair and left us, the first of many times he'd do so over the next five years. He ended up in a bedsit, working as an illegal debt collector. Depression, a common side-effect of steroid abuse, led to binge drinking and suicide attempts. But when I railed against his latest betrayal, my mum would simply hold me and say: "It's not him, Emma, it's the drugs." I couldn't understand it then, but I do now.

In 1993, my dad went cold turkey for the last time. When he registered at the doctor's as a drug addict, they said his heart was the size of a football. With the combination of steroids and cocaine he'd been taking, it was amazing he hadn't dropped dead of a heart attack. Others, such as the former World's Strongest Man Jón Páll Sigmarsson, weren't so lucky. He died that same year, aged just 32.

My parents rescued their marriage and in the years since, my dad has travelled the world telling his story. When asked why he did it, the answer is always the same. "Lifting was my god," he says. "It was everything to me. The drugs just let me train harder." The irony is that in his case, probably like many others, they didn't make him that much better. In 1981, before he began using drugs, he won his first European championships.

Years later, I asked my dad about a survey I'd seen in a bodybuilding magazine. Would you take a drug, it asked, that would guarantee you became Mr Universe but gave you only 10 years to live? Chillingly, the majority of respondents

said yes. "Of course," he shrugged. "I would. Or I would have, back then. It was everything, winning." Now that's a powerful motivator, and one that it is going to be difficult to ever overcome.

Teaching English to Immigrant Schoolchildren in Israel: Principles and Practice

Israel has had, and continues to have, waves of immigrants including youngsters who need to be integrated into the society and into the educational system. Each wave carries its "baggage" – cultural, linguistic, social, etc. – which may impact the success in learning English, in addition to Hebrew, in the Israeli educational system. The first task in working with new immigrant pupils is teaching Hebrew as a second language, but it is important that they learn English as well. English proficiency is a requirement for university entrance, and an essential 21st century life-skill. The immigrant population can be divided roughly into three groups: those from English-speaking countries who need to be given the opportunity to develop the language further, those coming from non-English-speaking countries with an appropriate level to be absorbed into regular English classes in Israeli schools - but still need special attention, and those whose level is insufficient and need separate instruction to help them close the gaps. The principles and suggested practice outlined in this document apply mostly to new immigrant pupils in the second and third groups.

The English teacher's role, as is the case for all teachers, is to help pupils learn and develop the tools they need to succeed. For new immigrants, the move from one country to another is likely to have undermined learning support systems, such as family, friends, access to resources, and established learning routines. The English teacher's role is to identify where support is needed in these cases, provide support as far as possible, and to assist the pupils in meeting the standards set by the Ministry of Education.

The pressures experienced by immigrants may be overwhelming and the motivation to learn English, in addition to Hebrew, may be low. How to increase the motivation?

- Take a personal interest in each immigrant pupil. Find out about their lives in the past and their lives in the present. Speak to them regularly.
- Choose relevant materials in addition to course book materials, even where these may seem unconventional so long as the content generates pupil interest.
- Have immigrant pupils enrich the class with information about where they came from and the type of life they lead before moving to Israel. Belonging and contributing increases motivation.
- Provide age appropriate incentives for successful completion of tasks (bonus points, stickers, special roles in class etc.)
- Provide pupils with tasks they can succeed at. (This point is developed in detail below.)

Immigrants have arrived in Israel having studied in educational systems which do not necessarily match the Israeli model. There are immigrant pupils who may have had no formal English studies at all in their country of origin or those who started studying English at a much later age than in Israel. Understandably, therefore, there are immigrants whose level of English falls below the level required for their age in Israel. When tested at the required level, they will fail. Constant “failure” reduces motivation. Consequently, English teachers of immigrant learners need to consider how to prevent immigrants from perceiving themselves as failures even though presently they may fall below the required level.

To achieve this, teachers need give pupils recognition for every positive step they take – even the smallest. The concept of “failure” should be replaced with “starting point for success.”

For example, there is a pupil who completes fewer sections of an assignment than assigned to the rest of the class. Go over the task requirements carefully to see that success is achievable for the level of the pupil. If not, provide whatever is needed: additional vocabulary, a reference to an explanation in the course book and so on. Pair up an immigrant pupil with a stronger pupil to collaborate together

and also to provide assistance if necessary. When completed, check the assignment with the pupil and give credit for success. Regarding aspects of the task the pupil was not able to complete successfully, discuss the reasons together, help the pupil understand the reason for the difficulty and set the next task.

Pupils need to acquire and apply and practice literacy-enhancing learning strategies and the teacher can help pupils in this process. There are numerous learning strategies for remembering vocabulary, reading a text, answering questions, writing a simple well-structured sentence, preparing for a test, keeping an organized notebook etc. English teachers have a responsibility to use their pedagogical expertise to devise, discover and share these strategies with pupils, as well give pupils the opportunity to apply and practice them.

Reflection is part of the process of developing learning strategies. Require the immigrant learner to reflect on activities / assignments once they have completed them. If this reflection is done *together with the teacher*, the new immigrant will receive personal attention needed to ease anxiety. Establishing a process for reflection is likely to increase motivation. For example, immigrant pupils can meet the teacher for a short time after a class or after having completed an assignment in order to ask and answer questions about the process.

Technology may be very useful in enabling and promoting individualized language learning among the new immigrant population. How can this be done?

- Consider permitting smart phone use and having an online dictionary at hand. This gives immigrant pupils confidence and empowers their self-learning.
- Consider the use of chat applications such as *Whatsapp*. You record vocabulary that pupils need to know and send it to them. They can familiarize themselves with sounds, not only with written words.
- Provide immigrant pupils with digital contact so they can get clarification after a class if necessary.

It is hoped that the guiding principles and practical suggestions outlined in this document will be of use to English teachers of new immigrant pupils in Israel.

Juvenile Delinquency

One of the biggest problems which the United States is faced with is juvenile crime. The reason experts feel juveniles commit crimes is because of risk factors when they were younger. These risk factors are poverty, repeated exposure to violence, drugs, easy access to firearms, unstable family life and family violence, delinquent peer groups, and media violence. Especially the demise of family life, the effect of the media on the juveniles today, and the availability of firearms today have played a big role in the increase of juveniles crimes.

The most common risk factor is the demise of the family life and the increase in family violence. Between 1976 and 1992 the number of juveniles living in poverty grew 42% and this caused an increase in crimes by young people. Many of these criminals have been abused or neglected and they also grew up in a single-parent household. The research has found that 53% of these children are more likely to be arrested, and 38% more likely to commit a violent crime as an adult, than their counterparts who did not suffer such abuse. The symptoms of child abuse are "high levels of aggression and antisocial behavior" and these children are twice as likely to become juvenile offenders. Also improper parental care has been linked to delinquency such as mothers who drink alcohol or take drugs during pregnancy cause their babies to grow up with learning disorders, a problem which leads them to be juvenile criminals.

Another risk factor is the effect of the media on the juveniles. Before having reached the seventh grade, the average child has witnessed 8,000 murders and 100,000 acts of violence on the television. There is no doubt that heavy exposure to televised violence is one of the causes of aggressive behavior, crime and violence in society. Television violence affects youngsters of all ages, of both genders, at all economic levels, and all levels of intelligence. Long-term childhood exposure to television is a casual factor behind one half of the homicides committed by juveniles in the United States.

The increased availability of guns has played a big part in escalating the number of crimes committed by juveniles. In Los Angeles juvenile delinquency

cases involving weapon violation grew by 86% from 1988 to 1992, which was more than any other type of juvenile offense. According to a University of Michigan study it was found out that 270,000 guns accompany secondary school students to class daily. This is startling because it shows how many more juveniles are carrying guns and the juvenile use of guns in homicides has increased from 65 to 80 percent from 1987 to 1991.

Ecological Problems

As the world seeks to slow the pace of climate change, preserve wildlife, and support billions of people, trees inevitably hold a major part of the answer. Yet the mass destruction of trees – deforestation – continues, sacrificing the long-term benefits of standing trees for short-term gain.

Forests still cover about 30 percent of the world's land area, but they are disappearing at an alarming rate. Between 1990 and 2016, the world lost 502,000 square miles (1.3 million square kilometers) of forest, according to the World Bank – an area larger than South Africa. Since humans started cutting down forests, 46 percent of trees have been felled, according to a 2015 study in the journal *Nature*. About 17 percent of the Amazonian rainforest has been destroyed over the past 50 years, and losses recently have been on the rise.

We need trees for a variety of reasons, not least of which is that they absorb not only the carbon dioxide that we exhale, but also the heat-trapping greenhouse gases that human activities emit. As those gases enter the atmosphere, global warming increases, a trend scientists now prefer to call climate change. Tropical tree cover alone can provide 23 percent of the climate mitigation needed over the next decade to meet goals set in the Paris Agreement in 2015, according to one estimate.

Causes of deforestation

Farming, grazing of livestock, mining, and drilling combined account for more than half of all deforestation. Forestry practices, wildfires and, in small part, urbanization account for the rest. In Malaysia and Indonesia, forests are cut down to make way for producing palm oil, which can be found in everything

from shampoo to saltines. In the Amazon, cattle ranching and farms – particularly soy plantations – are key culprits.

Logging operations, which provide the world's wood and paper products, also fell countless trees each year. Loggers, some of them acting illegally, also build roads to access more and more remote forests – which leads to further deforestation. Forests are also cut as a result of growing urban sprawl as land is developed for homes.

Not all deforestation is intentional. Some is caused by a combination of human and natural factors like wildfires and overgrazing, which may prevent the growth of young trees.

Why it matters and what can be done

Deforestation affects the people and animals where trees are cut, as well as the wider world. Some 250 million people living in forest and savannah areas depend on them for subsistence and income – many of them among the world's rural poor. Eighty percent of Earth's land animals and plants live in forests, and deforestation threatens species including the orangutan, Sumatran tiger, and many species of birds. Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day and retains heat at night. That disruption leads to more extreme temperature swings that can be harmful to plants and animals.

Yet the effects of deforestation reach much farther. The South American rainforest, for example, influences regional and perhaps even global water cycles, and it's key to the water supply in Brazilian cities and neighbouring countries. The Amazon actually helps furnish water to some of the soy farmers and beef ranchers who are clearing the forest. The loss of clean water and biodiversity from all forests could have many other effects we can't foresee, touching even your morning cup of coffee.

In terms of climate change, cutting trees both adds carbon dioxide to the air and removes the ability to absorb existing carbon dioxide. If tropical deforestation were a country, according to the World Resources Institute, it would rank third in carbon dioxide-equivalent emissions, behind China and the U.S.

The numbers are grim, but many conservationists see reasons for hope. A movement is under way to preserve existing forest ecosystems and restore lost tree cover. Organizations and activists are working to fight illegal mining and logging – National Geographic Explorer Topher White, for example, has come up with a way to use recycled cell phones to monitor for chainsaws. In Tanzania, the residents of Kokota have planted more than 2 million trees on their small island over a decade, aiming to repair previous damage. And in Brazil, conservationists are rallying in the face of ominous signals that the government may roll back forest protections.

For consumers, it makes sense to examine the products and meats you buy, looking for sustainably produced sources when you can. Nonprofit groups such as the Forest Stewardship Council and the Rainforest Alliance certify products they consider sustainable, while the World Wildlife Fund has a palm oil scorecard for consumer brands.

Is Our World Warming?

The power of sunlight captured millions of years ago by plants and animals and buried in the huge deposits is now being burned as coal, petroleum, and natural gas. Such burning in power stations, automobiles, and homes releases carbon dioxide (CO₂) to the air. Once airborne, CO₂ absorbs heat, warming the atmosphere in the so-called greenhouse effect.

About half of the radiant energy reaching earth from the sun, because of its short wavelengths, can pass through the atmosphere to the earth's surface. But the more waves of heat that radiate back toward space are absorbed and reradiated by water vapor, carbon dioxide, other gases, and clouds, the warmer the atmosphere becomes. That's the greenhouse effect. Without it, earth would be frozen – at least 60 degrees Fahrenheit colder – and there would be no more life here than on Mars. But if it were to increase...Some climatologists say we face temperatures three to nine degrees higher in the next century.

With more warmth and more CO₂, some ask, would not more crops grow, in wider areas than today? Would we not benefit from a warmer world? Perhaps, in some areas. The more CO₂ in the air, the more productive some plants become.

But the biggest unknown is what changes would occur in the planet's weather patterns. Most climate models show that in some regions – northern Scandinavia, Siberia, and Canada, for example – more rain would fall and more trees and crops grow. But in today's great mid-continent breadbasket regions, warming would lead to the drying of soil in summer. Destructive droughts would strike more often, until the Great Plains turn semi-desert.

And just as inevitably, as ocean waters warm and expand and the ice on Greenland and Antarctica melts back, the seas would creep higher onto the edges of the continents. Large parts of such countries as Bangladesh – already swept by floods and typhoons – would be submerged; cities like Miami, Venice, even New York, would cower behind dikes.

Yet paradoxically, say glaciologists, the huge ice domes on both Greenland and Antarctica may not be shrinking but growing. The paradox is that this too may be a sign of global warming. As the atmosphere warms, it holds more water vapor from evaporation of oceans and soil; hence more snow falls in the Polar Regions, hence more ice and possibly lower sea levels. But the warmer seas eventually will melt back the fringes of the polar ice, and the oceans will creep inexorably higher.

In the mid-1980s the world became suddenly aware that the protective ozone shield in the atmosphere was in danger – was, in fact, greatly depleted in a huge 'hole' over the frozen waters of Antarctica. Ozone is a variant form of oxygen – the most life-sustaining gas of all. The amount in the stratosphere is very scant, less than ten parts per million, but that layer is enough to stop most of the sun's dangerous ultraviolet rays from reaching the earth's surface.

The worry is that stratospheric ozone forms the earth's principal shield against dangerous ultraviolet radiation from the sun. This short wavelength light, below the range of human visibility, kills many forms of life – bacteria, for example, which is why it is used for sterilizing surgical instruments and protecting many foods. But ultraviolet also kills beneficial forms of life, and it can affect the life cycle of many plants, both on land and in the seas. Middle and long wavelengths of UV cause not just tanning and extreme sunburn in human skin but the most prevalent forms of skin cancer. They can also cause cataracts in the eyes and injure the immune responses of skin, which protect us from many harmful, even deadly diseases.

The Changing Face of Tourism: Ecotourism

Overpopulation, industrialization, urbanization and environmental pollution have disastrous effects on Nature and wildlife. Nowadays we often hear such words as nature tourism, green tourism, sustainable tourism, bio-tourism, ecologically responsible tourism, educational tourism and cultural tourism. But sometimes we don't fully understand their meaning. All these terms have much in common but they are not synonyms with ecotourism.

Ecotourism is one of the fastest-growing sectors of the tourism industry. The International Ecotourism Society defines ecotourism as 'responsible travel to natural areas that conserves the environment and improves the well-being of local people.' Unfortunately there are very few pristine and unpolluted areas left in the world and they must be protected. Ecotourism is a travelling to natural destinations with rare flora and fauna.

Environmental organizations say that ecotourism is 'nature-based, conservation supporting, and environmentally educated'. It gives the tourist the opportunity to broaden his mind, to discover new ways of life, to meet interesting people, to improve his or her knowledge in history and geography. Besides, ecotourism helps people understand the environment around them, makes them respect different cultures and be careful with Nature. It is an unforgettable experience which is rewarding at the same time.

Ecotourism is for environment-conscious people who love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it. Ecotourism promotes recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities.

However ecotourism may have some negative aspects. The increasing number of tourists may damage the local environment. Some tourists don't understand the negative consequences of their visits. Many of them don't know how to behave and don't follow the main rule of ecotourism 'Leave nothing behind you except footprints and take nothing away except photographs'. They pollute drinking water, pick up

rare flowers, disturb wild animals, purchase souvenirs made from the skin of endangered animals or leaves of rare plants. Searching for 'untouched places' tourists move off the beaten path and scare away animals.

First and foremost ecotourism is education. That is why before visiting some remote area tourists should learn as much as they can about its flora, fauna, local people, history, culture and traditions. It is also useful to learn a few words of the local language. The more information you learn, the more you will get out of your trip. It is very important to be open-minded and respectful.

Don't forget about conservation and careful attitude to the environment in your everyday life. Follow the rule, 'Preserve and improve'. And remember that Nature is very fragile and we ought to take great care of it like a loving mother who takes great care of her only child.

Experiments on Animals

Animal testing is the process of using non-humans for the purpose of experimentation. For example, scientists use animal testing to determine the effectiveness and side effects of potentially new medicines to help decide if these medicines are safe for people.

Animal testing is extremely controversial, so let's review both its advantages and disadvantages.

Reasons for animal testing:

Medical advancement: the most obvious advantage of animal testing is for medical experimentation. Advancements in medicine help people, animals, and even plants. Unfortunately, the best way to test potentially new medicines is through animal testing, and if initially successful, then by human testing too. It is considered more humane to do medical testing on animals first, then on humans first, for the obvious reason that human life is considered more precious than animals. Additionally, new medicines can also help animals too, so this is the philosophy that the needs of the many (humans) outweigh the needs of the few (animals). Of course, this opinion is subjective to each person.

Product safety: Another popular reason for animal testing is for determining the safety of products, such as cosmetics testing. In theory, animals used for safety testing are typically not killed and remain healthy, however they are often maltreated. Again, it is commonly considered that the safety of people outweighs the safety of animals.

Scientific knowledge: animal testing and experimentation is an excellent source to increase scientific knowledge. No one knows what knowledge will be attained through animal testing, so its value cannot be ascertained ahead of time or even guessed. The most common examples of animal experimentation for scientific knowledge are animal biopsies and vivisections in schools to teach children biology and medical procedures. While this type of animal testing might not yield immediate useful results, it has been helpful in the long term of science.

Accuracy: finally, the biggest reason for animal testing is because it works better than any other alternative. On the one hand, animal testing can yield results different than human testing, on the other hand, the similarities between animals and humans are staggering and thus helpful to mankind.

Reasons against animal testing:

Torture and suffering: animals undergoing testing can be subjected to torture and suffering. Alternatively some animals may be even cured of their diseases during the process of testing.

Death: animals can, and sometimes often, die in the process of animal testing.

Ethics/morality: The ethics and morality of testing on animals is often debated. A large number of people do not believe animal testing is ethical, however they often concede that it is necessary.

Choice: Since animals cannot volunteer for testing, then some people believe animal testing is not ethical. These people believe that it is only ethical to test on subjects who willingly give their consent for self testing.

Price: finally, the price of keeping and disposing of animals can be quite high. That is why testing on computer simulations, has increased recently. However, the accuracy of computer simulations is less than animal testing.

Unfortunately, there are no better alternatives to animal testing which has proven itself to be both a practical and reasonably accurate means of testing. So in conclusion, animal testing highlights the fine line between ethics and practical need, and thus becomes very subjective to each person.

How TV and Internet Can Affect your Children

Children seeing too much violence on TV are more likely to be argumentative, as they have dispensed with the slow caution of inhibitors. These children act out in class and are more likely to be the class bully.

Studies show that violence on television does have an adverse effect on children and the way they think and act. This is true not only for young children, but some recent studies indicate that watching violence on television can even impact adults.

We know that for the most part, children learn from both experience and social learning or role modeling. Therefore, when children, especially young children, see violence on television, they have a difficult time differentiating between what is real or what is make-believe, and tend to copy what they are seeing. Furthermore, there is a chemical change in the brain, similar to that which is seen in post-traumatic stress disorder; if enough violence is viewed, the brain reacts as if the person doing the viewing has actually been abused. This is especially true if the violence is one sided, as in the case of sadistic violence. Now add to this the fact that children who watch violence on television have brains that are still developing, and you can see how really dangerous TV viewing can be.

We know, for instance, that children are psychologically affected by having less empathy, a characteristic we see in bullies; that they are more likely to use aggressive strategies to solve their problems rather than to search for more peaceful methods of conflict resolution; that they tend to be more reactive rather than proactive – relying more on knee-jerk reactions to resolve frustrations; and finally, that they appear to be more fearful of social relationships which make them bite before they can be bitten. Since they seem to be less patient than their counterparts,

studies show that children who watch too much violence on TV appear to be more unwilling to cooperate. Therefore, they seem to demonstrate a strong sense of entitlement.

In addition, there are other potential dangers to violent TV viewing and one of the most disturbing is that young children become more violent themselves as teenagers, and tend to have more encounters with the law as adults.

What can parents do about it? Parents have a number of remedies at their disposal and they include:

1. Parents have the power to moderate their children's TV viewing. Parents are entitled to parent and that includes checking in every once and a while to monitor what their children are actually watching on TV.

2. Parents can and should establish house rules for TV viewing. This means how many hours a week, where TV is to be watched, as well as what kind of programming.

3. Parents should supervise their children's TV viewing by watching at least one episode of whatever their children's selections are so that the parents decide if the programming is appropriate.

4. Parents should monitor news programs. Repetitive violence in the news is very disturbing to a young mind. Such violent overload can be directly linked to changes in the brain similar to that seen in abuse. In fact, these changes can actually be viewed on an MRI.

5. Parents should view current events on television with their children so that they can explain any confusing or inappropriate material to their children.

6. Just say "no" to offensive programming. That is what it is to be a parent.

7. Encourage your children to spend their free time in ways other than TV watching, such as reading a good book during the week and watching TV only on the weekends; outdoor sports; arts and crafts; playing with peers can alter, and even break, the hypnotic TV habit.

8. Show your children the inspirational part of TV, such as the Discovery Channel, the History Channel, Biography, and Nova.

9. Finally, parents should also mind what they watch on TV. Modeling is an essential part of parenting, and since we know that violence on TV negatively affects adults as well, lead your family to healthier viewing and happier living together.

What Skills Do You Need to Get a Good Job?

Making a positive career choice is a problem which worries many people nowadays. What am I good at? How can I find a well-paid job? What kind of knowledge and what traits of character should I have to succeed? These are the questions that people often ask themselves. Nowadays employers demand perfect knowledge, work experience, a range of transferable skills and such qualities as efficiency, punctuality, practicality, creativity and many others. If you want to get a good job, you must convince your employer that you are the best candidate for it. Choosing your future job you should take into consideration your interests, abilities and opportunities. Besides, you should know your employer's requirements.

If you want to become a good specialist, to keep your job and to get a promotion, you should be competent. Competence is a requirement for a person to properly perform a specific job. In other words, it is a combination of knowledge, skills and behaviour, the ability to perform a specific role. Today executives and managers don't only speak of skills and qualifications of their employees, but of their competencies that measure a person's appropriateness for a particular job. There are a lot of competencies but as a rule they are divided into two large groups: technical competencies and personal competencies. Technical competencies comprise the skills and knowledge that are essential in order for a person to do a particular job appropriately (for example word processing). Personal competencies include characteristics that people use together with their technical competencies in order to do their work well (for example, initiative and sociability). Competence development is a long process that requires training and personal development. Competence grows through experience.

Many companies need people who can work effectively in different countries and cultures, in other words, people who can function in a global context.

Therefore it is important to develop intercultural competence. This requirement stems from the mass globalization of business and the development of cross-cultural contacts. Intercultural competence is the ability to understand people of other cultures and to work effectively with them. A person must remember that the traditions and customs that he or she is used to may be inadmissible in another country. That is why one should be aware of intercultural differences to avoid mistakes, misunderstanding or offence and to achieve one's business goals.

Negotiating is part and parcel of working life that is why negotiating skills are essential no matter what kind of job a person has. The most important thing is to take into consideration your personal style and your partner's expectations and reaction. You should be calm, reasonable, self-confident and convincing. You should try to win your partner's favour and make him trust you. It is useful to take into account all details: your speech, body language, physical contact, eye contact, etc.

Modern life is full of stress that is why it is essential to be able to cope with stress and fatigue. When a person is busy achieving his aspirations, he often forgets about work-life balance. Many people suffer from the conflict between work and family. They are too much preoccupied with their career and they have no time for rest, pleasure and spiritual development. Don't forget that if you want to make a career, you should be healthy and happy. And if you want to be healthy and happy, you should not forget a simple rule: don't overwork, take breaks and remember that we work to live but not vice versa.

How Parents and Teachers Can Take Action to Prevent Bullying at School

Bullying is aggressive behaviour that is intentional and involves an imbalance of strength. It is a repeated behavior and can be physical, verbal, or relational. While boys may bully others using more physical means, girls often bully others by social exclusion. Bullying has been part of school, and even workplaces, for years. More recently, though, technology and social media have created a new venue for bullying that has expanded its reach. Cyberbullying is bullying that happens online and via

cell phones. Websites like YouTube and others allow kids to send hurtful, ongoing messages to other children 24 hours a day. Moreover they allow messages to be left anonymously.

Preventing and stopping bullying involves a commitment to creating a safe environment where children can thrive, socially and academically, without being afraid. These are the actions that teachers and parents may take to address bullying.

Tips for teachers and school administrators:

Be knowledgeable and observant

Teachers and administrators should emphasize that telling is not tattling. If a teacher observes bullying in a classroom, he/she needs to immediately intervene to stop it, record the incident, and inform the appropriate school administrators so the incident can be investigated. Having a joint meeting with the bullied student and the student who is bullying is not recommended – it is embarrassing and very intimidating for the student that is being bullied.

Set positive expectations about behaviour for students and adults

Schools and classrooms must offer students a safe learning environment. Teachers and coaches need to explicitly remind students that bullying is not accepted in school and such behaviors will have consequences. Creating an antibullying document and having both the student and the parents/guardians sign and return it to the school office helps students understand the seriousness of bullying. Also, for students who have a hard time adjusting or finding friends, teachers and administrators can facilitate friendships or provide “jobs” for the student to do during lunch and recess so that children do not feel isolated or in danger of becoming targets for bullying.

Tips for parents:

Observe your child for signs they might be being bullied

Children may not always be vocal about being bullied. Signs include: ripped clothing, hesitation about going to school, decreased appetite, nightmares, crying, or general depression and anxiety. If you discover your child is being bullied, don’t tell them to “let it go”. Instead, have open-ended conversations where you can learn what is really going on at school so that you can take the appropriate steps to rectify

the situation. Most importantly, let your child know you will help them and that they should try not to fight back.

Teach your child how to handle being bullied

Until something can be done on an administrative level, work with your child to handle bullying without being defeated. Practice scenarios at home where your child learns how to ignore a bully and/or develop assertive strategies for coping with bullying. Help your child identify teachers and friends that can help them if they're worried about being bullied.

Set boundaries with technology

Educate your children and yourself about cyberbullying and teach your children not to respond or forward threatening emails. "Friend" your child on social media platforms and set up proper filters on your child's computer. Make the family computer the only computer for children, and have it in a public place in the home where it is visible and can be monitored. Parents should report all threatening messages to the police and should document any text messages, emails, or posts on websites.

Make your home "bully free"

Children learn behavior through their parents. Being exposed to aggressive behavior or an overly strict environment at home makes kids more prone to bully at school.

Look for self esteem issues

Children with low self-esteem often bully to feel better about themselves. Even children who seem popular and well-liked can have mean tendencies. Mean behavior should be addressed by parents and disciplined.

Conclusion

Students who experience bullying may feel overwhelmed, depressed, or anxious. If your child or student is having trouble at school or with friends as a result of bullying, a mental health professional, such as a psychologist, can help your child develop resilience and confidence. This will enable your child to be more successful both socially and academically.

Friendship: A Single Soul Dwelling in Two Bodies

Friendship is considered one of the central human experiences and for many people it may be as important as love. It is an essential component of many people's daily lives. It is rather difficult to describe the main features of friendship in one phrase. Friendship means devotion, faith, complete trust and unselfishness. A friend is a person who understands and supports you in times of need or crisis, shows kindness and sympathy, has similar tastes, interests and life philosophies.

Your friend is your helper, adviser and supporter. You can always trust him and share your hardships with him. Friends are absolutely disinterested and they help you without being asked to and without the expectation that you will have to repay them. A true friend can always acknowledge his fault if he is wrong and apologize. Besides, a true friend can forgive you if you have hurt his feelings or if you have given him a lot of trouble.

In Greek and Roman times, friendship was thought of as being an essential constituent of both a good society and a good life. It was supposed to nurture wisdom and happiness. Aristotle, a Greek philosopher and scientist, believed that friendship could fall into three categories: it could be based on utility, pleasure or goodness. In its latter state, Aristotle described it as being 'a single soul dwelling in two bodies'. During the time of the Roman Empire, Cicero had his own beliefs on friendship. He thought that in order to have a true friendship with someone there must be all honesty and truth. If there isn't, then this isn't a true friendship.

There are different types of friendship. For example not every friend is called your best or close friend. Your best friend is a person with whom you share strong interpersonal ties. Your soulmate is someone who is considered the ultimate, true, and eternal half of your soul. An acquaintance is a person with whom you don't share emotional ties, for example your coworker. A person with whom you share a 'postal' relationship and communicate through letters is your pen pal. Nowadays it is very popular to make friends online. Friendship that takes place over the Internet is called Internet friendship.

Most people have friends, regardless of gender, age, education, financial position and residency. But they tend to form friendships with representatives of their own social circle and with people of their own age. There is often a gap between people with different educational level, life experience and financial standing. In other words most people understand friendship as a union of the equal. However some of us have friends who are much younger or older than we are, who are poorer or wealthier and whose level of education is much higher or lower than ours. Some reserved and shy people find making friends rather difficult. Besides, friendship means rendering a service to your friend from time to time, telling the truth and exhibiting loyalty. It takes time and effort, but true friendship is worth of it. It is stressful to live in the world of strangers, that's why people need friends. They give us a sense of being protected, emotional comfort and moral support. Having no friends can be emotionally damaging in some cases. As the proverb says, 'A true friend is the best possession'.

The Mystery of Dreams

What is a dream? The dictionary defines this word as 'a series of thoughts, images, and feelings that you experience when you are asleep'. In other words dreams are imaginary sleeping visions. People spend one third of their lives asleep but they don't fully understand the purpose of dreams. Freud believed that dreams are people's unconscious wishes that they are not allowed to express in real life. Some scientists think that dreams allow us to solve problems, to create new ideas and to find answers to the most complicated questions. There are some corroborations of this theory. For example a famous Russian scientist Dmitri Mendeleev invented the periodic table after he had seen it in his dream. The modern theory is that dreams are the brain's way of organizing the events of the day and deleting the information that it doesn't need. It is like the cleaning-up operations of computers.

Some of our dreams are very strange and don't make sense at all. When we sleep, some areas of our brain are active while others are not. Scientists have proved that the frontal lobes that control emotion, memory, and experiences are active, but the areas that control rational, logical thought are not active at all. Our dreams depend on our emotional state as well. When we are depressed, we usually have dreams which make our sleep disturbed. When we fear something, we may have a nightmare. We can experience intense feelings while sleeping: a sense of exhilaration, joy and excitement or anxiety, trepidation and alarm. The more we think about a person, the more likely we are to dream about him. If we are preoccupied with some problems, we will continue thinking about them while sleeping. That's why the Chinese say, 'What you think during the daytime you will dream at night'.

People's dreams have various scripts but there are some common themes. For example most people dream about flying, being chased, falling or not being able to move. People have always sought meaning in dreams and considered them to be predictions of the future. There are a lot of books trying to interpret our dreams and to explain what the future holds. So if we dream about being chased, we are running away from something in real life. A dream about crossroads symbolizes that soon we will have to make an important decision about business or love. Finding money may symbolize a birth. Crossing a river means a fundamental change of lifestyle. Dreaming about a rainbow predicts good news.

Doctors assert that if a person wants to be healthy and to live long, he must sleep 8 hours per night. But some people (for example night-shift workers) are deprived of normal sleep. Some of us suffer from insomnia because of the distortion of the natural rhythm of sleep occasioned by noise, anxiety, excessive tiredness or excitement and many other factors. But a person needs his amount of sleep and he can do without it only temporarily. If he has missed a lot of sleep, he looks tired, becomes absent-minded and makes many mistakes. So sleep is important both to our body and mind.

QUESTIONS ON THE TEXTS AND TOPICS

Adoption

- 1) Would you like to adopt a child? Why/why not?
- 2) What do you think the relations between biological and adopted children are?
- 3) Would you like to have an adopted sister or brother?
- 4) There is a film "Artificial Intelligence" about an adopted child who was a robot. What do you think about robot children?
- 5) Can pets be members of the family?
- 6) Can people be happy without families?
- 7) How do you imagine your future family?
- 8) There are cases when people adopt children and then treat them badly. How to guarantee that new parents won't offend children?
- 9) During the quarantine some couples couldn't live together and decided to divorce. Why do you think they did it?
- 10) One type of a future family is a couple of a human and a robot. What do think about it?
- 11) What do you think about couples whose age difference is enormous?
- 12) How many children should a family have?
- 13) Should grandparents help in bringing up children?
- 14) What are main principles of bringing up children for you?
- 15) Is it a duty for a woman to have a family?

Swedish Universities and Colleges

- 1) Should University education be obligatory?
- 2) In Sweden students don't have many lectures and seminars, but a lot of individual work. Is it possible for Russian students?

- 3) Higher education system involves a lot of lectures. Can't students get knowledge by themselves?
- 4) If you could, how would you change the system of higher education?
- 5) According to the Bologna declaration Russia has a two-level education: Bachelor and Master degrees. Do you agree with this type of education?
- 6) In Sweden students have courses one by one and at the end of each course they have an exam. Would you like to take credits and exams like this?
- 7) But for our university, what university would you have entered? Why?
- 8) Would you like to study in a foreign country? Why?
- 9) Are you satisfied with the subjects that you are learning? Do you want to study any other subjects?
- 10) Modern employers don't demand a diploma but experience. Do you agree with it?
- 11) How did your first university teachers influence you?
- 12) What do you think about EGE as a way to enter the university?
- 13) Do you want to work in the sphere of higher education? What position would you like to get?
- 14) Is it necessary for all school leavers to enter a university?
- 15) Nowadays students at our university have a right to get a pass according to their rating. What are positive and negative sides of this innovation?

How the Internet Changed the Learning Process

- 1) Do you remember the time when you studied without the Internet? How did you get information?
- 2) Can you compare your schooldays with your younger brother's/sister's/nephew's/niece's? What are the differences?
- 3) Should learning always be entertainment?
- 4) Nowadays more and more people believe that our planet is flat, not round. Can the Internet be responsible for making people less clever?
- 5) The Internet plays more and more integral part in the process of learning. What about books? Will they disappear?

6) Can you name any sites on the Internet that can help students learn English?

7) How did you use the Internet in preparing for your lessons during your school practice?

8) How does the Internet help you in your studies?

9) What do you think about the prohibition in schools to use and even to have phones in classrooms?

10) There is an opinion that in the nearest future we won't have traditional schools, only online ones. Do you agree?

11) There is an opinion that humanity is children playing with the gadgets that they don't know well. Do you agree that we are psychologically ready for new technologies?

12) A new stage of development of the Internet is augmented reality. What do you think about it?

13) How can students with SENs (e.g. blind people) use the Internet in education?

14) If you were asked to work out an Internet educational resource, what would it be?

15) What online dictionaries do you know? Which of them do you prefer?

Electronic Texts

1) Is the English textbook in your phones a digital one?

2) Do you agree that paper books will disappear because of digital textbooks?

3) What do you think will happen to digital textbooks in the future?

4) Do you agree that digital textbooks are one of the reasons of students' mosaic mind?

5) Imagine that you are a teacher. What will you do if almost all your students have electronic versions of textbooks except one or two pupils?

6) Do you agree that digital textbooks are environmentally friendly?

7) One research shows that people absorb the printed information much better than that on the screen. Do you agree?

8) What proportion of text, audio and visual material should be in a digital textbook?

9) What is the ideal age for getting acquainted children with digital textbooks?

10) What device (PC, tablet PC, mobile phone) is better for accepting information from digital textbooks?

11) Can textbooks for all subjects be digital?

12) What skills should a pupil have to use a digital textbook effectively?

13) How do you imagine an ideal digital textbook in English?

14) Can fictional literature be digital?

15) Digital textbooks have a lot of hyperlinks that break the concentration. How to solve this problem?

Studying from Home

1) Would you like to continue studying distantly? Why/why not?

2) What subjects can/can't be taught online?

3) If you were asked to give online lessons, would it be difficult for you?

4) Is it important to you to have a face-to-face contact with a teacher?

5) Distance education demands self-discipline. What can people do to become more self-disciplined?

6) What platform is more convenient for distance education?

7) What was the easiest/most difficult thing during distance education?

8) Do you attend any webinars or listen to any lectures online? What are they?

9) Distance education is available any time of day or night. What time is more convenient for you to study?

10) Is distance education a real one? Can students get good knowledge studying distantly?

11) Can education be completely distant, without face-to-face communication?

12) What type of education – distant, full-time, blended – would you choose for your children?

13) What abilities and skills should a person have to study distantly?

14) What is the best gadget to study distantly?

15) How to draw pupils' attention during distant lessons?

Teaching your Schoolchildren at Home

- 1) Do you agree that all children can be homeschooled?
- 2) How to solve the problem of spending too much time with gadgets while homeschooling?
- 3) One of the advantages of homeschooling is that parents can demonstrate to their children that education is fun. How would you show to your child that education is fun?
- 4) Do you agree that a child is protected from violence while homeschooled?
- 5) If you had been homeschooled in your childhood, what talents would you have developed in yourselves?
- 6) Can a child be homeschooled without parents' help?
- 7) What problems can parents face when they homeschool their children?
- 8) Homeschooling is rewarding. Do you agree?
- 9) How to organize the process of home education if there are two or more children in a family?
- 10) Is homeschooling possible for pre-school education?
- 11) Is homeschooling possible for university education?
- 12) What is the difference between homeschooling and distant education?
- 13) What subjects are difficult to be taught at home?
- 14) What tips can you give to the parents who homeschool their children?
- 15) How can a child be socialized while homeschooled?

Teaching English to Learners with Special Educational Needs: Myths and Realities

- 1) How do you understand the term "inclusion"? Should healthy and disabled children study together?
- 2) Scientists say that nowadays there are more disabled pupils than there were about 20 years ago. What do you think the reasons are?

3) Imagine that you are a teacher and have a class which consists of bright students and those who have problems with the learning process. How will you plan your lesson?

4) What can students with SENs teach other students?

5) Do you agree that all people can learn languages? How can you help students who can't master the language?

6) What are the difficulties in teaching introverts and extraverts?

7) What is empathy? How can you teach your students empathy?

8) In the text it is mentioned the buddy system when students help each other. Is it effective?

9) Many students have difficulties with memorizing foreign words. What can you advise them?

10) Which devices and material will help you to work with special needs students?

11) What do you know about adults who have grown up from disabled children?

12) Who are gifted children? How to teach them?

13) What do you think about inclusion?

14) How can students with SENs study distantly?

15) As a teacher, what can you do with students who have ADHD (attention deficit hyperactivity disorder)?

Teenage Problems in Communication

1) Why do modern teenagers have problems with communication?

2) Why is communication important?

3) How to teach teenagers to communicate safely on the Internet?

4) Should teenagers communicate with teachers not only during the lessons?

5) Should teenagers communicate with other adults, not only parents?

6) Why does it happen sometimes that adults don't understand teenagers?

- 7) In the text there is a phrase "friends have to be earned". How do you understand it?
- 8) What positive contemporary teenagers' heroes and heroines can you name?
- 9) Can the Internet help teenagers express themselves? How?
- 10) What can be done if teenagers don't get pleasure from communication?
- 11) Different generations are called variously: X, Y, Z, Millennials, digital natives. How can you name the contemporary generation: the children who are 10-15 years?
- 12) Can animals help teenagers to communicate?
- 13) Is there such problem as Generation gap?
- 14) How to help introvert teenagers to communicate?
- 15) Modern teenagers like reading comics more than usual books with the text. Do you approve such type of reading?

Homework Assignments: Problems and Solutions

- 1) Is homework necessary?
- 2) The author gives some tips how to solve the problem of homework. What should parents do if these tips don't work?
- 3) What time management rules do you know?
- 4) How will you motivate your child to do homework?
- 5) Was it easy or difficult for you to do your homework during distance education?
- 6) Do you approve flipped classroom? (It is the method when teachers ask pupils to read and understand the material by themselves and then discuss during the lesson.)
- 7) Is it possible sometimes not to give homework to those students who are bright and do well?
- 8) According to the text one of the reasons why students don't do their homework is depression. Why can teens be depressed? How can parents help them?

9) Some parents pay money to their children if they do homework well.
Is it correct?

10) What is an ideal homework for you?

11) Is it possible to study completely without homework?

12) Should homework be oral, written or mixed?

13) What do you think about projects as a type of homework?

14) Should homework be standard or creative?

15) What was your most memorable homework in a positive/negative way?

Performing Sport Illegally

1) Is it possible to be a sportsman without taking part in competitions?

2) In the text some chemical doping substances are mentioned. Can you name any other chemical doping?

3) Can you name any non-chemical doping?

4) When do you think doping in sport appeared?

5) What can motivate athletes not to use doping?

6) What are side effects of using doping?

7) Can doping have any advantages?

8) How would you answer the question from the text: "Would you take a drug that would guarantee you became Miss Universe but gave you only 10 years to live"?

9) Can a person absolutely recover after using doping?

10) How do you think athletes should be punished for using drugs?

11) How do you imagine the future of doping? Will it be connected with technologies?

12) What is the doping for cybersport?

13) If it were possible, what doping would you take to pass your state exams?

14) Imagine that you are an English teacher at the faculty of physical education. How will you explain to future sportsmen that doping is dangerous?

15) Do you know any films/books/series about doping and its influence on people?

Teaching English to Immigrant Schoolchildren in Israel: Principles and Practice

- 1) Why do people migrate exactly to Israel?
- 2) At our university there are students from China and other Asian countries. Imagine that you are their teacher. How would you organize your lessons if they don't know Russian and you don't know their language?
- 3) How to work with immigrant pupils distantly?
- 4) How to organize lessons if in the class there are students with different levels of English?
- 5) In the text there is a sentence "there are numerous learning strategies for remembering vocabulary". What strategies can you name?
- 6) What is the difference between immigrants and emigrants?
- 7) Who are refugees?
- 8) What are reasons for immigration?
- 9) In the text it is said that reflection is an important part of learning process. Did you use reflection during your practice?
- 10) Which countries have most immigrants?
- 11) How to help immigrant students to adapt to a new country life style?
- 12) A new type of immigration the scientists are thinking about is to other planets. What do you think about it?
- 13) Would you like to migrate anywhere? Why?
- 14) Is it difficult to be a teacher in a foreign country?
- 15) What competencies and skills should a teacher have to work in a foreign country/ to work with immigrant pupils?

Juvenile Delinquency

- 1) Is it true that children from single-parent families become criminals more often than children from full families?
- 2) What are the main reasons why young people commit crimes?

3) What would you have done if you had had an access to guns in your school ages?

4) Can violent programmes, films and computer games be a real reason for youth crime?

5) In the text it is said that improper parental care leads to juvenile delinquency. But what should a pregnant woman who doesn't want to have a child do? Abortion is bad, giving birth to a child and leaving them to an orphanage is bad, bringing a child in stress is bad. What is the way out?

6) Nowadays there has increased the level of bullying at schools. What can parents, teachers, pupils themselves do with it?

7) Nowadays there has increased the number of cases of violent behavior from pupils to teachers. What is the reason? How can teachers be protected?

8) What can teachers, parents do to prevent juvenile crimes?

9) What can the government do to prevent juvenile crimes?

10) How should young criminals be punished?

11) Who/what is guilty that a teenager becomes a criminal?

12) Are young criminals really bad guys? Is anything good in them?

13) Imagine that you are a teacher, and one of your pupils committed a crime. How will you treat this pupil?

14) Imagine that there are some gossips about one of your friends about committing a crime. But you are sure that this person is kind and law-abiding. What will you do in this situation?

15) There is a stereotype that 1990s were very criminal years. Do you agree with it?

Ecological Problems

Is Our World Warming?

The Changing Face of Tourism: Ecotourism

1) What environmental problems do you know?

2) What is your attitude to the problem of global warming?

3) What is your attitude to the eco-activist Greta Thunberg?

- 4) What can the government do to stop deforestation or to minimize its effect?
- 5) How can you recycle/upcycle?
- 6) How can deforestation influence you personally and people in general?
- 7) Environment is not only nature. We are living in the world of information. Can informational pollution be a problem and how can it be solved?
- 8) Recently Chelyabinsk has been named one of the Russian cities with most pollution. What can be done with it?
- 9) What do you know about the destruction of the ozone layer? Is it dangerous for people?
- 10) What do you know about noise pollution?
- 11) What alternative resources of energy can you name?
- 12) In one scientific programme it was said that in the future people will consume energy, not food. What do you think about it?
- 13) Can recycling and separating of waste really help in saving the environment?
- 14) A new problem is the pollution of Earth orbit. Do you consider this problem to be serious?
- 15) Do you believe in global warming/ global freezing?

Experiments on Animals

- 1) Imagine that you are a teacher of English and your topic in senior grades is animal testing. How would you organize your lessons?
- 2) The vaccine against coronavirus has been tested on adults and children. What do you think about testing medicine on children?
- 3) What is more ethical: to test medicine on animals or humans?
- 4) Do you agree that the life of an animal is less precious than the life of a human?
- 5) What do you think about the law that protects animal rights?
- 6) What animals can never be used for testing?
- 7) Do you approve vivisection for scientific purposes at schools?

- 8) What alternatives of animal testing do you know?
- 9) What are the differences between animals and humans?
- 10) What do you think about animal intelligence? How intelligent are cats and dogs?
- 11) In the past animals were used in space travels. Was it ethical to use animals in such experiments?
- 12) If animals could speak, what would they say about people?
- 13) Is it possible to create genetically modified animals especially for testing?
- 14) Is it possible to completely replace animal testing with computer modeling?
- 15) Nowadays scientists are trying to resurrect dinosaurs. Is it useful or dangerous?

How TV and Internet Can Affect your Children

- 1) How does violence on TV influence you personally?
- 2) As a teacher how would you behave with bullies at school?
- 3) A research shows that earlier negative characters in cartoons were really wicked, but nowadays modern antagonists are bad because of hard life and circumstances. They may even have a heart of gold. And because of that little children don't understand what is good and what is bad. Do you agree?
- 4) There is a piece of advice that parents should watch at least one episode of what their children are watching. They do it to decide if the programme is appropriate. What should parents do if they forbid the children to watch something but the children argue about it?
- 5) "Modelling is an essential part of parenting." What types of parents' behavior can influence children?
- 6) Some people say that they don't watch TV at all and even don't have a TV set at home. What do you think about such people?
- 7) What can parents do in general to protect children from TV violence?
- 8) Can our state/government/president control violence on TV?
- 9) What can you say about watching violent sport, for example, box on TV?

10) It is said in the text that reading books is much better than watching TV. Are you sure that books can't be violent?

11) Violent programmes and cruel behaviour. What causes what: people watch violent programmes and become cruel or people who are already cruel choose such type of programmes?

12) Nowadays there is a law that books marked 18+ can't be given and sold to children. What do you think about it?

13) If you were asked to write a scenario of a peaceful TV programme, what would it be?

14) Is it possible to make a film or write a book completely without violence?

15) Is life violent or peaceful in general?

What Skills Do You Need to Get a Good Job?

1) Do you agree that modern employers demand knowledge, experience and transferable skills?

2) One statement says that a modern literate person is not one who can read and write, but the person who can learn skills, forget them and learn new ones. Do you agree with it?

3) What technical competencies should a good teacher have?

4) What personal competencies should a good teacher have?

5) What rules of body language do you know?

6) What spiritual development can a teacher of English have?

7) The profession of a teacher nowadays is not as respectful as it used to be. What can be done with it?

8) What is the difference between the profession of a school and university teacher?

9) Imagine that your students' parents don't like your teaching style and criticize the way you give lessons. What will you do?

10) What competencies of a good teacher do you have?

11) Is it good that children choose the profession of their parents?

- 12) How do you think the profession of a teacher will change in the next 10 years?
- 13) What can be done at schools to help children choose their future career?
- 14) What subjects will you add to a school timetable?
- 15) What subjects will you delete from a school timetable?

How Parents and Teachers Can Take Action to Prevent Bullying at School

- 1) Have you ever come across bullying during your school practice? What did you do?
- 2) Do you agree that "a joint meeting with the bullied student and the student who is bullying" is a bad idea?
- 3) The text gives tips for teachers and parents. What can students themselves do to cope with bullying?
- 4) What "jobs" can teachers facilitate for children who have problems with making friends?
- 5) Should parents tell their children the stories how they were bullied at school?
- 6) Do you agree that parents should "friend" their children in social media?
- 7) Children learn behaviour through their parents. If you are a teacher and know that a child is exposed to aggressive behaviour at home, what will you do?
- 8) In the text there is a phrase "low self-esteem". But there is an opinion that there are no low or high types of self-esteem, there are adequate and inadequate ones. What point of view do you agree with?
- 9) Is it ok to ask psychologists for help?
- 10) What do you think the reasons for bullying are?
- 11) This text is about bullying between students. What can be done if pupils bully teachers?
- 12) Is homeschooling a way out against bullying?

13) One tip from the text is "creating an antibullying document". What points should this document have?

14) Who bullies more: girls or boys?

15) When pupils change schools, does it mean they skip the problem, not solve it?

Friendship: A Single Soul Dwelling in Two Bodies

1) Is Internet friendship a true one?

2) Whose philosopher's point of view do you approve? Why?

3) Do you think it is a good idea to borrow money from a friend? Why or why not?

4) How do you maintain a good friendship?

5) Is it common to have friendships across generations?

6) What factors may result in the breakdown of a good friendship?

7) What makes friends different from family?

8) What qualities do you think are important in a friend?

9) What things should friends never do?

10) Do you believe that there is an end to any true friendships?

11) Do you believe your parents should be your friends?

12) What are some ways your best friend has influenced your life in a positive way?

13) Are relationships among people better or worse than a few years ago?

Why? Give some examples.

14) Do you think that dysfunctional family life contributes to worsening relationships in society?

15) How important is forgiveness in human relationships?

The Mystery of Dreams

1) What is the purpose of dreams to your mind?

2) Why are dreams so strange?

3) How do dreams depend on our emotional state?

4) What feelings can we experience while sleeping?

5) Do you agree that 'what you think during the daytime you will dream at night'? Explain your point of view.

6) What common themes are there in people's dreams?

7) Why do people have insomnia?

8) Why is it necessary to sleep 8 hours per night?

9) Do you believe in the theory about "owls, nightingales and pigeons"? (Owls are people who go to bed and wake up late, nightingales are those who go to bed and wake up early, pigeons don't mind the time of going to sleep and waking up).

10) Do you have or do you know about any recurring dreams? Flying, falling and losing clothes in public are said to be common!

11) Do you ever have "lucid dreams". In other words, do you ever become aware that you are dreaming and then control the dream?

12) Do you think that we can learn anything from dreams? Some people claim that we can learn things about the future from dreams. What do you think about this idea?

13) Do animals dream or only humans? If animals dream does that mean that they can think?

14) Do "answers" to problems you have been thinking about come to while you are asleep? Can you think of any examples?

15) Have you ever known anyone who walked in their sleep? If so, tell about it.

APPENDIX

Phrases for commenting texts

This is an excerpt / a passage / an extract from (title) by (author)

It is an article from ... dated 3 July.

a burning issue

a topical question

a bare statement of facts

a social issue

current events

the world today / the present day world

a political issue

The passage under study is about ...

The text deals with the question of ...

The text bears upon / on the issue of ...

To sum up the text we can say ...

The author gives a description of ...

The passage is a detailed account of ...

The writer raises the question of ...

He analyses the reasons why ...

This passage throws light on ...

This text casts a new light on ...

The author starts with a ..., he then focuses on ... ; next he passes on to ... /
turns to ... before ...

The opening sentence discloses ...

At the beginning of the text ...

Midway through the text ...
Towards the end of the text ...
Throughout the text ...
In the previous paragraph ...
In the following paragraph ...
As a starting point, we shall examine ..., then ...
Having introduced the notion of ..., we shall discuss ... then ...
The first point we shall focus on will be ..., then ..., lastly ...
As the author says / As the author puts it, ...
In the author's own words : "..."
This point is underlined in the following statement, I quote : "..."
To quote one significant example ...
The author wants to draw the reader's attention to ...
He lays emphasis on ...
He reflects on ...
The word ... occurs several times.
To take into consideration / account
He objects to ... / He disapproves of ...
He is critical of ...
He doesn't pull his punches ...
He sides with ... / He takes X's side
He stands up for ...
The author gives us to understand that ...
To arouse controversy
To debunk a myth
This statement is debatable, as ...
To put forward an opinion
To support an opinion
To harp on a theme
To hammer a point home
To elaborate on a subject

Contrasting opinions

To be prejudiced / biased against

The gist of the text

The crux / heart of the matter

The author makes no mention of ...

On the face of it / At first sight, it looks like ..., but on the second thoughts

There is no denying that ...

In other words / to put it differently ...

To be related to

To be in keeping with (inversely) proportional to

To be reminiscent of

There is every indication that ...

All the arguments boil down to this : ...

To be justified in thinking that ...

Shades of meaning

To qualify a statement

To be more precise / specific / explicit (about)

To draw a parallel between

In parallel with

In/by comparison with

By contrast with

A sharp contrast, a marked contrast (between ...)

Oddly enough, ...

Strikingly, ...

In short ...

In a word ...

In conclusion, let us say that ...

All things considered, we can come to the conclusion that ...

ЗАКЛЮЧЕНИЕ

Скорость современной жизни и её постоянно меняющиеся условия предъявляют к молодым учителям иностранного языка высокие требования. Они должны не только идеально знать свой предмет, но и уметь поддержать с учениками разговор на самые разнообразные темы: от проблем семьи до вопросов защиты окружающей среды, от дистанционного обучения до будущего электронных книг. Эти и другие актуальные темы поднимаются в текстах предлагаемого учебно-практического пособия. Данные тексты составляют первую часть пособия, и они не только расширяют словарный запас будущих учителей английского языка, но и развивают навыки аналитического чтения.

Во второй части предлагаются вопросы для обсуждения по темам, затрагиваемым в текстах. Отвечая на эти вопросы, студенты представляют себя на месте школьных учителей в реальных педагогических ситуациях и развивают критическое мышление. Преподаватель может проверить ответы студентов как в устной, так и в письменной формах.

Завершающим этапом работы с пособием является написание эссе по обсуждаемым темам, в котором обязательно должны присутствовать фразы и выражения из приложения.

Таким образом, пособие помогает обучающимся ознакомиться с аутентичными английскими публицистическими текстами и выразить своё мнение по поводу их содержания.

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Мария Сергеевна Кулакович

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