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Минский государственный лингвистический университет

**ЯЗЫК ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
(АНГЛИЙСКИЙ)**

**ENGLISH
FOR PROFESSIONAL COMMUNICATION**

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Пособие предназначено для развития умений устной речи на английском языке по темам «Национальные ценности в образовании», «Взаимодействие семьи и школы», «Роль технологий в обучении и становлении личности», «Специфика образовательного процесса на разных ступенях». Содержит четыре тематических раздела, которые включают аутентичные материалы по актуальным проблемам современного общества, а также коммуникативно-ориентированные упражнения, проблемные, творческие задания, диагностирующие задания для аудиторной и самостоятельной работы.

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CONTENTS

PREFACE	4
Unit I. NATIONAL VALUES IN EDUCATION	5
Section 1. Value-based education: national and universal.....	5
Section 2. Civic engagement and community service	15
Section 3. Healthy lifestyle promotion and addiction prevention	31
SELF-CHECK	46
PROJECT WORK	54
Unit II. FAMILY AND SCHOOL PARTNERSHIP	57
Section 1. Family and school as means of shaping identity	57
Section 2. Different cultures, different childhoods	69
Section 3. Children’s rights as a subset of human rights	85
SELF-CHECK	96
PROJECT WORK	104
Unit III. MODERN TECHNOLOGIES AND THEIR ROLE IN YOUTH EDUCATION.....	106
Section 1. Internet and social media: distraction or development.....	106
Section 2. Children safety online: education and control	118
Section 3. New technologies in education: necessity or vogue	129
SELF-CHECK	137
PROJECT WORK	145
Unit IV. EDUCATIONAL CHALLENGES OF MODERN SCHOOLS AND UNIVERSITIES.....	147
Section 1. Schools today: pitfalls and solutions	147
Section 2. Teaching: a calling or a job	160
Section 3. Higher education: how to boost career prospects.....	169
SELF-CHECK	178
PROJECT WORK	187
Supplement 1. How to make a good in-class presentation	190
Supplement 2. Project assessment checklist.....	192
Supplement 3. How to write a text review.....	194

PREFACE

The textbook is devised for advanced students of English, following a course in teaching (or educational work). Its aims go as follows: to expose students to a variety of challenging and authentic text and video materials dealing with typical situations of professional communication: family and society, school and modern media, the art of teaching etc.; to stimulate students to give their own opinions via participation in problem-solving discussions and roleplays; to extend students' functional vocabulary required for their future professional life; to practice typical conversations teachers/educators have to establish and maintain by focusing on pair and group work.

The textbook falls into four thematic Units which become points of departure for the suggested topics:

1. National values in education.
2. Family and school partnership.
3. Modern technologies and their role in youth education.
4. Educational challenges of modern schools and universities.

The Units are divided into four Sections, three of which contain textual and audio-visual materials accompanied by pre-reading or pre-watching tasks, detailed instructions on word-study, content understanding, speaking and writing assignments. The fourth Section of each Unit is designed to revise the material of the Unit and includes a list of functional vocabulary (with collocations, derivatives and examples where relevant), tasks for vocabulary revision, creative speaking tasks (presentations and projects), as well as topics suggested for exam discussions.

Supplement one contains useful tips for students on how to make an efficient in-class presentation, involving the best of their professional teaching and lecturing skills. It is followed by a checklist that is designed to organize peer-review of in-class oral presentations and furnish the students with the relevant assessment scale, allowing them to master the basics of their future profession. The third supplement provides students with useful cliches for compressing and reviewing articles.

We also take this opportunity for thanking all those who reviewed the manuscript and offered their comments and corrections.

Unit I NATIONAL VALUES IN EDUCATION

Section 1. Value-based education: national and universal

READING ONE

Pre-reading task

Do you see any differences between morals and values? Name some of them.

Read the following text and answer the questions above and below.

Values vs Morals

Morals and values are guiding forces in the lives of individuals as they give them a sense of direction as also a code of conduct when interacting with others in the society. We are always looking for the moral of a story or the deeper message the author wants to convey to the society. On the other hand, we want our kids to undergo a value-based education to be able to stand firmly in their lives as adults. We think of morals as proper or right behavior code while values are our beliefs about what is right and wrong. There are many more differences between morals and values that will be talked about in this article.

Values

Right from our childhood, we are taught as to how to behave and interact with others in the society. Values are belief systems that an individual builds up as he grows about things, people, and social issues and concepts as to what is right and what is wrong.

Values are mostly built gradually, but the foundation is provided by our parents, teachers, text books, and our religion. We are greatly influenced by the deeds of great men and women from the past and decide to stick to the values they held in their lives. Values are fundamental beliefs that tell us what is right and wrong and what is just and fair. If someone believes honesty is the best policy, it tells others that he holds the value of honesty very high in his life. Talking of values, there are many concepts that are dear to our heart such as the values of democracy, honesty, justice, liberty, patriotism, respect, love, compassion, etc.

Morals

We keep hearing about moral and immoral behavior and mostly the word immoral has come to mean having illicit relations or indulging in sexual acts that are considered wrong by the society and religion. Thus, morals are values that are imposed from outside and meant to guide us in our interaction with others in the society. Morals are codes of conduct that are deemed to be right for us and we are expected to follow them.

Most of the morals come from religion though there are also morals that are imposed by a particular political system (as in a communist society, hoarding is considered a sin against fellow people). We consider someone or something immoral on the basis of our values. Morals are like unwritten laws and meant to be followed like commandments in a religion. Morals are mandatory, and all individuals are expected to follow them. Moral is also an adjective that means good or right.

<https://www.differencebetween.com/difference-between-values-and-vs-morals/>

Answer the following questions and present a short summary of the text:

- ✿ What do we call concepts meant to keep us on the right path while we live and interact with others in a society?
- ✿ What are values? Where do they come from?
- ✿ What are typical values that people hold high in their life?
- ✿ What are morals? Where do they come from?
- ✿ If we compare values and morals, which ones are usually personal (subjective, changeable) and which ones are universal (objective, mandatory)?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Match the words or collocations with their meaning, translate them into Belarusian/Russian.

1) code of conduct	a) authoritatively commanded or required; obligatory
2) commandments	b) focused on human values, such as respect, justice, integrity, harmony, trust and honesty
3) hoarding	c) the ten rules of behaviour which, according to the Old Testament of the Bible, people should obey
4) illicit relations	d) an agreement on rules of behaviour for the members of a group or organization
5) mandatory	e) not allowed by law or the social customs of a country
6) sense of direction	f) the practice of collecting or accumulating something (such as money or food)
7) value-based education	g) clear ideas about what you want to do or achieve

Ex. 2. Check your knowledge of the Ten Commandments by ticking yes or no. Discuss the results of the quiz in pairs or groups. Do you obey the commandments in your everyday life? What actions or behaviour are prescribed or prohibited by them?

THE TEN COMMANDMENTS QUIZ

Is this statement one of the ten commandments?	Yes, it's	No, it's not
1. You shall not steal		
2. You shall not smoke		
3. Honour your father and your mother		
4. You shall not make for yourself an idol or bow down to them		
5. It is best to tell the truth		
6. Do to others as you would have them do to you		
7. You should not misuse the name of the Lord		
8. You must obey God rather than men		
9. You shall not give false testimony against your neighbour		
10. You shall not murder		
11. In God we trust		
12. You shall have no other gods before me		
13. Remember the Sabbath day by keeping it holy		
14. Be kind to the poor		
15. You shall not commit adultery		
16. You shall not covet your neighbour's property		

Ex. 3. Identify the values represented by the following proverbs. Choose from the box below. Do you share the same values? Think of the Belarusian/Russian equivalents of the proverbs.

courage	gratitude	diligence	moderation	optimism
friendship	frugality	generosity	teamwork	forgiveness

- | | |
|--|--|
| 1. A little of what you fancy does you good. | 6. Grasp the nettle and it won't sting. |
| 2. Every dark cloud has a silver lining. | 7. A friend in need is a friend indeed. |
| 3. No pain – no gain. | 8. Two heads are better than one. |
| 4. It's better to give than to receive. | 9. Don't look a gift horse in the mouth. |
| 5. A penny saved is a penny earned. | 10. Let bygones be bygones. |

READING TWO

Pre-reading task

Is there such a thing as “national values”? Give some examples of Belarusian values as you see them.

Read the following text and answer the questions above and below.

The Trouble with Teaching ‘British Values’ in School (by Carol Vincent, Myriam Hunter-Henin)

Teachers have a legal duty to promote British values, but what exactly are they?

Amanda Spielman, head of Ofsted, claims British values are being “actively perverted” by religious extremists. In a recent speech, she suggests extremists are using schools to “narrow young people’s horizons, isolate and segregate, and in the worst cases to indoctrinate impressionable minds”.

Spielman’s speech has already come under fire for lack of evidence and has been taken by some as the latest attack on Muslim children in British schools. But what are these “British values” she speaks of? A love of tea drinking? Queueing? Supporting the Queen or the NHS?

The government defines “fundamental British values” as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths. Since 2014, teachers in English schools must promote these British values and their promotion is inspected by Ofsted.

The initiative was a response by Michael Gove – then Secretary of State for Education – following the “Trojan Horse” scandal, where it was alleged that Islamists were trying to take over state schools in Birmingham. No evidence was found to support the accusation of conspiracy, despite numerous investigations.

‘Our values’

As Britain has no written constitution, these basic common values had to be identified afresh. The government’s identification of particular values as “British” is the outcome of ministerial choices – with the wording taken from the Prevent anti-extremist policy.

The British values have not been discussed by parliament, nor the wider public. The values are both broad and vague, allowing many people to sign up to them. This avoids more precise definitions that might generate controversy.

At a recent event, academics from University College London and the University of Bristol’s departments of law and education argued that asserting particular values as national values is an expansion of state power, as the state seeks to manage increasing diversity. Speakers underlined the importance of considering the context – the “why now?” – of the promotion of these values.

A British obsession

The idea of “fundamental British values” feeds into broader narratives of “Britishness”, which played a significant role in the UK referendum vote to leave the European Union and the Conservatives’ call for a British Bill of Rights to replace the protection offered by the European Convention on Human Rights, under the Human Rights Act.

In this political context, the fixation on Britishness is likely to generate suspicion toward the “other”. As it is, the period after the EU referendum saw a rise in hate crimes across the UK. Government data also shows hate crimes spike after terror attacks. Our current research has found these fears and suspicions also have repercussions in the classroom, as teachers report hearing that Muslim pupils are called “terrorists” as they travel to school.

The recent imposition on teachers of the legal duty to “prevent children from being drawn into terrorism” – known as the Prevent Duty – only adds to risks of stigma. Despite revisions to Prevent, controversy still remains about it targeting – and potentially tarring – Muslim children. And in among all this, teachers must make sense of, and promote, British values to young people.

Bunting with fish and chips

Given the brevity of the current policy guidelines, teachers have considerable freedom as to how to promote these values, “translating” national policy to fit their own setting.

Some fall back on Union Jack-themed displays, featuring the Queen and fish and chips – confusing British values with British symbols and stereotypes.

Spielman noted in another recent speech that “crafting a picture of the Queen out of sequins” is “charming” but “that’s not teaching children about our common values”.

Britain’s history of colonialism and racial arrogance may well affect how talk of “our” values is received by minority groups. This is why teachers, teaching children from diverse backgrounds, often talk instead of “our school values” or “universal values” in an attempt to smooth over the potentially nationalistic and exclusionary idea of “British” values.

Similarly, many schools absorb British values into existing school practices, such as learning about democracy via the school council. Some schools go beyond this, with progressive initiatives that emphasise global interconnections and human rights.

Liberal values

All too often, though, discussion with pupils around “fundamental British values” is limited. The school timetable is already crowded, and some teachers are understandably wary of potentially controversial topics.

Arguably, these values are minimal values for schools to promote. After all, research suggests that support for liberal values is already strong among young people – including those from ethnic minorities. But surely if schools want to encourage critical thinking in young people, teaching needs to go beyond symbols and stereotypes.

Rather than broad accusations of extremists undermining “our” values, schools should be encouraged to develop political literacy and citizen engagement in all young people. As a first step, teachers should be given the time, training and resources they need to develop spaces for debate with school students as part of an expansive programme of citizenship education.

This is important because, after all, the most fundamental of British values is arguably that schools develop a willingness in their pupils to engage in important moral questions – through reasoned and wide-ranging argument – to encourage genuine commitment to fundamental democratic values.

<https://www.independent.co.uk/news/education/british-values-education-what-schools-teach-extremism-culture-how-teachers-lessons-a8200351.html>

Answer the following questions and write a text review (use Supplement 3):

-  What are “fundamental British values”?
-  What are the major reasons for promoting such values at school?
-  Who set up a list of national British values?
-  Is the idea of British values connected with Brexit?
-  What are the hazards of the fixation on Britishness?
-  What is the Prevent duty? Are there any other legal duties imposed on British teachers?
-  What do teachers do to promote British values?
-  What are the main obstacles in asserting British values effectively?
-  What could be done to facilitate and improve teaching national values at school?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  Ofsted
-  the NHS
-  to assert values
-  individual liberty
-  mutual respect
-  hate crimes
-  legal duty
-  racial arrogance
-  liberal values
-  political literacy
-  citizen engagement

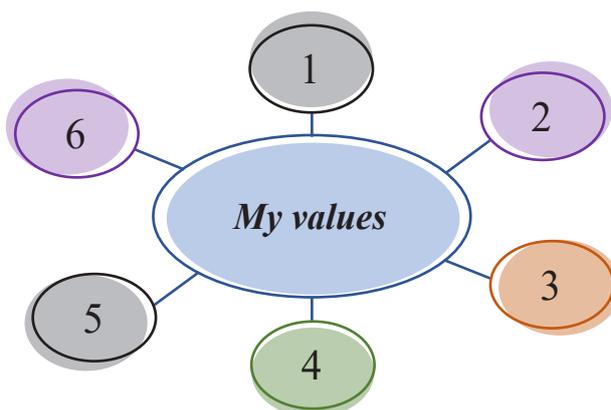
Ex. 2. Match the words with their definitions. Translate them into Belarusian/Russian.

1) bunting	a) a lot of discussion and argument about something, often involving strong feelings of anger or disapproval
2) conspiracy	b) a mark, sign, etc. indicating that something is not considered normal or standard; a distinguishing mark of social disgrace
3) controversy	c) a result or consequence, esp. one that is somewhat removed from the action or event which caused it
4) fixation	d) an agreement between a group of people which other people think is wrong or is likely to be harmful
5) indoctrinate	e) an exaggerated preoccupation; thinking about a particular subject or person to an extreme and excessive degree
6) ministerial	f) people, events, or jobs that are connected with government ministers
7) repercussion	g) rows of small coloured flags that are used to decorate streets and buildings on special occasions
8) segregate	h) to express strong disapproval of; censure; to discredit someone
9) stigma	i) to keep two groups of people or things physically apart from each other
10) tar	j) to teach a particular belief with the aim that students will reject other beliefs

Ex. 3. Insert the necessary prepositions. Explain the meaning of the phrasal and prepositional verbs.

1. It was alleged that Islamists were trying **to take** ____ state schools in Birmingham.
2. The values are both broad and vague, allowing many people **to sign** ____ them.
3. Many schools **absorb** British values ____ existing school practices.
4. They attempted **to smooth** ____ the potentially nationalistic and exclusionary idea of “British” values.
5. The legal duty, recently **imposed** ____ teachers, is known as the Prevent Duty.
6. In this political context, those who **fixate** ____ Britishness are likely to generate suspicion toward the “other”.

Ex. 4. Think of various factors that form moral values of an individual. Which are the most efficient ones? What are the sources of your personal set of values? Draw up a chart. Choose the most informative chart in you group.



VIDEO

What VbE Students Understand About Values

Pre-watching task

Read some information about the main principles of value-based education (VbE). Check the meaning of the words and phrases in bold. What is the difference between values education and values-based education?

Values-based Education (VbE) is a successful worldwide transformational movement for positive change.

VbE empowers educational settings **to underpin** their life and curriculum with universal positive human values such as respect, **integrity**, honesty and compassion.

It is an approach that differs from values education in one particular respect. Values education teaches learners about values. Values-based Education provides a teaching environment in which learners **experience** those positive universal values **first hand** throughout their schooling.

An effective VbE environment has three **core foundations**. All adults **model** the positive universal values that the school community itself has chosen. The values are developed into an ethical vocabulary which empowers learners and staff to articulate basic and advanced ethical concepts. And the school creates time and space for children to develop reflective practices so their values experiences can be processed into a living guide to self- and interpersonal awareness.

<https://valuesbasededucation.com/what-is-vbe/>

Watch the video “What VbE students understand about values” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://vimeo.com/522793690>

or scan the QR-code



Ex. 1. Write down the definitions of some values given by the students of Hinkley Parks Primary School.

<i>Honesty is...</i>	
<i>Integrity is...</i>	
<i>Kindness is...</i>	
<i>Resilience is...</i>	
<i>Determination is...</i>	
<i>Altruism is...</i>	
<i>Equality is...</i>	

Ex. 2. Make a list of your personal values. Conduct a survey in your group and make a top 10 rate list, starting from the most popular value.

My personal values

Top 10 values in my group

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Ex. 3. Read different opinions on the following debate statement: “Should schools really teach children moral values or is this a job for their parents?” Do you agree or disagree with them? Check the meaning of the words and phrases in bold. Write a similar note explaining your point of view.

*The role of a school must be to educate while a parent provides the **moral compass**. But the reality is that, with so many parents no longer providing this, the future society your children will live in needs to have these values **upheld** somehow. When your children have lessons on morality in school, use it as an opportunity to discuss values with them, building on the basic framework the school provides. In this way it can supplement, not replace, a parent’s role.*

Ian Shaw

*I work as a teaching assistant and, while I agree with this reader that it should be a parent's job to provide their children with guidance, I know from bitter experience that the only guidance many parents give their children is things like "if anyone tells you off, tell them I'll come up to school and **sort them out**". We teach our pupils to respect themselves and others, but it doesn't go very far if their lives at home go against this.*

Marie O'Brien

*I agree that our values are **out of kilter**, but have grown increasingly worried that many of the personal education resources being used in schools actually promote **self-centredness**. Children are taught to **navel-gaze** about their own emotions and happiness, without being encouraged to look up and out to other people.*

A very different approach is the "We All Do Good Things" programme, piloted recently by the charity People United, whose aim is to promote kindness in daily life. Everyone was involved, from the dinner ladies to the head. One head said it "quite transformed" her school.

Hilary Wilce

*Parents must take responsibility for their children, and be made to if they don't want to. If schools are told that they should teach children about right and wrong, parents will feel they don't need to do it themselves. We shouldn't **let parents off the hook** and **pile more work onto** schools if we want to create a responsible society.*

Howard Millington

<https://www.independent.co.uk>

Section 2. Civic engagement and community service

READING ONE

Pre-reading task

Have you ever taken part in any volunteer projects? Are there many types of volunteer programs available in our country?

Read the following text and answer the questions above and below.

What Are the Different Types of Volunteer Opportunities?

There are many different ways for you to make an impact. As an enthusiastic volunteer, you can pour your energy into projects ranging from marine conservation to public health. In fact, with so many different types of volunteer opportunities in the world, figuring out what kind of volunteer work suits your personality, interests and career goals can be a challenge. If you're asking yourself "What type of volunteering should I do?", consider these different types of volunteer work.

Wildlife conservation

As a wildlife conservation volunteer, you can help to preserve endangered plant and animal species through research and education. You will also have encounters with some of the most incredible wildlife on the planet. Whether collecting data, examining animal behaviour, mapping habitats, or helping to educate local communities, you'll contribute to the maintenance of the Earth's biodiversity.

Wildlife conservation volunteering projects are ideal if you're a born nature-lover with a passion for travelling to adventurous destinations. The in-depth training on wildlife conservation programs also means these volunteer projects are suitable for anyone considering a career in this field.

Volunteer with children

Choose a volunteer project with children if you have an abundance of kindness and patience, coupled with a determination to see all young people succeed. Although you can volunteer directly with children, for ethical reasons it's important to steer clear of orphanage volunteering. In countries around the world, children are trafficked into orphanages that might accept volunteers or international tourists.

Fee-paying volunteers and tourists can unknowingly bring income and support to these organisations, often at the expense of the children involved. If you truly wish to aid the children of the world, choose volunteer organisations wisely.

Marine conservation

Volunteering in marine conservation is an effective way to help protect the world's oceans. The types of volunteer work for participants on marine conservation projects includes taking part in biodiversity surveys carried out through snorkelling or diving trips, collecting data that is used to inform marine conservation policies, and environmental education among the local communities.

A marine conservation project will suit you if you're keen to gain a professional dive qualification, or make a career out of safeguarding the world's oceans and spending most of your days by the beach.

Teaching

Volunteer teaching often involves giving English classes, as English teachers are a valuable and sought-after resource in many communities. Being able to read and write in English can improve an individual's employability and give them a chance to increase their income and standard of living.

A volunteer teaching project can be the perfect way to find out whether this career path is for you. Teaching a class can suit more extroverted personalities, but it's also a great chance for introverts to become more comfortable with public speaking and leading a group.

Women's empowerment

Women's empowerment projects have far-reaching impacts, lowering infant mortality rates, boosting the wellbeing of entire communities and reducing the effects of climate change. You can contribute to women's empowerment by volunteering to provide education, promoting public health, and income opportunities to women and young girls.

This type of volunteer project will suit anyone who feels strongly about women's rights and wants to contribute to the empowerment of communities. These projects are a unique opportunity to challenge your perspectives and gain meaningful insights into global societies.

<https://www.gvi.co.uk/blog/what-are-the-different-types-of-volunteer-opportunities/>

Answer the following questions and present a short summary of the text:

- ✿ What is the main challenge while choosing a volunteer project? Is it possible to find one that suits your personality, interests and career goals?
- ✿ What kind of projects contribute to the maintenance of the Earth's biodiversity? What are the benefits of such projects?
- ✿ What personal traits are needed to volunteer with children? What are the possible dangers of orphanage volunteering?

- ✪ What skill do you need to participate in marine conservation projects? Is it possible to make a career out of it?
- ✪ Why are English teachers a valuable and sought-after resource in many communities? Can volunteer teaching help you to improve your soft skills?
- ✪ What are the main impacts of women's empowerment projects? Can this type of volunteering change your opinion of cultures and global communities?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  marine conservation
-  wildlife conservation
-  orphanage
-  snorkelling
-  employability
-  mortality rate
-  women's empowerment
-  to challenge one's perspective

Ex. 2. Replace the italicized words with the synonyms from the text, translate them into Belarusian/Russian.

1. For ethical reasons it's important *to avoid* orphanage volunteering.
2. If you truly wish *to help* the children of the world, choose volunteer organisations wisely.
3. The types of volunteer work for participants on marine conservation projects includes collecting data that is used to *influence* marine conservation policies.
4. Women's empowerment projects have far-reaching impacts, *reducing* infant mortality rates, *improve* the wellbeing of entire communities
5. A marine conservation project will suit you if you're keen to make a career out of *protecting* the world's oceans
6. This type of volunteer project will suit anyone who *feels concerned about* women's rights.

Ex. 3. Complete the table below using the information from the text above. The first one is done for you as an example.

The project	The aim	The personal traits needed
wildlife conservation	<i>to preserve endangered plant and animal species</i>	<i>a born nature-lover with a passion for travelling to adventurous destinations</i>
orphanage volunteering		
marine conservation		
teaching English		
women's empowerment		

Ex. 4. Conduct the Internet research about various types of volunteer activities. Search for the key words *animal shelters*, *bereavement counseling*, *charity shops*, *suicide prevention hotline* and complete the forms below.

Animal shelters

The aim

The activities

Bereavement counseling

The aim

The activities

Charity shops

The aim

The activities

Suicide prevention hotline

The aim

The activities

READING TWO

Pre-reading task

What are the major reasons people join charity or voluntary projects? Are these selfish or altruistic?

Read the following text and answer the questions above and below.

The Effects of Volunteering on The Volunteer

(by John Wilson and Marc Musick)

To most people, a “volunteer” is someone who contributes time to helping others with no expectation of pay or other material benefit to oneself. However, this does not mean that volunteer work is of no consequence for the volunteer. Indeed, it is widely believed that helping others is as beneficial for the donor as it is for the recipient. Research studies show that most people do in fact hold the belief that helping others is a good way to gain fulfillment for yourself. In this article, we review some of the research on the supposed benefits of volunteering.

Anti-Social Behavior

It is part of folk-wisdom that volunteering “builds character” and helps “keep kids out of trouble.” Volunteering is believed to foster interpersonal trust, toleration and empathy for others, and respect for the common good. This, in turn, makes us less likely to engage in socially pathological behavior, such as vandalism, and less likely to prey on other people and engage in self-destructive behavior. It might also be the case that volunteering teaches young people pro-social values that impose constraints on delinquent behavior.

Physical Health

Recent advances in medical sociology have drawn attention to the physical health benefits of social integration and social support. By helping others, individuals may develop stronger networks that buffer stress and reduce disease risk. Additionally, the altruistic features of volunteerism might reduce destructive levels of self-absorption. It is possible that the association between volunteering and health is due to the fact that volunteers have access to more information about the benefits of exercise and preventive medical care. It should be especially evident in the later stages of life, when physical health problems are more likely to occur and when, perhaps, other forms of social integration, such as work and marriage, are no longer available.

Mental Health

There are a number of reasons why volunteering should have positive effects on mental health. First, volunteering is a form of social activity or social

participation. It is well-established that social integration – “the quantity of social ties or relationships” a person has – yields positive mental health effects. Social isolation – “the sense of not having anyone who is someone to you and not being someone to anyone” – is depressing.

Another reason why there might be a connection between volunteering and mental health is that volunteer work is a form of helping behavior. Providing help, even to a generalized other, as in formal volunteering, is a self-validating experience. In certain settings, it can foster trust and intimacy and encourage the provider to anticipate that reciprocal help will be forthcoming when it is needed.

A final reason why volunteering might increase subjective well-being is that it fosters a belief in the individual that he or she can make a difference and thus enhances personal efficacy. Volunteering provides a sense of control over one’s life and one’s environment, thereby alleviating depression.

Volunteering and Occupational Achievement

It is widely believed that, for those not currently working, volunteering can be a stepping stone to paid employment. Also, it is widely believed that, for those who currently have a job, being a volunteer advances one’s chances of getting ahead. For example, nearly one quarter of the volunteers in the Independent Sector Survey of Giving and Volunteering included as one of their reasons to “make new contacts that might help my business or career.”

One pathway from volunteering to occupational achievement is through education. Students who chose to participate in service-learning projects were more likely to see their grade point averages increase. Besides helping people accumulate educational credentials, volunteering also can play a more direct role in improving occupational opportunities. Mark Granovetter documented the importance of informal methods – personal contacts – in securing information about jobs. There is evidence to suggest that volunteers indeed have more social contacts.

Thus, this review of the research on the effects of volunteering leaves little doubt that there are individual benefits to be derived from doing volunteer work that reach far beyond the volunteer act itself and may linger long after the volunteer role is relinquished.

<https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1150&context=lcp>

Answer the following questions and write a text review (use Supplement 3):

- ✿ What is wrong with the common belief that a volunteer helps others with no expectation of pay or other material benefit to oneself?
- ✿ What positive feelings does volunteering foster? How does it help to impose constraints on delinquent behaviour?

- ✚ What is the connection between voluntary work, social integration and physical health benefits?
- ✚ What are the main reasons why volunteering should have positive effects on mental health? What is the importance of the belief that one can make a difference?
- ✚ Can volunteering be a stepping stone to paid employment? How can it help to accumulate educational credentials?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Match the words with their definitions. Translate them into Belarusian/Russian.

1) empathy	a) feeling of satisfaction that you get from doing or achieving something, especially something useful
2) self-absorption	b) freedom to hold religious opinions that differ from the established or prescribed religion of a country
3) credentials	c) involves two people or groups who do the same thing to each other or agree to help each another in a similar way
4) reciprocal	d) preoccupation with oneself to the exclusion of others or the outside world
5) self-validating	e) previous achievements, training, and general background, which indicate that they are qualified to do something
6) toleration	f) requiring no external confirmation, sanction, or validation
7) fulfillment	g) the ability to share another person's feelings and emotions as if they were your own.

Ex. 2. Replace the italicized words with the synonyms from the text, translate them into Belarusian/Russian.

1. Volunteering is believed *to promote* interpersonal trust, toleration and empathy for others.
2. This, in turn, makes us less likely to engage in socially pathological behavior, such as vandalism, and less likely *to terrorize* other people.
3. By helping others, individuals may develop stronger networks that *protect from* stress and reduce disease risk.
4. Social integration – “the quantity of social ties or relationships” a person has – *brings* positive mental health effects.

5. It fosters a belief in the individual that he or she can *make a situation better* and thus enhances personal efficacy.
6. Volunteering provides a sense of control over one's life and one's environment, thereby *lessening* depression.
7. Volunteering can be *something that helps someone advance* to paid employment.
8. Individual benefits reach far beyond the volunteer act itself and may *remain* long after the volunteer role is relinquished.

Ex. 3. Study the list of volunteering pros and cons. Which of them would encourage you to take up volunteering or discourage from it?

Volunteering	
Pros	Cons
<ul style="list-style-type: none"> ▪ Many different areas of volunteering ▪ You can learn a lot through volunteering ▪ Volunteering can help you mature in character ▪ Better impression regarding what you want to do with your life ▪ You can make many new friends ▪ You learn how to work in a group ▪ Volunteering gives you the opportunity to join a strong network ▪ Can look good at your résumé ▪ You get a broader perspective on life ▪ Usually lower stress levels compared to a normal job ▪ You can volunteer abroad ▪ High level of inner motivation to help others 	<ul style="list-style-type: none"> ▪ You don't earn money while volunteering ▪ Volunteering abroad can be expensive ▪ Many volunteers have too high expectations ▪ Volunteering abroad means to leave your partner at home ▪ Some volunteering organizations are quite dodgy ▪ Volunteering abroad may lead to homesickness ▪ Confrontation with reality may shock some kids ▪ You may lose motivation for volunteering ▪ Volunteering abroad can be dangerous ▪ Also volunteering can be real work ▪ You make a certain commitment ▪ May not be suitable if you already have kids ▪ You will be older when you finally get a job

<https://environmental-conscience.com/volunteering-pros-cons/>

Ex. 4. In pairs make up a dialogue, role-playing one of the two situations. Use the information from the text and the ideas from Exercise 3, as well as the clichés of the speech bank below.

Situation 1. You are an experienced member of a local volunteer project (choose one yourself – think of the name, the aim and the types of activities that your project involves). Your interlocutor is not sure whether to join the project, so your task is to talk him or her into joining in by showing the advantages of it. The candidate should try to find faults with your argumentation by providing counterarguments to your points.

Situation 2. You are an interviewer for an international volunteer project that requires travelling and living abroad (choose one yourself – think of the name, the aim and the types of activities that your project involves). The candidate is too inexperienced and overenthusiastic about the project, so you are to warn him or her against the possible hardships. The candidate is to disagree with the interviewer and prove that he or she is well-aware of the problems and ready to take risks.

Speech bank

Stating an opinion

- In my opinion...The way I see it...
- If you want my honest opinion....
- As far as I'm concerned...
- If you ask me...

Asking for an opinion

- What's your idea?/What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?

Interruptions

- Can I add something here?
- If I might add something...
- Sorry to interrupt, but...
- Sorry, go ahead/ Sorry, you were saying...
- You didn't let me finish.

Settling an argument

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- Whatever you say/If you say so.

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true/for sure.
- You're absolutely right.
- That's exactly how I feel.
- I have to side with Alex on this one.
- No doubt about it.
- **(with negative)** Me neither.
- I suppose so/I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.
- I was just going to say that.

READING THREE

Pre-reading task

Does volunteerism have a great impact on the society? Name some social groups that benefit most from it.

Read the following text and answer the questions above and below.

How Volunteering Makes People Better Citizens

Studies show that volunteering can lead to more engaged citizens

When we think of the benefits of volunteering, we commonly think of traditional social values, like helping the homeless, feeding the hungry, and engaging disadvantaged youth. But did you know that the benefits of volunteering reach even farther? In fact, they do.

What is an engaged citizen?

Engaged citizens are commonly understood as those who actively participate in cultivating their “vision of societal well-being.” Active participation includes being involved in community service, voting, learning about civic life, and taking a lead in identifying and ameliorating social ills. Engaged citizens have a keen understanding of social problems and how they arose. With the help of social connections, they can develop strategies to effect change.

Key factors that turn volunteers into engaged citizens

The Points of Light study, “Social Impact of Volunteerism,” shows how regular volunteering weaves a social fabric that sets the stage for positive change to take place. Volunteering engages people in social issues, and it connects volunteers to people they wouldn’t have otherwise encountered. Embedded in the plight of social woes, volunteers identify gaps, build bridges, and nurture a cohesive community built on trust.

Such a role develops important qualities in volunteers, which closely mirror the qualities of an engaged citizen.

Belief in the importance of community involvement: A study published in the American Education Research Journal found that those who volunteer regularly in high school are more likely to volunteer as adults. The authors surmise that this is because volunteering helps to shape adolescents’ identities; that is, as adolescents volunteer and understand the scope of social problems, “they come to see themselves as persons capable of contributing to the common good.” A study of AmeriCorps revealed similar findings, suggesting that AmeriCorps volunteers later become regular actors in civic life as voters, jurors, and leaders working for social change.

Understanding community needs: Regular volunteers develop strong social ties with the communities they serve. Such relationships yield an in-depth understanding of problems the community faces. In her article, “Giving and Volunteering as Distinct Forms of Civic Engagement,” Keely S. Jones writes, “Volunteering induces people to participate more frequently in public concerns, exposes them to a greater variety of shared problems, and consequently encourages greater public deliberation of a wider range of collective issues.”

Leadership skills: Volunteering challenges people to help needy causes by utilizing civic resources. As a result, volunteers become more confident networking with government offices to address social needs. Also, research behind the Ready-Set-Go! initiative suggests that when adolescents become involved in volunteering, they start making decisions about how to solve community problems. Practicing such problem-solving skills at a young age, combined with insights gained through service, leads to confident leaders who believe they can make a difference in their communities.

Setting the stage for lifelong volunteers

Volunteers become engaged citizens because their personal experiences with social problems give them the confidence and tools to do more. Such outcomes present a massive resource to make a real difference, so it is essential to identify steps to maximize this resource’s potential.

Role modeling: Parents and educators should set the example, and expose children to volunteering. Acquainting children and teenagers with the social values of volunteering will instill compassion and a sense of civic responsibility. Adults should also allow teen volunteers to make decisions and take action on their own, which will give them a sense of ownership. Their successes will build confidence, and mistakes will offer valuable learning experiences.

Education, service, and reflection: Studies show that volunteering which involves learning, planning, and reflection (i.e., service-learning), makes volunteers almost three times as likely to believe they have made a difference and volunteer again. Lewis University’s Laura Wilmarth encourages educators to provide “disruptive community experiences” through volunteer work. Such experiences challenge students to learn from differences, reflect on their own fortunes, and determine ways to mobilize others for change. This reflection, she says, is essential to creating engaged citizens.

Family ties: People are motivated to volunteer by close friends, colleagues, and relatives. In fact, studies show that volunteers are moved to serve more often because a family member, colleague, or friend invited them, not because the cause itself was so moving. So, volunteers should remember that by inviting a friend or family member to join them, they are potentially galvanizing a force of lifetime volunteers.

Just think of the potential that each community, each organization, and each individual has to take direct action in improving the world. All things considered, it is no wonder that volunteering has been called “the essential act of citizenship.”

<https://blog.mobileserve.com/how-volunteering-makes-people-better-citizens>

Answer the following questions and write a text review (use Supplement 3):

- ☘ What is an engaged citizen? Name the most relevant features of the one.
- ☘ How does volunteering engage people in social issues? What is the main outcome of such engagement?
- ☘ Do most of volunteers later become regular actors in civic life? Why?
- ☘ How does volunteerism foster better understanding of community needs?
- ☘ How does the frequent networking with government offices to address social needs influence one’s leadership skills?
- ☘ Which of the three factors (role-modelling, service-learning, family ties) is the most important in galvanizing a force of lifetime volunteers? Why?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Choose one of the words from the box to complete the sentences. Translate the collocations with the words in bold into Belarusian/Russian.

civic	disadvantaged	engaged	social
cohesive	disruptive	in-depth	societal

1. These activities range from assisting _____ **youth**, to providing voluntary transport and support programs for the frail and elderly.
2. These qualities will prepare you to become a productive, creative, ethical and _____ **citizen** and leader.
3. Our goal is to develop leaders whose professional endeavours will improve human health and _____ **well-being**.
4. Its leaders declared a state of emergency over the chronic lack of housing, potable water, economic development and other _____ **woes**.
5. It would be better for a mother to move to a _____ **community** so that her children’s security and safety can be assured.
6. For a period of forty years, Ford was an active and prominent figure in Baltimore’s _____ **life**.

7. The organisation is devoted to providing an _____ **understanding** and analysis of strategic issues, affecting international peace and security.
8. Accepting phone calls within your home is a very _____ **experience**.
If you have family around, it's going to influence everyone in the home.

Ex. 2. Replace the italicized words with the synonyms from the text, translate them into Belarusian/Russian.

1. Active participation includes being involved in community service, voting, learning about civic life, and taking a lead in identifying and *improving the situation with* social ills.
2. Volunteers identify gaps, *improve relationships between people who are very different*, and nurture a cohesive community built on trust.
3. The authors surmise that this is because volunteering helps *to form* adolescents' identities.
4. Volunteering induces people to participate more frequently in public concerns and consequently encourages greater public *discussion* of a wider range of collective issues.
5. Volunteers become more confident *meeting and talking a lot* with government offices to address social needs.
6. Practicing such problem-solving skills at a young age, combined with *a clear, deep, understanding of a complicated problem* gained through service, leads to confident leaders.
7. Parents and educators should set the example, and *give* children *experience of* volunteering.
8. Acquainting children and teenagers with the social values of volunteering will *fix in the mind the feeling of* compassion and a sense of civic responsibility.
9. So, volunteers should remember that by inviting a friend or family member to join them, they *are* potentially *encouraging* a force of lifetime volunteers.

Ex. 3. Choose one of the international humanitarian organisations from the table, go to its official site and fill in the form below about its main areas of interest and social groups they focus on.

Name & Official site	Logo	Access to the site via QR-code
Caritas Internationalis https://www.caritas.org		

<p>The International Committee of the Red Cross; ICRC https://www.icrc.org/</p>	 <p>ICRC</p>	
<p>Médecins Sans Frontières, Doctors Without Borders https://www.msf.org/</p>		
<p>The World Food Programme (WFP) https://www.wfp.org/</p>		
<p>Community and Family Services International (CFSI) https://cfsi.ph/</p>		
<p>The Save the Children Fund https://www.savethechildren.net/</p>		

<i>Name</i>	
<i>Founded (when)</i>	
<i>Headquarters (city, country)</i>	
<i>Areas of interest</i>	
<i>Social groups of primary concern</i>	

Ex. 4. Read the real-life stories of people in need. Conduct the Internet research on charity organisations that could aid them. Find at least one international and one locally-based organization and write their names next to the story.

Story 1

Deicy and her husband José were left knocking on neighbours' doors for help. "When the need for food is that great, so many things go through your mind – especially when your son asks you, 'What time are we eating breakfast?'" Their family was large and grew further with the arrival of the couple's first grandson.

Who can help:

international charity Belarusian charity

Story 2

The villages have been flooded after days of rain. Most people in the area say they have never seen severe floods like this in the last decade. Houses are damaged. Springs, agricultural lands and people's livelihoods are submerged in water. People are suffering from lack of food and clean water.

Who can help:

international charity Belarusian charity

Story 3

Asta has lived for a long time with a man who abused alcohol and bullied her. She considered moving away, but couldn't make up her mind, not being sure if she would be able to provide for her three children. However, the situation at home is not improving and she has to act quickly so that children grow up in peace, do not hear screams, do not see violence.

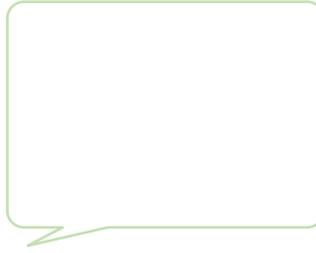
Who can help:

international charity Belarusian charity

Story 4

Lena is a typical teenager who dreams of becoming a psychologist. But her greatest wish is to celebrate her 16th birthday without epileptic fits. She has suffered from epilepsy since her early childhood and lived on medication, but recently the number of uncontrolled fits has increased dramatically. She has to wear a protective helmet all the time, even at home. She needs a very expensive operation abroad.

Who can help:
international charity Belarusian charity



Story 5

Ziggy had a difficult journey – homelessness, drugs and crime. He embarked on a roller coaster ride of sleeping in unsafe places like bus shelters and falling in with a bad crowd, which led to run-ins with the police. He ended up being addicted to tramadol, alcohol and cannabis. The addictions caused him to lose his job and he could not pay his rent.

Who can help:
international charity Belarusian charity



Section 3. Healthy lifestyle promotion and addiction prevention

READING ONE

Pre-reading task

What substances are usually viewed as drugs? Does drug abuse pose a serious threat to the society in general?

Read the following text and answer the questions above and below.

What Is Drug Abuse?

Drug abuse or substance abuse refers to the use of certain chemicals for the purpose of creating pleasurable effects on the brain. There are over 190 million drug users around the world and the problem has been increasing at alarming rates, especially among young adults under the age of 30. Apart from the long-term damage to the body drug abuse causes, drug addicts who use needles are also at risk of contracting HIV and hepatitis B and C infections.

Causes of drug use

Drugs of abuse are usually psychoactive drugs that are used by people for various different reasons which may include:

- Curiosity and peer pressure, especially among school children and young adults;
- The use of prescription drugs that were originally intended to target pain relief may have turned into recreational use and become addictive;
- Chemicals may be used as part of religious practices or rituals;
- Recreational purposes;
- As a means of obtaining creative inspiration.

Drug categories

Drugs of abuse fall into three groups and these include:

Depressants: These cause depression of the brain's faculties and examples include sleeping pills (barbiturates) and heroin.

Stimulants: These cause stimulation of the brain, giving rise to alertness and increased bursts of activity. A rapid heart rate, dilated pupils, raised blood pressure, nausea or vomiting and behavioral changes such as agitation, and impaired judgment may also result. In severe cases, there may be delusional psychosis which can occur with the use of cocaine and amphetamines.

Hallucinogens: These cause hallucinations and an “out of this world” feeling of dissociation from oneself. Hallucinogens may cause distorted sensory perception, delusion, paranoia and even depression. Examples include ecstasy, mescaline and LSD.

Examples of typical drugs include alcohol, tobacco, cocaine from coca, opium and opioids from poppy plants, hashish or marijuana from cannabis, synthetic drugs such as heroin, ecstasy and LSD.

There are several different routes of administration for drugs of abuse including orally in the form of a pill, intravenously in the form of an injection, by inhaling the substance in the form of smoke or via snorting the substance so it is absorbed into the blood vessels of the nose.

Epidemiology of drug abuse

Cannabis, marijuana and hashish are the most widely abused drugs in the world. Around 141 million people worldwide consume cannabis. The use of stimulants such as amphetamine and ecstasy is also widespread, with nearly 30 million people abusing these drugs. Cocaine is used by around 13 million people across the globe, with the highest number of users in the United States. Abuse of heroin and other opioids is less common than with other drugs and is taken up by around 8 million people worldwide, mainly in South-East and South-West Asia and Europe.

Drug abuse is seen in various different age groups and in individuals from nearly all walks of life and socioeconomic strata. However, men are more likely to abuse drugs than women, single people are more likely than married individuals and urban dwellers more likely than rural dwellers. Prisoners, street children and younger individuals are also more likely to abuse drugs.

Myths and facts about drug abuse and addiction

Myth 1: Overcoming addiction is simply a matter of willpower. You can stop using drugs if you really want.

Fact: Prolonged exposure to drugs alters the brain in ways that result in powerful cravings and a compulsion to use. These brain changes make it extremely difficult to quit by sheer force of will.

Myth 2: Using drugs like opioid painkillers are safe since they’re so commonly prescribed by doctors.

Fact: Short-term medical use of opioid painkillers can help to manage severe pain after an accident or surgery, for example. However, regular or longer-term use of opioids can lead to addiction. Misuse of these drugs or taking someone else’s medication can have dangerous – even deadly – consequences.

Myth 3: Addiction is a disease; there's nothing that can be done about it.

Fact: Most experts agree that addiction is a disease that affects the brain, but that doesn't mean anyone is helpless. The brain changes associated with addiction can be treated and reversed through therapy, medication, exercise, and other treatments.

Myth 4: Addicts have to hit rock bottom before they can get better.

Fact: Recovery can begin at any point in the addiction process – and the earlier, the better. The longer drug abuse continues, the stronger the addiction becomes and the harder it is to treat. Don't wait to intervene until the addict has lost everything.

Myth 5: You can't force someone into treatment; they have to want help.

Fact: Treatment doesn't have to be voluntary to be successful. People who are pressured into treatment by their family, employer, or the legal system are just as likely to benefit as those who choose to enter treatment on their own. As they sober up and their thinking clears, many formerly resistant addicts decide they want to change.

Myth 6: Treatment didn't work before, so there's no point trying again.

Fact: Recovery from drug addiction is a long process that often involves setbacks. Relapse doesn't mean that treatment has failed or that sobriety is a lost cause. Rather, it's a signal to get back on track, either by going back to treatment or adjusting the treatment approach.

<https://www.news-medical.net/health/What-is-Drug-Abuse.aspx>

<https://www.helpguide.org/articles/addictions/drug-abuse-and-addiction.htm>

Answer the following questions and write a text review (use Supplement 3):

- ♣ What is drug abuse or substance abuse?
- ♣ What are the main reasons why people start to take drugs?
- ♣ What are the categories the main drugs of abuse fall into? Name some typical drugs and their origin.
- ♣ What are different routes of administration for drugs?
- ♣ What drugs may be called the most widely abused drugs in the world?
- ♣ Are there any gender, social and economic factors that account for likelier drug abuse problems?
- ♣ What are the most typical myths about drug abuse? Provide the facts to debunk those myths.

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Match the words that name different types of drugs with their definitions. Translate them into Belarusian/Russian.

1) depressant	a) available legally only with a doctor's prescription
2) inhalant	b) taken for pleasure rather than for medical reasons or because of an addiction
3) intravenous	c) solvent medicine that is breathed in as a vapor
4) prescription	d) employed in, or administered by injection into a vein
5) psychoactive	e) increasing physiological activity
6) recreational	f) capable of affecting mental activity
7) stimulant	g) able to diminish or reduce nervous or functional activity

Ex. 2. Replace the italicized words with the synonyms from the text, translate them into Belarusian/Russian.

1. Drug addicts who use needles are also at risk of *catching* HIV and hepatitis B and C infections.
2. The use of prescription drugs that were originally intended to *achieve* pain relief may have turned into recreational use and become *habit-forming*.
3. A rapid heart rate, dilated pupils, raised blood pressure and behavioral changes such as agitation, and *reduced or weakened* judgment may also result from taking stimulants.
4. There are several different *means by which a drug or agent enters the body*.
5. Prolonged exposure to drugs *changes* the brain in ways that result in powerful cravings and a compulsion to use.
6. Addicts have *to find themselves in a hopeless or difficult situation* before they can get better.
7. As they *become less intoxicated* and their thinking clears, many formerly resistant addicts decide they want to change.
8. *A return of the disease* doesn't mean that treatment has failed or that sobriety is a lost cause.

Ex. 3. Match the names of commonly abused drugs from the box with the impacts they have on one's health.

alcohol cocaine heroin marijuana nicotine
(tobacco)

Name it: _____

A. This illegal drug is the natural version of opioid narcotics. It gives you a rush of good feelings at first. But when it wears off, everything slows down. You'll move and think more slowly, and you may have chills, nausea, and nervousness. You may feel a strong need to take more of it to feel better.

Name it: _____

B. This drug speeds up your whole body. When you use it, you may talk, move, or think very fast. You may feel happy and full of energy. But your mood may then shift to anger. You may feel like someone is out to get you. It can cause you to do things that don't make sense. Using it for a long time will lead to strong cravings for the drug.

Name it: _____

C. It can make you feel silly and laugh for no reason. Or you may feel sleepy and forget things that just happened. Driving while high on it is just as dangerous as drunk driving. And heavy substance use can leave some people "burned out" and not think or care about much.

Name it: _____

D. You may not think of these as drugs. But it has a chemical that gives you a little rush of pleasure and energy. The effect can wear off fast and leave you wanting more. You can abuse and get addicted to it, just like other drugs.

Name it: _____

E. It affects everyone differently. But if you have it too much and too often, your chance of an injury or accident goes up. It also can cause liver and other health problems or lead to a more serious disorder. If you're a man and have it more than four times on any day or more than 14 in a week, you abuse it. For women, it's more than three times in one day or more than seven times a week.

Ex. 4. Read about the popular harm-reduction strategies aimed at decriminalizing and managing substance abuse. Conduct the Internet research about the benefits and hazards of one those policies (of your choice) and fill the form below. Discuss the results with your groupmates.

Needle and syringe programme (NSP), also known as **needle exchange program (NEP)**, is a social service that allows injecting drug users (IDUs) to obtain hypodermic needles and associated paraphernalia at little or no cost. It is based on the philosophy of harm reduction that attempts to reduce the risk factors for blood-borne diseases such as HIV/AIDS and hepatitis.

Supervised injection sites (SIS) are medically supervised facilities designed to provide a hygienic environment in which people are able to consume illicit recreational drugs intravenously. The facilities provide sterile injection equipment, information about drugs and basic health care, treatment referrals, access to medical staff, and, at some facilities, counseling. Most programs prohibit the sale or purchase of recreational drugs at the facility.

Managed alcohol program is a program meant to reduce harm for chronic alcoholics. The program involves providing a regular dose of alcohol to individuals with alcohol addiction, typically at a shelter-based harm reduction centre. These shelters ensure that high-risk homeless individuals can avoid exposure to extreme weather conditions, assault on the street, alcohol poisoning, or the substitution of non-beverage for alcohol products.

Medical Marijuana. In some states, it's legal to prescribe marijuana for cancer pain. Research suggests that marijuana can provide relief. It's been shown to lessen nerve pain. Marijuana can be smoked, inhaled, or eaten, such as in baked goods. Manmade versions of marijuana compounds are also available by prescription.

The policy

BENEFITS	HAZARDS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

READING TWO

Pre-reading task

Do you think that addictions could be caused by chemical substances only? Are there any other things modern people are dependent on? Name some of them.

Read the following text and answer the questions above and below.

Top 10 Addictions of Modern Lifestyles

London life can rip along at a tremendous speed, with its many demands adding to our stresses and strains. It can be a trial for all of us at times, and so we develop various ways of coping – but for some, trying to keep one’s head above water and competing with colleagues, friends and neighbours can become an obsession that turns into a serious problem.

Using substances such as alcohol or other drugs to get through the day is commonplace and a well-recognised problem. But a host of modern addictions are emerging that reflect the changing ways we live, and the increasing importance we put on certain more modern activities.

Insecurities about body image, a desire to appear rich and successful and the endless barrage of information from media outlets have all played a part in creating some of these less obvious but no less serious modern-day addictions, most of which I suspect sufferers will be completely unaware of.

It has been estimated that only 10 per cent of those people with an addictive disorder recognise it and seek help. Family members and friends, who may deny the truth in an effort to avoid confrontation, often allow these modern addictions to blossom. However, early intervention is the most effective method for achieving successful recovery and unlike in the movies it is not necessary to wait for the addict to hit rock bottom before intervening. As the following list shows, addiction can involve anything from alcohol to prescription medications, from gambling to sex. If, as you read the list, you pause on one particular section, seeing yourself in the description, then perhaps it is worth asking your friends and family if they agree. You may not know it but you may have a problem.

1. Workaholism

Very much encouraged in the modern commercial world, where every minute spent working can mean increased earnings. But all work and no play can lead to total burnout, and workaholics usually don't realise there's a problem until things go badly wrong.

2. Love Addiction

Not the same as sex addiction; the love addict can never let an infatuation go, meaning it can affect his or her health and future relationships. Research suggests feelings of love are caused by a rise in phenylethylamine, a neurological chemical that can be addictive. It has also been found that people who are infatuated share similar symptoms with cocaine abusers.

3. Television Addiction

We watch an average of four hours of TV a day. This means that by the age of 65 we may well have spent about nine years glued to the box. TV addicts share many clinical abuse symptoms such as helplessness in putting an end to the addiction, using their "drug of choice" to soothe their nerves, and irritability when forced to kick the habit.

4. Teeth-whitening Addiction

Colloquially known as "bleaching junkies", these addicts have made teeth-whitening the top requested cosmetic dental procedure. It may seem harmless but the consequences can be as horrible as in other addictions. Excessive teeth sensitivity, bleeding gums and transparent teeth are common.

5. Exercise Addiction

Exercise addiction statistics are hard to find because it usually co-exists with eating disorders such as anorexia nervosa. Treadmill abusers may sacrifice

their health and social life for their addiction. A study published by Behavioural Neuroscience found similarities between excessive running and drug-abuse behaviour.

6. Oniomania

Otherwise known as shopping addiction, it's not just celebrities who are afflicted. There are oniomaniacs or compulsive shoppers in almost every neighbourhood and family. Studies suggest that compulsive buying affects more than one in 20 adults. The mania has been linked to depression and has brought many shopaholics to the brink of bankruptcy.

7. Tanorexia

A silly word adopted by the press, it refers to tanning addiction. Doctors are concerned about tanning and advise against the use of tanning beds, as they have been proven to be carcinogenic – but tanorexia continues to be a problem, especially among young women. A study found that the UV rays of tanning beds produce feel-good endorphins, falling levels of which, post-tanning, can trigger withdrawal symptoms similar to those caused by alcohol and drug withdrawal.

8. Sex Addiction

The craving for sexual gratification is as old as human history. But modern dysfunctional families are often blamed for turning a human urge into sexually compulsive behaviour and some feel that easy access to internet porn has only reinforced it. Not all psychiatrists recognise this addiction, but growing numbers of self-help groups and sex recovery centres have been set up to help treat what they see as a real problem.

9. Internet Addiction

Constant, unstoppable, obsessive internet browsing that becomes a daily routine, and where any interruption causes irritability, may well indicate the presence of an Internet Addiction Disorder. Psychiatrists are now acknowledging the mood-altering effects of online pornography, gambling, gaming, networking and blogging – in some countries, internet addiction has become such a serious social problem that recovery programmes have been put in place.

10. Plastic Surgery Addiction

Negative body image is driving hordes of people under the surgeon's knife. The British Association of Aesthetic Plastic Surgeons warned its members about patients with a body dysmorphic disorder or "imagined ugly syndrome" for whom cosmetic surgery is an unending journey due to these addicts' dissatisfaction with the results. The organisation reported an alarming study that found 40 per cent of Botox users admitting to being lured to it by the attraction of continued treatment.

<https://www.standard.co.uk/lifestyle/top-10-addictions-of-modern-lifestyles-6534651.html>

Answer the following questions and present a short summary of the text:

- ✪ What are the sources of modern addictions? Do our lifestyles provoke them?
- ✪ Are modern addictions similar to substance abuse issues?
- ✪ What prevents people with addictions from seeking help?
- ✪ What are the top 10 addictions of modern lifestyles? Explain their causes and hazards.

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Replace the literary words and expressions with the informal synonyms from the text. Translate the latter into Belarusian/Russian.

Literary	Informal/slang
to move forward extremely quickly	
watching TV with all their attention	
a favourite habit, activity, or vice	
to quit the habit	
addicts	
comforting	
an intense desire	

Ex. 2. Give definitions to the following terms. Make up your own sentences to illustrate the usage of the terms.

Term	Definition
carcinogenic	
compulsive	
dysfunctional	
infatuation	
withdrawal symptoms	

Ex. 3. Insert the right word to complete the collocations from the text. Translate the collocations into Belarusian/Russian.

1. For some, trying to _____ one's head above water and competing with colleagues, friends and neighbours can become an obsession.

2. A desire to appear rich and successful and the endless _____ of information from media outlets have all played a part in creating some serious modern-day addictions.

3. Family members and friends, who may deny the truth in an effort to avoid confrontation, often allow these modern addictions to _____ .

4. But all work and no _____ can lead to total burnout.

5. TV addicts share many clinical abuse symptoms such as helplessness in putting an end to the addiction and using it to _____ their nerves.

6. Oniomania, otherwise known as shopping addiction, it's not just celebrities who are _____ .

7. The organisation reported an alarming study that found 40 per cent of Botox users admitting to being _____ to it by the attraction of continued treatment.

8. The _____ for sexual gratification is as old as human history.

Ex. 4. Read about typical digital addictions. Choose one of them and in pairs role-play the counselling session with a psychologist who is to give you tips on how to break your habit. Make use of the text "8 Ways to Ease Your Use of Digital Devices" below or think of your own tips.

Smartphones

You can't quit it, can you? You keep it with you all the time and check it every few minutes. You work too much because you can't turn it off on the weekend. You ignore the people you're having dinner with to catch a text or a post from someone miles away. Get help from a doctor, counselor or other professional if your phone is getting in the way of your life.

Social Media

Do you spend so much time on Facebook and Twitter you feel like you're addicted? New studies show that you might be among the 10 % of social media users who really are hooked. The random pace of posts affects your brain the same way that cocaine does. Sharing details about yourself with others also creates a rush of positive feelings that leaves you wanting more.

Video Game Addiction

Can't get your hands off that game console? Research shows that video game addiction is most common in boys and men – and one study even found that as many as 1 in 10 video players between the ages of 8 and 18 are “out-of-control gamers” (and games begin to feel more like reality than fantasy). If you're addicted to your video games, treatments include counseling and behavior modification.

8 Ways to Ease Your Use of Digital Devices

1. **Create a time log.** Use it to help you be aware of how much time you spend looking at your devices and how many times a day you look.
2. **Be aware of how you feel when you are talking to another person who answers her phone during your conversation.** We underestimate the emotional power of this feeling. See how you emotionally react.
3. **Recognize how conditioned you are to check for updates.** Is the Facebook, What's App, Instagram, or other update you are receiving really giving you news? Can I learn the same things by reading about it once a week?
4. **Consider your multitasking habits.** Observe yourself multitasking between a task and your device. Notice how you get distracted from your task. Each time you get distracted, how much time does it take for you to get back into the task?
5. **Force yourself to focus.** Explore for yourself how much more work you can get done if you are unavailable by phone, email, or text between 9 a.m. and 11 a.m. Notice how much more productive you are. Save checking your email for when you are tired and irritable and need a break from your task.
6. **Unplug for one day.** Try an experiment with your family where you go an entire day without any digital devices. How lost do you feel without them? Turn your phone off.
7. **Give yourself unstructured time.** Some people are enjoying nature and their surroundings, while others are on their cell phone unaware of anything.
8. **Do not allow digital devices to become babysitters.** Too often parents want to go out to dinner and so they hand their phone to their 4-year-old to keep him occupied. Kids who spend more time with digital devices have higher levels of attention deficit disorder.

VIDEO

New Zealand Law Aims to Stamp Out Smoking

Pre-watching task

1. What is your attitude to smoking and smokers? Do you support the idea that smoking should be banned in public places?
2. Check the meanings of the following words and collocations:



commendable



criminalizing



nanny state



push back against (smth)



to accelerate



to be commended



to cut down



to phase out



to stamp out



to stub out

Watch the video “New Zealand law aims to stamp out smoking” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://www.youtube.com/watch?v=kYkkiWc9PAI>

or scan the QR-code



Ex. 1. Complete the sentences from the video, using the words and word-combinations from the pre-watching task.

1. New Zealand is proposing some of the toughest anti-smoking laws in the world to try _____ the habit.

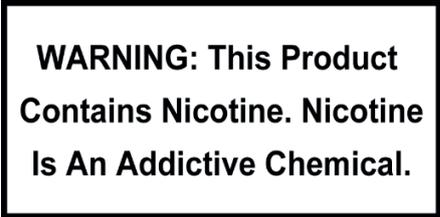
2. So maybe it's a good thing at the end of the day, because it is forcing people to sort of quit or _____ a little bit.
3. The aim is to get all ages _____ the habit by 2025.
4. I think the New Zealand government is _____ for this really bold new strategy to _____ progress towards their smoke-free target.
5. You talk about it being _____, but those who would say that this is a _____, it's just it's a step too far.
6. How much do you _____ that then if people are saying: well, look you know it's for us to decide ultimately?
7. It's intended _____ smoking by making it illegal next year for anyone born after the age of 2008.
8. So, the policy isn't about _____ use or smoking, it's about restricting access, making it illegal to sell cigarettes to those generations of young people.

Ex. 2. Mark the following statements as True or False. Correct the false ones.

1. It's part of a package of measures including reducing the numbers of licensed tobacco shops from 8 000 to zero.
2. At the moment you have to be 21 to buy cigarettes in New Zealand.
3. We are legislating for a smoke-free generation by making it an offence to sell or supply tobacco products to those aged 14, as the law comes into effect.
4. The people who still want to smoke can just steal tobacco, which they are doing.
5. The new legislation will only allow cigarettes with low levels of nicotine and reduce the number of shops selling them. Vaping will also be affected.
6. They recognize that allowing half a thousand people to die each year in New Zealand from diseases caused by smoking is completely unacceptable.
7. Equivalent figure for the UK is about 8,000 a year, because of our much larger population.
8. The World Health Organization estimates that smoking will cause a billion deaths this century.
9. It's very important to be clear that it is a complete ban for all smokers.

Ex. 3. In groups of 3 or 4 discuss the efficiency of crackdown measures in dealing with smoking. Fill in the table below, commenting on alternative ways of reducing tobacco consumption.

ANTI-TOBACCO CAMPAIGN

Forms and strategies	Is it efficient? Provide your arguments for and/or against it.
<p>#1 Total prohibition</p> 	
<p>#2 Prevention (advertising the hazards of nicotine)</p> 	
<p>#3 Harm reduction (alternative sources of nicotine)</p> 	
<p>#4 Healthy lifestyle campaign</p> 	



SELF-CHECK

Unit I

A. Functional vocabulary



Check if you are able to provide a synonym and/or definition to the following words and collocations, as well as to translate them into Belarusian/Russian.

Section 1

<i>Words</i>	<i>Collocations & Derivatives</i>
conduct <i>n, v</i>	a code of conduct
controversy <i>n</i>	to generate controversy
fixate <i>v</i>	to fixate on smth, fixation on Britishness
impose <i>v</i>	to impose smth (values/a duty) on smb
integrity <i>n</i>	a person of integrity
mandatory <i>adj</i>	mandatory rules
pile <i>v</i>	to pile more work on/onto school
repercussion <i>n</i>	to have repercussions
segregate <i>v</i>	to segregate smb from smb/smth
self-centred <i>adj</i>	to promote self-centredness
smooth over <i>v</i>	to smooth over differences
stigma <i>n</i>	to attach a stigma to smth/smb, to stigmatize
tar <i>v</i>	to tar smb's character, reputation
<i>Idioms/set expressions/cliches</i>	
hate crimes	citizen engagement
out of kilter	to navel-gaze about one's own emotions
to assert/ to sign up to/to uphold values	value-based education

Section 2

<i>Words</i>	<i>Collocations & Derivatives</i>
aid <i>n, v</i>	to aid smb, humanitarian aid
alleviate <i>v</i>	to alleviate stress, depression
ameliorate <i>v</i>	to ameliorate the situation, social ills
boost <i>v</i>	to boost the wellbeing of a community, one's confidence
charity <i>n</i>	charitable organization
credentials <i>n</i>	to accumulate educational credentials
disadvantaged <i>adj</i>	disadvantaged youth, family, background

disruptive <i>adj</i>	disruptive experience, behaviour
empowerment	women's empowerment
foster <i>v</i>	to foster interpersonal trust, empathy, etc.
instil, instill <i>v</i>	to instill compassion, a sense of responsibility
impact <i>n, v</i>	to make an impact (on smb/smth), to impact on smb/smth, to have far-reaching impacts
reciprocal <i>adj</i>	reciprocal help, benefit
safeguard <i>v</i>	to safeguard smb/smth
volunteer <i>n, v, adj</i>	volunteering, volunteerism, to volunteer with children
yield <i>v</i>	to yield positive effects, to yield no results, to yield an in-depth understanding
<i>Idioms/set expressions/cliches</i>	
to be a stepping stone to smth	engaged citizens
to gain fulfilment/fulfillment	to steer clear of smth
to shape one's identity	social woes
to make a difference	societal well-being

Section 3

<i>Words</i>	<i>Collocations & Derivatives</i>
abuse <i>n, v</i>	drug/substance abuse, abuser
addict <i>n, v/ addicted adj</i>	addictive disorder, to be addicted to drugs, digital addiction
commend <i>v</i>	to be commended for smth, commendable
compulsive <i>adj</i>	compulsive shopper/urge/behaviour, compulsion
contract <i>v</i>	to contract a disease (HIV, AIDs, hepatitis)
crave <i>v</i>	to crave for smth, craving for gratification, drugs
drug <i>n, v</i>	administration of drugs, drug of choice, illicit/intravenous/recreational/prescription/psychoactive drugs, exposure to drugs
impaired <i>adj</i>	impaired judgement
infatuate <i>v</i>	to be infatuated with smth/smb, infatuation
lure <i>v</i>	to lure to/into smth
sober <i>adj</i>	to sober up, sobriety
soothe <i>v</i>	to soothe one's nerves
relapse <i>n</i>	the relapse of a disease
<i>Idioms/set expressions/cliches</i>	
to hit rock bottom	to kick the habit
to be/get high on smth	dysfunctional family
to keep one's head above water	to trigger withdrawal symptoms
to phase out/to stamp out smoking	to cut (smth) down

B. Tasks for vocabulary revision

Ex. 1. Insert particles or prepositions if necessary.

1. NYC mayor imposes no-option Covid vaccine mandate _____ all public school teachers and staff.
2. Switzerland has pledged to phase _____ its nuclear reactors by 2034 and make use of renewable energy.
3. It's young people under the age of 30 who are lured _____ armies, whether it's al-Qaida or the so-called Islamic State.
4. The teacher punished the class by piling more work _____ them.
5. It's like my inner child (we all have one) craving _____ some praise and a pat on the back.
6. Any initiative to smooth _____ differences and achieve consensus would be welcome.
7. Sanctions drive up prices, so they have an impact _____ people who are price-sensitive – people without government protection.
8. Thank you to all those who volunteer _____ children and young adults in the hope of securing a better future for our communities.
9. Everyone who aims to get rid of extra weight needs to steer clear _____ alcohol.

Ex. 2. Combine the words from the two columns to make collocations. Translate them into Belarusian/Russian.

1) citizen	a) conduct
2) compulsive	b) empowerment
3) hate	c) controversy
4) to foster	d) abuse
5) a code of	e) crimes
6) substance	f) urge
7) to contract	g) engagement
8) to generate	h) a disease
9) women's	i) trust

Ex. 3. Give synonyms to the words in italics.

1. Today, the word 'besotted' indicates someone so *obsessed* with someone or something that they are nearly insensible, as if drunk.
2. The curriculum of the Institute shall include *compulsory* instruction for each student, for at least 8 hours, on human rights.

3. My life has had many obstacles – the *abnormal* family, an emotionally abusive marriage, an acrimonious divorce, poverty.
4. The country's faltering economy is dependent largely on international reconstruction assistance and humanitarian *help*.
5. Non-Smoking Policy: no smoking or *illegal* substances are permitted inside or outside the premises.
6. Please do not encourage *dividing* our community; we need to work together to solve this problem.
7. The way you make an apology can *better* the situation or, conversely, make things worse.
8. The English Police services are prepared to *support* the idea of having a common non-emergency number.
9. Even in our villages, people are becoming introverted and *egoistic* because of TV and mobile phones.
10. Clashing values may lead to conflict, *aggressive* behaviour and disharmony.

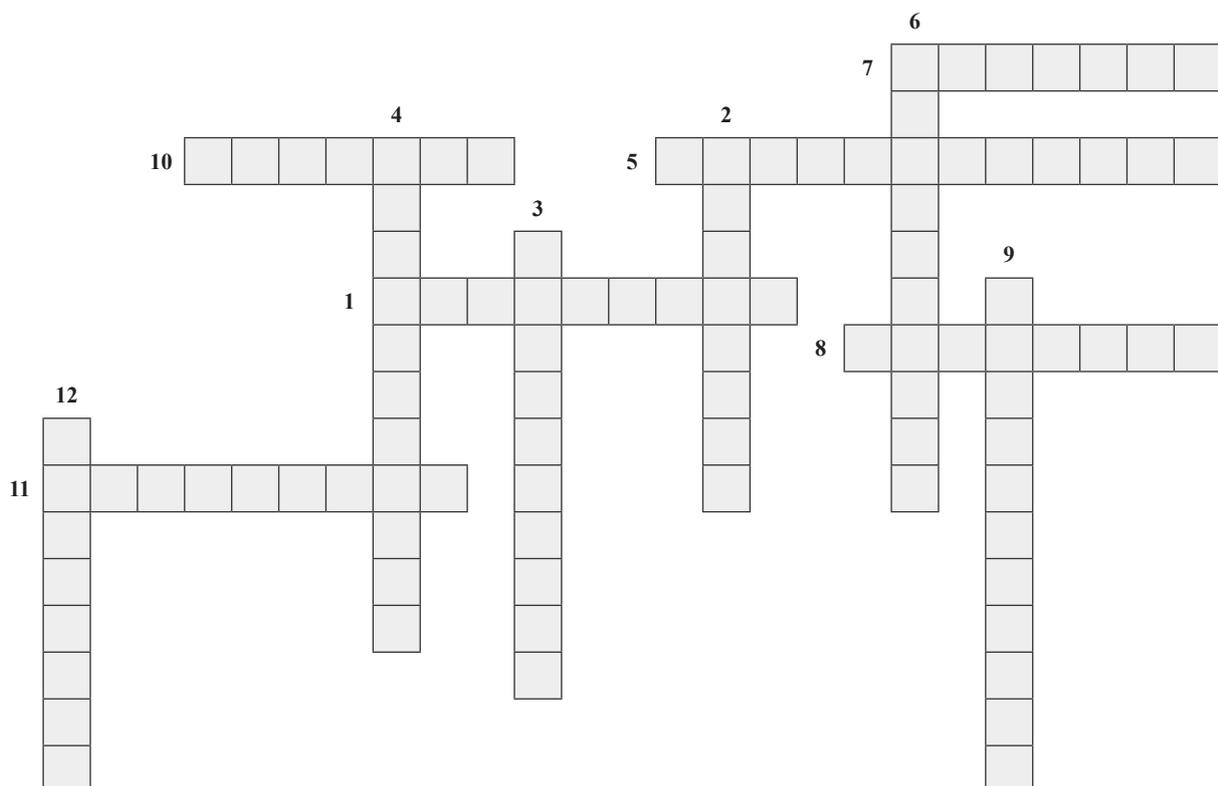
Ex. 4. Choose the right word from those given in brackets.

1. Violence should not be used to resolve problems and that we should seek (*to hold up/uphold/upheld*) values such as justice and fairness as far as possible.
2. Instead of (*fixating/fixing/infatuating*) on testing, we should be focusing on making schools safe, welcoming and respectful.
3. I see this as a (*stopping/steeping/stepping*) stone to environmental education gearing toward sustainability.
4. Research into the effects of long-term cannabis use on the structure of the brain has (*yielded/contracted/alleviated*) dismal results.
5. Businesses (and our society in general) need to observe certain guidelines in order to (*boost/instill/impose*) our physical, mental and spiritual wellbeing.
6. Just as any other addict, they will not acknowledge their problem until they (*get/kick/hit*) rock bottom and even then, it may be too late.
7. They tend to get obnoxious or aggressive or do stupid things because of (*imperfect/impaired/compulsive*) judgement after a drink or two.
8. The new program was based on (*safeguarding/segregating/impacting*) the green areas and recreational spaces and concentrating the new constructions in one single place.
9. Since the purpose of our life in this world is to (*grant/gain/crave*) fulfillment in the next one, nothing really matters except that each individual should be saved.
10. Juvenile delinquency is commonly blamed on a host of social (*vows/woos/woes*) – poverty, drugs, gangs, the availability of guns and teenage motherhood.

Ex. 5. Translate the words in brackets into English.

1. They (*слишком подробно анализируют свои чувства*), they're self-absorbed and have no understanding of audience behaviour.
2. The same probably goes for any industry where a few (*очерняют, портят репутацию*) of many.
3. We (*не клеймим позором*) addiction, it's every walk of life, every race, every income level. It touches everybody.
4. The endorphins released during physical activity help (*ослабить стресс*), easing tension and boosting your mood.
5. Memorial Hospitals were built by members of the community that wanted (*изменить ситуацию/мир к лучшему*).
6. Sandalwood oil is a sedative and helps (*успокоить нервы*).
7. In this economic climate to (*держаться на плаву*) you need money in the bank now, not in a year.
8. Poor guys with no money or future (*употребляют наркотик*) heroin in the streets.
9. Many of our moods depend on our nervous system – too much or too little of the chemicals and the whole thing can go (*в полном беспорядке*).
10. My son is trying to figure out who he is, (*формируя свою личность*) for the first time.

Ex. 6. Solve the crossword puzzle.



Across

1. the condition of being unable to stop using or doing something as a habit, especially something harmful
5. an indirect and usually bad result of an action or event that may happen some time afterwards
7. the fact of becoming ill again after making an improvement
8. temperance or moderation, especially in the use of alcoholic beverages
10. an organization that gives money, goods, or help to people who are poor, sick, etc.
11. the quality of being honest and having strong moral principles

Down

2. the state of being in a place or situation where there is no protection from something harmful or unpleasant
3. the period after someone has given up a drug and the unpleasant mental and physical effects that this causes
4. a strong feeling of love for someone or interest in something that does not continue for a long time
6. involving two people or groups who agree to help each other or behave in the same way to each other
9. the qualities, training or experience that make you suitable to do something
12. a very strong interest in somebody/ something, that is not normal or natural

C. Topics for discussion



Make sure you are able make a speech and take part in a discussion on the following issues:

1. *Morals and values of the society we live in:*

- # What is the difference between morals and values? What are the main sources of our morals and values?
- # Are morals of our society universal and mandatory?
- # Is there a special code of conduct you personally stick to and where does it come from?

2. *Problems of teaching national values at school:*

- # Is it easy to define national values? What British and Belarusian national values do you know? Are they similar or different?
- # What difficulties do teachers face when they try to organize value-based education at school? Do you have any ideas how to make this process more efficient?
- # Should schools really teach children moral values or is this a job for their parents? Give your personal view on the issue.

3. *Benefits and challenges of volunteer work:*

- # Why is volunteer work so popular today? Name the most popular types of volunteer projects all over the world. Which of them would you like to participate in and why?
- # Is there a diversity of volunteer projects in Belarus? Describe any project that appeals to you most (the name, the aim, the major activities).
- # What are the positive effects of volunteering on the volunteer? How does it influence one's behaviour, physical and mental health, career opportunities?

4. *Social impacts of volunteering:*

- # Do you agree that volunteering makes people better citizens? Do you personally want to make a difference in your local community? Name some ways or projects that may help you with that.
- # What qualities of an engaged citizen may be formed as a result of volunteering? Show the cause-and-effect relationships between volunteer activities and citizen engagement.

- ✚ What social groups are the hardest-hit today? Name some charities that dedicate their work to helping those in need. Choose one locally-based charity organisation (either the branch of an international one or a Belarusian one) and speak about its activities and projects.

5. *Substance abuse: forms, reasons and prevention strategies:*

- ✚ What is drug/substance abuse? What forms of substance abuse are the most popular today?
- ✚ Why do people start abusing different substances, such as alcohol, nicotine, prescription medicine, psychoactive drugs?
- ✚ What is your opinion of different strategies of dealing with substance abuse: law enforcement (prohibition), prevention (drug hazards education), treatment (rehabilitation centres and hospitals), harm-reduction (alleviation of the symptoms and disease prevention)? Are they efficient? Which of those are administered in our country?

6. *Modern addictions: how to break the deadlock*

- ✚ What are the most typical modern addictions? Do they have anything in common with substance addictions?
- ✚ Why do people become dependent on work, shopping, love, tanning, teeth-whitening, exercise, etc.? Is there any relationship between people's walks of life and such addictive patterns? Do we observe the same tendencies in our country?
- ✚ What are digital addictions? Why have they become so wide-spread nowadays? Name some of the ways of curbing such an addiction. Do you have one? Describe the ways you use to combat it.

PROJECT WORK

Choose one of the three projects and get ready to present it in the classroom. Observe time limits. Use Supplements 1 and 2 as a guidance for making an efficient in-class presentation.

PROJECT 1

Look at the headlines below and define the social problems that have skyrocketed since the beginning of Covid-19 pandemic. Which social groups or nations are the most vulnerable ones due to new Covid realities? Choose one of the social problems and make a report on it, including the latest data and possible solutions. Present the report in the classroom (your presentation is to last 3–5 minutes). Answer the questions of the audience.

Covid-19: hoarding and misuse of protective gear is jeopardising the response, WHO warns

The unemployment impacts of COVID-19: lessons from the Great Recession

The COVID-19 pandemic has changed education forever. This is how

COVID's mental-health toll: how scientists are tracking a surge in depression

'Millions hang by a thread': extreme global hunger compounded by Covid-19

UN supporting 'trapped' domestic violence victims during COVID-19 pandemic

Coronavirus: The Great Disruption. Will religion post-Covid-19 be more personal, less communal?

PROJECT 2

Conduct the Internet research on various types of volunteer and charity projects in Belarus. Choose one that appeals to you most and make a short advertisement, presenting the project and encouraging people to donate to it.

You may choose from the following forms of presentation:

1) written advertisement should have a colorful lay-out with pictures and photos and a logically structured text (no less than 300 words). You should print out at least one copy for your groupmates to admire your designer prowess!

2) in-class oral presentation should take 3–5 minutes, be logically structured and accompanied by slide-show presentation (Power Point, Pdf, Movavi, Prezi, etc.). Make the best of your acting skills!

3) your own video should last 3–5 minutes and be voiced over by you and your co-worker (if there is any). You may use such tools as My Simple Show (<https://videomaker.simpleshow.com/>), Screencast-O-Matic (<https://screencast-o-matic.com/>), Powtoon (<https://www.powtoon.com/>) or any other video makers.

PROJECT 3

Role-play the panel discussion on national drug policies. You need at least 4 participants, one being the chairperson who is to moderate the discussion by introducing the speakers, making sure that the speakers observe the time limit and rounding up the possible question-answer part of the panel. You may ask you teacher to be the chairperson, providing him or her with the information about the names and positions of the speakers, as well as the name of the country the speaker represents. There is a draft speech for the chairperson below.

Ladies and gentlemen!

Welcome to our annual panel on national strategies, targeted at combating drug abuse and drug-related crimes. We are happy to see drug policy experts from different countries, who will disclose the major issues of prevention and interdiction of drug trafficking.

Our first speaker is _____ (*the name*), _____ (*the position*, e.g. a drug policy expert at European Monitoring Centre for Drugs and Drug Addiction). He/she will present the main trends in drug policies in _____ (*the country*).

(then goes the report)

(after the report): Thank you very much. Any questions to the speaker?

Our next speaker is _____ (*the name*), _____ (*the position*, e.g. a coordinator of World League “Mind Free of Drugs”). He/she will report on measures taken against drug abuse in _____ (*the country*).

Our last speaker is _____ (*the name*), _____ (*the position*, e.g. a detective of the Toronto Drug Squad). He/she will expand on the national strategies of fighting with drugs in _____ (*the country*).

Thank you very much for your participation. Looking forward to seeing you next year.

If you choose to be one of the speakers, you are to prepare a 3-minute report on the national policies of combating drug abuse in any country of your choice. Your report should contain the information on the following:

- 1) your name, your position in some organisation and the country you represent (try to find the name of the real organisation that tackles drug issues in the country of your choice; also try to find or invent the personal name that is typical for the country of your choice);
- 2) answer to the following questions: What types of drugs are legal and illegal in your country? Is there a tendency to decriminalize any types of drugs?
- 3) the efficiency of law enforcement measures (do they work?);
- 4) treatment and prevention programmes (are there any? expand on them);
- 5) the major difficulties that drug policymakers face (outline the reasons and consequences).

Unit II

FAMILY AND SCHOOL PARTNERSHIP

Section 1. Family and school as means of shaping identity

READING ONE

Pre-reading task

What is a modern family nowadays? Has the structure of the family changed through recent years? If it has, in what way?

Read the following text and answer the questions above and below.

Family

The average British family has classically been understood as a nuclear family with the extended family living separately. However, today the archetypal family (husband, wife and children) can no longer be the exact social expectation as divorce, remarriage, cohabitation of couples and births outside of marriage have become more common. According to the Office for National Statistics, more children are being raised in single parent households. The number of same-sex families have also increased by 40 % since 2015, following the legalization of same-sex marriage in England Wales and Scotland in 2014.

However, while the traditional archetypal British family structure is no longer an expected cultural standard, the family remains fundamentally important to individuals throughout their life. The unique personal relationships that family members share and the support they receive from one another is considered the main form of value of family membership.

The preference for most British families is to have a small family unit. This allows mobility and relieves economic pressure over a parent's lifetime. Government studies show that most problems facing British families relate to being financially stretched. Parents often make strategic choices about their children's education to secure a good economic future for them. Children are encouraged to be independent and self-reliant at an early age. However, more adult children are living with their parents for economic reasons than ever before.

The average ages at which family life-events occur (e.g. marriage, children, retirement) are rising, as people are tending to wait until later in life to have children. This reflects the growing individualist orientation of both men and women to want to establish a career for themselves and travel before starting a family. Women tend to be much older when they have their first child than previous generations, the average age being 29. As a result of this older age of conception, invitro fertilisation (IVF) is becoming more common. The state pension is granted at 67 for men and 65 for women. However, it is now common for people to work later into life and remain in the British workforce for several more years after the age of retirement.

Gender Roles

British society has traditionally viewed men as the breadwinners of the family, while women were seen as the homemakers and primary caretakers of children. Such attitudes towards female gender roles have changed significantly since the mid-20th century. For example, there's now almost universal support for female participation in the labour force and political office. However, while women enjoy equal rights and the opportunity to choose their form of contribution to the household dynamic, traditional views on family and household duties prevail. As a result, women on average earn less and have reduced work hours in order to be the primary caretakers of children.

Marriage and Dating

British dating practices are similar to those of other English-speaking western cultures. It is common for couples to meet through their social circles, workplaces or hobbies. Online dating services are popular amongst several age groups. Younger people may use free apps for casual dating, whilst middle-aged adults or elderly people looking to find serious or long-term partners tend to prefer dating websites that require paid membership.

Dates usually happen in contexts that allow for the couple to engage in enough conversation to get to know one another (for example, over a meal or drink). It is common for a British person to date or get to know multiple people at once over a period of time without having an exclusive relationship with any of those people. If feelings develop for a particular person, they usually stop meeting new dates or seeing others. Instead, they usually pursue that one person until he or she agrees to be in a committed relationship with them or indicates they are not interested.

While unmarried cohabitation and divorce have increased, British people remain committed and dedicated to partnership. Emphasis is placed on a couple's intimate love for one another, rather than the social expectations of a marriage contract. The average British couple will be in a relationship for multiple years and live together before getting married. This varies significantly between individual circumstances and family backgrounds. The average age of (first) marriage is 33 for men and 30 for women.

Almost half of British marriages end in divorce. However, the institution of marriage is still dominant and highly valued. It is expected in society that any strong couple will want to 'take that step'. Nevertheless, some couples choose not to marry and remain in a de facto partnership whilst maintaining the same function and relationship as a married couple.

<https://culturalatlas.sbs.com.au/british-culture/british-culture-family>

Answer the following questions and present a short summary of the text:

-  What is an archetypal family?
-  Has the number of same-sex families in Britain increased? Why?
-  What is considered to be the main value of family membership?
-  What is the biggest problem that British families face?
-  What does the growing individualist orientation of men and women result in?
-  Even though there's now universal support for female participation in the labour force and political office, women tend to earn less. What is the major reason for that?
-  Why is it common for British people to date? What forms of dating are popular in Britain? Do they depend on people's age?
-  What is the average age of the first marriage for men and women?
-  What does the phrase 'take that step' mean?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  to raise children
-  to meet through social circles
-  remarriage
-  cohabitation
-  to be financially stretched
-  individualist orientation
-  self-reliant
-  invitro fertilisation (IVF)
-  breadwinner/homemaker
-  caretaker
-  labour force/workforce

Ex. 2. Match the words with their definitions. Translate them into Belarusian/Russian.

1) extended family	a) a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.
2) casual dating	b) a family that has all the most important characteristics of a particular kind of family and is a perfect example of it.
3) de facto partnership	c) a family that includes either a mother or a father but not both
4) committed relationship	d) a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children
5) archetypal family	e) a type of relationship between people who go on dates and spend time together in an ongoing way without the expectation of entering into a long-term, committed relationship
6) single parent household	f) an interpersonal relationship based upon commitment to one another involving love, trust, honesty, openness, or some other behavior
7) nuclear family	g) a relationship between two people (who are not legally married or related by family) who, having regard to all of the circumstances of their relationship, lived together on a genuine domestic basis over 2 years

**Ex. 3. Answer the questions below. Discuss your ideas in pairs or groups.
Do many of you share the same vision of a family and its role in a person's life?**

1. Why do people create families?
2. What values does the family represent?
3. Do people tend to get married older in your country? Why/why not?
4. Do you have a family of your own? If you do, what type of family do you have?
5. Are single parent households popular in your country?
6. Do your countries' gender roles have anything in common with the British ones?
7. Do people date long before getting married in Belarus?

Ex. 4. Divide into 2 groups, prepare and stage a debate on the following issue “Marriage vs. Cohabitation”. For more ideas read some quotes of people talking about the difference between marriage and living together and/or conduct your own Internet research. The first group is to provide arguments for marriage, the other is to present arguments for cohabitation.

When you're living together and you're invited to his parents' house for Thanksgiving dinner, you bring a box of candy. When you're married and you're invited to his parents' house for Thanksgiving dinner, they expect you to bring the sweet potatoes.

Anonymous

A marriage license is just a simple piece of paper, just as an engagement ring is just a piece of jewelry, and a wedding reception is just a party. They're symbols, right? You don't need them, but what's the harm? To me, adamantly refusing to get married is a symbol, too. A symbol that you don't have as much faith in the relationship as you'd like.

Nancy

The difference between living together and marriage is the difference between renting a house and buying a house. When you rent, you live there, but someone else takes care of all the leaks in the plumbing and when things break down, you can always move out. But when you buy the house, you know you're responsible for every little thing. And there's something nice about coming home to something that's all yours.

Suzi

The difference is security. You think I mean the security of being married, don't you? Wrong. Bruce and I have been living together for 18 years and for me there is nothing quite so secure as knowing that we are together because we choose to be, not because we have to be. We can fight, get furious with each other, scream, you name it. But in the morning, when I wake up with him, I know for a certainty that he must really love me because he still chooses to be with me, even when I'm giving him very little reason to want to. I was married long ago. I can still remember the horrible sensation of waking up, looking at my husband and feeling as if someone was pressing a pillow over my face. I felt trapped, like I couldn't breathe. I had no idea whether I wanted to be there or not because I had no choice, I was married.

Karen

READING TWO

Pre-reading task

Family is a unit of society. As the society changes, so does the family and its structure. Does the changing family structure have a major impact on certain social groups? Is this impact positive or negative?

Read the following text and answer the questions above and below.

What Has Been the Impact of the Changing Family Structure?

Families are now less stable than in previous generations and they will go on evolving. Children often grow up with different parents – in stepfamilies, or with one parent figure missing. As more women have careers and seek more egalitarian relationships, men and women frequently need to negotiate their roles within the family. This is likely to be heightened as the economic downturn takes its toll on employment and families have to be flexible about who is at work.

The impact of new family compositions and the changing dynamic within families has had different effects upon children, mothers, fathers, and other dependant groups within the family, such as the elderly and disabled. Further, we will explore the impact of changes in the family in five key areas: family stability; health and wellbeing; levels of poverty; balance of work and care; and involvement in antisocial behaviour.

Family stability

The decline of traditional family forms has led to an increase in family instability. Nontraditional families such as stepfamilies and cohabiting parents are more prone to breaking down. Divorce in Britain is high and stepfamilies are a growing form. As the majority of children stay with their mother, four in five stepfamilies consist of a natural mother and a stepfather. Just under half of stepfamilies also have their own children within the family as well as stepchildren. More than half of remarriages involving children end in divorce. In addition, nearly one in two cohabiting parent families split up before their child's fifth birthday compared to one in twelve married parents. This means that the structure of a family can change several times while a child is growing up. This lack of stability has been linked to other issues such as poverty, poor health and antisocial behaviour.

Certain kinds of family are more likely to be affected by poverty

A family's income makes a huge impact upon the experiences of the people within it. The Millennium Cohort Study found that there was not only a strong

link between single parents and poverty but also cohabitation: 30 % of cohabiting respondents were in poverty compared to 15 % of married couples. Living in poverty can lead to further issues for the future of the children such as low aspiration and educational achievement and consequently multiple disadvantage and poor life chances. Single parents especially are at much greater risk of multiple disadvantages and are at least twice as likely to live in poverty compared to couple parents.

The overall health of the economy naturally has an impact on families. Financial tensions often create family tensions, and may be a factor in family breakdown. In the current economic climate, families, like individuals, are facing growing anxiety over rising costs and debt. Ipsos MORI found that the current context has had different effects on women compared to men: in general women experience more anxiety about family finances and the downturn seems to be increasing tensions over finances for couples more generally. The downturn has also led to a high number of redundancies across all sectors and unemployment is anticipated to continue rising. Concern about unemployment and redundancies is also increasing with half of those in work stating they are worried about losing their jobs.

Certain kinds of family are more likely to experience poor health/wellbeing

In some cases, the family structure is thought to be important for certain health outcomes. Evidence suggests that children in two parent households have better health and educational outcomes, while due to a combination of environmental factors, poverty and familial instability, it is widely acknowledged that raising children as a single parent can be incredibly difficult. As a result, it is unsurprising that children in these families are more likely to suffer from ill health than those in two parent households. For example, children of single parents whether single or widowed, are twice as likely to have a mental health problem as those living with married or cohabiting couples.

Married parents are happier with their lives. This is probably because married parents are likely to have higher incomes and are therefore able to live in areas with less deprivation and have a degree of disposable income for treats in their weekly shopping or leisure activities.

Most families experience tension over paid work and care

Families play a crucial role in the provision of care and support for both young children and elderly friends and relatives. Care has been viewed historically as women's work by both society and state. However, the entry of women into the workplace has had an impact on the balance of work and care in the family. Almost all families rely on informal childcare at one stage in their life. Much of this informal childcare will be undertaken by partners, friends or family, more often than not, women.

But children are not the only dependant group to receive informal care and support from the family. Currently nearly 465,000 people receive Carer's Allowance for looking after someone with care and support needs for more than 35 hours a week. However, it is estimated that at least five million people in England today already provide care and support for family members or friends. As people are living longer, demand for informal care from family, friends and community members is projected to rise. However, childlessness in Britain has been increasing in recent years, a trend that, if it continues may provide a new set of challenges for the care of older people who do not have family relations to rely upon.

Involvement in antisocial behaviour

Deprivation and antisocial behaviour are linked, and as such it is more likely that certain kinds of families, notably single parent families, experience deprivation and poverty. They are also more likely to experience crime: for example, vandalism, graffiti and deliberate damage to property are reported more by single parents than couple families. Although there is no data to date to suggest that certain family types are more likely to have children involved in antisocial or criminal behaviour, it seems logical that those parents experiencing deprivation are more likely to find their children involved in antisocial and also criminal behaviour. This may be related to emotional and health outcomes of living in poverty and as a result parents face a greater struggle in controlling the challenging behaviour of their children.

<https://www.policyexchange.org.uk/wp-content/uploads/2016/09/families-in-britain-apr-09.pdf>

Answer the following questions and write a text review (use Supplement 3):

-  What are nontraditional families?
-  What is a typical structure of stepfamilies?
-  What is the lack of stability in family linked to?
-  What types of families experience poverty?
-  What can living in poverty lead to?
-  How does the economic downturn influence families?
-  Why do children of single parents suffer from ill health more than the ones from two-parent households?
-  Who is an informal childcare usually undertaken by?
-  What can the increase of childlessness lead to in the field of older people care?
-  What families are more likely to find their children involved in antisocial behaviour? What can this be related to?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  egalitarian relationship
-  economic downturn
-  to be flexible
-  dependant group
-  antisocial behaviour
-  decline
-  to split up
-  low aspirations
-  childlessness

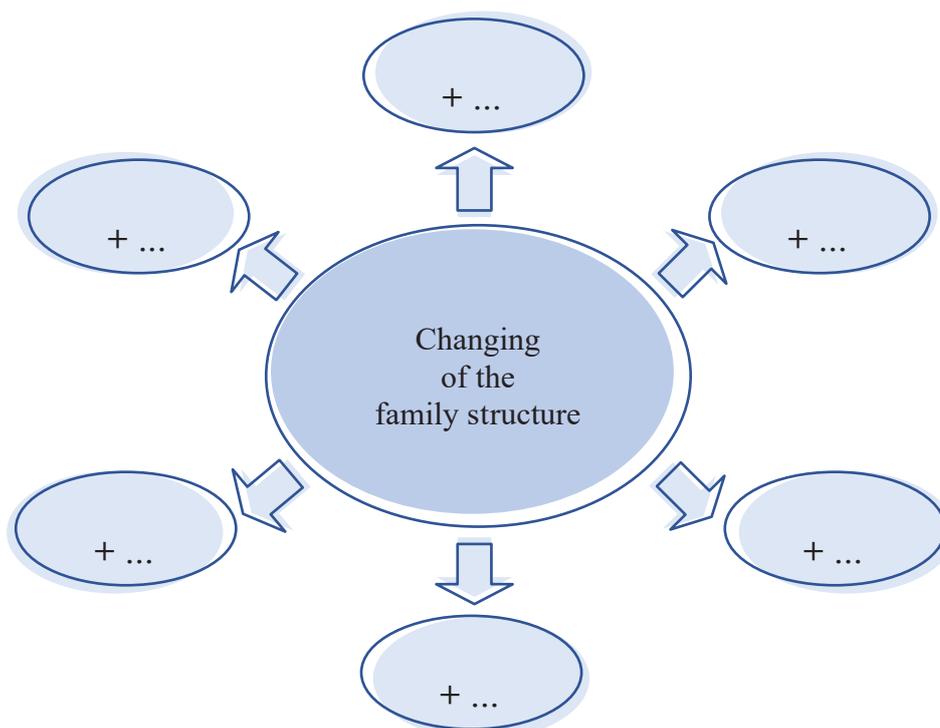
Ex. 2. Match the words with their definitions. Translate them into Belarusian/Russian.

1) redundancy	a) likely to suffer from something or to do something bad
2) to anticipate	b) to become stronger or increase; to intensify
3) deprivation	c) to have a bad effect on somebody/something; to cause a lot of damage, deaths, pain, etc.
4) prone	d) the situation when somebody has to leave their job because there is no more work available for them
5) to be heightened	e) to expect something
6) informal childcare	f) refers to changes in parents' residential and romantic partnerships, such as marriage, divorce, and romantic partners moving in or out of the home
7) familial instability	g) money that people are free to spend after paying taxes, etc.
8) disposable income	h) is an arrangement where care is provided by grandparents, relatives, friends or a babysitter outside of traditional 'formal' paid childcare settings such as a nursery or childminder
9) to take its toll	i) a situation in which you do not have things or conditions that are usually considered necessary for a pleasant life

Ex. 3. Fill in the gaps with the words from your functional vocabulary.

1. The changing dynamic within families has had different effects upon children, mothers, fathers, and other _____ within the family, such as the elderly and disabled.
2. Nontraditional families such as _____ and cohabiting parents are more _____ to breaking down.
3. Nearly one in two cohabiting parent families _____ before their child's fifth birthday compared to one in twelve married parents.
4. A family's _____ makes a huge impact upon the experiences of the people within it.
5. The downturn has also led to a high number of _____ across all sectors and unemployment is anticipated to continue rising.
6. Married parents are likely to have higher incomes and are therefore able to live in areas with less deprivation and have a degree of _____ for treats in their weekly shopping or leisure activities.
7. Children are not the only dependant group to receive _____ and support from the family.

Ex. 4. In the text above you have read about the negative sides of family structure changes. However, there is an opinion: "To improve is to change. To be perfect is to change often". Conduct a research and try to find some positive sides to family structure change. Present your ideas in groups of 3 or 4.



VIDEO

How the Nuclear Family Broke Down

Pre-watching task

1. What economic, social or historical factors may influence the structure of the family? Name some of them.
2. Check the meanings of the following words and collocations:



affluent



burden



equitable



fertility rate



kinship



to be cast adrift



to be etched



to come to prominence



to conspire



to pick up the slack



to relegate

Watch the video “How the Nuclear Family Broke Down” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://www.youtube.com/watch?v=sd9d5z7idyQ>

or scan the QR-code



Ex. 1. Mark the sentences as True or False, correct them if necessary:

1. Today a majority of American families are traditional two-parent nuclear families.
2. In 1800 75 percent of American workers were farmers and most of the other 25 percent worked in small family businesses.
3. If a relationship failed, if somebody died, there were plenty other people to pick up the slack.

4. In the extended family children were taught to be independent and traditional values were preserved.
5. By 1960 the nuclear family had fallen down. Nearly 38 percent of children were living in one.
6. By 1965 that was over, and the stable, cultish nuclear families of the 1950's had been replaced by the distressed families of every decade since.
7. All people can afford extended family. The switch from an extended family or detached nuclear family has been great for those who weren't privileged.
8. In Gambia the average household size is 7 people.
9. People who have been cast adrift by the breakdown of the nuclear family lost touch with one or both parents and they're sort of floating, and they come together and say you know we'll be a family together.

Ex. 2. Provide the answers to the following questions:

1. What was a family created for through most of history?
2. Why didn't the black families live in the extended families?
3. When did the extended family reach its peak?
4. What happened after the opening of factories?
5. What has conspired to making the nuclear family stable and possible?
6. How has the tendency of family life changed over the past half century?
7. How many people around the globe live in extended families?
8. What are the disadvantages of the extended families of the past?
9. When and where did the so-called chosen family come to prominence?

Ex. 3. Work in pairs and discuss the following question: Would you like to have an extended or nuclear family? Write down some arguments for the type of family you have chosen.

Nuclear family

Extended family

Section 2. Different cultures, different childhoods

READING ONE

Pre-reading task

Did your parents use any special upbringing methods when you were a child? Was your good behaviour encouraged in some way? What did your parents do when you did something wrong?

Read the following text and answer the questions above and below.

Parenting Styles and Their Effects on Kids

Your parenting style can affect everything from how much your child weighs to how they feel about themselves. It's important to ensure your parenting style is supporting healthy growth and development because the way you interact with your child and how you discipline them will influence them for the rest of their lives. Researchers have identified four types of parenting styles: authoritarian, authoritative, permissive and uninvolved.

Each style takes a different approach to raising children and can be identified by a number of different characteristics:

- You believe kids should be seen and not heard.
- When it comes to rules, you believe it's "my way or the highway."
- You don't take your child's feelings into consideration.

If any of those ring true, you might be **an authoritarian parent**. Authoritarian parents believe kids should follow the rules without exception.

Authoritarian parents are famous for saying, "Because I said so," when a child questions the reasons behind a rule. They are not interested in negotiating and their focus is on obedience.

They also don't allow kids to get involved in problem-solving challenges or obstacles. Instead, they make the rules and enforce the consequences with little regard for a child's opinion.

Authoritarian parents may use punishments instead of discipline. So rather than teach a child how to make better choices, they're invested in making kids feel sorry for their mistakes.

Children who grow up with strict authoritarian parents tend to follow rules much of the time. But their obedience comes at a price.

Children of authoritarian parents are at a higher risk of developing self-esteem problems because their opinions aren't valued.

They may also become hostile or aggressive. Rather than think about how to do things better in the future, they often focus on the anger they feel toward their parents. Since authoritarian parents are often strict, their children may grow to become good liars in an effort to avoid punishment.

Authoritative Parenting

➤ You put a lot of effort into creating and maintaining a positive relationship with your child.

➤ You explain the reasons behind your rules.

➤ You enforce rules and give consequences, but take your child's feelings into consideration.

If those statements sound familiar, you may be an authoritative parent. Authoritative parents have rules and they use consequences, but they also take their children's opinions into account. They validate their children's feelings, while also making it clear that the adults are ultimately in charge.

Authoritative parents invest time and energy into preventing behavior problems before they start. They also use positive discipline strategies to reinforce good behavior, like praise and reward systems.

Researchers have found kids who have authoritative parents are most likely to become responsible adults who feel comfortable expressing their opinions.

Children raised with authoritative discipline tend to be happy and successful. They're also more likely to be good at making decisions and evaluating safety risks on their own.

Permissive Parenting

➤ You set rules but rarely enforce them.

➤ You don't give out consequences very often.

➤ You think your child will learn best with little interference from you.

If those statements sound familiar, you might be a permissive parent. Permissive parents are lenient. They often only step in when there's a serious problem.

They're quite forgiving and they adopt an attitude of "kids will be kids." When they do use consequences, they may not make those consequences stick. They might give privileges back if a child begs or they may allow a child to get out of time-out early if he promises to be good.

Permissive parents usually take on more of a friend role than a parent role. They often encourage their children to talk with them about their problems, but they usually don't put much effort into discouraging poor choices or bad behavior.

Kids who grow up with permissive parents are more likely to struggle academically.

They may exhibit more behavioral problems as they don't appreciate authority and rules. They often have low self-esteem and may report a lot of sadness.

They're also at a higher risk for health problems, like obesity, because permissive parents struggle to limit junk food intake. They are even more likely to have dental cavities because permissive parents often don't enforce good habits, like ensuring a child brushes his teeth.

Uninvolved Parenting

- You don't ask your child about school or homework.
- You rarely know where your child is or who he or she is with.
- You don't spend much time with your child.

If those statements sound familiar, you might be an uninvolved parent. Uninvolved parents tend to have little knowledge of what their children are doing. There tend to be few rules. Children may not receive much guidance, nurturing, and parental attention.

Uninvolved parents expect children to raise themselves. They don't devote much time or energy into meeting children's basic needs. Uninvolved parents may be neglectful but it's not always intentional. A parent with mental health issues or substance abuse problems, for example, may not be able to care for a child's physical or emotional needs on a consistent basis.

At other times, uninvolved parents lack knowledge about child development. And sometimes, they're simply overwhelmed with other problems, like work, paying bills, and managing a household.

Children with uninvolved parents are likely to struggle with self-esteem issues.

They tend to perform poorly in school. They also exhibit frequent behavior problems and rank low in happiness.

Sometimes parents don't fit into just one category, so don't despair if there are times or areas where you tend to be permissive and other times when you're more authoritative.

The studies are clear, however, that authoritative parenting is the best parenting style. But even if you tend to identify with other parenting styles more, there are steps you can take to become a more authoritative parent.

With dedication and commitment to being the best parent you can be, you can maintain a positive relationship with your child while still establishing your authority in a healthy manner. And over time, your child will reap the benefits of your authoritative style.

<https://www.verywellfamily.com/types-of-parenting-styles-1095045>

Answer the following questions and present a short summary of the text:



What are the four types of parenting style? Name them.



Who is an authoritarian parent?



What problems do children of authoritarian parents have?

-  How can you describe an authoritative parent? Why is it considered to be the best parenting style?
-  What methods of parenting do permissive parents use?
-  What are the problems that children of permissive parents face?
-  What are the features of an uninvolved parent? What are the hazards of such parenting?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  my way or the highway
-  obedience
-  hostile
-  lenient
-  self-esteem
-  obesity
-  intake
-  dental cavity
-  discipline

Ex. 2. Match the words with their definitions. Translate them into Belarusian/Russian.

1) to reap the benefits of smth	a) to help somebody in a difficult situation or an argument
2) to make smth stick	b) to give the impression of being sincere/true
3) to exhibit	c) to have a negative or unpleasant consequence due to some action
4) to ring true	d) to cause something to be permanent, established, or able to persist
5) to validate	e) to be so bad or so great that a person cannot deal with it
6) to be overwhelmed	f) to prove that something is true
7) to step in	g) to get something good as a result of your own actions
8) to come at a price	h) to show clearly that you have or feel a particular quality, ability, feeling or symptom

Ex. 3. Connect the parenting style with its typical features.

<p>1. Authoritarian</p>	<p>a) make very few demands of their children b) make sure that their kids are fed and have shelter, but offer little to nothing in the way of guidance, structure, rules, or even support c) mistakes are punished, often quite harshly</p>
<p>2. Authoritative</p>	<p>d) are responsive to their children and willing to listen to questions e) expect children to obey without question f) are generally detached from their child’s life g) are more nurturing and forgiving rather than punishing</p>
<p>3. Permissive</p>	<p>h) have low expectations of maturity and self-control i) children are expected to follow the strict rules established by the parents j) expect a lot of their children, but provide warmth, feedback, and adequate support k) rarely discipline their children, expecting children to raise themselves</p>
<p>4. Uninvolved</p>	<p>l) stick to “because I said so” principle m) take the status of a friend more than that of a parent n) failure to follow the set of rules usually results in punishment</p>

Ex. 4. In recent years “Over-involved parents” or “Helicopter Parents” are often referred to as the fifth style of parenting. Conduct the Internet research and find the information about this style of parenting. Fill in the form below. Present the information to your groupmates.

HELICOPTER PARENTS
typical features

READING TWO

Pre-reading task

Read the quote and try to figure out the key idea stated in it: “Raising children is primarily a matter of teaching them what games to play. Different cultures and different social classes favor different types of games, and various tribes and families favor different variations of these” (Eric Berne, “Games People Play”).

Do you know how children in different countries are brought up? Give some examples.

Read the following text and answer the questions above and below.

Different Cultures, Different Childhoods

(by Dr Heather Montgomery)



A ‘normal’ childhood depends on where you live and when you’re born. Heather Montgomery wonders how some common British practices might look to other cultures.

When I look back on my own childhood in the 1970s and 80s and compare it with children today, it reminds me of that famous sentence ‘The past is a foreign country: they do things differently there’ (from L. P. Hartley’s novel *The Go-Between*).

Even in a relatively short period of time, I can see the enormous transformations that have taken place in children’s lives and in the ways they are thought about and treated.

Looking further back I can see vast differences between contemporary and historical childhoods. Today, children have few responsibilities, their lives are characterised by play not work, school not paid labour, family rather than public life and consumption instead of production.

Yet this is all relatively recent. A hundred years ago, a twelve-year-old working in a factory would have been perfectly acceptable. Now, it would cause social services’ intervention and the prosecution of both parents and factory owner.

American colonial families: Industrious girls treated with respect

The differences between the expectations placed on children today and those placed on them in the past are neatly summed up by two American writers, Barbara Ehrenreich and Deirdre English. Comparing childhoods in America today with those of the American Colonial period (1600–1775), they have written:

“Today, a four-year-old who can tie his or her shoes is impressive. In colonial times, four-year-old girls knitted stockings and mittens and could produce intricate embroidery: at age six they spun wool. A good, industrious little girl was called ‘Mrs.’ instead of ‘Miss’ in appreciation of her contribution to the family economy: she was not, strictly speaking, a child”.

Childhood: A social construction?

These changing ideas about children have led many social scientists to claim that childhood is a ‘social construction’. They use this term to mean that understandings of childhood are not the same everywhere and that while all societies acknowledge that children are different from adults, how they are different and what expectations are placed on them, change according to the society in which they live.

Social anthropologists have shown this in their studies of peoples with very different understandings of the world to Western ones.

Canadian Arctic: Acquiring understanding

Jean Briggs has worked with the Inuit of the Canadian Arctic and has described how, within these communities, growing up is largely seen as a process of acquiring thought, reason and understanding.

Young children don’t possess these qualities and are easily angered, cry frequently and are incapable of understanding the external difficulties facing the community, such as shortages of food.

Because they can’t be reasoned with, and don’t understand, parents treat them with a great deal of tolerance and leniency. It’s only when they are older and begin to acquire thought that parents attempt to teach them or discipline them.

Tonga: Closer to insanity than adulthood

In contrast, children on the Pacific island of Tonga, studied by Helen Morton, are regularly beaten by their parents and older siblings.

They are seen as being closer to ‘mad’ people than adults because they lack the highly prized quality of social competence.

They are regularly told off for being clumsy and a child who falls over may be laughed at, shouted at, or beaten. Children are thought of as mischievous; they cry or want to feed simply because they are naughty, and beatings are at their most severe between the ages of three and five when children are seen as particularly wilful.

Parents believe that social competence can only be achieved through discipline and physical punishment, and treat their children in ways that have seemed very harsh to outsiders.

The Beng: Arrivals from a spirit world

In other cases, ideas about children are radically different. For example, the Beng, a small ethnic group in West Africa, assume that very young children know and understand everything that is said to them, in whatever language they are addressed.

The Beng, who've been extensively studied by another anthropologist, Alma Gottlieb, believe in a spirit world where children live before they are born and where they know all human languages and understand all cultures.

Life in the spirit world is very pleasant and the children have many friends there and are often very reluctant to leave it for an earthly family (a fictional account of a spirit child's journey between the spirit and the earthly world is given in Ben Okri's novel, *The Famished Road*).

When they are born, they remain in contact with this other world for several years, and may decide to return there if they are not properly looked after. So, parents treat young children with great care so that they're not tempted to return, and also with some reverence, because they're in contact with the spirit world in a way that adults aren't.

The UK: Dependency

There's a tendency to view children in the UK, and in the Western world in general, as incompetent and dependent. But this isn't the case throughout the world. In many societies children work and contribute to the family in whatever way that can from a very early age.

A good example of this is child care. In the UK, it is illegal for a child under the age of fourteen to look after another child unsupervised, because they're deemed incompetent and irresponsible.

The Fulani: Working by the age of four

In other cultures, this is not the case. Michelle Johnson has written about the Fulani of West Africa describing how by the age of four, girls are expected to be able to care for their younger siblings, fetch water and firewood and by the age of six will be pounding grain, producing milk and butter and selling these alongside their mothers in the market.

The Yanamami: Girls marry earlier than boys

Across the world, among the Yanamami of the Amazonian rainforest, another anthropologist, Napoleon Chagnon, has shown how different these children's childhoods are from Western ones, and also how differently boys and girls grow up in comparison with other parts of the world.

He has written how a Yanamami girl is expected to help her mother from a young age and by the age of ten will be running a house. By the age of twelve or thirteen she is probably married and will have started to have babies.

Boys on the other hand, have far fewer responsibilities. They don't marry until later than girls and are allowed to play well into their teens.

Studying very different communities

Social anthropologists ask questions about how childhood, and the role of children, is seen within the communities they study, rather than how it fits into Western ideas about childhood.

By doing this they seek to avoid imposing outside ideas onto people with very different understandings of the world or of making value judgments on other people's ways of raising their children.

While Westerners might take exception to eight-year-old girls working or to twelve-year-old girls marrying, within their own communities such activities are seen as a normal and positive part of childhood. Indeed, seen through the eyes of non-Westerners, many 'normal' Western childcare practices are seen as extremely bizarre and possibly harmful to children.

Placing children in rooms of their own, refusing to feed them on demand, or letting them cry rather than immediately tending to them, are viewed very negatively in many societies and lead some to think that Westerners don't know how to look after children properly.

A changing phenomenon

Childhood is a changing social phenomenon, of continual fascination and concern. Looking at it from a cross-cultural perspective shows the wide variety of childhoods that exist across the world and warns against interfering in or criticising people whose lives, and understandings of the world, are very different to our own.

All societies recognise that children are different to adults and have particular qualities and needs; what anthropologists and other social scientists are interested in are the ideas that each society has about the nature of childhood and the impact these views have on children's lives.

<https://www.open.edu/openlearn/history-the-arts/history/different-cultures-different-childhoods>

Answer the following questions and write a text review (use Supplement 3):

-  How can you explain the following idea: 'The past is a foreign country: they do things differently there'?
-  How can you characterize a child's life today?
-  Why would an industrious little girl be called 'Mrs.' instead of 'Miss'?
-  What is a 'social construction'?
-  How do people from the Inuit tribe see a process of growing up?
-  What methods of parenting do people in Tonga have?
-  What do people of the Beng ethnic group believe in?
-  Why is it considered to be illegal for a child under the age of fourteen to look after another child unsupervised in the UK?
-  Does the Yanamami upbringing of children depend on their gender?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  social services intervention
-  to knit stockings and mittens
-  intricate embroidery
-  leniency
-  to be told off
-  mischievous
-  wilful
-  reverence
-  bizarre

Ex. 2. Mark the sentences as True or False. Correct them, if necessary:

1. A hundred years ago, a twelve-year-old working in a factory would cause social services' intervention and the prosecution of both parents and factory owner.
2. Because children can't be reasoned with, and don't understand, parents beat them in the Inuit of the Canadian Arctic.
3. Parents in Tonga believe that social competence can only be achieved through discipline and physical punishment.
4. When children in Beng are born, they remain in contact with this other world for several years, and may decide to return there if they are not properly looked after.
5. Children in the UK, and in the Western world in general, are viewed as competent and independent.
6. In Fulani by the age of 18, girls are expected to be able to care for their younger siblings, fetch water and firewood.
7. Placing children in rooms of their own, refusing to feed them on demand, or letting them cry rather than immediately tending to them, are viewed very negatively in many societies and lead some to think that Westerners don't know how to look after children properly.

READING THREE

Pre-reading task

1. What modern household chores are the most time-consuming? Can they become the reason for family breakdowns?

2. Read the tips on how to balance your household chores distribution. What do you think of their efficiency?



Commit to addressing underlying issues.



Work together in short bursts.



Change your thinking.



Support each other.



Talk it out respectfully.



Get an app.

Read the following text and insert each of the rules from the pre-reading task into the correct places as subheadings. Then answer the questions below.

Should Wives Really Do All the Chores?

Even if you promised me you loved doing household chores, I wouldn't believe you. No one – of sound mind – truly loves scrubbing toilets, or extracting grit from the fridge shelf, or mopping smelly goop off the floor. But the worst part about household chores is that they never end: the hamster must be fed every day, lint must be removed from the dryer and the cable guy must be met at an unspecified time between 1:00 and 5:00.

All chores must be done, but should chores be done by all? While studies show that men are doing more around the house than in previous generations, there is often an imbalance. And wives usually take up the slack, but is this fair?

Keeping a home and family running smoothly does take a lot of time and effort. So, it's no wonder then, that the division of labor often causes friction in marriages. Little things, like who will clean the baked-on spaghetti sauce from the microwave or who swiffered last, can add up to big trouble.

Here's the truth: each time household responsibilities are divided up, it presents an opportunity for conflict, resentment and anger. So, if wives (or husbands) do all the chores, it can cause resentment and anger to build, and eventually the marriage will suffer. But it doesn't have to be that way. Household chores can be divided and conquered peacefully. There are 6 ways of doing that:

1. _____

When we were first married, “who does what” was a marital issue. But when we had 3 children in 2 years, it became a major marital issue.

Thankfully, we’ve worked it out, mostly. Recently, as my husband and I prepared for a large family dinner, he unloaded the dishwasher while I marinated the meat. And that’s when it hit me – this is a bona fide miracle. I didn’t have to say, “I’m not unloading the dishwasher, it’s your turn” and he didn’t say “can’t you help me out with the steaks, just once?” Here’s what changed: our thinking. Now we consider chores as something we do for *us*, not for *ourselves*. My husband no longer feels like he’s doing me a favor when he does the dishes. I stopped allowing myself to think, “He owes me for that.”

In order to change, we had to curb our sarcasm, negative thoughts and words regarding chores. This took a lot of talking it over. We decided to make “teamwork in everything” our goal.

2. _____

When my daughter first married, she ended up doing more of the housework, even though she and her husband both worked full-time. Please understand that my son-in-law isn’t mean or lazy; he sincerely thought he was doing his fair share.

He’s not alone. According to a report in the New York Times, the majority of men think they’re doing more around the house than they actually are.

My daughter and her husband found this helpful solution: the Ourhome app. It tracks who does what and awards points for certain jobs. (The more unsavory the job, the more points you get). Using the app for a few months enabled them to divide the labor more equally. Now they no longer need it, but the app helped them decide who does what in a fun and fair way. And he readily admits he had no idea how much it took to keep house.

3. _____

One day, after the twins had accidentally killed our goldfish and marked up my dining room table with a Sharpie and I’d burned dinner, my husband breezed in. He’d had a great day at work and dared to ask, “what’s for supper?” I let him have it. Graciously, he took the kids out for pizza and then to the park, to give me space.

Later that night, after I had calmed down, he said, “Tell me how you feel, but don’t attack me. I’m not against you.” He was right. No matter what’s happened, punishing someone for your bad day isn’t fair. So when it comes to overwhelm and stress, talk about how you feel, but don’t punish your spouse. As you share your thoughts, be careful not to attack or chastise. Stay as calm as you can. Be respectful. Talk about what it takes to run your home and decide how you can help each other.

4. _____

Once, I asked my husband which chore he hated most. Immediately he said, “Cleaning bathrooms. What about you?” I replied, “Yardwork.” Since then, we don’t even discuss it: I take care of the bathrooms and he takes care of the yard.

We support each other by keeping each other’s preferences in mind. Another way to support your spouse is to be willing to pinch-hit. When he or she seems overwhelmed with chores and responsibilities, ask these questions:

“What one thing would help you the most today?”

“How much alone time do you need?”

“How can I make things easier for you?”

Simple acts of support are like rocket fuel – they can make your relationship soar. Here’s why: supporting your spouse conveys love and respect and care.

5. _____

Nothing makes me angrier than slaving away in a messy kitchen while my husband and children sit at the table, idly playing on their laptops. If I’m not careful, resentment can build up until it suddenly erupts, much like a deadly volcano. Here’s an idea: why not prevent angry outbursts and building resentment by getting everyone involved? Turn on a timer, divide into teams and challenge everyone to see how much they can do in 10 minutes. In order to do that, you’ll have to work together. Competition can make it fun. And then maybe after the 10 minutes passes, you can sit down and enjoy the evening together. It’s certainly worth a try. And remember, end the cleaning time as promised, even if it’s not white-glove clean. Working together simply works better when you make it fun.

6. _____

Your spouse needs to feel loved, valued and respected. He or she wants to be appreciated and treated fairly. So do you. But if your needs aren’t being met right now, you may not care about meeting your spouse’s needs. Ignored, unmet needs will sabotage your marriage.

Something must change. Let change begin with you. Try doing these things for 30 days:

- Thank your spouse for something different each day.
- Praise your spouse in front of other people at least once a week.
- Do not nag. Stop negative words by blocking negative thoughts.
- Apologize for something you failed to do at least 3 times, during the 30 days.

Household chores need to be done, but they do not have to cause a wedge between you and your spouse. Instead, use chores as opportunities to draw together as a team. Find what works best for your family and commit yourself to it. If you do, your marriage will be happier and your floors might even stay cleaner, too.

<https://www.crosswalk.com/family/marriage/should-wives-really-do-all-the-chores.html>

Answer the following questions and write a text review (use Supplement 3):

-  How can you change your thinking of a so-called “major marital issue”?
-  In what way can an app help you share your household chores?
-  Is talking a certain situation out easy?
-  What are the best ways to support your spouse at home?
-  Is it possible to make cleaning of the house fun?
-  What kind of things can be done in order to make your spouse feel loved, valued and respected?

LANGUAGE FOCUS & SPEECH ACTIVITIES

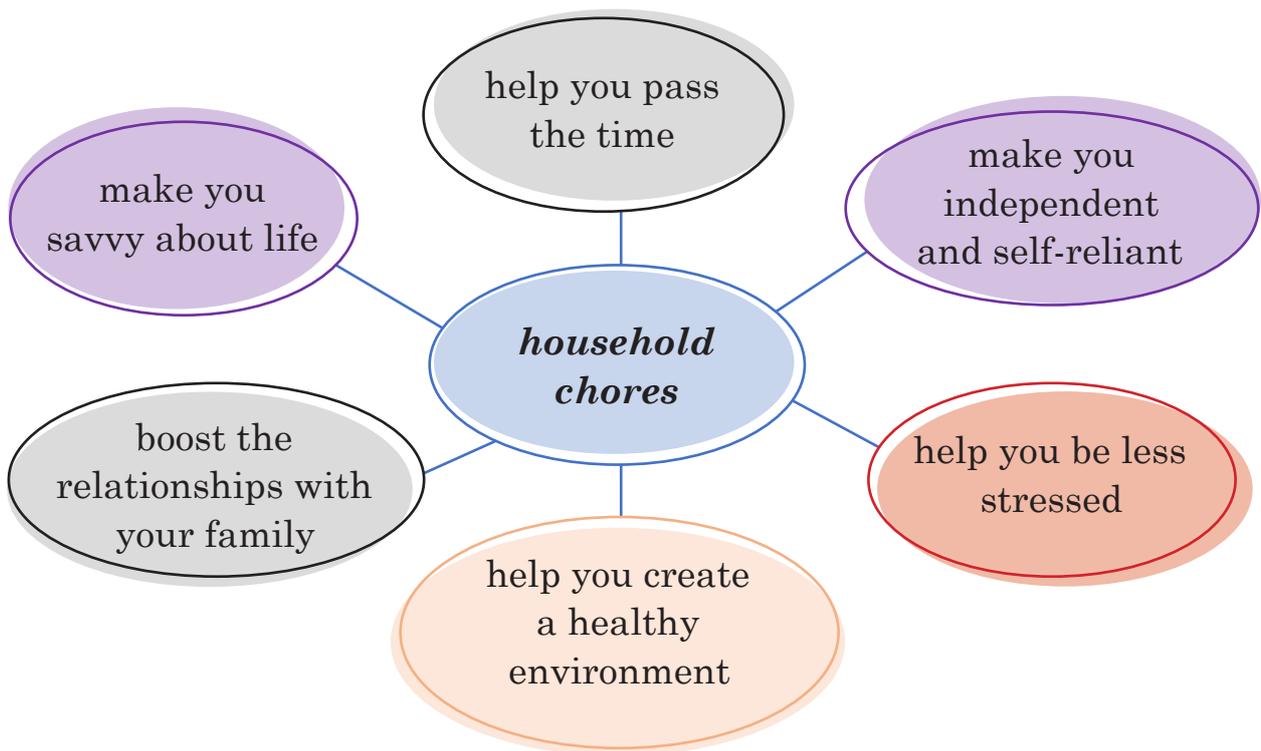
Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  to take up the slack
-  to do a fair share
-  to curb
-  to chastise
-  to pinch-hit
-  to soar
-  bona fide
-  white-glove clean
-  unsavory

Ex. 2. Replace the italicized verbs with phrasal verbs from the text.

1. Little things, like who will clean the baked-on spaghetti sauce from the microwave or who swiffered last, can *develop* a big trouble.
2. If I’m not careful, resentment can *increase* until it suddenly erupts, much like a deadly volcano.
3. In order to change, we had to *discuss* sarcasm, negative thoughts and words regarding chores.
4. One day, after the twins had accidentally killed our goldfish and marked up my dining room table with a Sharpie and I’d burned dinner, my husband *walked into the house*.
5. After years of practicing, we’ve mostly *solved* the situation concerning our house responsibilities.

Ex. 3. Look through some statements that show the pluses of household work. Do you agree with them? Can you add anything to the list?



Ex. 4. How far would you go to support or contradict the following statements? Discuss them with your partner.

1. Women should be responsible for managing the home and raising children.
2. Men resist taking on some chores because women complain that men don't do the chores "correctly."
3. Women themselves are disempowering men and making them feel incompetent by redoing things they think men didn't do well enough.
4. Children should receive money for doing household chores.

Ex. 5. How do you divide your home responsibilities? Do you decide it on your own? Does your or your family choice depend on current stereotypes about typical male or female household chores? Discuss this with your groupmates.

Section 3. Children’s rights as a subset of human rights

READING ONE

Pre-reading task

Read the statement and figure out the problem raised in it: “No social problem is as universal as the oppression of the child ... No slave was ever so much the property of his master as the child is of his parent ... Never were the rights of man ever so disregarded as in the case of the child.” What do you know about this issue? Did you face it while you were a child?

Read the following text and answer the questions above and below.

Why Children Need to Be Taught More About Their Human Rights

(by Carol Robinson)

Many children have an innate sense of equality, fairness and justice and know how these concepts relate to their day-to-day lives. A lot of children also have the confidence to voice their opinions when they feel a lack of justice. But unfortunately, this is not always that case – especially for children whose personal rights are violated and who face mistreatment, often behind closed doors.

A recent report from the Office of the Children’s Commissioner estimates that 2.3 million children in England are living with risk because of a vulnerable family background. This includes children in the care system and children known to have experienced personal harm as well as those living in families where there is a high likelihood of harm.

Worryingly, an estimated 829,000 of these children are not known to social services or to children’s mental health services so are not receiving any support. Added to this, since the beginning of the COVID-19 pandemic, rates of domestic abuse have increased, meaning even more children may be living in homes where they are at risk of witnessing, or being on the receiving end of, violent behaviour.

Children need to know how to get help when they feel at risk. They also need to understand how rights apply to them and their lives – and while a limited amount of this is done in schools, it currently doesn’t go far enough.

Children’s rights

Children’s rights are a subset of human rights. The United Nations Convention on the Rights of the Child sets out the rights that all children worldwide should have access to and is one of the most widely adopted international treaties of all time.

In England, specific teaching about human rights is included in Relationships Education for primary age pupils and in Relationships and Sex Education for secondary age pupils. Both primary and secondary pupils also learn about human rights in Health Education and in Citizenship education.

Schools already teach some elements of human rights, but more needs to be done.

As part of these subjects, in primary schools, aspects relating to rights education includes pupils learning to recognise if relationships make them feel unhappy, unsafe or uncomfortable. Pupils also learn how to report any concerns or abuse and where they can get help.

In secondary schools, pupils are taught about issues such as how to recognise when a relationship is unsafe, what constitutes sexual harassment and sexual violence and why these are unacceptable. They are also taught about legal rights and responsibilities regarding equality, online rights, as well as how to report and get advice if needed for themselves or others. Civil liberties enjoyed by the citizens of the UK are also looked at, as are the nature of rules and laws and the justice system.

These subjects include some important teaching about rights, but the focus is on factual information about rights and the help available. What's lacking is teaching children specifically about children's rights and how these rights apply to their own situations. More also needs to be done to empower children with the confidence to voice concerns in cases where their rights are not respected.

Rights Respecting Schools

Unicef UK has developed a Rights Respecting Schools Award. In working towards this award, schools use the Convention on the Rights of the Child to teach pupils about their rights and how these apply in terms of their own lives.

Around 5,000 schools are working through the Unicef award, which equates to about 1.6 million children becoming more aware of their rights. Research shows that children in schools working toward this award develop the confidence to disclose instances where their rights have been disrespected. And this has led to safeguarding issues being identified.

A senior manager in one of the primary schools explained the impact it has made: "We always get some disclosures when we talk about rights at the beginning of the year...the [children] feel empowered to tell someone and that is something that probably wouldn't have happened if it wasn't for this [the award]."

But not all children attend schools where the award is on offer. And even when they do, insufficient emphasis is placed on ensuring all pupils are not only made aware of rights and how these apply to them, but have the skills and confidence to act and get help in cases where rights are not respected.

‘Know your rights’

Given that under lockdown many children may be spending longer periods of time with adults who may make them feel unsafe and have fewer opportunities to voice these concerns, the need for children’s rights education to be incorporated into all levels of schooling is urgent.

The focus needs to be not only on the transmission of knowledge and facts about children’s rights but, as asserted by the United Nations World Programme for Human Rights Education, it must also ensure children acquire the skills to apply their rights in a practical way in daily life. And this means teaching children how to take action to defend and promote their rights as and when needed.

<https://theconversation.com/why-children-need-to-be-taught-more-about-their-human-rights-139431>

Answer the following questions and write a text review (use Supplement 3):

-  What does “vulnerable family background” mean?
-  How many British children fail to receive any support from social services?
-  What subjects incorporate teaching pupils in England about their rights?
-  What do pupils learn about their rights in primary and in secondary school?
-  What does children’s rights teaching lack most of all?
-  In what way does the Rights Respecting Schools Award help?
-  Where does the focus need to be, while transmitting the knowledge and facts about children’s rights?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  The United Nations Convention on the Rights of the Child
-  Rights Respecting Schools Award
-  innate sense of equality
-  mistreatment
-  on the receiving end of smth
-  to equate
-  disclosure
-  to feel empowered to
-  to be incorporated into

Ex. 2. Match the words to make phrases and translate them into Belarusian/Russian.

1) safeguarding	a) harassment
2) vulnerable	b) services
3) social	c) family background
4) sexual	d) concerns
5) civil	e) issues
6) to voice	f) system
7) care	g) liberties

Ex. 3. Answer the questions below. Discuss your ideas in pairs or groups. Do many of you share the same views on children’s rights and the ways of learning about them?

1. At what age, in your opinion, should children start learning about their rights?
2. Who should be responsible for teaching children about their rights?
3. At what age did you acknowledge that you had certain rights?
4. Where did you find the information about your rights as a child?
5. In what way would you present the information about children’s rights to your children/students?

Ex. 4. Work in pairs and answer the following questions: “Are rights and responsibilities the same thing? What’s the difference between them?”. In the box below, some rights and responsibilities are listed. Sort them out into the two categories and fill in the chart below. Add some ideas of your own.

to have housing accommodation; not to be wasteful; to have safe and healthy working conditions; to get special care due to mental and physical conditions; to show love, respect and caring to others, especially the elderly; to receive equal treatment regardless of nationality, gender, and religion; to learn and respect teachers and peers

RIGHTS	RESPONSIBILITIES

Ex. 5. Choose a country you like and conduct the Internet research on children's rights there. Present your findings in the classroom. After the presentations sum up your findings by answering the following questions: "How do children learn about their rights in different countries? Are there any countries, where children do not have rights?"

READING TWO

Pre-reading task

Is gender equality an elusive goal? Why/why not?

Read the following text and answer the questions above and below.

The World's Women 2020: Trends and Statistics

Less than 50 % of working-age women are in the labour market, a figure that has barely changed over the last quarter of a century, according to a new UN report launched today. Unpaid domestic and care work falls disproportionately on women, restraining their economic potential as the COVID-19 pandemic additionally affects women's jobs and livelihoods, the report warns.

The World's Women 2020: Trends and Statistics compiles data that provides a snapshot of the state of gender equality worldwide. The report analyses gender equality in six critical areas: population and families; health; education; economic empowerment and asset ownership; power and decision-making; and violence against women and the girl child as well as the impact of COVID-19.

Twenty-five years since the adoption of the Beijing Declaration and Platform for Action, progress towards equal power and equal rights for women remains elusive. No country has achieved gender equality, and the COVID-19 crisis threatens to erode the limited gains that have been made.

Unpaid domestic and care work holding women back

While unpaid domestic and care work has intensified for both men and women during the COVID-19 pandemic, women continue to do the lion's share. On an average day, women globally spend about three times as many hours on unpaid domestic and care work as men (4.2 hours compared to 1.7). In Northern Africa and Western Asia that gender gap is even higher, with women spending more than seven times as much as men on these activities.

This lopsided distribution of unpaid domestic and care work prevents women from participating in the labour market. In 2020, only 47 % of women of working age participated in the labour market, compared to 74 % of men – a gender gap

that has remained relatively constant since 1995. In Southern Asia, Northern Africa and Western Asia, the number is even lower, with less than 30 % of women participating in the labour market. And the pandemic is expected to exacerbate these gender disparities, as many women work in the subsectors hardest hit by COVID-19 and lockdown measures, including in paid domestic work, accommodation and food services, and the retail trade. Women also make up over 70 % of workers in the health sector, therefore facing higher infection risks than men in the workplace.

No cracks in the glass ceiling

In terms of power and decision making, women held only 28 % of managerial positions. And only 18 % of enterprises surveyed had a female Chief Executive Officer in 2020. Among Fortune 500 corporations only 7.4 %, or 37 Chief Executive Officers, were women. In political life, while women's representation in parliament has more than doubled globally, it has still not crossed the barrier of 25 % of parliamentary seats in 2020. Women's representation among cabinet ministers has quadrupled over the last 25 years, yet remains well below parity at 22 %.

Women's participation in education on the rise worldwide

The world has made substantial progress in achieving universal primary education, with girls and boys participating equally in primary education in most regions. While school closures related to COVID-19 are likely to set back progress on access to education, evidence shows that girls, once they have access to schooling, tend to do better than boys in terms of academic achievement. In tertiary education, women outnumber men, and enrolment is increasing faster for women than for men.

However, women continue to be underrepresented in the fields of science, technology, engineering and mathematics. Women are also a minority in scientific research and development, making up less than a third of the world's researchers.

Violence against women and girls remains a global issue

During COVID-19 lockdowns, many women and girls have been isolated in unsafe environments where they are at heightened risk of experiencing intimate partner violence. Around one third of women worldwide have experienced physical and/or sexual violence by an intimate partner; and 18 % have experienced such violence in the past 12 months. In the most extreme cases, violence against women is lethal: globally, an estimated 137 women are killed by their intimate partner or a family member every day.

While female genital mutilation is becoming less common in some countries, at least 200 million girls and women alive today have been subjected to this specific form of violence across Africa and the Middle East where the practice is most prevalent.

In a sign that attitudes are changing, women's acceptance of being beaten by their partners decreased in almost 75 % of countries with data over the past seven

years. But laws to address domestic violence are not yet universally available, with only 153 countries having such laws. Gaps are largest in Northern Africa, Western Asia and sub-Saharan Africa, where 43 % and 35 % of countries respectively have not passed such laws.

<https://www.un.org/en/desa/world%E2%80%99s-women-2020>

Answer the following questions and present a short summary of the text:

-  What is the percentage of working-age women that is in the labour market?
-  Who performs the unpaid domestic and care work? What is the situation with it in Northern Africa and Western Asia?
-  What risks do the majority of female workers in the health sector face?
-  What do you know about women's representation in parliament and in decision-making positions?
-  How are women represented in the sphere of education?
-  Has the COVID-19 lockdown worsened the situation with violence against women and girls?
-  Where is genital mutilation still performed?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Make up collocations and explain their meaning. Translate them into Belarusian/Russian.

1) labour	a) making
2) care	b) violence
3) gender	c) market
4) lockdown	d) partner
5) glass	e) mutilation
6) decision	f) share
7) heightened	g) achievement
8) intimate	h) ceiling
9) genital	i) risk
10) domestic	j) measures
11) lion's	k) work
12) academic	l) disparities

Ex. 2. Find words or phrases that have a similar meaning to the following:

- 1) the money a person needs to pay for food, a place to live, etc. and the way of earning this money;
- 2) difficult to find, define or achieve;
- 3) lacking balance; with a lot more attention, points, votes, etc. on one side than the other;
- 4) to make something that is already bad even worse;
- 5) to become four times as big, or to multiply a number or amount by four;
- 6) not having as many representatives as would be expected or needed;
- 7) an official order to control the movement of people or vehicles because of a dangerous situation;
- 8) that exists or is very common at a particular time or in a particular place (synonyms: common, widespread);
- 9) to cause to deteriorate, decay, or vanish.

Ex. 3. Answer the questions below. Discuss your ideas in pairs or groups. Do many of you share the same views on gender disparity?

1. Is it common in your country for women to do unpaid domestic and care work?
2. In what spheres have women achieved a certain level of equality? Are there any spheres where women occupy more working places than men?
3. What are the fields of education that are still underrepresented by women? Why? Give your opinion.
4. What positions in your country are more likely to be occupied by men? Why?
5. Is violence against women still observed all over the world? Provide examples.
6. Is violence against men observed anywhere around the world? Give some examples.
7. How can you describe the present-day position of women in your country?

Ex. 4. Find some brief information about 2 international organizations struggling against discrimination of women. Complete the table. Share the information in pairs/groups and take notes. Make your top 5 list. Explain the choice you've made.

Name of organization	Policies/measures/strategies

VIDEO

The Best Place to Be a Woman?

Pre-watching task

1. What countries are pioneering in gender equality? Name some of them.
2. Read the sentences below. The words in bold will be used in the video. Try to guess their meaning and then match the words with their definitions (a–e).

(1) Iceland is pioneering ways to get more mothers back to work, **to root out** gender stereotypes.

(2) Kindergarten in the capital Reykjavik focuses on challenging extreme gender stereotypes before they **take root in** boys and girls.

(3) Iceland is promoting gender equality by introducing what is known as a **daddy quota**.

(4) The state covers 80 % of a salary during the period **up to a cap of** \$4,600 a month.

(5) Companies **rectify** this by raising the wages of its female employees.

a) is a policy which reserves a part of parental leave periods for fathers (i.e. paternity leave). If the father does not take leave, the family loses the leave period reserved for them; thus, it is not the leave period itself, but rather the principle that a certain part of the leave period can only be taken by the father

b) to find and remove a thing that is causing a problem

c) to deal with a problem or mistake so that it no longer exists

d) to become established among a group of people

e) a limit on the amount of money

Watch the video “The Best Place to be a Woman?” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://www.youtube.com/watch?v=17fyqpHKARg&t=88s>

or scan QR-code



Ex. 1. Complete the sentences with words or collocations from the first part of the video (time interval [00:00 – 02:35]).

1. One of the secrets to their success? _____ .
2. It's a mission that's led to the creation of 17 schools across this tiny country – all focused on _____ of characteristics in both sexes.
3. Girls and boys are separated to allow girls to nurture traits traditionally viewed as masculine, like _____ .
4. Boys are given time to learn traits traditionally viewed as feminine, like _____ .

Ex. 2. Fill in the table below with the answers to the questions, explained in the second part of the video (time interval [02:35 – 04:00]).

Why do over 70 % of fathers take up the full three months leave?	
According to Egill, is the high cost of the daddy quota to taxpayers justified?	
What was the example that Egill provided?	

Ex. 3. Choose the correct option to complete the utterances from the last part of the video (time interval [04:00 – 05:10]).

1. In Iceland men are still paid nearly 6 % more than women for *similar/different* work.
2. Iceland became the first country in the world to pass legislation not just to expose but to tackle the *gender pay gap/gender equality*.
3. Every job at the company must be measured against a set of criteria – this produces a *bill/score/account*.
4. For jobs with the same score workers must be paid the same. The company rectified this by raising the wages of its *male/female* employees.
5. Critics of the law point out there will be significant financial *outcomes/consequences* for companies as they rectify their pay inequalities.

Ex. 4. In pairs or groups discuss the set of gender parity measures, being tested in Iceland. Are they efficient? Can similar measures be implemented in our country? Then read and analyze the facts about paternity leave legislation in different countries. Choose the one that appeals to you most.



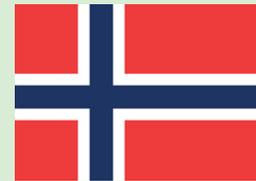
Lithuania offers parents the opportunity to share 156 weeks of leave. Parents can choose whether they want to receive 52 weeks at 100 % pay or 104 weeks at 70 % – and the remainder will be unpaid.

In *Sweden*, parents share 480 days of leave. Both parents have 90 days each, which is paid at a rate of 80 % of their average salary. Then there are additional 300 days which they can share between them – this is paid at the same rate.



In *Slovenia*, dads are entitled to 12 weeks of paternity leave. 15 days of this are paid at 100 % of their salary, then for the remaining 75 days they are paid minimum wage.

Norway. Norwegian law says that fathers can take between 0 and 10 weeks off, and parents can then split an additional 46-56 weeks of leave. Those who opt for 46 weeks will receive 100 % pay, and those who would prefer 56 weeks will be paid at a rate of 80 %.



China. The number of weeks a man is allowed to take off depends on his municipality of registration for social security. In Shanghai a man can have up to a 10-day paternity leave if the mother is older than 23. In Shenzhen, the period is extended to 15 days, under the same condition. Generally, throughout China, a father is allocated up to 2 weeks of leave.

Japan. The country is very generous towards fathers, allowing for 52 weeks of paternity leave. However, only about 2 % take advantage of their right. According to one study on the subject, the reason could be that men do wish to exercise their right, but are wrongly convinced other men will cast them off for it – so there is a ‘perceived group norm’ to reject that privilege.



South Korea. The country, indexed very high for gender inequality, is experiencing a shift of values. Both men and women are allowed to spend 1 year off work and with their child before it turns 9 years old. Even though paternity leave is regulated from as early as 1995, only 8.5 % of men took advantage of their right in the last four years, it was still just 13.4 % who exercised their right to take time off that year.



SELF-CHECK

Unit II

A. Functional vocabulary



Check if you are able to provide a synonym and/or definition to the following words and collocations, as well as to translate them into Belarusian/Russian.

Section 1

<i>Words</i>	<i>Collocations & Derivatives</i>
affluent <i>adj</i>	affluent households, affluent people
antisocial <i>adj</i>	to be involved in antisocial behaviour
childcare <i>n</i>	to rely on informal childcare
cohabit <i>v</i>	cohabitation of couples, cohabiting (parent) families
dependant <i>n, adj</i>	spouses and dependants, dependant group
deprivation <i>n</i>	to experience deprivation and poverty
family <i>n</i>	archetypal/extended/nuclear/same-sex family, familial instability
flexible <i>adj</i>	to be flexible about smth
fertility <i>n</i>	fertility rate
kinship <i>n</i>	to live within kinship groups
partnership <i>n</i>	to remain in a de facto partnership
raise <i>v</i>	to be raised in (single-parent households)
relationship <i>n</i>	to be in a committed relationship, egalitarian relationship
remarriage <i>n, adj</i>	lower remarriage rates
split up <i>v</i>	families/spouses split up
<i>Idioms/set expressions/cliches</i>	
disposable income	to be financially stretched
economic downturn	to cast adrift
in the labour force/ workforce	to take its toll
in vitro fertilisation (IVF)	to pick/take up the slack

Section 2

<i>Words</i>	<i>Collocations & Derivatives</i>
bizarre <i>adj</i>	bizarre childcare practices
bona fide <i>adj</i>	a bona fide miracle
chastise <i>v</i>	to chastise smb
curb <i>v</i>	to curb sarcasm, negative thoughts and words
discipline <i>n, v</i>	positive discipline strategies, to discipline children
enforce <i>v</i>	to enforce rules/good habits; to reinforce good behavior
lenient <i>adj</i>	lenient parents, to treat children with leniency
mischievous <i>adj</i>	mischievous children
obedience <i>n</i>	child's obedience
parent <i>n, v</i>	parenting styles, helicopter parents, step-parents, authoritarian/authoritative/permissive/uninvolved parents
self-esteem <i>n</i>	to develop self-esteem problems, low self-esteem, to struggle with self-esteem issues
<i>Idioms/set expressions/cliches</i>	
my way or the highway	to make smth stick
to come at a price	to pinch-hit for smb
to do a fair share	to reap the benefits of smth

Section 3

<i>Words</i>	<i>Collocations & Derivatives</i>
disclosure <i>n</i>	to get disclosures
domestic <i>adj</i>	domestic abuse/violence, unpaid domestic and care work
elusive <i>adj</i>	equal power and equal rights for women remain elusive
erode <i>v</i>	to erode smth
exacerbate <i>v</i>	to exacerbate gender disparities
harassment <i>n</i>	sexual harassment

heightened <i>adj</i>	to be at heightened risk of experiencing violence
incorporate <i>v</i>	to be incorporated into all school levels
leave <i>n</i>	paid/unpaid parental leave, to be on maternity leave, to take paternity leave
livelihood <i>n</i>	to affect livelihood
lockdown <i>n</i>	lockdown measures
lopsided <i>adj</i>	lopsided distribution of smth
mistreatment <i>n</i>	to face mistreatment behind closed doors
parity <i>n</i>	below parity, gender disparity
root <i>n, v</i>	to take root in, to root out
vulnerable <i>adj</i>	vulnerable family background
<i>Idioms/set expressions/cliches</i>	
daddy quota	civil liberties
glass ceiling	to do the lion's share
genital mutilation	to be underrepresented in a sphere

B. Tasks for vocabulary revision

Ex. 1. Complete the sentences with functional vocabulary words. The first letters are given.

1. The archetypal family (husband, wife and children) can no longer be the exact social expectation as divorce, **r** _____, **c** _____ of couples and births outside of marriage have become more common.
2. This lack of stability has been linked to other issues such as poverty, poor health and **a** _____ behaviour.
3. Another way to support your spouse is to be willing to **p** _____.
4. Children with **p** _____ parents are at a higher risk for health problems, like obesity, as they struggle to limit junk food intake.
5. Children whose personal rights are violated and who face **m** _____ behind closed doors feel a lack of justice.
6. Unpaid **d** _____ and care work falls disproportionately on women, restraining their economic potential as the COVID-19 pandemic additionally affects women's jobs and **I** _____.

7. 2.3 million children in England are living with risk because of a v _____ family background.
8. The pandemic is expected to e _____ these gender disparities, as many women work in the subsectors hardest hit by COVID-19.
9. Daddy quota is a policy which reserves a part of p _____ l _____ periods for fathers.
10. A twelve-year-old working in a factory today would cause social services i _____ .

Ex. 2. Match the words to make relevant collocations. Translate them into Belarusian/Russian.

1) affluent	a) liberties
2) gender	b) relationship
3) disposable	c) disparities
4) civil	d) problems
5) committed	e) childcare
6) self-esteem	f) income
7) informal	g) distribution
8) economic	h) households
9) invitro	i) downturn
10) lopsided	j) fertilisation

Ex. 3. Translate the words in brackets into English.

1. In order to change, we had to (*сдерживать*) our sarcasm, negative thoughts and words regarding chores.
2. Nearly one in two cohabiting parent families (*распадаются*) before their child's fifth birthday compared to one in twelve married parents.
3. Studies show that men are doing more around the house than in previous generations, but still wives usually (*берут на себя чужую работу*).
4. Kindergartens focus on challenging extreme gender stereotypes before they (*укоренятся*) in boys and girls.
5. When it comes to rules, authoritarian parents believe it's (*«либо по-моему, либо никак»*).
6. More and more countries are pioneering ways to get more mothers back to work, (*искореняя*) gender stereotypes.
7. Some couples choose not to marry and remain in a (*гражданский брак*).
8. My husband unloaded the dishwasher, while I marinated the meat – this is a (*истинное*) miracle.

9. Much has been done to eliminate gender disparity, but still there are no cracks in (*система взглядов в обществе, согласно которым женщины не должны допускаться к высшим должностям*).
10. Female (*обрезание*) most prevalent across Africa and the Middle East.

Ex. 4. Complete the collocations with the verbs from the box. Translate them into Belarusian/Russian.

be	come	get	reap
cast	do	make	take

- to _____ financially stretched
- to _____ its toll
- to _____ smth stick
- to _____ at a price
- to _____ the benefits of smth
- to _____ the lion's share
- to _____ underrepresented in a sphere
- to _____ a fair share
- to _____ adrift
- to _____ disclosures

Ex. 5. Complete the sentences. Use the word in brackets to form a word that fits in the space.

- But children are not the only _____ group to receive informal care and support from the family. (*depend*)
- It is more likely that certain kinds of families, notably single parent families, experience _____ and poverty. (*deprive*)
- In secondary schools, pupils are taught about issues such as how to recognize when a relationship is unsafe, what constitutes sexual _____ and sexual violence and why these are unacceptable. (*harass*)
- During COVID-19 lockdowns, many women and girls have been isolated in unsafe environments where they are at _____ risk of experiencing intimate partner violence. (*height*)
- Today general _____ rate in America is dropping. (*fertile*)
- In Mexico many live within _____ groups of up to 70 people. (*kin*)

7. Due to a combination of environmental factors, poverty and _____ instability, raising children as a single parent can be incredibly difficult. (*family*)
8. Authoritative parents use positive discipline strategies to _____ good behavior, like praise and reward. (*force*)
9. Authoritarian parents are not interested in negotiating and their focus is on _____. (*obedient*)
10. Researchers have identified four types of _____ styles: authoritarian, authoritative, permissive and uninvolved. (*parent*)

Ex. 6. Find twelve functional vocabulary words in the search.

F	W	T	R	M	J	U	B	T	K	Z	R	U	C	E
R	Q	B	Y	I	G	S	O	X	G	D	M	E	Q	J
K	S	Y	T	S	O	J	B	Y	J	U	K	C	U	T
M	H	Z	P	C	H	F	L	O	C	K	D	O	W	N
C	B	Y	B	H	P	A	R	I	T	Y	O	I	L	F
D	I	S	C	I	P	L	I	N	E	F	M	N	T	S
S	Z	E	G	E	M	T	P	R	I	L	F	C	R	Z
M	Z	Y	P	V	Y	T	K	O	P	E	I	O	G	H
I	A	C	G	O	I	Z	T	J	S	X	E	R	T	O
A	R	E	L	U	S	I	V	E	V	I	R	P	D	E
K	E	D	T	S	X	W	F	L	O	B	O	O	J	B
O	V	H	O	U	S	G	X	Z	Z	L	D	R	O	P
A	T	T	C	H	A	S	T	I	S	E	E	A	T	A
M	S	A	R	D	E	P	E	N	D	A	N	T	I	O
L	E	N	I	E	N	T	G	O	K	Y	C	E	J	W

C. Topics for discussion



Make sure you are able make a speech and take part in a discussion on the following issues:

1. *Modern family: your vision and understanding.*

- # What is a family to you?
- # Do you see any advantages or disadvantages of different family structures (extended, nuclear, step-parenting, single-parent, same-sex families)?
- # What problems do British and Belarusian families face? Which of those may lead to familial breakdowns?
- # What is an average age of the first marriage for men and women in Britain and in Belarus?
- # Do you think people nowadays prefer to cohabit rather than to marry? Why/Why not?

2. *Parenting styles: a stepping stone to happy adulthood.*

- # What types of parenting styles do you know? Describe them.
- # Who is an authoritarian parent? What problems do children of authoritarian parents have?
- # How can you describe an authoritative parent? Why is this style considered the best parental style?
- # What methods of parenting do permissive parents have? What are the problems that children of permissive parents face?
- # What is typical of an uninvolved parent? Are children of such parents happy in life?
- # What kind of people are called 'helicopter parents'? Why?
- # Which of the styles was characteristic of your own parents? Which type would you choose to raise your own children?

3. *Different cultures mean different childhoods.*

- # What does one's childhood depend on?
- # How can you characterize a child's life today?
- # Do you know how children are being brought up in different countries?

- # How can you describe your own childhood?
- # Does the upbringing of children in Belarus and in the UK differ? In what way?
- # Did you know while being a child about your human rights? Who taught you them?
- # In what way would you present the information about children's rights to your children/students?

4. *Gender equality in socially relevant spheres: how to crack the glass ceiling.*

- # Do you think that men and women have the same rights and opportunities?
- # In what spheres of life can you observe equality between men and women?
Are there any spheres where women occupy more working places than men?
- # What positions are more likely to be occupied by men?
- # Is violence against women still observed all over the world?
- # How can you describe the present-day position of women in Belarus?
- # Who should pursue a career in the family when a child is born: a wife or a husband?
- # What is the difference between maternity and paternity leave (daddy quota)?
- # Do you know any countries where men are entitled to paternity leave? Is there a paid or unpaid paternity leave in our country?
- # Is it possible for both men and women to do their fair share of household chores?
Are there any ways to make it well-balanced?

PROJECT WORK

Choose one of the three projects and get ready to present it in the classroom. Observe time limits. Use Supplements 1 and 2 as a guidance for making an efficient in-class presentation.

PROJECT 1

Read famous quotes about family and its power. Choose the one you like best and prepare a 5-minute speech explaining your point of view.

“Having somewhere to go is home. Having someone to love is family. And having both is a blessing.”

“Being part of a family means smiling for photos.”

Harry Morgan

“My family is my life, and everything else comes second as far as what’s important to me.”

Michael Imperioli

“Families are like fudge – mostly sweet, with a few nuts.”

Les Dawson

“Home is where you are loved the most and act the worst”.

Marjorie Pay Hinckley

“A man travels the world over in search of what he needs, and returns home to find it”.

George A. Moore

“Family is a life jacket in the stormy sea of life”.

J. K. Rowling

“Families are like branches on a tree. We grow in different directions yet our roots remain as one”.

PROJECT 2

Think about your future family and prepare a poster or a wish map about the way you want it to be. Include such information as qualities of your wife/husband; children; quality time together; leisure time; weekends and holidays; dealing with troubles; juggling careers, etc. Present it in the classroom.

You may choose following forms:

1. Handmade version
2. Printed version
3. Electronic version



PROJECT 3

Conduct the research on the existence of discrimination of women in Belarus and the ways to deal with it.

You may choose the following forms of presentation:

1. Make a video presentation. Go outside and ask strangers about this issue or interview the students of your group/year. Do they know about such a problem? In what spheres of life is the discrimination of women the most vivid? How to deal with it?

2. Make an in-class oral presentation accompanied by a slide-show presentation (Power Point, etc.) based on the information you found on the Internet.

Unit III

MODERN TECHNOLOGIES AND THEIR ROLE IN YOUTH EDUCATION

Section 1. Internet and social media: distraction or development

READING ONE

Pre-reading task

Work in small groups of 2 or 3. Suggest the ideas about the changes the Internet has brought to our life. Fill in the following chart (“your ideas” column). Then compare your answers with other students.

The sphere	The changes brought by the internet (your ideas)	The changes brought by the internet (the ideas, presented in the text)
Communication		
Education		
Privacy and Security		
Consumer Trends		

Read the text, fill in the last column of the table above and answer the questions below.

How the Internet Has Changed Everyday Life (by Zaryn Detzel)

The Internet has turned our existence upside down. It has revolutionized communications to the extent that it is now our preferred medium of everyday communication. In almost everything we do we use the Internet. Ordering a pizza, buying a television, sharing a moment with a friend, sending a picture over instant messaging. Before the Internet, if you wanted to keep up with the news, you had to walk down to the newsstand when it opened in the morning and buy a local

edition reporting what had happened the previous day. But the Internet has turned our existence upside down. The Internet is no longer concerned with information exchange alone: it is a sophisticated multidisciplinary tool enabling individuals to create content, communicate with one another, and even escape reality. Today, we can send data from one end of the world to the other in a matter of seconds, make online presentations, live in parallel “game worlds,” and use pictures, video, sound, and text to share our real lives, our genuine identity. The changes in social communication are of particular significance. New technologies are continuing to gain ground every day, transforming our communication practices and possibilities – particularly among younger people. The Internet has removed all communication barriers.

Communication opportunities created by the internet

The Internet has become embedded in every aspect of our day-to-day lives, changing the way we interact with others. The real value of social media is that you can stay in touch from moment to moment with the people who really matter to you. Social media let you share experiences and information; they get people and ideas in touch instantly, without frontiers. Camaraderie, friendship, and solidarity – social phenomena that have been around for as long as humanity itself – have been freed from the conventional restrictions of space and time and can now thrive in a rich variety of ways.

Out of all the plethora of communication opportunities that the Internet has opened up, social media have changed our personal space, altering the way we interact with our loved ones, our friends, and our partners.

Of course, when compared to face-to-face communication, online communication is severely limited in the sense impressions it can convey (an estimated 60 to 70 percent of human communication takes place nonverbally), which can lead to misunderstandings and embarrassing situations – no doubt quite a few relationships have floundered as a result.

The Internet and Education

The Internet has clearly impacted all levels of education by providing unbounded possibilities for learning. The future of education is a networked future. People can use the Internet to create and share knowledge and develop new ways of teaching and learning that captivate and stimulate students’ imagination at any time, anywhere, using any device. Students can work interactively with one another, unrestricted by physical or time constraints. Today, you can use the Internet to access libraries, encyclopedias, art galleries, news archives, and other information sources from anywhere in the world. The web is a formidable resource for enhancing the process of building knowledge.

The Internet and Privacy and Security

Another key issue surrounding Internet use is privacy. Internet users are becoming more sensitive to the insight that privacy is a must-have in our lives. Privacy has risen near the top of the agenda in step with an increasing awareness of the implications of using social media. Much of the time, people started to use social media with no real idea of the dangers, and have wised up only through trial and error – sheer accident, snafus, and mistakes. Lately, inappropriate use of social media seems to hit the headlines every day. Celebrities posting inappropriate comments to their profiles, private pictures and tapes leaked to the Internet at large, companies displaying arrogance toward users, and even criminal activities involving private-data trafficking or social media exploitation. And, although every user needs privacy, the issue is particularly sensitive for minors – despite attempts to raise their awareness, children still behave recklessly online.

Social networks should continue to devote intense efforts to developing self-regulation mechanisms and guidelines for this new environment of online coexistence to ensure that user information is safe: the Internet should be a space for freedom, but also for trust.

The Internet and Consumer Trends

New technologies increase the speed of information transfer, and this opens up the possibility of “bespoke” shopping. The Internet offers an immense wealth of possibilities for buying content, news, and leisure products, and all sorts of advantages arise from e-commerce, which has become a major distribution channel for goods and services.

In this setting, it is the consumer who gains the upper hand, and the conventional rules and methods of distribution and marketing break down. Consumers’ access to information multiplies, and their reviews of their experience with various products and services take center stage. Access to product comparisons and rankings, user reviews and comments, and recommendations from bloggers with large followings have shaped a new scenario for consumer behavior, retail trade, and the economy in general.

The future of social communications, innovation, mobile technologies, and total connectivity in our lives

The future of social communications will be shaped by an *always-online* culture. *Always online* is already here and will set the trend going forward. Total connectivity, the Internet you can take with you wherever you go, is growing unstoppably. There is no turning back for global digitalization.

Social media are evolving to become something more, and innovation must be their hallmark if they are to continue being relevant. The convergence of social media with more traditional sectors is already bringing about a new context for innovation, a new arena for the development and growth of the Internet.

Just ten years ago, social media did not exist; in the next ten years, something else radically new will emerge. There are many areas in which products, processes, and services can be improved or created afresh. The future is brimming with opportunities, and the future of the Internet has only just begun.

<https://www.bbvaopenmind.com>

Answer the following questions and present a short summary of the text:

-  What new opportunities, mentioned in the text, has the Internet brought in our lives?
-  How has the Internet changed the way we interact with others?
-  Can modern devices be useful in the classroom? If yes, what are the ways to implement them?
-  The Internet and social media will never be secure and trustworthy, will they?
-  Will a new way of “bespoke shopping” replace traditional supermarkets and shopping malls?
-  What is an always-online culture? What does the possible future of the Internet and social media look like?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Match the words to make relevant collocations. Translate them into Belarusian/Russian.

1) instant	a) shopping
2) “bespoke”	b) possibilities
3) reckless	c) accident
4) sheer	d) barriers
5) formidable	e) messaging
6) unbounded	f) identity
7) communication	g) tool
8) genuine	h) behavior
9) multidisciplinary	i) resources

Ex. 2. Match the words with their definitions. Translate them into Belarusian/Russian.

1) ranking	a) a typical characteristic or feature of a person or thing
2) minor	b) a person who regularly writes material for the Internet
3) review	c) a person below the age of legal majority
4) comment	d) a position in a hierarchy or scale
5) blogger	e) a person who supports and admires a particular person or set of ideas
6) follower	f) a formal assessment of something with the intention of instituting change if necessary
7) hallmark	g) the act of moving toward union or uniformity
8) convergence	h) a verbal or written remark expressing an opinion or reaction

Ex. 3. Paraphrase or explain the meaning of the following phrases and idioms.

- 1) to gain the upper hand
- 2) to brim with opportunities
- 3) to hit the headlines
- 4) to turn smth upside down
- 5) through trial and error
- 6) to stay in touch
- 7) to gain ground
- 8) to take center stage

Ex. 4. Insert prepositions or particles if necessary.

1. Before the Internet, if you wanted to keep _____ with the news, you had to walk _____ to the newsstand.
2. The Internet has turned our existence upside _____ .

3. The real value of social media is that you can stay _____ touch from moment to moment _____ the people who really matter to you.
4. The Internet has clearly impacted _____ all levels of education.
5. People started to use social media with no real idea of the dangers, and have wised _____ only _____ trial and error – sheer accident, snafus, and mistakes.
6. *Always online* is already here and will set the trend going _____ .
7. The convergence of social media with more traditional sectors is already bringing _____ a new context for innovation.
8. The future is brimming _____ opportunities, and the future of the Internet has only just begun.

Ex. 5. Get back to the chart in the pre-reading task, work in the groups of 2 or 3 and fill in the right column. Have you had similar ideas before reading the text? Share your ideas with other groups and compare your results.

Ex. 6. Think of some arguments to support or contradict the following statements.

The Internet has turned our existence upside down and revolutionized communication

Social media have changed our personal space, altering the way we interact with our loved ones, our friends, and our partners

The only future of education is a networked future

The issue of security is particularly sensitive for minors, children still behave recklessly online

It is the consumer who gains the upper hand now and impacts retail trade and the economy in general

READING TWO

Pre-reading task

How often do you use social media? Have you ever felt addicted to them? Do you think the excessive use of social media may affect one's mental health?

Read the text and answer the questions above and below.

Social Media and Teens: How Does Social Media Affect Teenagers' Mental Health (by Katie Hurley)

*Teenagers can use social media to find community,
but their mental health is often negatively affected
by this culture of comparison*

The verdict is still out on whether social media is damaging to the mental health of teens. This is in part due to the lack of research. Some studies show that online connections with small groups of people can be beneficial to teens, while other research points to a rise in symptoms of anxiety, depression, and eating disorders.

The other reason it's difficult to get a good read on the issue is that social media is constantly changing and evolving. Plus, no long-term studies have been completed. So, we're left making educated guesses based on current research. There's just not enough data to back up the potential long-term pros and cons of living on "likes".

Small Studies, Worrisome Results

One study out of the University of Pittsburgh, for example, found a correlation between time spent scrolling through social media apps and negative body image feedback. Those who had spent more time on social media had 2.2 times the risk of reporting eating and body image concerns, compared to their peers who spent less time on social media. The participants who spent the most time on social media had 2.6 times the risk.

And another small study of teens ages 13–18 from the UCLA Brain Mapping Center found that receiving a high number of likes on photos showed increased activity in the reward center of the brain. Further, teens are influenced to like photos, regardless of content, based on high numbers of likes.

The Upside of Social Media for Teens

There are some positive aspects to social media. It's important to remember that teens are hardwired for socialization, and social media makes socializing easy and immediate. Teens who struggle with social skills, social anxiety, or who don't have easy access to face-to-face socializing with other teens might benefit from connecting with other teens through social media. When teens connect with small groups of supportive teens via social media, those connections can be the difference between living in isolation and finding support.

The Downside Social Media Use by Teens

While teens can use social media to connect and create friendships with others, they also confront cyberbullying, trolls, toxic comparisons, sleep deprivation, and less frequent face-to-face interactions, to name a few.

Too much time spent scrolling through social media can result in symptoms of anxiety and/or depression.

Here's how social media can be destructive:

➤ *Focusing on likes:* The need to gain "likes" on social media can cause teens to make choices they would otherwise not make, including altering their appearance, engaging in negative behaviors, and accepting risky social media challenges.

➤ *Cyberbullying:* Teen girls in particular are at risk of cyberbullying through use of social media, but teen boys are not immune. Cyberbullying is associated with depression, anxiety.

➤ *Making comparisons:* Though many teens know that their peers share only their highlight reels on social media, it's very difficult to avoid making comparisons. Everything from physical appearance to life circumstances to perceived successes and failures are under a microscope on social media.

➤ *Having too many fake friends:* Even with privacy settings in place, teens can collect thousands of friends through friends of friends on social media. The more people on the friend list, the more people have access to screenshot photos, updates and use them for other purposes. There is no privacy on social media.

➤ *Less face time:* Social interaction skills require daily practice, even for teens. It's difficult to build empathy and compassion (our best weapons in the war on bullying) when teens spend more time "engaging" online than they do in person. Human connection is a powerful tool and builds skills that last a lifetime.

There's a happy medium in here somewhere. The key to helping teens learn to balance social media with real life friendships is to keep the lines of communication open and keep talking. Honest communication shows your teen that you are there to support, not to judge or lecture. It's also important to walk the walk. Disconnect on weekends and show your teen that there is a whole world out there that doesn't require a handheld screen.

Answer the following questions and write a text review (use Supplement 3):

-  What was the outcome of the University of Pittsburgh study?
-  Is there any positive impact of the social media on the teens and youth?
-  Name the most kinds of disruptive influence of the social media. Which do you personally find the most serious?
-  What message can we convey to the teens through honest communication and support?
-  Is there a happy medium between online and off-line communication?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the following notions and translate them into Belarusian/Russian.

-  culture of comparison
-  eating disorders
-  living on “likes”
-  negative body image feedback
-  teens are hardwired for socialization
-  cyberbullying
-  trolls
-  toxic comparisons
-  sleep deprivation
-  altering appearance
-  accepting risky social media challenges
-  highlight reels
-  build empathy and compassion
-  handheld screen

Ex. 2. Replace the italicized parts with the words and phrases from the text.

1. It's important to remember that teens *need a lot of communication*, and social media makes socializing easy and immediate.
2. Though many teens know that their peers share only their *best moments of life* on social media, it's very difficult to avoid making comparisons.
3. It's difficult to build *understanding* and *sensitivity* (our best weapons in the war on bullying) when teens spend more time “engaging” online than they do in person.
4. Social *communication* skills require daily practice, even for teens.

5. Disconnect on weekends and show your teen that there is a whole world out there that doesn't require a *smart device*.
6. There's a *balance* in here somewhere.

Ex. 3. Insert prepositions or particles if necessary.

1. There's just not enough data to back ____ the potential long-term pros and cons of living ____ "likes".
2. One study out of the University of Pittsburgh, for example, found a correlation ____ time, spent scrolling ____ social media apps and negative body image feedback.
3. Teen girls in particular are ____ risk of cyberbullying ____ use of social media.
4. There is no privacy ____ social media.
5. The more people ____ the friend list, the more people have access ____ screenshot photos, updates and use them ____ other purposes.
6. It's difficult to build ____ empathy and compassion when teens spend more time "engaging" online than they do ____ person.

Ex. 4. In pairs or small groups discuss the possible threats of social media abuse for adults, explaining the notions from the table below and providing examples to illustrate them. For more ideas watch the video from TedTalks "Is Social Media Hurting Your Mental Health?". To access the video, choose from the two options:

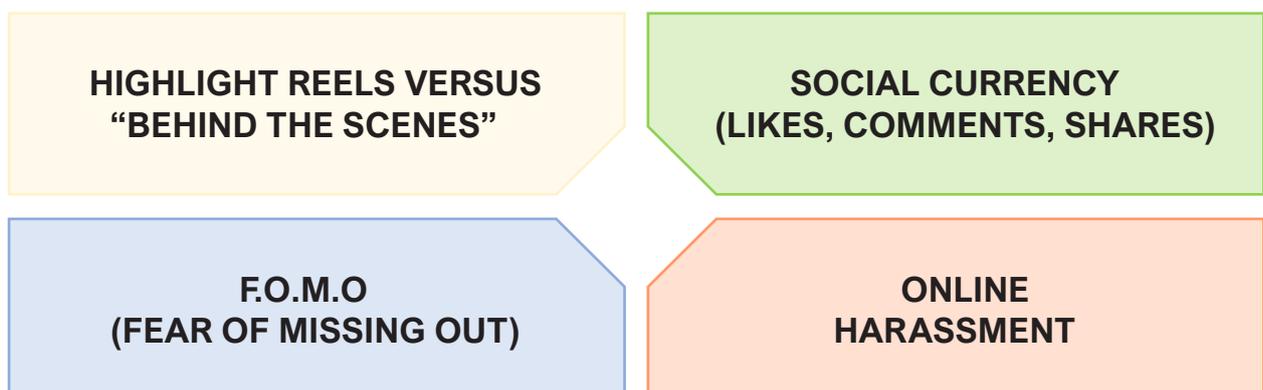
Follow the link

https://www.youtube.com/watch?v=Czg_9C7gw0o

or scan the QR-code



SOCIAL MEDIA STRESS FACTORS



VIDEO

Behind the Glass

Pre-watching task

1. Do you have teenage siblings/cousins/nephews/nieces? Do you think they scroll through social media too much?

2. Check the meaning of the following words and phrases:

-  develop resilience
-  default setting
-  room for improvement
-  insecurities
-  texting
-  emoji
-  shorthand
-  stunned
-  get a glimpse inside

**Watch the video “Behind the Glass” and complete the tasks below.
To access the video, choose from the two options:**

Follow the link or

[https://www.youtube.com/
watch?v=dhGOLYMkdYc](https://www.youtube.com/watch?v=dhGOLYMkdYc)

scan the QR-code

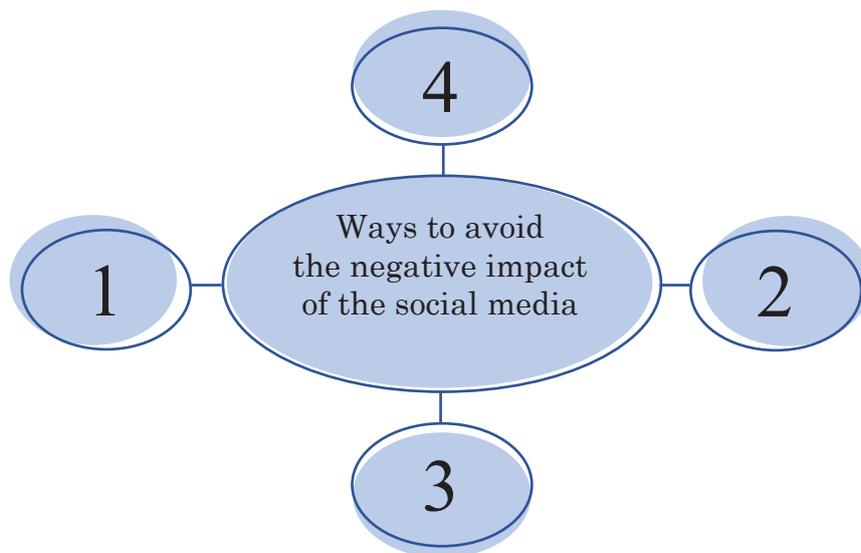


Ex. 1. Answer the following questions, using the information from the video.

1. How was the experiment arranged? Why do you think the girls’ mothers were not invited to join the conversation at first?
2. What “new age pressures” are mentioned in the video and in the reading?
3. How many teen girls suffer from anxiety? How many teens become the victims of cyberbullying?
4. What makes children develop resilience? Why is it necessary for teens?
5. Do the teens question their body because of social media? What makes them do it? How dangerous can it be?
6. What was in the 1980s, which we don’t see so much now?

7. What celebrities do the teens look up to now? Who do you look up to?
8. What was the most surprising thing for the mothers, they had heard from their daughters?
9. Do their mothers worry about the social media influence?

Ex. 2. Work in pairs and provide the advice for the teen girls and their mothers on how to minimize or avoid the negative impact of the social media and not to become the victim of cyberbullying. After you finish the discussion, fill in the diagram below



Section 2. Children safety online: education and control

Pre-reading task

Do you believe that Internet content should be censored? Is it possible to make the Internet multifunctional and secure at the same time?

Read the following text and answer the questions above and below.

READING ONE

An Internet for Kids *(by Conor Friedersdorf)*

*Instead of regulating the Internet to protect young people,
give them a youth-net of their own.*

Across the West, governments are pushing for more power to regulate cyberspace even as authoritarian political parties are gaining more official power, portending a future in which what people can say online is subject to the whims of ill-meaning bureaucrats.

Often, calls for regulation and even censorship are justified by the highly defensible and probably correct anxiety that the status quo ill-serves the Internet's youngest users.

In the United Kingdom, the government in a white paper recently proposed a crackdown on any website that “allows users to share or discover user-generated content, or interact with each other online.” Its proponents cited that “the impact of harmful content and activity can be particularly damaging for children and young people, and there are growing concerns about the potential impact on their mental health and wellbeing.” And *The Guardian* noted “growing pressure on the government to act in the wake of the death of teenager Molly Russell,” a 14-year-old whose father believes that “exposure to images of self-harm on social media was a factor in her taking her own life.”

In the United States, cyberbullying and internet safety rank among the top concerns of parents. Their anxiety is not irrational, as Jean M. Twenge argued in a September cover story in *The Atlantic* on technology's role in mental-health problems among teens.

The Washington Post has reported on ISIS's efforts to recruit children in Western countries. "A 12-year-old German Iraqi boy – guided by an Islamic State contact in the Middle East who warmly addressed him as 'brother' and groomed the boy via the encrypted messaging app Telegram – built and tried to detonate a bomb near a shopping center in the western German city of Ludwigshafen," the newspaper noted. "A 15-year-old girl – the daughter of a German convert to Islam and a Moroccan mother – was sentenced to six years in prison for an attack last February on a German police officer in Hanover. She gouged him in the neck with a kitchen knife, causing life-threatening injuries after being befriended and cajoled by an Islamic State instructor via a text messaging service."

With each viral story about terrifying harms, political pressure for new rules that protect kids is likely to grow. Perhaps the best way forward is to try to come up with a regulatory regime that strikes the right balance between free speech for all (adults) and the well-being of children. But I'm not hopeful that society will succeed in that endeavor.

One alternative is to ban kids from the open Internet, a place where the violence is more graphic than any R-rated movie, the sex is more salacious than any strip club, and the bullies get 24-hour access to kids' bedrooms.

Of course, there are reasons society hasn't taken that course. Kids badly want Internet-connected devices. And the Internet offers many benefits to young people. As the above-mentioned U.K. white paper puts it:

Most children have a positive experience online, using the Internet for social networking and connecting with peers, as well as to access educational resources, information, and entertainment. The Internet opens up new opportunities for learning, performance, creativity and expression. Research by UNICEF shows that use of technology is beneficial for children's social relationships, enabling them to enhance existing relationships and build positive friendships online. A report by The Royal Society for Public Health found that young people reading blogs or watching vlogs on personal health issues helped improve their knowledge and understanding, prompted individuals to access health services, and enabled them to better explain their own health issues or make better choices.

Research by Ofcom showed that nine in ten social media users aged 12–15 state that this use has made them feel happy or helped them feel closer to their friends. Two thirds of 12–15-year-olds who use social media or messaging sites say they send support messages, comments or posts to friends if they are having a difficult time. One in eight support causes or organisations by sharing or commenting on posts, 70 % of young people surveyed said that being online helps them understand what's happening in the world. 43 % said they have been inspired to take action because of something they saw online, with 48 % stating being online makes them feel that their voice or actions matter.

Moreover, there is a sense that, for better or worse, there's no fighting technology – that today's young people can be kept from the Internet no more than yesterday's young people from the printing press or television.

But perhaps there's a regulatory middle ground. Here's an idea:

➤ Silicon Valley builds a new network specifically for young people – up to, say, age 15. The youth-net is huge and varied, like the Internet. But its content must be similar to that of a PG movie. It emerges as the new starter Internet. Allowing young kids on the actual Internet comes to be seen as anomalous.

➤ On the youth-net, decisions about content moderation are made with children in mind. Freedom of speech is not paramount.

➤ Young people would access the youth-net via a new generation of smartphones and tablets. These new devices would block access to the actual Internet. Via a password-protected companion device, parents could impose age-optimized limits on total daily screen time, total time on social-media apps, and total time on gaming apps, as well as a nightly shutoff time.

➤ Social-media apps wouldn't be available to users until they reach high-school age. Only companies that do not own social-media sites for adults would be allowed to develop child-specific equivalents, reducing the incentive to addict children to their products.

➤ Facebook, Instagram, Youtube, and other “adult” sites would be for ages 16 and up, with access to the adult Internet and its mainstream apps replacing the coming-of-age thrill of a first car in the coming era of automated driving.

The youth-net would protect children from adult material and predatory adults while minimizing the need to police speech on the Internet. The youth-net might also lead to a flowering of content for younger audiences.

As with any new development, the youth-net would have unintended consequences and imperfections. Silicon Valley, the government, and parents would still need to guard against abusers and scammers. Still, maybe a two-tiered Internet – one for adults, one for the young – would be better than the existing Internet, or a future, severely restricted Internet. Kids with especially dumb or clueless parents might be best served.

<https://www.theatlantic.com/ideas/archive/2019/04/ban-kids-internet/586729/>

Answer the following questions and write a text review (use Supplement 3):

-  What has the UK government recently proposed in terms of the Internet control and censoring?
-  Does the internet safety rank among the top concerns of parents in the USA? Is their anxiety irrational?

- ✿ Is the author optimistic about striking the right balance between free speech for all (adults) and the well-being of children?
- ✿ Research by UNICEF shows that use of technology is beneficial for children’s social relationships, doesn’t it? What examples does the text provide?
- ✿ What were the results of the Ofcom research?
- ✿ The Silicon Valley IT giants suggested their own regulatory middle ground. What is there in its basis?
- ✿ Will the youth-net be the alternative without the unintended consequences and imperfections or it will also require control?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Complete the sentences with the words from the box.

crackdown	endeavour	imperfections	status quo
concerns	exposure	scammers	whims

1. Across the West, governments are pushing for more power to regulate cyberspace, portending a future in which what people can say online is subject to the _____ of ill-meaning bureaucrats.
2. Often, calls for regulation and even censorship are justified by the highly defensible and probably correct anxiety that the _____ ill-serves the internet’s youngest users.
3. In the United Kingdom, the government in a white paper recently proposed a _____ on any website that “allows users to share or discover user-generated content, or interact with each other online.”
4. The impact of harmful content and activity can be particularly damaging for children and young people, and there are growing _____ about the potential impact on their mental health and wellbeing.”
5. And *The Guardian* noted “growing pressure on the government to act in the wake of the death of teenager Molly Russell,” a 14-year-old whose father believes that “_____ to images of self-harm on social media was a factor in her taking her own life.”
6. Perhaps the best way forward is to try to come up with a regulatory regime that strikes the right balance between free speech for all (adults) and the well-being of children. But I’m not hopeful that society will succeed in that _____ .
7. As with any new development, the youth-net would have unintended consequences and _____ .
8. Silicon Valley, the government, and parents would still need to guard against abusers and _____ .

Ex. 2. Suggest synonyms for the following adjectives from the text

1) obscene, indecent, filthy	
2) expressive, visual, demonstrative	
3) abnormal, insane, improper	
4) supreme, primary, cardinal	
5) ravenous, raptorial	
6) blunt, stupid, fool	
7) oblivious, unaware, ignorant	
8) to persuade, talk into	

Ex. 3. Insert the necessary prepositions. Translate the phrases into Belarusian/Russian.

1. An Islamic State contact in the Middle East warmly addressed him as ‘brother’ and groomed _____ the boy via the encrypted messaging app Telegram.
2. The cyber police unit, launched in 2011 to fight internet crime, announced a crackdown _____ internet and Facebook pages that promote obscenity.
3. Many parents believe that exposure _____ explicit images on social media was a factor in her anti-social behavior.
4. The internet opens _____ new opportunities for learning, performance, creativity and expression.
5. On the internet for kids, all decisions about content are taken _____ children _____ mind.
6. It’s important to guard _____ online fraud. Many thieves go after older people as they are more vulnerable.

Ex. 4. Work in mini-groups of 3–4 students and choose the best alternative to solve the problem of how to minimize the negative impact of the Internet on the teens. You can support the ideas from the text or suggest your own. Classify your suggestions according to the boxes below:

1
The ideas from the text,
suggested in the UK
and the USA

2
My own ideas

3
Ideas of our mini-group

4
The ideas of the whole group

READING TWO

Pre-reading task

Work in pairs. Discuss with your partner whether you can easily separate facts from fiction when you read or hear some news. If yes, what recommendations can you give to people who do not want to be misled by fake information? What is the best way to check information? Compare your results with the rest of the group.

Read the following text and answer the questions above and below.

How to Spot Real and Fake News: Critically Appraising Information

When Alice scrolls through her social media feed, she's stopped in her tracks by the news that her company is about to be bought out by its biggest rival. She quickly posts a response, shares the story with her contacts, and emails it to her team so that they can discuss it later.

But then Alice has a troubling thought. What if the story wasn't true? What if she just shared a "fake news" story? After all, she didn't check the source.

If she has been a victim of fake news, and then added to the rumor mill herself, how will people ever trust her again?

Fortunately, there's lots you can do to avoid making the same mistake as Alice. In this article you will explore how you can separate fake news from the truth.

What Is Fake News?

There are two kinds of fake news:

Stories that aren't true. These are entirely invented stories designed to make people believe something false, to buy a certain product, or to visit a certain website.

Stories that have some truth, but aren't 100 percent accurate. For example, a journalist quotes only part of what a politician says, giving a false impression of their meaning. Again, this can be deliberate, to convince readers of a certain viewpoint, or it can be the result of an innocent mistake. Either way, it quickly attracts an audience and can become entrenched as an "urban myth."

Where Does Fake News Come From?

Fake news is nothing new. But what is new is how easy it's become to share information – both true and false – on a massive scale.

Social media platforms allow almost anyone to publish their thoughts or share stories to the world. The trouble is, most people don't check the source of the material that they view online before they share it, which can lead to fake news spreading quickly or even "going viral."

At the same time, it's become harder to identify the original source of news stories, which can make it difficult to assess their accuracy.

This has led to a flood of fake news. In fact, one study found that more than 25 percent of Americans visited a fake news website in a six-week period during the 2020 U.S. presidential election.

But not all fake news stories are found online. Co-workers who gossip by the water cooler or while browsing print publications that fail to check their facts, for example, are also guilty of spreading misinformation, even if inadvertently.

The Impact of Fake News in the Workplace

Research shows that 59 percent of people are concerned about the effect that fake news has in the workplace, and with good reason! For example, some people might start to believe that they no longer need evidence to back up their arguments. Others start to mistrust information all together. They stop listening to industry reports, and disengage from official workplace communication, slowing their professional growth and development. Ultimately, this can damage an organization's learning culture.

Fake news can affect behavior, too. It encourages people to invent excuses, to dismiss others' ideas, to exaggerate the truth, and to spread rumors. This can create divided, anxious workplaces where people are cynical and unsure of who to trust.

They might even begin to mistrust you if they believe that authority figures have lied to them, or that the information that they are working with is suspect. This can sap people of the curiosity, enthusiasm and ambition that they need to collaborate and to be successful.

Misinformation and fake news can also harm your business. Invented reviews of your products or inaccurate financial updates, for example, can do serious reputational damage.

Six Ways to Spot Fake News

Separating fact from fiction accurately can seem daunting. But getting to the truth is always worth the effort – even if it's not what you want to hear! Use these six steps to weed out the truth from the lies:

Develop a Critical Mindset

One of the main reasons fake news is such a big issue is that it is often believable, so it's easy to get caught out. Much fake news is also written to create “shock value,” that is, a strong instinctive reaction such as fear or anger.

This means it's essential that you keep your emotional response to such stories in check. Instead, approach what you see and hear rationally and critically.

Ask yourself, “Why has this story been written? Is it to persuade me of a certain viewpoint? Is it selling me a particular product? Or is it trying to get me to click through to another website? Am I being triggered?”

❗ *Check the Source*

If you come across a story from a source that you've never heard of before, do some digging!

Check the web address for the page you're reading. Spelling errors in company names, or strange-sounding extensions like ".infonet" and ".offer," rather than ".com" or ".co.uk," may mean that the source is suspect.

Whether or not the author or publisher is familiar, stop to consider their reputation and professional experience. Are they known for their expertise on the matter? Or do they tend to exaggerate?

Be aware that people who spread fake news and "alternative facts" sometimes create web pages, newspaper mockups, or "doctored" images that look official, but aren't. So, if you see a suspicious post that looks like it's from the World Health Organization (WHO), for example, check the WHO's own site to verify that it's really there.

Remember, even if you got the story from your best friend, this gives it no extra authority – they likely didn't follow these steps themselves before forwarding!

❗ *See Who Else Is Reporting the Story*

Has anyone else picked up on the story? What do other sources say about it?

Avoid leaping to the conclusion that all main stream media (MSM) output is fake. This can be as unwise as following every rumor or conspiracy theory.

Professional global news agencies such as Reuters, CNN and the BBC have rigorous editorial guidelines and extensive networks of highly trained reporters, so are a good place to start. But no one is unbiased, and anyone can make a mistake, so keep looking.

❗ *Examine the Evidence*

A credible news story will include plenty of facts – quotes from experts, survey data and official statistics, for example. Or detailed, consistent and corroborated eye-witness accounts from people on the scene. If these are missing, question it!

Does the evidence prove that something definitely happened? Or, have the facts been selected or "twisted" to back up a particular viewpoint?

❗ *Don't Take Images at Face Value*

Modern editing software has made it easy for people to create fake images that look real. In fact, research shows that only half of us can tell when images are fake. However, there are some warning signs you can look out for. Strange shadows on the image, for example, or jagged edges around a figure.

Images can also be 100 percent accurate but used in the wrong context. For example, photos of litter covering a beach could be from a different beach or from 10 years ago, not the recent alleged event.

You can use tools such as Google Reverse Image Search to check where an image originated and whether it has been altered.

 **Check That it “Sounds Right”**

Finally, use your common sense! Bear in mind that fake news is designed to “feed” your biases, hopes or fears.

For example, it’s unlikely that your favorite designer brand is giving away a million free dresses to people who turn up to its stores. Equally, just because your colleague believes that two married co-workers are having an affair, doesn’t mean it’s true.

Tip:

Some stories that you’ll encounter will sound “wrong,” but won’t necessarily be fake news. They could be intentional satire or something that comes from a humorous website, like *The Onion* or *The Daily Mash*, for example.

Warning:

If these tips suggest that the information that you are about to pass on is fake, partial or malicious, avoid sharing it with others – even if you’re inviting them to check it. Doing so could lead to rumors spreading and may harm your professional credibility.

<https://www.mindtools.com/pages/article/fake-news.htm>

Answer the following questions and present a short summary of the text:

-  What was the trouble that Alice got into one day?
-  What two kinds of fake news are there?
-  Where does fake news come from?
-  What is the impact of fake news in the workplace? Does it affect the behavior of co-workers?
-  What are the six ways to spot fake news?
-  What main tips and warnings does the text provide?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Suggest the synonyms or explain the italicized phrases used in the text.

1. She has been a victim of fake news, and then *added to the rumor mill* herself.

2. Use these six steps to *weed out* the truth from the lies.
3. Don't take images *at face value*. Modern editing software has made it easy for people to create fake images that look real
4. It can lead to fake news spreading quickly or even "*going viral*."
5. It's become harder to identify the original source of news stories, which can make it difficult to *assess their accuracy*.
6. Is it selling me a particular product? Or is it trying to get me to click through to another website? Am I *being triggered*?
7. This *can sap people of the curiosity*, enthusiasm and ambition that they need to collaborate and to be successful.
8. They might even begin to mistrust you if they believe that authority figures have lied to them, or that the information that they are working with is *suspect*.
9. Avoid *leaping to the conclusion* that all main stream media (MSM) output is fake.
10. Much fake news is also written to create "*shock value*," that is, a strong instinctive reaction such as fear or anger.

Ex. 2. Match the words used in the text with their definitions.

1) alleged	a) done on purpose rather than by accident
2) critical	b) with rough, pointed, often sharp edges
3) daunting	c) making somebody feel nervous and less confident about doing something
4) deliberate	d) stated as a fact but without any proof
5) doctored	e) having or showing a desire to cause harm to someone
6) malicious	f) by accident; without intending to
7) entrenched	g) changed in order to trick somebody
8) inadvertently	h) established very strongly so that it is very difficult to change
9) jagged	i) involving making fair, careful judgements about the good and bad qualities of somebody/ something

Ex. 3. Work in pairs, complete the table, using information from the text. Add your own ideas.

	The way of checking the information	Things to do
1	Develop a critical mindset	Ask yourself, “Why has this story been written? Is it to persuade me of a certain viewpoint? Is it selling me a particular product? Or is it trying to get me to click through to another website? Am I being triggered?»
2		
3		
4		
5		
6		
7		
8		

Ex. 4. Work in mini-groups of 3–4 students. Now it’s time to put what you’ve learned into practice! Below there are four news stories. Can you tell which ones are true and which are false by their titles? Check the QR code next to each to find out.

 “John McCain Photographed Alongside Osama Bin Laden.”
Real or Fake?



 “California Governor to Relocate Veterans Cemetery to Make Way for Affordable Housing.” Real or Fake?



 “New Species of Deadly Spider Kills Five in U.S.” Real or Fake?



 “President Trump’s Personal Lawyer Tweets that Hillary Clinton Will Get ‘Free Room and Board’ in Prison.” Real or Fake?



Section 3. New technologies in education: necessity or vogue

READING ONE

Pre-reading task

1. What is your opinion of online education? Is it efficient? Why?/Why not?
2. Check if you know what the following notions mean. Use Internet search to clarify their meaning. Discuss it in the group.



artificial intelligence



augmented reality



hybrid learning



inclusive learning



one-on-one interaction



podcast



STEM

Read the following text and answer the questions above and below.

How Important Is Technology in Education? Benefits, Challenges, And Impact on Students

Many of today's high-demand jobs were created in the last decade, according to the International Society for Technology in Education (ISTE). As advances in technology drive globalization and digital transformation, teachers can help students acquire the necessary skills to succeed in the careers of the future.

How important is technology in education? The COVID-19 pandemic demonstrated why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool.

The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class livelier, they can also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect data on student performance.

Still, it's important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs.

Educational Technology Challenges

BuiltIn reports that 92 percent of teachers understand the impact of technology in education. According to Project Tomorrow, 59 percent of middle school students say digital educational tools have helped them with their grades and test scores. These tools have become so popular that the educational technology market is projected to expand to \$342 billion by 2025, according to the World Economic Forum.

However, educational technology has its challenges, particularly when it comes to implementation and use. For example, despite growing interest in the use of AR, artificial intelligence, and other emerging technology, less than 10 percent of schools report having these tools in their classrooms, according to Project Tomorrow. Additional concerns include excessive screen time, the effectiveness of teachers using the technology, and worries about technology equity.

Educators need to be able to develop and weigh in on online educational content, especially to encourage students to consider a topic from different perspectives. The urgent actions taken during this crisis did not provide sufficient time for this. Access is an added concern – for example, not every school district has resources to provide students with a laptop, and internet connectivity can be unreliable in homes.

Additionally, while some students thrive in online education settings, others lag for various factors, including support resources. For example, a student who already struggled in face-to-face environments may struggle even more in the current situation. These students may have relied on resources that they no longer have in their homes.

Still, most students typically demonstrate confidence in using online education when they have the resources, as studies have suggested. However, online education may pose challenges for teachers, especially in places where it has not been the norm.

Despite the challenges and concerns, it's important to note the benefits of technology in education, including increased collaboration and communication, improved quality of education, and engaging lessons that help spark imagination and a search for knowledge in students.

The Benefits of Technology in Education

Teachers want to improve student performance, and technology can help them accomplish this aim. To mitigate the challenges, administrators should help teachers gain the competencies needed to enhance learning for students through technology. Additionally, technology in the classroom should make teachers' jobs easier without adding extra time to their day.

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in StEM. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations.

Still, children learn more effectively with direction. The World Economic Forum reports that while technology can help young students learn and acquire knowledge through play, for example, evidence suggests that learning is more effective through guidance from an adult, such as a teacher.

Leaders and administrators should take stock of where their faculty are in terms of their understanding of online spaces. From lessons learned during this disruptive time, they can implement solutions now for the future. For example, administrators could give teachers a week or two to think carefully about how to teach courses not previously online. In addition to an exploration of solutions, flexibility during these trying times is of paramount importance.

Below are examples of how important technology is in education and the benefits it offers to students and teachers.

Increased Collaboration and Communication

Educational technology can foster collaboration. Not only can teachers engage with students during lessons, but students can also communicate with each other. Through online lessons and learning games, students get to work together to solve problems. In collaborative activities, students can share their thoughts and ideas and support each other. At the same time, technology enables one-on-one interaction with teachers. Students can ask classroom-related questions and seek additional help on difficult-to-understand subject matter. At home, students can upload their homework, and teachers can access and view completed assignments using their laptops.

Personalized Learning Opportunities

Technology allows 24/7 access to educational resources. Classes can take place entirely online via the use of a laptop or mobile device. Hybrid versions of learning combine the use of technology from anywhere with regular in-person classroom sessions. In both scenarios, the use of technology to tailor learning plans for each student is possible. Teachers can create lessons based on student interests and strengths. An added benefit is that students can learn at their own pace. When they need to review class material to get a better understanding of essential concepts, students can review videos in the lesson plan. The data generated through these online activities enable teachers to see which students struggled with certain subjects and offer additional assistance and support.

Curiosity Driven by Engaging Content

Through engaging and educational content, teachers can spark inquisitiveness in children and boost their curiosity, which research says has ties to academic success. Curiosity helps students get a better understanding of math and reading concepts. Creating engaging content can involve the use of AR, videos, or podcasts. For example, when submitting assignments, students can include videos or interact with students from across the globe.

Improved Teacher Productivity and Efficiency

Teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand learning opportunities for students, and increase student support and engagement. It also enables teachers to improve their instruction methods and personalize learning. Schools can benefit from technology by reducing the costs of physical instructional materials, enhancing educational program efficiency, and making the best use of teacher time.

<https://soeonline.american.edu/blog/technology-in-education>

Answer the following questions and write a text review (use Supplement 3):

-  What has the COVID-19 pandemic demonstrated concerning online education?
-  What are the benefits of virtual classrooms, video, augmented reality (AR), robots, and other technology tools?
-  When do the challenges of the educational technologies emerge?
-  What is STEM? Why was the term mentioned in the text?
-  What type of collaboration does educational technology foster?
-  How can personal learning opportunities be promoted by the technology?
-  What benefits can educators get while using the digital tools?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Match the columns to make phrases and translate the phrases into Belarusian/Russian.

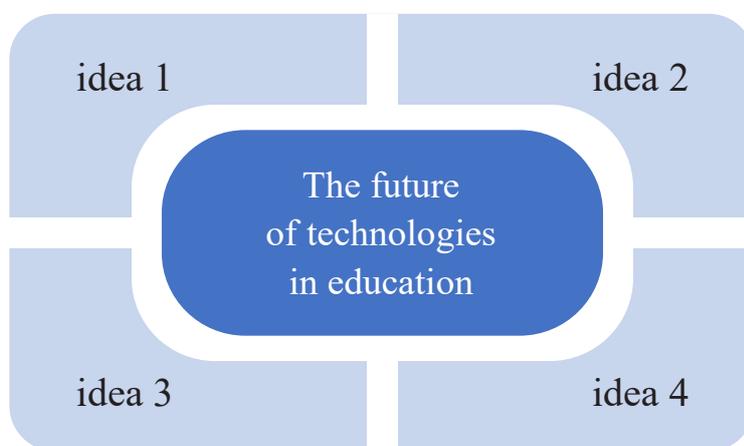
1) to harness	a) learning
2) to foster	b) assignments
3) to spark	c) imagination and search for knowledge
4) to mitigate	d) collaboration and inquisition
5) to enhance	e) on-line learning
6) to seek	f) curiosity
7) to tailor	g) learning plans for each student
8) to submit	h) the challenges
9) to boost	i) additional help

Ex. 2. Replace the italicized parts with the words and phrases from the text.

1. Many of today's *prestigious and well-paid* jobs were created in the last decade, according to the International Society for Technology in Education (ISTE).
2. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can *use for their benefit* online learning as a powerful educational tool.
3. The effective use of digital learning tools in classrooms can increase student *participation*.
4. Educators need to be able to develop and *assess* online educational content, especially to encourage students to consider a topic from different *points of view*.
5. To *soften* the challenges, administrators should help teachers gain the competencies needed to *increase* learning for students through technology.

6. In addition to an exploration of solutions, flexibility during these trying times is of *great* importance.
7. *Combined* versions of learning combine the use of technology from anywhere with regular in-person classroom sessions.
8. Through engaging and educational content, teachers can spark *interest* in children and *stimulate* their curiosity, which research says has ties to academic success.
9. For example, when *completing the tasks*, students can include videos or interact with students from across the globe.
10. Teachers can *support* technology to achieve new levels of productivity.

Ex. 3. Work individually, fill in the spidergram and say how you see the future of the technologies in education. Compare the results with your groupmates.



VIDEO

Inside a Tech-Free School Where Tech Executives Send Their Kids

Pre-watching task

Work in pairs or small groups. Read the information below and use the Internet to find out more what the Waldorf teaching philosophy is.

The Waldorf teaching philosophy is used at more than 1,000 institutions in 91 countries, including 136 schools in the U.S. Technology and screens aren't used at all through 8th grade, and are scarce even in high school. CNBC gets an inside look at what it is like. In most public and private schools across the nation, Chromebooks, iPads or Windows devices are everywhere. But things look very different at Waldorf Schools, where technology and screens aren't used at all through 8th grade, and are scarce even in high school.

Watch the video “Inside a Tech-free School Where Tech Executives Send Their Kids” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://www.youtube.com/watch?v=eAZ-fuWdz8M>

or scan the QR-code



Ex. 1. Mark the sentences as True or False, correct them if necessary.

1. The technology is widely used at Waldorf school in California.
2. The children say that you don't have to be on the screen all the time to know how to use it well.
3. The screen tends to stimulate human interaction.
4. The boss of the school is known for the fragmental instructional style.
5. For the students of the school the screen time is highly discouraged at home too.
6. In the Silicon Valley low tech education is becoming increasingly popular.
7. Bill Gates and Steve Jobs stimulated their kids to use as many devices as possible.
8. At the Sacramento Waldorf school students in the lower grades are taught the basic computational skills.
9. The students are taught a lot through tactile immersion handwork, growing their own food and caring for animals.
10. The kids today spent more time hanging out with their friends than they used to.
11. Tech usage is making kids less anxious and more social.
12. For the last few years there has been an uprising in humanitarian majors.

Ex. 2. Comment on the meaning of the following expressions used in the documentary.

-  holistic instructional style
-  low-tech education
-  apprehensive of the devices
-  hands-on practical education
-  used in excess
-  to go awry
-  to leverage technology and development of a child
-  to scaffold learning process, using technology, when appropriate

Ex. 3. Agree or disagree with the following ideas from the video.

1. You don't have to be on the screen all the time to know how to use it well.
2. I find that even in my own experience, in my own life that when I'm using a device it divides me from those who are around me.
3. This type of hands-on practical education appeals to a lot of parents broadly concerned about the growing influence of tech in everyday life.
4. One of the things that the research makes clear is that there is a huge impact of cell phones and social media platforms like Instagram and Snapchat and other platforms on kids' brains and on their social and emotional development.
5. Digital device used in excess might be a signal or a marker of something that might be going awry offline.
6. The real magic happens when we can leverage the good parts of technologies with the great parts of what good teachers and good parents can do to really allow children at all stages of development and learning to reach their optimal potential.
7. The question is really how you scaffold learning using technology when it's appropriate with the right supports.

Ex. 4. Work in mini groups of 3–4 students and complete the chart, finding out pros and cons of the two approaches to using technologies in education. Compare the information from the text and from the video. Share it with the other mini-groups, add the points that you like to your table:

High-Tech Approach	Low-Tech or Tech-Free Approach
<p>PROS</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>PROS</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CONS</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>CONS</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SELF-CHECK



Unit III

A. Functional vocabulary



Check if you are able to provide a synonym and/or definition to the following words and collocations, as well as to translate them into Belarusian/Russian.

Section 1

<i>Words</i>	<i>Collocations & Derivatives</i>
alter <i>v</i>	to alter appearance
bespoke <i>adj</i>	bespoke shopping
convergence <i>n</i>	convergence of social media
cyberbullying <i>n</i>	to confront cyberbullying
deprivation <i>n</i>	sleep deprivation
formidable <i>adj</i>	formidable resource
hallmark <i>n</i>	innovation must be hallmark of education
hardwired <i>adj</i>	to be hardwired for smth
highlight <i>adj, v</i>	highlight reels
instant <i>adj</i>	instant messaging, instant access, instant results
minor <i>adj, n</i>	sensitive for minors
multidisciplinary <i>adj</i>	multidisciplinary tool
reckless <i>adj</i>	reckless behaviour
resilience <i>n</i>	to develop resilience
sheer <i>adj</i>	sheer accidents
<i>Idioms/set expressions/cliches</i>	
a happy medium	to gain ground
to brim with opportunities	to build empathy and compassion
to hit the headline	to take center stage
to gain the upper hand	to wise up through/by trial and error

Section 2

<i>Words</i>	<i>Collocations & Derivatives</i>
cajole <i>v</i>	to cajole smb into doing smth
clueless <i>adj</i>	a clueless parent

crackdown <i>n</i>	to propose a crackdown on smth
daunting <i>adj</i>	daunting task
doctored <i>adj</i>	doctored images
endeavour <i>n, v</i>	to succeed in the endeavour
entrench <i>v</i>	to be/become entrenched
graphic <i>adj</i>	graphic images, violence
inadvertently <i>adv</i>	to spread the information inadvertently
malicious <i>adj</i>	malicious information, intent
paramount <i>adj</i>	to be of paramount importance to smb.
predatory <i>adj</i>	predatory adults
salacious <i>adj</i>	salacious videos, images
scammer <i>n</i>	to guard against scammers
suspect <i>n, v, adj</i>	a suspect source of information
viral <i>adj</i>	viral videos, to go viral
weed out <i>v</i>	to weed out the truth from the lies
<i>Idioms/set expressions/cliches</i>	
status quo	to leap to the conclusion
to add to the rumour mill	to take at face value

Section 3

<i>Words</i>	<i>Collocations & Derivatives</i>
apprehensive <i>adj</i>	to be apprehensive of smth
awry <i>adj</i>	to go awry offline
deter <i>v</i>	to deter from pursuing a career in technical fields
excess <i>n</i>	to use smth in excess, excessive screen time
harness <i>v, n</i>	to harness online learning
inclusive <i>adj</i>	inclusive learning
leverage <i>v</i>	to leverage technology and needs of a child
mitigate <i>v</i>	to mitigate challenges
perspective <i>n</i>	to discuss a topic from different perspectives
scaffold <i>v</i>	to scaffold learning using technology
spark <i>v</i>	to spark inquisitiveness in children
submit <i>v</i>	to submit assignments
tailor <i>n, v</i>	to tailor learning plans for/to each student
weigh in <i>v</i>	to weigh in on educational content
<i>Idioms/set expressions/cliches</i>	
artificial intelligence	hybrid learning
augmented reality	one-on-one interaction
holistic instruction style	StEM
hands-on practical education	tech-free/low-tech/high-tech education

B. Tasks for vocabulary revision

Ex. 1. Complete the sentences with functional vocabulary words from the box.

awry	excessive	harness	reckless	sheer
cyberbullying	graphic	leverage	resilience	suspect

1. He demonstrated a _____ disregard for his own safety.
2. I only agreed to participate in this loose-loose project out of _____ desperation.
3. There is a need for effective partnerships to _____ comparative advantages and achieve competitive economies.
4. Admittedly, both countries went a little further than the US, mandating the inclusion of _____ images showing the consequences of cigarette smoking.
5. The college provides guidance for parents on how to deal with issues such as _____ .
6. But it seems small businesses are not _____ the power of the Internet.
7. He showed great courage and _____ in fighting back from a losing position to win the game.
8. Another way parents can help children avoid _____ screen time is to do so themselves.
9. And if, despite your efforts, the best-laid plans still go _____ , there are plenty of savvy tactics to use.
10. Delegates evacuated the building when a _____ package was found.

Ex. 2. Insert the correct prepositions where necessary.

1. In August, the Alpine meadows in the Lake Geneva Region brim ____ joyful people wanting to celebrate traditional folklore.
2. It is not desirable to act ____ trial and error, but it is better to consult with a veterinarian immediately.
3. It is ____ paramount importance that the two capitals remain in constant contact.
4. The threat of rain deterred us ____ going to the beach this weekend.
5. I know you found some suspicious things in her office, but don't leap ____ conclusions – talk to her first and see if she has a reasonable explanation.

6. Don't worry, that math course is tailored _____ students majoring in the arts.
7. There are some things we accept _____ face value, despite the fact that they really make no sense at all.
8. Self-appointed pundits immediately weighed _____ the latest political scandal.
9. But education has been apprehensive _____ our current obsession: the mobile device.
10. The Medical Society says it is simply trying to police its profession and weed _____ unethical doctors who may distort facts in favor of a paying client.

Ex. 3. Complete the collocations with the verbs from the box. Translate them into Belarusian/Russian.

add build deter foster gain hit scaffold spark submit tailor

- to _____ assignments
- to _____ collaboration
- to _____ empathy and compassion
- to _____ from pursuing a career
- to _____ ground
- to _____ inquisitiveness
- to _____ learning plans to somebody's needs
- to _____ learning process, using technology
- to _____ the headline
- to _____ the upper hand
- to _____ to the rumour mill

Ex. 4. Choose the right word from those given in brackets.

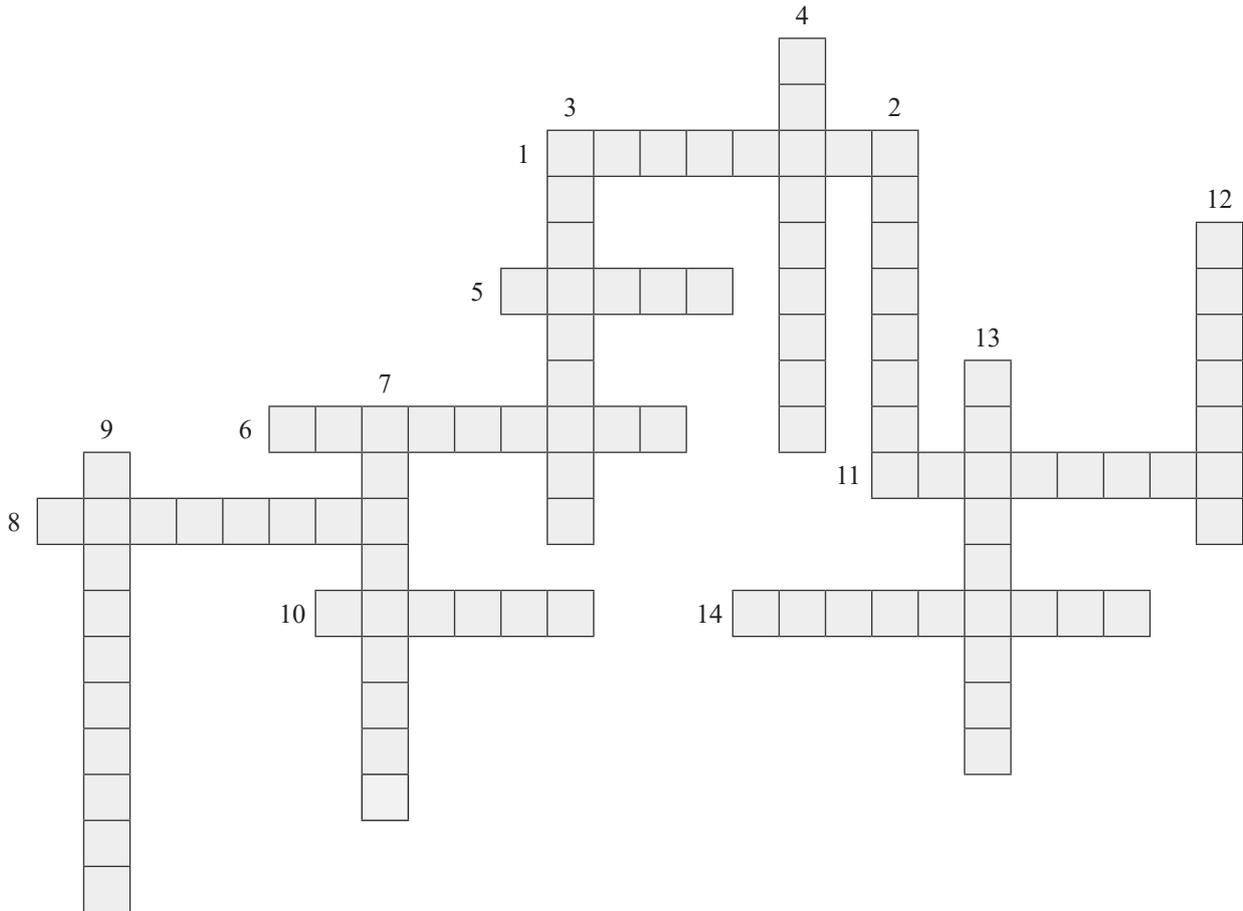
1. You will have to discover the happy (*middle/medium/media*) between giving your child enough time of his own and giving your child too much time of his own.
2. If "conservative" means "conserving the (*status/state/stated*) quo", then Liberals are the conservatives.
3. The younger members of the British royal family increasingly (*gain/move/take*) center stage and recast the family as a less tradition-bound clan.
4. We would have our fellow citizens examine their lives from a different (*prospect/prospective/perspective*).

5. Last year, for example, Stanford offered a course in (*official/artificial/initial*) intelligence that attracted tens of thousands of students.
6. STEM education is usually presented through (*hands-on/online/artificial*) and relevant real-world learning experiences.
7. A school that is truly committed to delivering (*hybrid/inclusive/high-tech*) learning will find a way to help bridge the gap for learners without Internet access.
8. Our strength is in the relationships we build: tutoring (*low-tech/one-on-one/hands-on*), leading small groups in reading or homework help, mentoring over lunch.
9. Our approach has been to create a sort of “virtual highlight (*run/reel/real*)” of the state, showing the most beautiful areas of the state.
10. The next day, they launched a website and by the third day, it went (*awry/viral/instant*).

Ex. 5. Complete the sentences. Use the words in brackets to form a word that fits in the space.

1. Education of immigrants and the role of _____ education were discussed as important issues during the workshop. (*include*)
2. The Commission is expected to complete its _____ and submit its report within 24 months from the start of its operations. (*assign*)
3. It is critical to ensure that reconciliation measures do not _____ exacerbate tensions and encourage a return to conflict. (*advertent*)
4. With _____ reality and many other customer-focused features, you’ll be able to solve support requests in no time. (*augment*)
5. Conflicts and chaos, and _____ continue to spawn humanitarian problems and to create situations in which human rights are compromised. (*deprive*)
6. Innovation is increasingly based on the _____ of multiple disciplines. (*converge*)
7. Holistic _____ involving music and other arts continues throughout grades K-6. (*instruct*)
8. Men can be _____ when it comes to pregnancy and babies. (*clue*)
9. When you purchase a new computer, one of the most _____ tasks is figuring out how to transfer the data from your old computer to your new one. (*daunt*)
10. Just like with email phishing, a _____ tries to lure shoppers into revealing information or performing an action they normally wouldn’t. (*scam*)

Ex. 6. Solve the crossword puzzle.



Across

Down

- | | |
|--|---|
| <p>1. to make a situation less unpleasant, harmful, or serious</p> <p>5. someone who is below the age of legal responsibility for their actions</p> <p>6. trying to use someone's weakness to get advantages for yourself</p> <p>8. altered or changed, especially in order to deceive people</p> <p>10. to make somebody do something by talking to them and being very nice</p> <p>11. an idea or quality that is typical of a particular person or thing</p> <p>14. being a natural part of a person's character that they are born with</p> | <p>2. to establish something very strongly so that it is very difficult to change</p> <p>3. very unkind and cruel, and deliberately trying to upset or hurt someone</p> <p>4. action that is taken to deal more strictly with crime, a problem, protests, etc.</p> <p>7. an attempt to do something new or difficult</p> <p>9. very powerful or impressive, and often frightening</p> <p>12. a product, specially made for a particular customer</p> <p>13. showing too much interest in sex</p> |
|--|---|

C. Topics for discussion



Make sure you are able make a speech and take part in a discussion on the following issues:

1. *Internet and its role in reflecting and influencing the society:*

- ✚ Has the Internet turned our existence upside down and revolutionized communication?
- ✚ Social media have changed our personal space, altering the way we interact with our loved ones, our friends, and our partners, haven't they?
- ✚ Will the Internet and social media ever be secure and trustworthy?

2. *Social media and their influence on the young generation:*

- ✚ How is it possible to minimize or avoid the negative impact of the social media, and how not to become the victim of cyberbullying for a teenager?
- ✚ Name the most disruptive influence of the social media? Which do you personally find the most serious?
- ✚ Is there any positive impact of the social media on the teens and youth?
- ✚ Working as a teacher, how will you stimulate you students/pupils' personal interaction rather than being on the screen all the time?

3. *Social media control and censorship: its pros and cons:*

- ✚ What alternatives can you suggest how to minimize the negative impact of the Internet on the teens? What is implemented in other countries and in Belarus?
- ✚ Do you agree that instead of regulating the Internet to protect young people, it's better to give them a youth-net of their own?
- ✚ Research by UNICEF shows that use of technology is beneficial for children's social relationships, doesn't it? How far do you agree with this fact?
- ✚ Will the youth-net be the alternative without the unintended consequences and imperfections or it will also require control?

4. *Fake news as a modern media phenomenon:*

- ✚ What two kinds of fake news are there?
- ✚ Where does fake news come from?

- # What are the main markers of how to separate facts from fiction and to identify fake news in the news feed?
- # What is the impact of fake news in the workplace? Does it affect the behaviour?
- # Is it necessary to provide the school children with the skill to verify the information they get online?
- # Fake news and its circulation have to be punished by the law, haven't them?

5. *Modern technologies and their role in education:*

- # What main pros and cons of using technologies in education do you see?
- # Do the roles of a teacher and of a student transform with the use of technologies or do they stay the same, technologies being just a tool for better interaction?
- # There is still nothing better than hands-on practical education, isn't there?
- # What alternatives of getting the best from the world of modern devices can you suggest for language teachers?

PROJECT WORK

Choose one of the two projects and get ready to present it in the classroom. Observe time limits. Use Supplements 1 and 2 as a guidance for making an efficient in-class presentation.

PROJECT 1

Read the quotes about mass media. Choose the one you like best and prepare a 5-minute speech explaining your point of view.

1. *"I hate the way people use slide presentations instead of thinking. People would confront a problem by creating a presentation. I wanted them to engage, to hash things out at the table, rather than show a bunch of slides. People who know what they're talking about don't need PowerPoint."*

Steve Jobs

2. *"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses."*

Malcolm X

3. *"The Internet gave us access to everything; but it also gave everything access to us."*

James Veitch

4. *"The Internet is becoming the town square for the global village of tomorrow."*

Bill Gates

5. *"All of us who professionally use the mass media are the shapers of society. We can vulgarise that society. We can brutalise it. Or we can help lift it onto a higher level."*

William Bernbach

PROJECT 2

Look at the list of applications and educational platforms. Have you ever used any of them? Which do you find essential for teaching a foreign language? Choose any and present it to your groupmates. Explain how they can use them for their future work. You can present any other application, not mentioned below.



Wordwall

QUIZIZZ

Telegram



zoom

Quizlet

Kahoot!

Unit IV

EDUCATIONAL CHALLENGES OF MODERN SCHOOLS AND UNIVERSITIES

Section 1. Schools today: pitfalls and solutions

READING ONE

Pre-reading task

Can you refer to your school days as the best days of your life? Why? What type of school did you go to? Did you face any challenges as a pupil there?

Read the following text and answer the questions below.

10 Major Challenges Facing Public Schools *(by Grace Chen)*

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

Classroom Size

Many areas of the country are facing classrooms that are literally bursting at the seams. When money gets tight, classroom numbers are often impacted. Yet, most teachers agree that they cannot effectively teach every student in a classroom, if the class size exceeds about 30. Their statements are backed up by research. Class Size Matters cites a study performed by the Tennessee Star that found classes of 15–17 students in grades K-3 provided both long and short-term benefits to both the students and the teachers in those classrooms. Minority students, those living in poverty and male students appeared to benefit from smaller classroom sizes the most.

Poverty

Technorati reported last fall that 22 percent of the children in the U.S. live at or below poverty level. American Graduate defines poverty as a family of four with an annual income level of \$23,050 or lower. Students living at or below poverty level tend to have the highest dropout rates. Studies show that students who do not get enough food or sleep are less likely to perform at their full academic potential. Schools know these truths first-hand, and despite efforts to provide students with basic essentials, teachers, administrators and lawmakers know there is simply not enough to go around.

Family Factors

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

Technology

Kids Health Guide reports that students are more technologically advanced than many teachers today, putting instructors at a decided disadvantage in the classroom. However, a student's love of technology also tends to distract them from their schoolwork, according to NEA Today. When teachers don't have the techno-savvy to compete with those devices, by bringing education and technology together, it can be difficult to keep students' interest and attention to properly teach new concepts.

Technology needs to come into the classroom to keep up with the learning demands of the 21st century. Nevertheless, schools that are already cash-strapped may find an unsurmountable challenge in coming up with the funding to bring computers and other forms of technology into their classes.

Bullying

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

Student Attitudes and Behaviors

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

No Child Left Behind

Many students, parents and teachers see No Child Left Behind as a detriment to the public education environment today. Although the current administration is working to reform NCLB policies, the focus in education on both the national and state level continues to be on

the testing process. Student test scores are now being used by a number of states as a way to evaluate teacher performance, putting even more pressure on faculty in schools to “teach to the tests.”

NEA Today quotes Kansas special educator Shelly Dunham as saying, “Testing, testing, testing, what is the point of testing? Do we use the data to remediate those who do not measure up? No!” Many teachers believe they are forced to teach to the annual standardized tests, and activities like recess and lunch have been cut way down to make more time for academics in light of the new testing procedures.

Parent Involvement

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

Student Health

Obesity has reached epidemic proportions in the U.S., and the same poor eating habits that led to the obesity problem may also be contributing to lower student achievement. Obesity also increases a student’s risk for other conditions, like diabetes and high blood pressure, which could result in higher absenteeism and more academic issues.

INTERNET RESEARCH

Search for the key words *No Child Left Behind Act (NCLB)* and *Every Student Succeeds Act (ESSA)*. Share your findings with the group.

The national school lunch movement Let's Move! has been working to bring healthier options into school lunchrooms across the country. According to the website, the U.S. Department of Agriculture released new guidelines to boost the nutritional quality of the meals students get at school. Exercise programs are also coming to schools across the country to promote more physical activity among students of all ages. However, it seems the country as a whole still has a long way to go to get on the road to better health on a large scale.

Funding

Budget cuts have created huge problems for most public schools in recent years. Less funding means smaller staffs, fewer resources and a lower number of services for students. While some argue that throwing more money at the education problems won't make them go away, others assert that lack of funding caused many of the problems in the first place.

There are many problems in public schools today, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and lawmakers to come together and begin to find solutions – for the benefit of all students in public schools today.

<https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools>

Answer the following questions and write a text review (use Supplement 3):

-  Which of the issues above can be labelled as problems challenging students, parents, educators or lawmakers?
-  Do you find any similarities/differences between the challenges that American and Belarusian schools respectively face today?
-  Is there the ideal class size? Will it differ for different subjects? Age groups?
-  Which of the mentioned problems should be solved first of all?
-  Which challenge seems to be the most intricate?
-  Which category of parents do you find more difficult to deal with: parents who won't be seen for the entire school year or parents who keep hovering over the child and teacher and interfere with the education process? As a future teacher how will you approach both of these categories of parents?

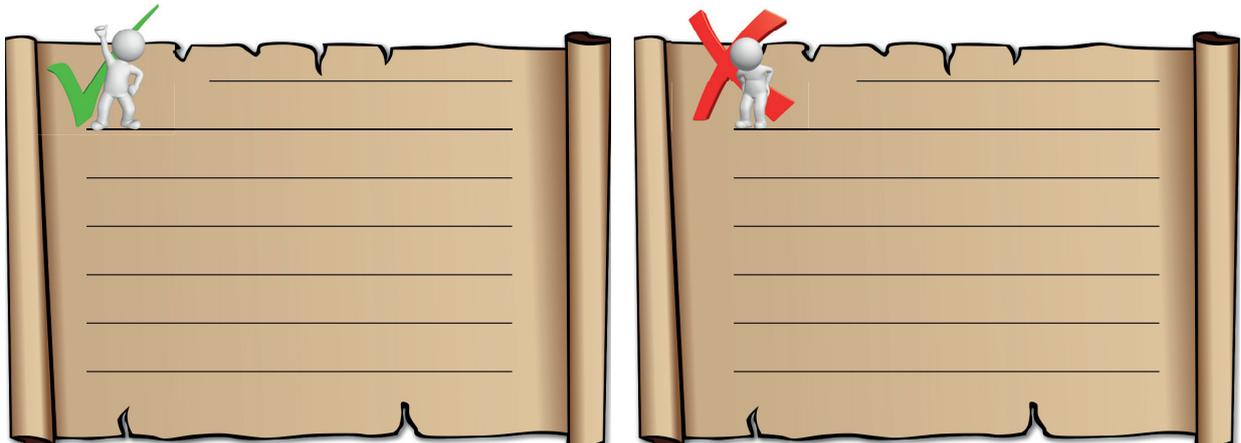
LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Complete the sentences with the words from the box.

bursting at the seams	backed up	to hover over
dropout rate	a laundry list	tardiness
unsurmountable	propensity	savvy

1. English country folk once believed these beasts would _____ a house as a warning to the inmates to mend their ways.
2. Bedford was already _____ with refugees of all kinds.
3. She's inherited from her father a _____ to talk too much.
4. The study involving 17 English Universities demonstrates that there is an exceptionally high _____ in relation to unqualified mature students.
5. These issues became a major concern of the Education Reform Act which introduced a national curriculum _____ by standardised tests at the ages of seven, eleven, fourteen and sixteen.
6. In America you could do spectacular things but in grand prix racing you needed _____, experience and strategy.
7. She presented us with _____ of items to be discussed.
8. The export of superscalar technologies, including multiprocessors, is still problematic, though not _____.
9. _____ and poor performance were both responsible for this year's bad profit figures.

Ex. 2. In the article *10 Major Challenges Facing Public Schools* the author states that schools have to "teach to the tests". What does it mean? What is your attitude to the system of centralized testing that is administered as a major entrance requirement? Can test scores be a conclusive indicator of academic progress? List the arguments for and against testing.



Ex. 3. Analyze the list of the possible aims of school education. Choose top 10 aims of education and rate them from 1 (least important) to 10 (most important) according to what you think the school's priorities should be. Compare your answers in small groups and tell each other which criteria you used.

Aims of School Education	
Helping you to develop intellectual capacity, rationality and ability to lead your life independently with confidence.	
Teaching you the three Rs.	
Helping you to develop soft skills.	
Teaching you civil efficiency and economic competency.	
Keeping you occupied.	
Teaching you socio-political consciousness and explaining what is going on in the world today.	
Helping to build up character of an individual.	
Helping you to develop mental powers, such as thinking, reasoning, judgement, memory, imagination etc.	
Teaching you things you need to know outside school (for e.g. domestic science).	
Teaching activities relating to self-preservation (such as physiology and hygiene).	
Making school a pleasant place to be in.	
Helping to prepare each individual for an occupation which will be suited to their needs, abilities, interests and attitudes.	

READING TWO

Pre-reading task

Why do many parents choose private schools instead of state system of education? As a prospective parent are you ready to make financial sacrifices to provide your child with private education? Do you know any other alternatives to conventional schooling in Great Britain/the USA/Belarus?

Read the following text and answer the questions below.

**‘A Community of Equals’: the Private School
With No Fees, Set Up by a South London Teacher
(by Jess Staufenberg)**

While most teachers express frustration about the education system in England, with its focus on Sats, GCSEs and league tables, what they don’t usually do is set up their own school instead. But that is exactly what Lucy Stephens did.

Stephens had been a primary teacher for six years but grew disillusioned and left. “I was just shoehorning kids through test papers,” she says. “Everything was so competitive. You’d find the headteacher in your room, looking through your books, checking on you. Behaviour managers can rule by fear, the staff as well as pupils. I’ve seen them scream at kids in front of the whole school, humiliating them.”

Stephens decided to resign and work for The Prince’s Trust charity, helping vulnerable young people. But now she is back teaching – this time in her very own school, where she writes the rules and sets the pace.

The New School, based in Croydon, south London, opened its doors in September. It has no Sats and no behaviour policy, and operates on a “democratic” decision-making model for pupils and staff. It can escape statutory testing because it is a private school – but one with no fees. It is funded by philanthropic company donations – £1m of seed funding this year – although Stephens hopes to move to a completely different funding model involving her local authority, believing she can offer a social partnership approach which could be copied by other schools that want to innovate.

The school opened with 46 primary pupils, a high proportion from disadvantaged backgrounds – 34 % of pupils are eligible for free school meals, one-fifth have special educational needs and 65 % were previously homeschooled (an issue of increasing concern to the government). There were 115 applications for the 46 places this year and, if all goes to plan, the New School will eventually become a small all-through institution up to year 11.

The idea of opening her own school came to Stephens when she had her first child. “I thought, what should I do now? I don’t want them in this system. I don’t want them to have to stand on a traffic light or a rain cloud if they disobey an instruction,” she says, referring to the sort of behaviour policies in place in some schools.

UK children report the lowest life satisfaction across Europe, the Children’s Society found last year – with school pressures and “fear of failure” scoring high. But when Stephens began researching other models, such as Steiner and Montessori schools, she hit the catch: fees. She could not set up a free school, because then Sats would be obligatory, and “it would likely have taken four to five years”.

“So I called everybody I’d ever worked with in fundraising, impact, in marketing, and said, ‘can I buy you a coffee?’. You get a lot of people looking at you like you’re mad,” she says. “They think, ‘that’s a nice idea’, or ‘she seems sweet’.” But eventually she secured £1m to open her small school, going entirely against the “economies of scale” drive behind the government’s preferred academy trust model.

She is not telling who the current financial backers are, describing them as “generous philanthropic individuals and a corporate foundation”. But she says none of the funders has political connections or a political agenda, and the corporate foundation supports other projects in education and healthcare that tackle disadvantage. “They’re like maverick funders in the system.”

In some ways, the school is not all that radical, she says. “We emphasise good teaching and we still recognise there’s a qualification system in the UK and we can work around that.” Pupils get about three to four hours of English and maths teaching each week. But an “interdisciplinary, concept-based curriculum” as found in Finland, in which topics rather than distinct subjects are taught, is being introduced, along with “self-directed” learning for a couple of hours each day. Classes have mixed age groups. None of these ideas is new, but they have been looked on with suspicion by the most powerful voices in education for the past decade.

Instead of a behaviour policy, the school operates “community accountability”. That means there is no system of punishment, only “restorative justice” circles in which actions are discussed and apologies given, a deliberate inversion of the hierarchy-driven, “untrusting” system Stephens found so disheartening.

“The aim is that young people leave with a strong sense of personal agency,” she says. Research published last year found private schools increase pupils’ “locus of control”, a psychology term for a sense of control over one’s life, compared with similarly qualified state schoolchildren. Even lunch at the New School is modelled around this principle, with bowls of food on the table so staff and pupils can serve themselves “to support autonomy with eating”. The school has partnered with the University of Nottingham to assess its outcomes, with findings to be published in October.

The funding this year equates to £17,000 a pupil, equivalent to an average boarding school place, which she expects to reduce to £11,000 when the school is at capacity (compare that with the minimum funding of £4,180 per pupil in English primary schools).

Parents know they have taken a risk in sending their children here, and were asked to sign a form to say they were aware that just one year’s funding had been secured. Stephens says she is on the brink of getting the second year agreed, but after that is hoping to adopt a model called “social outcomes commissioning”. Under this

agreement, a private funding organisation stumps up the cash for an organisation to reach a particular set of “social outcomes” required by a body with statutory funding, such as a local authority. Once those outcomes are reached, the public body pays back the original funder, plus a small fee.

A school in Doncaster is already operating such a model, and Stephens believes such contracts could offer other schools the chance to innovate and avoid the current accountability structures. Nevertheless, the New School will still have to face the state inspectorate, Ofsted.

Can she succeed in disrupting the system? Jonathan Simons, from the consultants Public First, says that for the model to work, Stephens will have to convince her local authority it can save money and reach specific goals, such as reducing exclusions. “It has to be a set-up where the council is saving money directly and getting outcomes in a shorter timeframe than it otherwise would,” he says. “If it’s a very small institution, the savings might not be enough.”

The school has been deluged with job applications from frustrated state school teachers and the staff have high hopes. “There is a problem in the system, and we can solve it,” Stephens says.

INTERNET RESEARCH

Search for the key words *retention, exclusion/expulsion, suspension* regarding school discipline and academic progress. Is it effective to apply these tools in schools today?

<https://www.theguardian.com/education>

Answer the following questions and present a short summary of the text:

-  In what ways is the school described above different from other schools in the UK?
-  How did the idea of opening her own school come to Lucy Stephens? What did she want to achieve and to eliminate in her new school model?
-  Why were other school models not appropriate for Lucy Stephens’ idea of her own school?
-  Who are the current financial backers of this school?
-  Why do parents take a risk in sending their children to The New School?
-  What academic and discipline principles does the school rely on?
-  Do other teachers apply to join this school? Would you like to work in such a school model? Why? Why not?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  Sat
-  GCSE
-  league tables
-  philanthropic
-  special educational needs
-  homeschooled
-  fear of failure
-  “self-directed” learning
-  restorative justice (in schools)

Ex. 2. Match the words they collocate with. Translate them into Belarusian/Russian.

1) statutory	a) funding
2) seed	b) policy
3) maverick	c) background
4) behaviour	d) testing
5) disadvantaged	e) curriculum
6) interdisciplinary	f) funders

Ex. 3. Insert the necessary prepositions. Explain the meaning of the phrasal and prepositional verbs.

1. Often most benefit is gained if the teacher goes over key points with the group afterwards to check _____ understanding.
2. Patrick Pearse’s early career was devoted to reviving the Irish language and inspiring a love for it in others. He set _____ his school in 1908 to show by example how a bilingual school in Irish and English could work.
3. Questions designed to evaluate the educational objectives of the projects were derived from other studies assessing self-esteem and locus _____ control.
4. This has been coupled with policies for a ‘strong’ state in defence and law and order, and more centralized control _____ local government spending and _____ secondary and higher education than any previous government has attempted.

5. Local authorities rarely feel able to take risks _____ design that might have long-term financial consequences.
6. I believe the voluntary sector is _____ the brink of massive change.
7. The Belgian government has put off a decision on whether to stump _____ cash for the nuclear plant.
8. Our former headteacher has been deluged _____ offers of work.

Ex. 4. Exchange your views on the following points.

- ✚ The threat of retention is improving schools.
- ✚ Learning is important but not to everyone.
- ✚ Teaching methods are of no importance nowadays.
- ✚ Marks and exams sidetrack proper personality development.
- ✚ Modern teaching methods and innovative technologies could revolutionize the process of education.
- ✚ Young people expect far too much of themselves these days.
- ✚ Our schools are integrated into the rest of the society and meet its increasing demands.
- ✚ What our schools need is more money and better teaching but not further restructuring.

Ex. 5. Role-play. Claremont School has a new principal called Wilson. This young open-minded educator is very different from the previous principal, who was known as a rather traditional and conservative head of the school. Therefore, Wilson wants to change a lot of things and calls a parent-teacher meeting to put forward his original ideas on the new school policies. Distribute the roles of the parents and teachers who must collectively decide which innovative proposals should be accepted and which rejected. Roleplay the situation in small discussion groups and give an account of the outcome of the meeting.

The principal: Mr/Ms Wilson

The principal has a very progressive position on modern education and wants to eliminate marks, homework, uniforms, examinations and Physical Education at Claremont School. He/she also wants to abolish Religious Education and introduce more relevant subjects such as Information and Communication Technologies (ICT), Behavioral Sciences and Personal, Social and Health Education (PSHE). At the meeting he/she will ask for more suggestions along the aforementioned.

The Humanities teacher: Mr/Ms Roberts

He/she thinks that the new principal is too radical about abolishing marks, homework, uniforms and examinations. Nevertheless, Mr/Ms Roberts agrees that Physical Education (PE) should be abolished – sport is best done in after-school clubs, thus sporty students can choose what they like best and become good at it. He/she is also convinced that there's no need to teach Information and Communication Technologies (ICT) as a separate subject, as in a well-equipped school ICT should be part of every lesson. Moreover, kids have computers and gadgets at home and are pretty proficient at using them anyway.

The Science teacher: Mr/Ms Lewis

He/she supports some of the principal's ideas about education and agrees to streamline the number of subjects and the amount of homework. Mr/Ms Lewis also thinks that a lot of time is dedicated to foreign languages, but quite a lot of students still struggle to come up with one or two sentences, as even abroad everybody speaks English and kids are just not motivated to pick up any other language. For that reason, foreign languages should be made optional so that the students who have aptitude are the ones who take them up.

Parent 1: Mr/Ms Young

He/she has more traditional ideas about education and is generally suspicious of the principal's progressive ideas. Mr/Ms Young insists that a cheap and simple uniform should be kept to prevent competitiveness among the students. In addition to that, homework and examinations should be maintained, because the students have to be prepared for public external examinations in order to get into universities and colleges. He/she will consider moving his/her child to a different school if the principal's proposals are agreed to at the parent/teacher meeting.

Parent 2: Mr/Ms Turner

He/she has moderate or liberal ideas about education. Mr/Ms Turner thinks religious education should be left to the family and shouldn't have anything to do with state education. But he/she is very much against the introduction of fashionable subjects such as Behavioral Sciences and Personal, Social and Health Education, because they can be integrated into other subjects (e.g., covering drug and alcohol education in science lessons).

Parent 3: Mr/Ms Davis

He/she has very progressive ideas about education and thinks that uniforms and marks can easily be abolished. Furthermore, Mr/Ms Davis suggests that older pupils should spend two or three days at school each week and to spend more time outside in the community. He/she agrees to cut Religious Education (RE), but not Physical Education (PE). A lot of students are already pretty unfit. For some of them an hour's PE is the only exercise they get, moreover it can help with kids' behaviour problems, as it teaches them about winning and losing.

Parent 4: Mr/Ms Hughes

You are a parent who doesn't have any opinion yet. Listen attentively, ask questions and support the ideas you find reasonable.

Section 2. Teaching: a calling or a job

READING ONE

Pre-reading task

What role do teachers play in education and society? What factors make young people enter this profession today? Are there any problems in the recruitment and retention of highly qualified teachers at our schools?

Read the following text and answer the questions above and below.

How To Solve A Problem Like the UK Teacher Recruitment Crisis

*Recruitment targets not met. Unsuccessful bursary schemes.
Alarming retention rates. What can be done to answer
the teacher recruitment and retention crisis?*

The days when a teaching career was seen as amongst the most aspirational in society appear to be over. Today, the best brains go to banking, financial services and the like. This isn't the case in every country, however. In other European countries, particularly those in the Nordic region, teachers are highly valued.

Few people would argue that school teachers aren't vital to the future of our country. Arguably, teaching is the most important profession in society. For if we are to create future leaders, doctors, carers and teachers, we need the best minds training young people, from primary school to sixth form.

So why are we experiencing recruitment problems for teachers in England, Wales, Scotland and Northern Ireland?

Do we need to pay teachers more?

One of the biggest issues for many teachers in the UK is the combination of a heavy workload and low pay.

To counter this, bursaries have been introduced. Since they were implemented, they've not had the desired impact. In almost every subject, we have fewer teachers than we need, especially in secondary schools. This situation is even more critical in STEM subjects.

According to a recent analysis of Department of Education Data, just 80 per cent of teachers awarded the highest bursaries of £25,000+ – awarded to graduates with a first-class degree in chemistry, computing, maths and foreign languages – entered the profession.

Even with an attractive bursary, a reasonable starting salary, and desire from schools to hire talent, the proposition of a career in teaching doesn't seem to be able to attract the necessary numbers. A concerning prospect with pupil numbers on the rise.

Is the answer better salaries? Business Insider exploring the best secondary education starting salaries found that the UK wasn't amongst the 17 countries listed. From Luxembourg to Costa Rica, teachers are paid more than we are here. Though teachers did recently receive a 3.5 per cent salary increase, it won't make a huge difference for most.

It's not completely clear that more money will attract more teachers, especially considering the impact of bursaries that we've seen thus far. Teachers working today still feel undervalued. Speak to teachers working today, however, and the main problem cited is not money, but workload.

Teacher workloads: wherein the problem lies?

As Geoff Barton, general secretary of the Association of School and College Leaders states, the lack of new teachers is a “serious and urgent issue” caused by “high workload” and “unrealistic hoops.”

Though teaching is one of the most rewarding careers one can choose, teachers regularly bemoan unrealistic workloads. 82 per cent of teachers say their workload is unmanageable. From league tables to Ofsted, marking to lesson planning, the reasons cited for workload pressure rarely come from unruly students or bemoaning parents.

Teacher-Voice Omnibus research suggests that 47 per cent of senior leaders and classroom teachers felt that their school had done nothing to evaluate and reduce unnecessary workload.

As we struggle to attract new talent to the profession, logic suggests that we are likely to see class sizes continue to rise. This will only exacerbate the issue of teacher workload.

If a heavy workload is a primary reason why we're struggling to attract talent to schools, what can be done to reduce it? When we spoke to some of the teachers who work with Celsian Education, asking what are some simple steps that could be taken to reduce workload, they expressed a wish for less repetitive meetings, more planning periods during the week, and better management when it comes to parent evenings.

Whilst this is the response from a tiny cross-section of teachers in the UK, it offers some suggestion that small changes could make a big difference. All three of those aspects could be implemented relatively easily.

But even with these in place, it's unlikely to solve the recruitment and retention problem. Teachers are not only hard to hire, they're also leaving UK schools in droves.

Teacher retention – the obstinate obstacle?

According to a recent YouGov poll, 53 per cent of teachers are considering leaving the profession. Teachers who have been in the profession for a number of years have a wealth of knowledge and experience to pass on to new entries, potentially smoothening the transition from trainee to teacher, which in turn could keep them teaching for longer.

Added pressure from changing curriculums and league table rankings don't help either. Recent updates to the Ofsted system may make a difference in this regard, but in terms of exam results tables, rating schools against each other has a knock-on effect for teachers. For example, an outstanding teacher in a school which underachieves at exam time inevitably places a portion of the blame on themselves. Even if they've managed to vastly improve teaching standards and methods in their lessons.

Stressed professionals do not equal productive or happy professionals, no matter what profession we're discussing. And for teachers to provide the best education for our children, and to remain within the profession, they need to be content. 97 per cent of teachers believe a school should be as much about encouraging a love of learning as exam results.

If teachers are to create such an environment, they need to have less pressure, a reduced workload, and greater freedom to pass on their subject knowledge to future generations.

<https://www.careerteachers.co.uk/career-advice/blog/uk-teacher-recruitment-crisis>

Answer the following questions and write a text review (use Supplement 3):

-  What combination of problems is one of the biggest issues for many teachers in the UK?
-  Do bursaries motivate young people to enter the profession of a teacher?
-  What issue do teachers working today cite as the main problem for remaining in the profession?
-  What simple steps could be taken to reduce workload?
-  Why is it important to retain teachers who have been in the profession for a number of years?
-  What factors, if any, served as incentives for you to enter teacher training university?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  STEM subjects
-  in droves
-  knock-on effect
-  unrealistic hoops

Ex. 2. Match the words or collocations with their meaning.

1) pass something on to someone	a) to make (a problem, bad situation, or negative feeling) worse
2) obstacle	b) disorderly and disruptive and not amenable to discipline or control
3) exacerbate	c) the amount of work to be done by someone or something
4) bemoan	d) to give someone something that someone else has given you
5) unruly	e) a thing that blocks one's way or prevents or hinders progress
6) mark	f) a grant, especially one awarded to someone to enable them to study at university or college
7) workload	g) express discontent or sorrow over (something)
8) bursary	h) to assess the standard of (written work) by assigning points for proficiency or correct answers

Ex. 3. Complete the sentences using words and phrases from exercises 1 and 2.

1. The examiner may have hundreds of scripts to _____ .
2. They also felt that specialist workers could _____ skills and ideas to others, but it would take time.

3. We need every qualified teacher to take on a full _____ this year.
4. In the early years the baby boom carried almost all women before it. Women gave up their jobs _____ and went home to have children.
5. While railway workers in England and Wales would suffer the brunt of redundancies, any severe job losses would be bound to have _____ in Scotland.
6. It's not good enough just to blame the _____ children.
7. Rather than finance, the greatest _____ he faces is his attitude.
8. Repressive measures against rebellious students and outspoken journals tended to _____ rather than quell criticism.

Ex. 4. Choose three subjects from the following list and hold a round-table discussion.

- ✚ What is more effective: to teach in the classroom or to teach via skype?
- ✚ Can a robot with the artificial intelligence replace a teacher?
- ✚ A “good” teacher: the evolution of the requirements to a teacher during last 50 years.
- ✚ Can self-learning modules substitute a real teacher?
- ✚ Who is considered to be a better teacher: a man or a woman?
- ✚ May a teacher make mistakes?
- ✚ What can the government do to improve the working conditions for a teacher?
- ✚ Is there any difference between a teacher who works in a traditional public school and a teacher who works in a private school?
- ✚ Village schooling vs. city schooling: what teachers supply their students with better knowledge.
- ✚ Can teacher's style and look affect the teaching process and students' learning achievements in a negative way?
- ✚ May teachers and students become friends or should there be a certain distance between them?
- ✚ What temperament suits a perfect teacher? (phlegmatic, choleric, melancholic, sanguine person).
- ✚ What traits of character should a good teacher possess today?

Ex. 5. Read the text about phasing out of print books by digital ones and answer the questions below.

Education Publisher Pearson to Phase out Print Textbooks

The world's largest education publisher has taken the first step towards phasing out print books by making all its learning resources "digital first".

Pearson said students would only be able to rent physical textbooks from now on, and they would be updated much less frequently. The British firm hopes the move will make more students buy its e-textbooks which are updated continually.

"We are now over the digital tipping point," boss John Fallon told the BBC. "Over half our annual revenues come from digital sales, so we've decided a little bit like in other industries like newspapers or music or in broadcast that it is time to flick the switch in how we primarily make and create our products."

"There will still be [print] textbooks in use for many years to come but I think they will become a progressively smaller part of the learning experience," Mr Fallon said. "We learn by engaging and sharing with others, and a digital environment enables you to do that in a much more effective way."

Digital textbooks can be updated responsively and also incorporate videos and assessments that provide students with feedback. However, many of Pearson's digital products are sold on a subscription basis, raising fears that authors will lose out in the way musicians have to music streaming services. Mr Fallon denied this, saying the firm's plans would provide authors with "a more sustainable income over time". He added: "For the Netflix and Spotify generation, they expect to rent not own."

Mr Fallon said its plans for textbooks would begin in the US, but in time be extended to other markets including the UK.

<https://www.bbc.com/>

Answer the following questions:

-  Do you prefer print or digital textbooks? Why?
-  How old should schoolchildren be to use digital books?
-  Do you intend to use digital textbooks in your future educational work?
-  Will print textbooks fall into oblivion?

VIDEO

Every Kid Needs a Champion

Pre-watching task

1. Do you know what a pedagogical competence is? What do you know about ethics of teaching? What do you think of these words: “They don’t pay me to like the kids. They pay me to teach a lesson.”

2. Check the meanings of the following words and collocations:

 a legacy of relationships

 academic achievement

 academically deficient

 arduous

 at recess

 betcha

 to be on a roll

 to drop out

 to go on home visits

 to strut

3. Read some information about the speaker – Rita Pierson – who shares her views on a profession of a teacher.

Rita F. Pierson, a teacher for 40 years, spent her entire life in or around the classroom, having followed both her parents and grandparents into a career as an educator. She taught elementary school, junior high and special education. Rita F. Pierson was a counselor, a testing coordinator and an assistant principal. In each of these roles, she brought a special energy to the role – a desire to get to know her students, show them how much they matter and support them in their growth, even if it was modest.

Watch the video “Every kid needs a champion” and complete the tasks below. To access the video, choose from the two options:

Follow the link

<https://www.youtube.com/watch?v=SFnMTHhKdkw>

or scan the QR-code



Ex. 1. Complete the sentences with the words and phrases from the pre-watching task.

1. I have had classes that were so low, so _____, that I cried.
2. And we know why kids _____. We know why kids don't learn.
3. For years, I watched my mother take the time _____ to review, _____ in the afternoon, buy combs and brushes and peanut butter and crackers to put in her desk drawer for kids that needed to eat, and a washcloth and some soap for the kids who didn't smell so good.
4. How do I raise the self-esteem of a child and his _____ at the same time?
5. We have to show the other classes how to do it, so when we walk down the hall, people will notice us, so you can't make noise. You just have to _____.
6. And when my mama died two years ago at 92, there were so many former students at her funeral, it brought tears to my eyes, not because she was gone, but because she left _____ that could never disappear.
7. Because you're _____. You got two right. You didn't miss them all.
8. Is this job tough? You _____. But it is not impossible.
9. Well, I said to her, "You know, kids don't learn from people they don't like." And I said to her, "Well, your year is going to be long and _____, dear".

Ex. 2. Watch the video one more time and answer the following questions.

1. Why according to Rita F. Pierson do children drop out and don't learn?
2. What did Rita F. Pierson do when she realized that she had taught the whole lesson on ratios wrong?
3. What did she do when her student missed 18 questions in a quiz of 20 questions? What was the student's reaction?
4. What happened when Rita F. Pierson's mother retired?
5. Does the speaker believe that a teacher will always like all his/her children?
6. What in Rita F. Pierson's opinion should teaching and learning bring? Do you agree?

Ex. 3. Work in pairs. Discuss the questions.

1. Do you agree that kids don't learn from people they don't like?
2. Is the ability to apologize a feature of a pedagogically competent teacher?
3. Do you agree that a good teacher is a good actor/actress?
4. Is teaching a tough job? Does it bring joy? Why? Why not?

Ex. 4. Make a list of the most crucial maxims that teachers must absolutely not violate. Discuss your ideas with other students.

CRUCIAL MAXIMS FOR A TEACHER

1

2

3

4

5

6

Section 3. Higher education: how to boost career prospects

READING ONE

Pre-reading task

Why did you decide to go on for higher education after secondary school?
What career advice did you get, if any, at school or outside?

Read the following text and answer the questions below.

One in Five Students Say Bad A-Level Advice Led to Lack of Degree Choice (by Rachel Hall)

*Study also finds students from wealthiest postcodes start thinking
about university far earlier than those from poorer areas*

One in five students at university say they were unable to study degree subjects that interested them because they didn't receive good advice from their school on which A-levels and GCSEs to pick, a poll shows.

The students had been unable to study degrees such as medicine, dentistry, maths, economics and languages because these courses require specific qualifications.

Two in five of the 27,000 first- and second-year students at UK universities, including those from overseas, polled by the University and College Admissions Service (UCAS) said they would have made different choices if they had received better careers advice.

However, school leaders said that the government does not provide schools with enough support and funding to offer quality careers advice.

"Unfortunately, the government dismantled national careers advice services and left schools and colleges to pick up the pieces while squeezing their budgets. Matters have improved since then through various initiatives but government support is characteristically piecemeal and inadequate," said Geoff Barton, general secretary of the Association of School and College Leaders.

Barton added that students' regrets are likely exacerbated by universities' use of "inappropriate" unconditional offers which put pressure on students to choose courses they may not be suited to.

The study also found that students from the wealthiest postcodes tend to start thinking about university earlier than those from the poorest, with 39 % of richer pupils considering higher education at primary school compared with 27 % of their most disadvantaged peers. They are also less likely to feel that they received insufficient information on subject choices (37 % compared with 43 %), and less likely to choose vocational subjects (52 % compared with 40 %).

The students who were least likely to regret their decisions were those who had starting thinking about their university choices earlier. The report recommends that students start mulling degree options before choosing their GCSE subjects.

Clare Marchant, Ucas's chief executive, said: "We know that early engagement raises aspiration. The data showing that disadvantaged students tend to consider the prospect of higher education later than their more advantaged peers clearly demonstrates the need to embed careers information, advice and guidance within primary schools and early secondary years."

The report also found that one in four students consider their parents to be their main influence on subject choices. Students also took inspiration from their professions, with those whose parents work in healthcare eight times more likely to study medicine or dentistry. The children of artists are three times more likely to pick creative arts and design, and those who come from farming families are 10 times more likely to study veterinary science and agriculture.

While three-quarters (74 %) of students chose their degree based on the subject they enjoyed most, this was highest for students of languages, history and philosophy and lowest for students of medicine, law and education. Maths students were the most motivated by career prospects.

Nearly a third (30 %) of students also said the pandemic¹ had influenced their decisions, with half (50 %) saying good job prospects have become more important.

A Department for Education spokesperson said: "We have invested over £100m this financial year alone towards high quality careers provision including the rollout of the Enterprise Adviser network reaching more than 4,000 schools and colleges and connecting 3.3 million young people to future employers, and National Careers Service support to those who need it.

"We know there is more to do, and pledged earlier this year as part of our Skills for Jobs white paper to expand this offer, rolling out services to all secondary schools and colleges in England."

<https://www.theguardian.com/education>

¹ The COVID-19 pandemic

Answer the following questions and write a text review (use Supplement 3):

-  Are all first- and second-year students at UK universities contented with their career choice? Why?
-  What factor is likely to exacerbate students' regrets over chosen university courses they may not be suited to?
-  What students tend to start thinking about university earlier? Can you explain why?
-  What students are least likely to regret their career decisions? Why?
-  Do you agree that it is necessary to embed careers information, advice and guidance within primary schools and early secondary years? Why?
-  What other factors may influence students career choices in the UK, according to the poll?
-  Are you aware of the employment prospects for the linguistic university graduates in this country? What would you consider to be the right opening for yourself? Why?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Explain the meaning of the following words and phrases, translate them into Belarusian/Russian.

-  A-levels
-  careers advice
-  rollout
-  vocational subjects
-  wealthiest postcodes

Ex. 2. Find the following verbs and adjectives in the article, in pairs discuss their meaning. Then complete the sentences with these words.

dismantle (*verb*)

embed (*verb*)

piecemeal (*adj*)

mull (*verb*)

pledge (*verb*)

suited (*adj*)

1. Nelson Mandela and President De Klerk have won the Nobel peace prize for working to _____ apartheid in South Africa.
2. What is more, because education in England (at almost every level) had grown _____ there was duplication of programmes, replication, inequality and waste of resources.

-  Students should spend their time learning collocations, phrases, and sentences that they can use in conversation.
-  Students should memorize grammar rules.
-  Make Mistakes! Learn from your mistakes!
-  Learning English should be fun! And easy! You can be fluent in 3 months!
-  Students should realize that English is a marathon, not a sprint.
-  Students should read out loud every day.
-  Students should record themselves and compare how they sound.
-  Students should spend as much time as possible listening to native English speakers by watching TV shows or movies or listening to podcasts.
-  Students should read as much English as possible.
-  Students can become fluent by traveling to an English-speaking country.
-  Students can become fluent in English without ever leaving their country: they should make English a part of their life, and create an English environment as much as possible.

Ex. 4. As a future teacher of English what challenges may you face in your work? Should English be taught as a 'global' language? Or should we stick to some standard in the classroom? Watch the video with a renowned linguist David Crystal and answer the questions above.

Follow the link

<https://www.youtube.com/watch?v=ItODnX5geCM>

or scan the QR-code



READING TWO

Pre-reading task

Do you know what the Bologna Process is? What are the goals and benefits of this process?

Read the following text and answer the questions above and below.

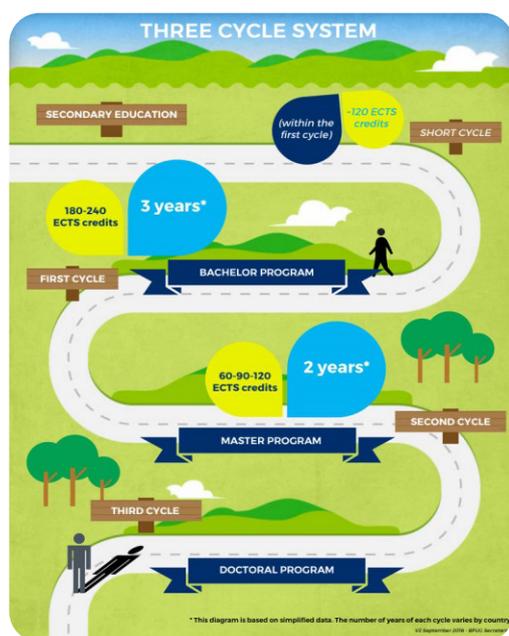
Overview of the Bologna Process

What is the Bologna Process?

The Bologna Process is a process of cooperation and reform in the field of higher education bringing together 48 countries. It established and seeks to consolidate the European Higher Education Area (EHEA) with comparable and compatible systems of higher education in order to facilitate mobility, increase employability, allow equitable student access and progression and strengthen Europe's attractiveness and competitiveness worldwide.

How is the Bologna Process structured?

The Bologna Process was launched in 1999 by Ministers responsible for Education from 29 European countries. Since then, Ministerial Conferences were organised every two years to monitor the progress on implementing the agreed reforms and set future priority areas. To date, it brings together 48 out of the 49 countries that have ratified the European Cultural Convention of the Council of Europe and are eligible to form part of the European Higher Education Area. Cooperation on higher education in the Bologna Process is also supported through regular meetings of



representatives from all countries forming part of the European Higher Education Area at the so-called Bologna Follow-up Group (BFUG), which discusses and decides on the work carried out by the working groups. The work of this group is reinforced by the Bologna Secretariat, which is established and supported by the country organising the next Bologna Ministerial Summit.

Who is involved?

The main actors in the Bologna Process are the representatives of the 48 member countries that signed the Bologna Declaration as well as representatives of European universities (EUA), professional higher education institutions (EURASHE), students (ESU), quality assurance agencies (ENQA), the United Nations Educational, Scientific and Cultural Organisation – European Centre for Higher Education (UNESCO-CEPES), Education International (EI) and Business Europe. The Process is also supported by the European Commission and the Council of Europe.

What are the main priority areas?

The Bologna Process Declarations and Communiqués contain both structural or systemic reforms and more general policy dimensions.

Structural or systemic reforms

Diploma supplement: The Diploma Supplement is a document issued to each graduate in addition to the qualification and describes the education system of the country, the education institution attended, the programme followed along with the main areas studied as part of the programme.

ECTS: The European Credit Transfer and Accumulation System is based on the student workload and learning outcomes of a programme. It aims at facilitating mobility through credit transfer across institutions and countries.

Degree structure: Countries agreed to establish a common three-tiered degree structure of Bachelor (first cycle), Master (second cycle) and Doctorate (third cycle) with the possibility of a short cycle qualification forming part of the first cycle.

Qualifications framework: Besides a common degree structure, countries committed themselves to establish National Qualifications Frameworks. These explain qualifications in an education system in terms of level descriptors based on the knowledge, skills and competences obtained upon completion. Moreover, they provide information on the level of qualifications and on the transition between them to allow for flexible learning pathways and to facilitate recognition of qualifications.

Quality Assurance: Cooperation on quality assurance in higher education at European level is aimed at developing common criteria and methodologies that will promote mutual trust and facilitate recognition of qualifications.

General policy dimensions

European dimension of higher education: The Bologna Process seeks to increase the transparency and attractiveness of European Higher Education Area globally to attract the most talented students to Europe.

Mobility: At the same time, the Bologna Process aims at promoting the mobility of students, academics and administrative staff within the European Higher Education Area. Student mobility is supported both for a short-term (e.g. a semester) as well as for a whole degree.

Employability: The Bologna Process aims at providing students with the knowledge, skills and competences required for the labour market. By being more responsive to the labour market needs, education can help avoid graduate unemployment and contribute to economic growth.

Social dimension: Members of the Bologna process have agreed that the student population in higher education should reflect the diversity of the total population. Thus, any obstacles to enter, participate in or complete higher education linked to socio-economic background, gender, age, nationality, religion or any other factor should be progressively removed.

Lifelong learning: Lifelong learning may contribute to meeting the needs of a changing labour market. Through flexible learning pathways and a smooth

transition between education and work, lifelong learning can ensure continuous opportunities for developing knowledge, skills and competences. At the same time, it may provide more flexible access to higher education for underrepresented groups.

Involving higher education institutions, students and other stakeholders:
In order to ensure ownership and a sound implementation of the reforms at European, national and institutional level, all stakeholders in higher education, including education institutions, students and social partners should be involved in the decision making and implementation.

(from Erasmus+ Project “Supporting the Bologna Process in Malta”)

Answer the following questions and present a short summary of the text:

-  What are the priority areas of the Bologna Process?
-  How does the Bologna Process facilitate academic mobility?
-  Which structural or systemic reforms do you find more/less important? Why?
-  Why in your opinion quality assurance is an essential element of the Bologna Process?
-  What aspects of general policy in the framework of the Bologna Process do you consider to be vital for our system of education?
-  Do you agree that students should be involved in the decision making and implementation of the reforms?

LANGUAGE FOCUS & SPEECH ACTIVITIES

Ex. 1. Make up collocations. Explain their meaning. Translate them into Belarusian/Russian.

1) equitable	a) of qualifications
2) sound	b) supplement
3) underrepresented	c) degree structure
4) flexible	d) transfer
5) lifelong	e) student access
6) recognition	f) workload
7) three-tiered	g) learning pathways
8) credit	h) outcomes
9) student	i) learning
10) learning	j) implementation
11) diploma	k) groups

Ex. 2. Study Pros and Cons of the Bologna Process and make your own list of advantages and disadvantages of this process for the system of education in Belarus.

Pros

-  Those involved work as partners to make improvements, which increases more active participation powered by a sense of ownership in the process.
-  The meetings and the development of the ideals are informal exchanges.
-  The process provides mobility throughout the EHEA.
-  The process has seen a higher demand for education programmes.
-  The shorter programmes mean students will be working sooner.

Cons

-  New, compressed versions of courses may not provide enough time for assimilation, reflection and quality learning.
-  Employability may be reduced as the result of a shorter programme.
-  Old and new systems still co-exist, some not so harmoniously.
-  There has been a lower demand for health programmes.
-  The implementation of the process in each country can have a huge impact on success.

<https://www.freelancehouse.co.uk/blog/bologna-process/>



SELF-CHECK

Unit IV

A. Functional vocabulary



Check if you are able to provide a synonym and/or definition to the following words and collocations, as well as to translate them into Belarusian/Russian.

Section 1

<i>Words</i>	<i>Collocations & Derivatives</i>
check on <i>v</i>	check on smth/doing smth; to carry out a check on smth
control <i>n, v</i>	locus of control; a sense of control over smth
curriculum <i>n</i>	interdisciplinary curriculum; open curriculum; extra-curricular activities
deluge <i>n, v</i>	a deluge of complaints; to be deluged with
disadvantaged <i>adj</i>	disadvantaged background; disadvantaged child; disadvantaged home
homeschool <i>v</i>	homeschooler; homeschooling; homeschooled
hover over <i>v</i>	hovering over the child
propensity <i>n</i>	propensity to do smth; propensity for doing smth; propensity for violence
risk <i>n, v</i>	at the risk of; to take risk in;
savvy <i>n, adj</i>	political savvy; to demonstrate savvy
stump up <i>v</i>	stump up for smth; to stump up the money
tardiness <i>n</i>	excessive/chronic tardiness
testing <i>n</i>	statutory testing; statewide testing
un(in)surmountable <i>adj</i>	un(in)surmountable problem
<i>Idioms/set expressions/cliches</i>	
a parent-teacher meeting	GCSE
bursting at the seams	a laundry list
on the brink of	special educational needs
self-directed learning	restorative justice
to be backed up	

Section 2

<i>Words</i>	<i>Collocations & Derivatives</i>
academic <i>adj</i>	academic achievement; academic development; academic success; academic performance; academic mobility; academically deficient
arduous <i>adj</i>	arduous task/conditions/duty
bemoan <i>v</i>	bemoan one's fate
bursary <i>n</i>	to award a bursary; to receive a bursary
drop out <i>v</i> ; dropout <i>n</i>	to drop out of school/college; dropout rate; dropout prevention
exacerbate <i>v</i>	exacerbation of the crisis/problem
mark <i>n, v</i>	a pass mark; to mark term papers;
obstacle <i>n</i>	insurmountable obstacle; to clear/overcome/surmount an obstacle
recess <i>n</i>	(AmE) in recess; summer recess; at recess; lunch recess
unruly <i>adj</i>	unruly behaviour; unruly children
workload <i>n</i>	student workload; teacher workload
<i>Idioms/set expressions/cliches</i>	
in droves	pass something on to someone
knock-on effect	to go on/conduct home visits

Section 3

<i>Words</i>	<i>Collocations & Derivatives</i>
access <i>n, v</i>	equitable student access
credit <i>n</i>	credit transfer; to get a credit; credit hour
diploma <i>n</i>	diploma supplement
dismantle <i>v</i>	be dismantled
embed <i>v</i>	embedded sentence/text
implementation <i>n</i>	sound implementation; to implement reforms/exams
learning <i>n</i>	learning process; learning outcomes; lifelong learning; flexible learning pathways
mull <i>v</i>	to mull over
piecemeal <i>adj</i>	a piecemeal approach
recognition <i>n</i>	recognition of qualifications; diploma recognition
subject <i>n</i>	core subject; STEM subject; degree subject; vocational subject; to major in a particular subject
suited <i>adj</i>	to be well suited to a particular job
<i>Idioms/set expressions/cliches</i>	
A-levels	underrepresented groups
careers advice	three-tiered degree structure

B. Tasks for vocabulary revision

Ex. 1. Complete the sentences with functional vocabulary words. The first letters are given.

1. While some prodigies struggle without the right challenges and others burn out on reaching university, there are a few who face another **o**_____ – parental jealousy.
2. Leaders of the ‘first’ union were subsequently sacked for alleged harassment of members of the newly formed ‘second union’. Workers deserted the first union in **d**_____ .
3. Time and time again they have run up against **u**_____ problems of distributing and getting the drugs (vaccine) accepted.
4. The fact that it was shown that corporal punishment in a school tended to **e**_____ rather than diminish misbehaviour was the principal reason for reform.
5. The aim of this paper is to **e**_____ the detailed findings from three districts in the overall picture of care programming gained from the community care plans.
6. The supervisor is meant to undertake, and not delegate, various tutorial functions, including regular monitoring of progress and assessment of competence, encouraging participation in educational activities, and giving careers **a**_____ .
7. One of the central aims of the Bologna process is to establish a common structure of easily readable and comparable degrees in European higher education which is known as **th**_____ degree structure.
8. Early sociologists tended to **b**_____ the loss of community in the face of modern urbanism.
9. A thirteen-year-old boy has fallen through the window of his school bus as it went round a corner. His mother says it’s not the first time a window has fallen out of a school coach, and she’s calling for action to make the buses safe. But the coach operator blames **u**_____ behaviour by school children.
10. Whatever the problems for a school carrying out a review, there remains an ambiguity about where the **l**_____ of curricular control lies.

Ex. 2. Which two words in the box below are NOT both a noun and a verb?

access dismantle dropout mark deluge control risk

Ex. 3. Complete the sentences with the correct prepositions where necessary.

1. Claiming a widespread dissatisfaction with the quality of education being provided by LEA schools, and promising greater opportunities for parent power to preserve local accountability, it was able to seize control _____ the curriculum with considerable public support.
2. The minds of our future leaders are being deluged _____ fantasy and unopposed put-downs of science.
3. You'll have to stump _____ at least 2,500 for the bond and leave it invested for five years.
4. The latest Dun and Bradstreet survey of UK business, carried out before last week's increase in interest rates to 15 per cent, warned that the British economy was _____ the brink a 'major slowdown' as high-interest policies produced a dramatic downturn in confidence.
5. Trainees would attend for forty weeks and in the second half of their training they would pass skills _____ the new intake of trainees.
6. While I've heard the advice to conduct _____ home visits with a partner teacher, I personally felt that going alone made it more comfortable for the family.
7. Johnson's qualities of superbly robust commonsense, coupled with the differentiation of minute subtleties to be expected of the lexicographer, are well suited _____ the investigator of crime.
8. The enthusiasm sometimes generated by a teachers' centre, whose advisory courses are backed _____ by a practical service, can be considerable and most valuable.
9. There is growing pressure for schooling in many parts of South Asia. Schools are often bursting _____ the seams.
10. Take all the time you need to mull _____ a plan or proposal, don't let anyone pressurise you into snap decisions.

Ex. 4. Complete the collocations with the verbs in the box. Translate them into Belarusian/Russian.

get overcome be major stump award drop mark implement

to _____ term papers

to _____ an obstacle

to _____ up the money

- to _____ a bursary
- to _____ out of college
- to _____ in a particular subject
- to _____ well suited to a particular job
- to _____ a reform
- to _____ a credit.

Ex. 5. Complete the sentences. Use the word in brackets to form a word that fits in the space.

1. Although little emerged from the conference in terms of new financial proposals, it was agreed that there should be nationwide targets for literacy, scientific and mathematical knowledge, vocational training, better teacher training, a reduction of _____ rates, and drug-free schools. (*drop*)
2. A particularly important part of the single market programme relates to the _____ of professional qualifications attained in one of the Member States by all of the others. (*recognize*)
3. School-based initiatives are far more likely to prevent either casual truancy or its _____ into persistent truancy. (*exacerbate*)
4. Observing that the effective school can help the _____ child to make use of the opportunities schools provide, the report also commented upon the scale of the contribution which the effective school could make. (*advantage*)
5. It seemed to me that an _____ problem presented itself: I had no qualifications. (*surmount*)
6. We will encourage ‘_____ justice’, in which mediation between victims and offenders provides reparations for those who suffer from crime. (*restore*)
7. LEAs have important responsibilities regarding the identification and assessment of children with special _____ needs and the provision of suitable education for such children. (*educate*)
8. Academic _____ refers to students and teachers in higher education moving to another institution inside or outside their own country to study or teach for a limited period of time. (*mobile*)
9. Organizations that want to become more diverse and inclusive can empower individuals from _____ groups by giving them the insights, tools and strategies they need. (*represent*)
10. An undergraduate student is _____ deficient when the student’s semester grade point average is less than 2.00 or the student is not meeting college and/or major course of study grade point requirements. (*academic*)

Ex. 6. Find twenty functional vocabulary words in the word search.

Q	J	T	A	R	D	I	N	E	S	S	M	O	U	N
H	U	I	C	Y	I	G	H	M	A	R	K	J	N	D
U	L	P	A	C	S	E	A	Z	V	Y	Y	H	R	F
N	Z	O	D	U	A	R	S	X	V	F	G	R	U	D
S	D	I	E	R	D	C	D	C	Y	J	H	E	L	H
U	I	U	M	R	V	E	M	B	E	D	O	C	Y	U
R	P	Y	I	I	A	F	F	V	W	P	B	O	K	O
M	L	T	C	C	N	V	G	B	O	I	S	G	N	D
O	O	R	A	U	T	G	G	N	R	U	T	N	C	E
U	M	U	L	L	A	B	R	M	K	Y	A	I	V	L
N	A	E	Q	U	G	H	E	P	L	T	C	T	R	U
T	M	H	O	M	E	S	C	H	O	O	L	I	N	G
A	J	A	W	Z	D	K	E	L	A	G	E	O	D	E
B	U	R	S	A	R	Y	S	K	D	V	H	N	Z	P
L	W	A	S	X	D	J	S	C	R	E	D	I	T	Q
E	I	M	P	L	E	M	E	N	T	A	T	I	O	N

C. Topics for discussion



Make sure you are able make a speech and take part in a discussion on the following issues:

1. *Major problems and challenges of school education in English-speaking countries and in Belarus.*

- # What problems do schools face today? Which of the issues can be labelled as problems challenging students, parents, educators or lawmakers?
- # Do you find any similarities/differences between the challenges that British/American and Belarusian schools respectively face today?
- # Do you see any ways of their solution?
- # Should schools be given the opportunity to be more independent in what and how they teach?
- # Can retention, exclusion/expulsion or suspension help to improve school discipline and academic progress?
- # What is your attitude to the system of centralized testing? Can test scores be a conclusive indicator of academic progress?
- # What problems do you personally expect to face while working at school as a trainee teacher?

2. *Your idea of a good school.*

- # Did you enjoy your school days? Why?
- # Did you ever play truant from classes? Why?
- # What aims of school education do you consider to be the major ones?
- # Do you agree that educational standards in schools have declined in recent years? Why?
- # Which factors do you think, are important in showing the quality of the education a school provides (pupils' performance in tests and exams; the proportion of leavers going to universities and colleges etc.)?
- # How do school days influence the child self-confidence and self-esteem?

3. *Teaching: a calling or a job?*

- # Is teaching fundamentally altruistic? Should it be?
- # What impact can a good teacher have on a pupil?

- # What qualities do you think are the most essential for a teacher? Why?
- # What features do the pupils generally appreciate most in a teacher? Why?
- # May a teacher make mistakes? Why?
- # Can a robot with the artificial intelligence or self-learning modules substitute a teacher? Why?

4. *Alternative approaches to education.*

- # What approaches to education exist in different countries?
- # Why do some parents choose to opt out of the state system of education?
- # What alternative schools do you know? What are their advantages, disadvantages (fee, uniform, workload, homework, discipline etc.)?
- # Do you think you would have benefited from going to a similar school? If so, in what ways?
- # Would you like to work in an alternative school model? Why?
- # What is your attitude to online education and digital learning? Will print textbooks fall into oblivion?

5. *Foreign language teaching as an educational challenge.*

- # What challenges may teachers of a foreign language face in their work?
- # Should English be taught as a ‘global’ language? Or should we stick to some standard in the classroom?
- # Do you intend to use digital textbooks in your future educational work? If so, in what ways?
- # What is the future of foreign languages learning?
- # Are there any useful tips for learning a foreign language?
- # What pieces of advice students shouldn’t follow if they want to learn a foreign language?
- # Is learning a foreign language a sprint or a marathon? Why?

6. *The importance of career advice for success in young adults’ professional future.*

- # Is it necessary to embed careers information, advice and guidance within primary schools or early secondary years? Why?
- # What career advice did you get at school or outside?
- # What factors may influence students career choices?

- # Are you aware of the employment prospects for the linguistic university graduates in this country? Are they favourable? Yes/No. Why?
- # What would you consider “the right opening” for yourself?
- # The subject you study is more important than where you study. Do you agree?

7. *The problem of recruitment and retention of school teachers in English-speaking countries and in Belarus.*

- # Are there any problems in the recruitment and retention of highly qualified teachers at schools in Belarus and English-speaking countries?
- # What factors make young people enter this profession today?
- # Do bursaries motivate young people to enter the profession of a teacher?
- # What can the government do to make this profession more attractive for young people and to retain highly qualified staff?
- # Is it important to retain teachers who have been in the profession for a number of years? Why?
- # Is there any difference between a teacher who works at a traditional public school and a teacher who works in a private school?
- # What factors, if any, served as incentives for you to enter teacher training university?

8. *Academic mobility as a means of integrating Belarus into international educational space.*

- # What are the goals and benefits of the Bologna Process?
- # How does the Bologna Process facilitate academic mobility?
- # What aspects of general policy in the framework of the Bologna Process do you consider to be vital for our system of education?
- # Do you agree that students should be involved in the decision making and implementation of the reforms?
- # Do you see more advantages or disadvantages of this process for the system of education in Belarus? What arguments can you provide?

PROJECT WORK

Choose one of the two projects and get ready to present it in the classroom. Observe time limits. Use Supplements 1 and 2 as a guidance for making an efficient in-class presentation.

PROJECT 1

Read famous quotes about education and the power of learning. Choose the one you like best and prepare a 5-minute speech explaining your point of view.

*“If you are planning for a year,
sow rice;
if you are planning for a decade,
plant trees;
if you are planning for a lifetime,
educate people.”*

Chinese Proverb

*“Live
as if you were to die tomorrow.
Learn
as if you were to live forever.”*

Mahatma Gandhi

*“Teachers open the door,
but you must enter
by yourself.”*

Chinese Proverb

*“Education
is simply the soul of a society
as it passes from one generation
to another.”*

G.K. Chesterton

***“Education
is the most powerful weapon
which you can use
to change the world.”***

Nelson Mandela

***“The beautiful thing about learning
is that no one can take it
away from you.”***

B. B. King

***“When you educate one person
you can change a life,
when you educate many,
you can change the world.”***

Shai Reshef

***“The function of education
is to teach one to think intensively
and to think critically.
Intelligence plus character
– that is the goal
of true education.”***

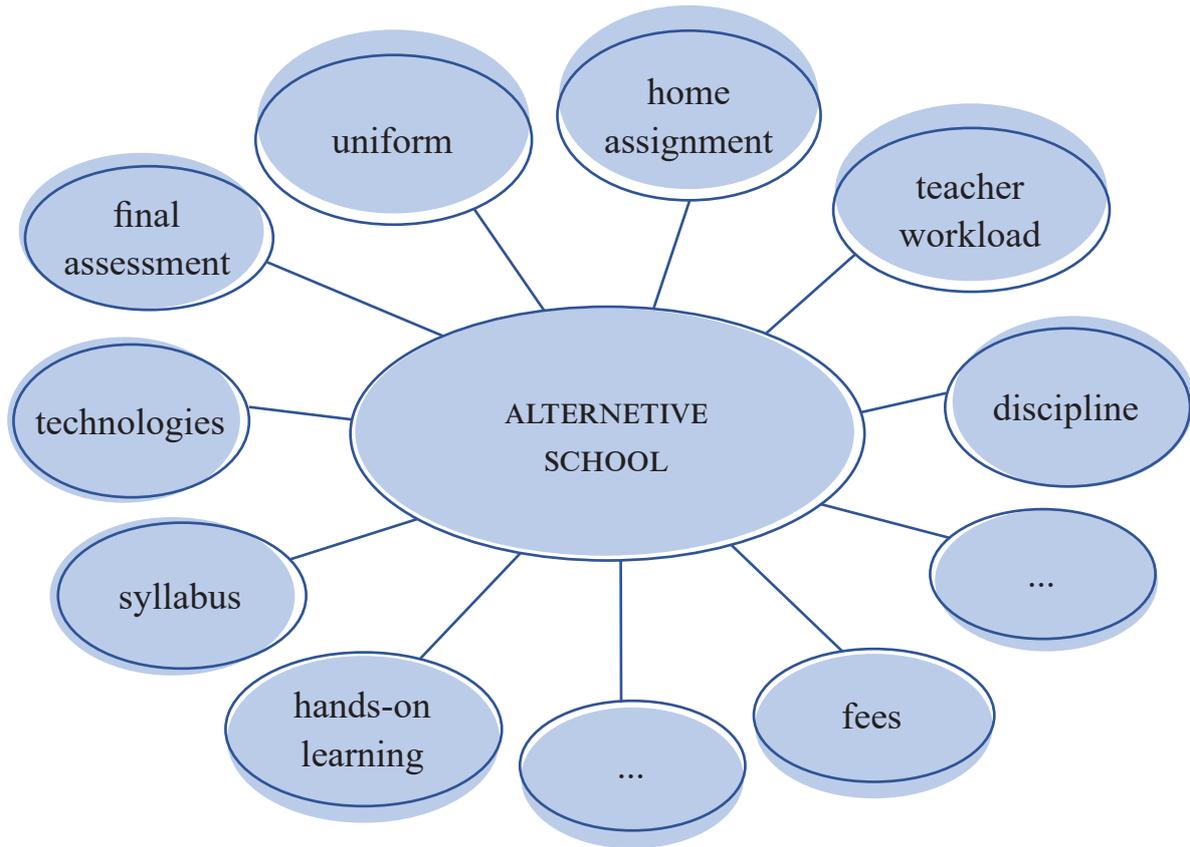
Martin Luther King

***“The whole purpose
of education
is to turn mirrors
into windows.”***

Sydney J. Harris

PROJECT 2

Do you know anything about Steiner and Montessori schools? Do research and prepare a 5-minute presentation of an alternative school functioning in any country of the world today (e.g., in Silicon Valley, financed by philanthropists or set up by volunteers, etc.). Make use of a spidergram below to focus on the most relevant aspects of school life. Listen to the presentations of your groupmates and discuss possible pitfalls of the alternative schools described.



SUPPLEMENT 1

HOW TO MAKE A GOOD IN-CLASS PRESENTATION

Making presentations is part and parcel of any profession that involves interaction with people, and teaching is not an exception. By mastering your skills of lecturing and delivering your thoughts in a concise and appealing way, you enhance your chances of brighter career prospects. So, we provide you with some useful tips on how to make your presentation efficient and interesting.

Step 1. Get the information you need from different sources and paraphrase it.

As tempting as it could be, downloading a ready-made presentation or using the content of a single article is plagiarism and will never develop any analytical skills of yours. So, after copying some information you think useful for your presentation, make sure you have paraphrased general ideas and provided references for quotations and statistics.

Step 2. Make a plan and design the structure carefully.

Break down the information into three sections: an introduction, body, and conclusion.

Your introduction should present the topic clearly, as well as provide the compelling explanation of why it is of interest to anybody (to the society in general or your audience in particular) – because if it's not, what's the point of delivering your speech then? Also, it's a good idea to present the exact aspect or problem, connected with the topic, that needs discussing.

The body is the part to demonstrate your key ideas on how to deal with the above-mentioned problem. It should contain facts, quotes, and evidence to back up your main points.

The conclusion presupposes coming back to your original statement and showing some solutions to the problem. It may give the audience some ideas on how they can put into practice what they've learned. It's an *absolute must* to prepare some small task or questionnaire for the listeners to check their attentiveness and involvement.

At this point you should fact-check the information you've chosen and delete anything that may seem suspect. You should also make sure that the text of your speech is grammatically correct and you know the pronunciation of every word in it. Double-check all dubious parts of your text.

Step 3. Make a short and concise PowerPoint presentation.

Soft-skill experts state that the speakers should have no more than 10 slides in total (for more information you may go to <https://biteable.com/blog/how-to-make-good-presentation/> or <https://visme.co/blog/how-to-make-a-presentation/>). Pages and pages of slides will make your audience bored and inattentive. The slides may contain key words, statistics, quotes by famous people, pictures, but NOT the text of your speech. Keep editing yourself until your slides are precise and eye-catching. There is an idea to try to limit your text to about 6-8 lines per slide, so as not to overload your audience with too much information. Use different fonts and colours, but don't overdo it.

Step 4. Rehearse your presentation.

Make a rehearsal of your speech in front of the mirror or another person. If your listener has a good command of English, ask him or her to write down the list of your pronunciation and grammar mistakes. If you do that on your own, you should record yourself on the phone, then watch the video and do the self-check.

Do not forget to set a timer! If your speech is too long or too short, you should modify it to fit into the time limit.

Make use of some rhetoric techniques, like telling a joke, addressing the audience, raising your voice or whispering, reciting a poem or even singing – anything that may help you to solicit an emotional response from your audience and keep it interested.

So, keep to these recommendations and bring your analytical and communicative skills to perfection!

SUPPLEMENT 2

PROJECT ASSESSMENT CHECKLIST

Use the following checklist for a peer review of in-class presentations. Evaluate a student's presentation according to the characteristics, count the points and give a mark from '1' to '10'.

№	Characteristics	Explanation	Yes 1 point	No 0 points
1	clarity	Is the problem stated clearly? Is the information linked to the key ideas directly?		
2	logicality	Does the presentation contain 3 logical parts (the introduction, body, conclusion)?		
3	brevity	Does the speaker avoid stating obvious or excessive facts? Do the slides contain the key words/phrases/quotes/statistics only, but not the lengthy comments to them?		
4	timing	Does the speaker stick to the time limit (e.g., 5 minutes), not making the presentation too long or too short?		
5	visual design	Did the speaker work hard on making the presentation vivid by choosing and organizing pictures and fonts carefully? If there is a video, is it informative and to the point, not taking the largest part of the presentation and replacing the speaker?		
6	grammatical correctness	Does the speaker avoid making grammar mistakes, especially identical ones? Does he or she use genuine English collocations, not literal translations from his or her native tongue?		
7	pronunciation and prosody	Does the speaker pronounce all the words correctly and loud enough for everyone to hear? Does his or her intonation fit the type of utterance and its communicative aim?		

8	rhetoric skills	Does the speaker use some relevant techniques to enhance the speech: gestures, humour/jokes, addressing the audience, etc.? Does he or she avoid reading the text from the notes all the time?		
9	audience interest	Does the speaker manage to keep the audience interested, not bored or distracted?		
10	audience feedback	Is there a task or questionnaire for the listeners, or any other form of getting feedback from the audience?		

SUPPLEMENT 3

HOW TO WRITE A TEXT REVIEW

A text review presupposes condensing its contents into a summary ($\frac{1}{3}$ – $\frac{1}{4}$ of the original text) with the aim of representing its subject matter and expressing your personal attitude to the ideas conveyed in it.

The table below demonstrates the constituents of a review and some clichés to be used.

1	Place of origin	<p>The article is (was) printed/published in...</p> <p>The article is taken from the newspaper...</p> <p>The article I'm going to give a review of is taken from...</p>
2	Time of origin	<p>The publication date of the article is...</p> <p>The article is dated the second of September 2020.</p> <p>The article is printed on the first of December, 2019.</p>
3	Author	<p>The article is written by...</p> <p>The author of the article is...</p> <p>The article is written by a group of authors. They are...</p>
4	Theme/Topic	<p>The article is about.../is devoted to...</p> <p>The article deals with the topic of...</p> <p>The article touches upon/is concerned with the issue of...</p> <p>The article addresses/raises/brings up the problem of...</p> <p>The article describes/assesses the situation...</p> <p>The article informs us about/comments on/dwells on...</p> <p>The author describes/examines/reveals/exposes/explains...</p> <p>The author discusses/offers/considers/looks into/ treats...</p> <p>The headline of the article presents covers/outlines/states...</p> <p>The headline of the article corresponds to the topic.</p> <p>The key issue of the article is...</p> <p>The basic subject matter of the script is...</p>
5	Main idea/aim of the article	<p>The main idea of the article is...</p> <p>The article addresses the problem of...</p> <p>The article raises/brings up the problem...</p> <p>The purpose of the article/author is to give the reader some information on...</p> <p>The aim of the article/author is:</p> <ul style="list-style-type: none"> • to provide the reader with some information about... • to provide the reader with some material/facts/data on... • to inform about... • to compare/determine...

6	<p>Contents of the article (a short summary of 3 or 4 sentences) + important facts, names, figures</p>	<p>The article can be divided into some logically connected parts... The first part deals with... The second covers the events... The third touches upon the problem of... The fourth part includes some interviews, dialogues, pictures, reviews, references, quotations, figures. The article is written in the form of the monologue, from the first-person/third-person narration. The author starts by telling the reader that... (writes, states, stresses, depicts, says, informs, underlines, confirms, emphasizes, puts an accent on, accepts/denies the fact, reports, resorts to, hints on, inclines to, points out... and so on) Later the article/the author describes... Further/next/then the author reports (says) that... The article/the author goes on to say that... According to the text... The key sentences/words of the article are the following... The author comes to the conclusion/concludes that... In conclusion the author says/makes it clear that... The author concludes by saying that.../draws a conclusion that.../comes to the conclusion that...</p>
7	<p>Personal opinion or impression of the article, your view on the topic/idea/problem</p>	<p>I found the article interesting/important/useful, because... I consider the article dull/of no value/(too) hard to understand and assess, because... I appreciate the author's word-painting as superb/ordinary... I think/believe that... My point is that... In my opinion.../To my mind... The message of the writer is clear to understand... I share the author's view on... I see the problem in a different way... I don't quite agree with the fact (that)...</p>

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