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«Гомельский государственный университет
имени Франциска Скорины»

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NO PAIN NO GAIN

Практическое пособие

для студентов специальностей
6-05-0231-01 Современные иностранные языки
(английский, немецкий), (английский, французский);
6-05-0113-08 Лингвистическое образование (английский);
6-05-0113-08 Лингвистическое образование (английский)
на основе среднего специального образования

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Издание раскрывает тему образования, которая изучается в разделе профессионально-трудовое общение для студентов факультета иностранных языков для базового уровня овладения представленной темы. Данное практическое пособие соответствует всем требованиям и может быть использовано студентами факультета иностранных языков как на занятиях, так и при организации самостоятельной работы по дисциплине в объеме университетской программы.

Адресовано студентам специальностей 6-05-0231-01 Современные иностранные языки (английский, немецкий), (английский, французский); 6-05-0113-08 Лингвистическое образование (английский); 6-05-0113-08 Лингвистическое образование (английский) на основе среднего специального образования.

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ПРЕДИСЛОВИЕ

Сегодня особую значимость для студентов представляет формирование коммуникативной компетенции, которая представляет собой важнейшую составляющую профессиональной деятельности будущих специалистов. В основу разработанной системы упражнений и заданий положены методические принципы сознательности, последовательности и коммуникативной направленности, что способствует приобретению и закреплению практических навыков, необходимых студентам в их дальнейшей профессиональной деятельности, а также представляет теоретический и практический интерес и для преподавателей, и студентов.

Настоящее практическое пособие раскрывает тему образования для продвинутого владения студентами иностранным языком. Оно состоит из основных разделов по теме, которые включают, во-первых, дотекстовые упражнения, направленные не только на усвоение языкового материала, но и на облегчение восприятия текста; во-вторых, собственно текст, которому предшествует список ключевых слов и выражений, и; в-третьих, послетекстовые упражнения, ориентированные как на проверку понимания содержания текста, так и на отработку языкового материала, а также развитие навыков смысловой компрессии текста.

Очевидными достоинствами издания являются наличие текстов, предназначенных для разных видов чтения, а также их качественный подбор с учетом реальных знаний, возрастных особенностей и интересов студентов первого курса.

Издание составлено методически грамотно и включает следующие учебные материалы: профессионально значимые тексты, а также упражнения и задания к ним, предназначенные для развития умений монологической и диалогической речи. Выбор текстов представляется удачным с точки зрения их содержания, объема, а также лингвистической сложности. Разработанная система упражнений является адекватной языковому уровню учащихся первой ступени высшего образования и может быть использована студентами с разным уровнем владения английским языком.

Представленный в практическом пособии материал может использоваться для организации аудиторной и внеаудиторной учебной деятельности по английскому языку в рамках учебной программы высшего образования.

UNIT 1. EDUCATIONAL CHALLENGES

Ex. 1. Answer the questions.

1. Are Schools Doing Their Job?

2. Why might school days be referred to as the best days of your life? Do you agree? Were they for you?

3. What type of school did you go to?

4. Did you enjoy your school days?

5. Did you ever play truant from classes? Why?

Ex. 2. Read the text and be ready to check your understanding.

TEN WAYS TO FIND THE BEST SCHOOLS

The mystery of how to choose a good school could soon be solved, thanks to a Whitehall checklist being drawn up by officials.

It will take into account points such as the marking of homework, the amount of graffiti and the number of expulsions, junior education Minister Angela Rumbold told a conference in London.

Head teachers must tell the truth about truancy, bullying and the number of school leavers who end up on the dole, she added. "Nothing could be more important than everyone's \$64,000 dollar question:

What makes a good school?" Mrs Rumbold told the Industrial Society in Bloomsbury.

She said a nationwide investigation had resulted in her officials drawing up a checklist to help the public decide.

The factors showing the quality of the country's 26,000 primary and secondary schools are called Performance Indicators.

Mrs Rumbold added: "Schools have for many years set out their purposes, often in clear and helpful statements of aims and objectives. But they have not always turned these into definite targets."

But she insisted the checklist must carry a *Government Health Warning*.

"Considered in isolation it is open to misinterpretation and misuse and can seriously damage the health of a school."

And she said the biggest danger is that a school will be judged solely by its *poor* exam results when, taking into account the IQs and background of the pupils, it was doing remarkably well.

The Performance Indicators, compiled after tests in 40 schools, will play a crucial part in education. They will, she said, enable heads, teachers and governors, as well as parents, decide whether a school is up to scratch.

She added: “They will only ever tell part of the story and should therefore not be overrated. But neither should they be undervalued.” The suggested checklist could include:

1. Pupils’ performance in tests and exams.
2. How many pupils come from homes where English is not the first language?
3. What proportion of leavers go to university or college, or register as unemployed?
4. Does the school communicate efficiently with parents?
5. How much vandalism is there – and is it growing or decreasing?
6. Did a majority of parents make the school their first choice?
7. How many pupils were suspended or excluded last year and are these numbers growing?
8. What does the school do about graffiti?
9. Is pupils’ homework set and marked effectively?
10. How much bullying is there and what does the head do about it?

Ex. 3. Explain what the following words and phrases mean from the context in which they are used:

- a Whitehall checklist;
- on the dole;
- Performance Indicators;
- up to scratch;
- the IQs (of the pupils).

Ex. 4. Find the words in the text which have a similar meaning to the following:

- the practice by children of staying away from school;
- treating someone in a very unpleasant way by using strength or power;
- to think that sth or someone are more important than they really are;
- to be registered as unemployed and receive money from the government;
- to be prevented from continuing to hold a particular job or position.

Ex. 5. Discuss the efficiency of the Whitehall project using the following questions as a guide.

1. To what extent do you agree with the Whitehall official that the Performance Indicators will help English schools to come up to scratch?
2. Would you describe the Performance Indicators as impartial and objective?
3. Which factors, do you think, are more / less important in showing the quality of the country’s schools? Why?

4. Are there any points not mentioned in the article that you think should be included into the checklist?

5. Do you find any similarities / differences between the problems that British and Belarusian teachers respectively face?

6. Do you agree with the statement that the process of education is an imprint of the society we live in? Give your reasons. What past experience (the school you went to, the books you read, the films you saw) makes you either support or disagree with this view?

7. What from your point makes a good school?

8. Sum up the problems that conventional schooling in our country faces and discuss the ways of their solution.

Ex. 6. Read the text and be ready to check your understanding.

SLIMMED-DOWN SCHOOL CURRICULUM AIMS TO FREE QUARTER OF TIMETABLE FOR PUPILS AGED 11 TO 14

A slimmed-down curriculum for 11- to 14-year-olds in England, designed to liberate more time to help students either catch up on the basics or play to their strengths, was unveiled by the government yesterday.

The Qualifications and Curriculum Authority says the new plan will free up 25 per cent of the school timetable.

Sir Winston Churchill – along with Hitler, Gandhi and Stalin – will no longer be compulsory, though William Wilberforce remains.

The new regime does include three new subjects and topics close to ministers' hearts. Cooking is now an entitlement for all 11- to 14-year-olds, with some doubt expressed by unions as to whether some schools have the hardware to offer the subject to all.

Citizenship education will now include work on British values and national identity. An optional “economic well-being and financial capability” strand, to help pupils understand mortgages, personal finance and business, can be taught throughout secondary school as part of the renamed PHSE curriculum, now meant to refer to “personal, social, health and economic well-being”.

Lord Adonis, the school minister, said: “We asked the QCA to review the secondary curriculum because it did not have the flexibility and space for stretching students or for helping those who had fallen below the expected level in English and maths.

“By cutting back on some duplication and unnecessary detailed prescription in the curriculum, we will free up a significant proportion of the school day so teachers have more time to concentrate on what is vital.

Teachers can use this time to focus on pupils struggling with literacy and numeracy, as well as giving other students extra challenges to stimulate them.”

The changes, in line with the government’s personalized learning agenda, reflect anxieties both about the continuing “tail of underachievement” in schools, with targets for tests at 14 still being missed and one in 20 youngsters leaving school at 16 with no GCSEs, and about whether the regular annual hoarding of A-grades at GCSE by top pupils means they are not being pushed hard enough, early enough.

“The development of such a customized or child-centred approach to teaching and learning is not some new-age obsession with making students feel good, or any rejection of the importance of formal teaching, or a drift from a discipline based curriculum,” the QCA’s chief executive, Ken Boston, said yesterday. “It is the internationally proven research-based strategy for improving learning and raising attainment at individual, school and national level,” he said.

Most of what is being lost as a compulsory element remains as voluntary or optional, the QCA said.

The revised history curriculum includes both world wars and the Holocaust, the development of political power from the middle ages to the 20th century, the British empire and slavery; but not – automatically – the Wars of the Roses or Elizabeth I.

But Mr Boston was at pains to emphasise the curriculum’s practical, realworld theme.

Schools will be encouraged to lay on not just European languages but Mandarin, Arabic and Urdu. And they are being urged to offer quick-fire five-minute revision sessions in languages and mental arithmetic, already offered in some schools.

The plans received a mixed response from the teacher unions, partly because compulsory national tests at 11 and 14 remain in place.

John Dunford, general secretary of the Association of School and College

Leaders said: “ This is certainly a move in the right direction. Now is the right time to introduce the more flexible 11–14 curriculum. The advantage of the new framework is that it puts control into the hands of schools, letting them decide when and how to introduce curriculum change”.

Ex. 7. Explain the meaning of the following words and phrases from the context in which they are used:

- a slimmed-down curriculum;
- to play to their (students’) strengths;
- mortgage;

- to stretch students;
- literacy and numeracy;
- to miss targets (for tests); – “tail of underachievement”;
- child-centred approach;
- the basics;
- a discipline based curriculum.

Ex. 8. Match the adjectives with the nouns they collocate with. Translate the collocations into Russian / Belarusian.

passing	curriculum
compulsory	score
flexible	performance
optional	subject
vocational	methods
academic	tests
divisive	training
innovative	issue
mixed	response

Ex. 9. Answer the following questions.

1. What factors necessitated the introduction of a new curriculum in British schools?
2. What new topics will be introduced under the plan and what subjects will be left out or made optional and why?
3. Why did the curriculum revision receive a mixed response from the teachers?
4. What arguments for / against the “classroom revolution” in Great Britain could you give in addition to those listed in the article?
5. Do you think that educational standards in our country have declined in recent years?
6. What factors serve as disincentives to learning for some children in this country?
7. Is our educational system designed for the effective implementation of the principle “catch up and stretch”?
8. How in your opinion can optimal teaching and learning be promoted?

Ex. 10. Comment on the following statements made by some British teachers in response to the modernized curriculum:

- primary schools teach children, secondary schools teach subjects;
- in (secondary) schools creativity is stifled for a concentration on facts;

- the curriculum should be made more relevant to the needs of young people in this world in the future;
- what failing schools need is more money and better teaching, not further restructuring.

Ex. 11. In groups of 3 or 4 prepare and stage a debate on the following issues (you may wish to undertake further reading using the supplementary text “Education and Inclusion” or visiting the relevant Web sites):

- the traditional subject-based approach to covering the syllabus has delivered all it can, it will work no more;
- schools should be given the opportunity to be more innovative in what and how they teach;
- central monitoring of curricular issues and school performance has been exhausted and does not meet the challenges of the 21st century;
- learning should be differentiated according to the readiness of the individual to learn.

Ex. 12. Read the text and be ready to check your understanding.

HIGH-STAKES GAMES

Across the country, students, teachers and education officials are playing a game of chicken with testing regimes. In an effort to raise standards, both federal legislation – as embodied in the No Child Left Behind Act – and many state testing systems threaten to penalize students who can’t pass basic tests, along with the schools charged with educating them. After years of preparation, the dates for implementing these high-stakes graduation exams are coming up. Officials have warned that students who fall short won’t receive diplomas or, in some cases, promotion to the next grade level. But if thousands of students fail or look as if they might, will authorities blink?

The answer appears to be “yes”. Last month California postponed implementation of its high-stakes exam for two years. California’s 1999 legislation required that 2004’s high school seniors pass an exam to graduate. Yet as of January about a third of 2004 seniors had not passed the mathematics portion of California’s test, and nearly 20 per cent hadn’t passed the language arts section. These are students who have supposedly been working to meet standards since they were in the eighth grade.

And California is not alone. Of the states that promised a new regime of accountability, only a handful are on track to meet targets. Many states have made their tests easier. Others have lowered the passing scores or delayed phasing them in as a graduation or promotion requirement. Some worry that

this might happen in Maryland, where the State Board of Education has just set standards that more than a third of the students who took math and reading tests this year would have failed. By contrast, Virginia is gearing up to enforce results of its tests. Although some of the requirements have been changed – critics say “watered down” – since the launch of the program, the state should be commended for holding fast to the principle of statewide testing.

For Virginia is also proof that high-stakes testing might yield results. Student scores on Virginia’s Standards of Learning tests have been improving on a number of fronts since the tests have been administered, and the gap between minority students and others has been narrowing. The proportion of schools meeting state standards in Virginia has risen from 2 per cent to 70 per cent since 1999, revealing a marked improvement in the curriculum.

Testing is never an end in itself but a measure of other factors – the commitment of teachers and of school districts, the willingness of students to work harder. But while a test can be a tool to inspire and an indicator of progress, it works only as long as education authorities take it seriously.

Ex. 13. Which of these verbs would normally be used with each of the nouns below? Translate the word combinations into Russian / Belarusian.

E. g.: to meet – standards, requirements, targets, needs.

Verbs: to implement, to promote, to penalize, to administer, to delay.

Nouns: reforms, ideas, policies, exams, a territory, understanding, (economic) growth, a new product, a student, a company, tests, plans, changes.

Ex. 14. Translate the sentences into Russian / Belarusian.

1. Across the country, students, teachers and education officials are playing a game of chicken with testing regimes.

2. Of the states that promised a new regime of accountability, only a handful are on track to meet targets.

3. Other states have lowered the passing scores or delayed phasing them in as a graduation or promotion requirement.

4. The state should be commended for holding fast to the principle of statewide testing.

5. Student scores... have been improving on a number of fronts since the tests have been administered, and the gap between minority students and others has been narrowing.

Ex. 15. Fill in the gaps with the right particle or preposition where necessary.

...the new Assessment Test the students who cannot read... the thirdgrade level won’t be promoted... the fourth grade.

1. They accused the government... not doing enough to promote... the country’s economic growth.

2. He was promoted... manager... assistant director.
3. Modern science offers many alternatives that could be phased... a new system of language teaching.
4. These outdated methods are now being finally phased...
5. Simon tried to catch... with his peers.
6. The new idea is catching... fast.
7. The curriculum will be revised to help those who fall... with their reading.
8. The number of overseas students has fallen... drastically.
9. Politicians want to hold... ..power at all costs.
10. Did they think that their measures would hold... inflation?
11. The student is very ambitious, don't try to hold him...
12. Some experts claim that retention policies put many children... a disadvantage.

Ex. 16. Answer the following questions.

1. What measures were taken under the *No Child Left Behind Act* to raise standards in American schools?
2. Did these measures prove to be successful nationwide?
3. Do you share the author's opinion that test scores can be a conclusive indicator of academic progress?
4. What is your attitude to the system of statewide testing that is being administered in this country as a major entrance requirement? Can it substitute the traditional exams? Yes / No. Why? [Note the breadth of this problem. It has several dimensions, each of which should be addressed in a full answer. Talk to teachers and school-leavers, list their arguments for and against testing. Look out for further debates on this topic in the news media, on radio and television.

Ex. 17. Comment on the phrase "Teaching is never an end in itself but a measure of other factors". (What factors do you think besides those mentioned in the article are implied?).

Ex. 18. Read the text and be ready to check your understanding.

5 TIMES MORE FLORIDA KIDS TO REPEAT THIRD GRADE STATE'S NEW POLICY LINKS PROMOTION TO READING TEST SCORES

The number of Florida youngsters who must repeat third grade is about five times greater than last year because of a new policy that bases promotion largely on the Florida Comprehensive Assessment Test.

Gov. Jeb Bush and the state Department of Education say allowing students who cannot read at the third-grade level to advance to the fourth grade would make it extremely difficult for them to catch up with their peers.

“I would just ask the people who think it’s okay to socially promote to look a child in the eye when they are in the 10th grade and are reading at fifth-grade level and say that that’s a success,” Bush said in an interview.

However, the issue of retention in a grade can be divisive, and its value is often questioned.

A total of 188,107 third-graders took the Florida Comprehensive Assessment Test this year. Under this test, students who score at Level 1, the lowest, are retained.

The state is still gathering figures from school districts on the number of children being held back, but preliminary figures obtained on Friday from the education department show that the number could near 33,000, compared with 6,447 last year. The department will release a final figure next month.

The policy has led to protests, including two in which state Sen. Frederica Wilson posted third-graders at Bush’s office to demand that retention not be based on the state assessment test scores.

“These children will either become so angry they’re going to be aggressive and have discipline problems, or be demoralized and heartbroken and depressed,” said Wilson, a former elementary school principal who works in a dropout prevention program. “This is real to me, because this is my life’s work. This is what I do. I know that these children are going to drop out.”

Bush and education officials believe that students who are retained and who receive extra reading help will benefit. The state set up summer reading camps, and individual plans are being developed for each child to target specific weaknesses.

Margaret Andrews of Miami said she supports the retention of her daughter, Melissa, so she can catch up with her peers. “I would rather work it out at this level here as opposed to when she’s in the 10th grade,” Andrews said.

But many experts argue that holding children back and having them simply repeat the same instruction hurts them, and some say holding students with the promise of extra help also puts them at a disadvantage.

Other experts say retention policies such as Florida’s will work, though they acknowledge that research on the issue is limited.

Gary Dworkin, a University of Houston sociology professor, studied a similar policy established in Texas. On average, Texas students who were held back scored significantly higher when they were tested after completing the next grade level than did those who were not retained, Dworkin said.

But Mary Lee Smith, a professor at Arizona State University's College of Education, said research shows that students, who have been held back in earlier grades are many times more likely to quit school, even when they have academically caught up with their peers.

Gov. Bush maintains that just the threat of retention is already improving schools. "The first lesson that researchers would have to admit, even the ones that oppose accountability, is that we have seen dramatic reductions in Level 1 readers in third grade because it matters now," Bush said.

Ex. 19. Explain the meaning of the following phrases used in the text.

- comprehensive assessment;
- to look a child in the eye;
- the retention issue can be divisive;
- a dropout prevention program;
- to target specific weaknesses;
- to score high(er); - to oppose accountability;
- to catch up academically.

Ex. 20. Both options make sense. Underline the one which forms a common collocation.

1. In my country we have to do nine basic / core subjects and then we can choose several others.

2. At this school we put a strong emphasis on academic / scholarly achievement.

3. In England bodily / corporal punishment was abolished 60 years ago.

4. On Friday afternoons we had lessons with trainee / apprentice teachers.

5. In this country we have some end of year tests but most of our marks come from progressive / continuous assessment.

6. At 16 we have the choice of doing more vocation / employment oriented courses, such as business studies and accounting.

7. He was expelled from school for playing / going truant too many times.

Ex. 21. Using facts from the article and other sources of information answer the following questions.

1. What kind of new policies are being implemented by the US Department of Education and what are their results? What arguments for and against the retention issue are used in the article?

2. What examples are given to support the claim that retention policies prove to be effective?

3. Do you think there are rational and consistent arguments for retaining a pupil in a grade?

4. Don't you think that traditional methods used to judge whether schools fail their students or not (the number of students reaching expected targets, the results of standardised tests and exams) are not effective any more?

Ex. 22. Exchange your views on the following points.

1. The threat of retention is improving schools.

2. Learning is important but not to everyone.

3. Teaching methods are of no importance nowadays.

4. Marks and exams sidetrack proper personality development.

5. Modern teaching methods and innovative technologies could revolutionize the process of education.

6. Young people expect far too much of themselves these days.

7. Our schools are integrated into the rest of the society and meet its increasing demands.

8. What our schools need is more money and better teaching but not further restructuring.

Ex. 23. Role-play. Read carefully through this outline of the problem, making sure that you understand it.

The Problem

Woodville School has a new principal called Taylor. Unlike the previous principal, who was very traditional, Taylor is young and wants to change a lot of things. Taylor calls a parent / teacher meeting to put forward his / her ideas and to decide on the new school policies. At the meeting, the parents and teachers must collectively decide which proposals should be accepted and which rejected.

The Characters

Here are the characters. Read through the description of each of them. Can you imagine that you are that person? Suggest what he / she may be saying. Try to use the appropriate language exponents from the Speech Functions Bank.

The principal: Mr / Ms Taylor

The principal has *progressive* attitudes towards education and wants to abolish uniforms, homework, examinations and compulsory sport at the school! He / she also wants to abolish Latin and introduce more *relevant* subjects such as *Current Affairs* and *Consumerism*. He / she will ask for more suggestions along these lines at the meeting.

The Humanities teacher: Mr / Ms Smith

He / she teaches English, History and Latin and thinks that the new principal is too radical. He / she agrees that uniforms, and compulsory sport should be abolished – but thinks that homework and examinations should be maintained, especially as the students have to sit for public external examinations in order to get into higher institutions and apprenticeships.

The Science teacher: Mr / Ms Bell

He / she supports some of the principal's ideas about education but thinks that a moderate amount of homework should be given. Also, in order to prevent competitiveness among the students, a cheap and simple uniform should be kept. Bell used to teach Domestic Science / Carpentry before coming to Woodville School and would like to see the introduction of these kinds of subjects.

Parent 1: Mr / Ms Baxter

He / she has more traditional ideas about education, supports the continued teaching of Latin as a valuable mental discipline, and is generally suspicious of the principal's *progressive* ideas. Mr / Ms Baxter 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 Logan

He / she has moderate or liberal ideas about education but is very much against the introduction of fashionable subjects such as *Consumerism* into the school syllabus.

Parent 3: Mr / Ms Harris

He / she has very *progressive* ideas about education and thinks that the older pupils (15–17-year-olds) should only spend two or three days at school each week – the rest of their time being spent outside in the community!

Assemble into your discussion groups and by discussing the problem, try to work out a way to solve it. Afterwards give an account of the outcome of the meeting. You may like to elect a group representative for this before you begin.

Ex. 24. Write a feature article about the improvements that could be made in secondary education in this country.

Ex. 25. Answer the questions.

1. What do you know about alternatives to conventional schooling in Great Britain / the USA / Belarus?
2. What would you criticize / praise in private education?
3. Have you had any experience of working in non-government educational establishments? What are your impressions?

Ex. 26. Read the text and be ready to check your understanding.

WHY PARENTS CHOOSE TO OPT OUT OF STATE SYSTEM

There are many reasons why parents choose to opt out of the State system and send their children to private schools. Some are opposed to mixed schooling (most private schools are single-sex, at least until the age of 16); some are opposed to the comprehensive system, believing that, for e. g., mixed-ability classes do not make the best provision for the most and least able children. Others believe that there are social advantages to be gained from attending certain schools, particularly the exclusive public schools, which are, despite their misleading name, the most expensive day or boarding schools in Britain. These parents therefore feel they ought to make substantial financial sacrifices to give their children ‘a good start in life’, as can be seen from the following article by Joe Irving with the headline “But How Do We Pay the Fees?” published in *The Sunday Times*.

Private education has become one of Britain’s liveliest growth sectors. More and more parents seem prepared to take on the formidable extra cost of buying the kind of education they prefer for their children. The result is that fee-paying schools throughout the country are full, and many have long waiting lists.

This is particularly so with day schools, which are now reflecting a changing pattern in the approach to education. Many children are getting the best of both worlds by spending their primary school years within the state system, then moving into a fee-paying school, and sometimes finishing off in a state school.

Just how much value parents place on what they consider to be an adequate education for their children will be indicated in a survey to be published within the next few weeks which is believed to be the first of its kind.

Three hundred clients of a firm of school fees specialists were questioned, and their answers reveal that the average family among them expects to spend a total of £28,246 on education over the years. This average family is currently spending £1.616 a year on educating its 2.2 children aged 8¹/₂. (In the total figure, inflation is taken into account.)

Average parental income was £12,956 a year, though many of the families surveyed earned considerably less than this. To pay school fees, 83 per cent of parents cut down on their household expenditure, mainly holidays and travel. Nearly 40 per cent of fee-paying families or those contemplating fees in the future had to find ways of increasing the household income: in most cases this meant the wife going out to work. A lucky 29 per cent were helped out by generous relatives, principally the children’s grandparents.

Meanwhile, as the specialist company finishes its analysis of the countrywide survey, managing director Gilbert McNeill-Moss reports that the firm's Regent Street office is *up to the eyeballs* in work.

Confirmation of the rising interest in private education comes from another school fees specialist, who says, "We are dealing with more enquiries than ever before. And one thing is certain – the high cost of private education is not putting people off. Many enquiries seem to be from people who are worried about the quality of state education in their areas."

The latest annual survey of the private sector by the Independent Schools

Information Service (ISIS) puts the average fees at a boys' day school at around £940 a year. At a girls' day school they are about £800. This year fees have been kept to increases of less than 3 per cent a term. This does no more than keep up with inflation and does not take care of higher salaries and soaring administration costs.

Ex. 27. Highlight the following words and phrases in the article and comment on their meaning:

- waiting lists;
- to get the best of both worlds;
- to be up to the eyeballs;
- a good start in life;
- to opt out (of the state system);
- mixed-ability classes;
- comprehensive system;
- to make the best provision;
- soaring coasts.

Ex. 28. In the following sentences use the right particle with the verb to put.

1. If they ask us to put them... for the night, what can we say to put them...?
2. I am sorry to put you... this again.
3. The voters turned that party out and put... its rival.
4. We had to have the old dog put...
5. A rumour was put... to the effect that he was leaving.
6. The pipeline's cost is now put... 2.7 billion pounds.
7. These were the arguments that Carson put...
8. They had at last succeeded in putting a meaningful reform...
9. He was somewhat put... when the audience laughed loudly.
10. I have seen enough to put me... farm-work.

Ex. 29. Answer the following questions.

1. How much does the average family in the survey spend on education?
2. Where does the money come from?
3. What reasons are given for preferring private to state education?
4. As a prospective parent are you ready to make sacrifices to give your child *a good start in life*? Yes / No. Why?

Ex. 30. In the text that follows the arguments for an elitist approach in education are marked with an (F) and those against are marked with an (A). After reading the article be ready to sum up all the arguments for and against mixed-ability schools.

EDUCATION: EQUALITY OR ELITISM

Children's intelligence, musical ability, physical endurance etc., vary enormously from individual to individual: some children are musical geniuses at the age of four or five, and others are what is generally called tone-deaf; there are mathematical geniuses, and children who are hopeless at maths; some girls become world swimming champions at 14, and others are always last in any race; and so on. (F).

Some "experts" claim that most of these differences are born in the child; others say that they are the result of early experiences. The most sensible attitude is that they are partly the result of heredity, and partly that of environment: x per cent of nature plus y per cent of nurture. In any case, attempts in the USA and Britain to diminish differences in ability between children from advantaged and disadvantaged backgrounds by giving the latter special intensive training between the ages of about 5 and 7 have been quite unsuccessful: the differences are already deeply rooted by then.

One therefore has to accept that there is a wide range of ability between different children in a large number of different skills and abilities, and one then has to decide what to do about it in the schools. Some governments believe in an egalitarian approach; others in giving special types of education to suit each different kind of ability, with especial encouragement to those who are outstanding in a particular thing. The latter is known as an elitist approach.

What is obviously right in any society which is interested in developing each child's abilities to the full for the good of the community is to give all children equal opportunities to develop their special gifts. (A) In a society in which some children are so underfed that their brains do not receive enough protein to develop fully; or in which some mothers are so busy earning a living that they are unable to spend time stimulating their children's brains

during the vital first three years, equal opportunities for all do not exist. (A) Napoleon laid down the principle *La carriere ouverte au talent*, (which is roughly equivalent to *Equal opportunities for all*).

The USA tried to provide equal education for all, regardless of ability, while the, USSR was encouraging talent by setting up special schools for children with particular gifts. The Americans thought that they had made a mistake in adopting the egalitarian system when the Russians were the first to put a man into space in the famous Sputnik. Ever since then, they have been working furiously to follow the Russian system of education, in which there is certainly equal opportunity for all to show their particular abilities, but once these have been established, each group is given a different sort of education which suits it, so that we see wonderful Russian gymnasts, rowing crews, ballerinas, cellists, and scientists, and numbers of people with a near-perfect command of English, Hindi, Chinese or a whole list of other languages. (F)

This is done by selecting gifted children at a very early age, and then sending them to schools in which they are given intensive training for something like ten years. Obviously, selection cannot be perfect: some children who should be at a particular type of school will have slipped through the net; and others who do go to that type of school will drop out before the end of the course; (A) but enough people with a particular type of skill will be produced each year for the country's needs. (F)

An alternative, such as is practised in Britain, is to send most children to a *comprehensive* school, which is designed to enable everyone to pursue the subjects that they are good at, and at the same time to encourage social cohesion.

(A) But there are those who believe that the comprehensive system holds back the very bright children on whom the community will depend heavily in the years to come for the inventiveness, decision-making ability and intellectual endurance which enable a country to compete successfully in a world of advanced technology. (F) However, there has never been any conclusive evidence that the comprehensive system does hold back the very intelligent pupils. (A)

Ex. 31. Explain the meaning of each of the following phrases used in the text:

- X per cent of nature, plus Y per cent of nurture;
- disadvantaged background;
- to be deeply rooted;
- to slip through the net;
- to encourage social cohesion.

Ex. 32. Match the adjectives with the nouns they collocate with:

inborn	training
hereditary	home
egalitarian	society
inventive	arguments
comprehensive	musician
tone-deaf	abilities
disadvantaged	child
gifted	right
conclusive	person

Ex. 33. Read the text and be ready to check your understanding.

THE CITY – AS- SCHOOL

An alternative in education – the City-as-School – has been started in New York, USA. Below is an article about the school. Before you read it, try and predict from the name, what kind of schooling it might provide and discuss your ideas with the rest of the class. Now read the article to find out how accurate your predictions were.

The City-as-School idea itself is not new but the New York programme is generally recognised as being the most successful of its kind.

Three hundred and fifty high school students between 15 and 18 attend the City-as-School: it's a school without walls and its "classroom" is the city itself. Students spend their days in the theatres, museums, government offices and businesses of New York in a programme of part-time apprenticeships that are individually tailored to their interests and needs.

Pam Bruno, 16, for e. g., spends part of her time in the City Council press office, finding out about New York politics as she helps prepare press releases and assists in the running of the office. Another day is spent at New York University where she takes first year courses in sociology and main themes in contemporary world history. She also works for a Women's Centre, travelling about the City interviewing women in business for a report that's soon to be published. Yet another day is spent at a television casting agency, learning what show business is all about.

Students are accepted into City-as-School after an interview; the only academic requirement is two years of basic mathematics and science at a high school.

Credits are given, for satisfactory completion of each assignment, so that the students stand as good a chance of getting into an American college as their counterparts in ordinary high schools. In fact it was shown recently that 80–85 per cent of CAS graduates are going on to college without problems.

As might be expected, many of the CAS students are young people who, for one reason or another, were unhappy with conventional education. Pam Bruno dropped out of the conventional system because she was bored: “I felt stifled by an educational system that didn’t seem to care about me. I was just a number.”

The New York City-as-School is viewed as a useful alternative way of dealing with these final and often troublesome school years. There are, however, still some lingering doubts as to whether this kind of life experience can totally replace the academic development acquired in a classroom.

Ex. 34. Explain what the following words and phrases mean from the context in which they are used:

- part-time apprenticeship;
- to be tailored to;
- credits;
- counterparts;
- to drop out;
- to be just a number.

Ex. 35. Answer the following questions.

1. Is this the first time you have heard of such a school?
2. Why are the final years often referred to as “troublesome”? How did you feel about your final years at school?
3. Do you think you would have benefited from going to a similar school? If so, in what ways?
4. With the rest of the class consider the advantages of this kind of education as a preparation for later life as opposed to more conventional schooling.
5. Are there any features that make you doubt whether a school like this can work in this country?

Ex. 36. Work in groups of 3 or 4. Imagine that the town in which you live (study) is planning to set up a similar City-as-School. Work out 3 projects for students to do in the town which you think will be of value to them in later life (e.g. helping in the office of the local newspaper).

Compare the 3 projects you have worked out with those of other groups.

Discuss and choose the best project from among all those worked out in the class.

Ex. 37. Discuss the following questions.

What are alternative school systems in this country?

What are their advantages / disadvantages?

Would you work there as a teacher?

Ex. 38. Imagine that a friend of yours is considering sending his / her child to a non-government school (institute) you are working in. Write a letter either encouraging or discouraging him / her.

UNIT 2. COLLEGE LIFE

Ex. 1. Discuss in small groups.

Can you think of anyone who you think is a really good student? Describe them to your partner. What do they do that makes them so successful?

Ex. 2. You are going to work in pairs. Each student will be reading a different text and will have to complete information table about the main character.

Ex. 2.1. You are going to read about Melissa Malins. Your partner is going to read about Francesca Stellman. Read the article to complete the information about Melissa (table 1).

HOW TO GET A FIRST-CLASS DEGREE AT KING'S COLLEGE

Yvette Essen hears the secrets of two women who made the grade.

Melissa Malins graduated from King's College London with a first-class degree, she was awarded the Drew Prize for the Second Most Meritorious.

Mathematics Graduate. "Although my degree had no coursework, I put a lot of work in during the year and went to virtually all the lectures, as you take things in subconsciously. I made notes in lectures and copied them up well in advance – often in different colours and sizes, using highlighters to make them look more interesting. As I had eight exams each year it was difficult concentrating on all my subjects without leaving one till the end or focusing too hard on another. Some friends worked on five of the exams, but if you have retakes the following year your workload increases to an almost ridiculous and unmanageable level.

I didn't like going to the library much as I can't work for hours on end in silence. Instead, I spent a lot of time with friends in the study areas as we understood different things so could help each other. It is reassuring when you realise you're not alone when you can't do something. Group study can be distracting as you often talk instead of working, so you need a happy medium and in the final stages I studied on my own.

I tried to think of different ways to remember things: some proofs you just had to understand, others I learnt parrot fashion, by mnemonics or rhymes. I found it better to study in small half-hour sessions rather than five-hour trots as it stuck more in my head and I had to constantly test myself.

Although a degree is really hard work and other things have to be sacrificed, getting the result made it all worthwhile.”

<https://busyteacher.org>

Table 1 – Text 1

Student	Melissa Malins	Francesca Stellman
University		
Degree		
Why is she so special?		
What study techniques did she follow to be successful?		

Ex. 2.2. You are going to read about Francesca Stellman. Your partner is going to read about Melissa Malins. Read the article to complete the information about Francesca (table 2).

HOW TO GET A FIRST-CLASS DEGREE AT LONDON UNIVERSITY

Francesca Stellman read anthropology and linguistics at the University of London. She was the only person to get a first-class degree in her year.

“There is definitely more work doing a joint degree – this year alone I had two more courses than straight anthropology students. Easter was a nightmare as I had a dissertation and six essays, and two exams to revise for. However, I organised my time well by choosing essay titles, photocopying readings and taking books out well in advance.

To get a first-class degree you need to work consistently. I had lots of friends who worked hard this year but not in the first and second years. I also did all the reading for each essay, which helped as there was a large amount of coursework and my teachers commented on my “impressive” bibliographies and independent research.

Living at home made a difference to my final grade. I had lots of parental support, my own space and could work in peace without worrying about things like food and ironing. However, self-motivation is also important, as if you miss an essay deadline, the lecturers won’t chase you up. I planned ahead but it took me months to research, write and redraft my dissertation.

For my finals I spent at least six hours a day revising and working on exam technique. As there isn’t much time in exams I learnt a few topics well, made lots of essay plans using past papers and listed the arguments on both sides. My social life was more restricted during the exam period, but I also tried to relax and not work late in the evening.”

Table 2 – Text 2

Student	Melissa Malins	Francesca Stellman
University		
Degree		
Why is she so special?		
What study techniques did she follow to be successful?		

Ex. 3. The article above is full of word pairs. Look back at your article to complete the table. The first ones have been done for you (table 3).

Table 3 – Comparative characteristics

Melissa Malins		Francesca Stellman	
A ridiculous	level	A large	amount
An unmanageable			
well			In advance
	medium	living	
In the final			support
parrot		A social	
	work	An essay	

Ex. 4. Complete the sentences with a missing preposition.

Melissa Malins

1. Melissa graduated... King's College London
2. ...at first.
3. She said she put a lot of work... during the year.
4. She always made notes... lectures
5. and copied them...
6. She found it difficult to concentrate... all her subjects
7. and not focus too hard... just one subject.

Francesca Stellman

1. Francesca was the only person to get a first-class degree... her year.
2. She said that doing a joint degree meant that she had two exams to revise...
3. Her teachers had commented.... how good her bibliographies and research was.
4. She also thought that living... home helped her.
5. As she could work... peace.

6. She said self-motivation was important as if you don't do work, the lecturers won't chase you...

7. She tried to list the arguments... both sides of a subject.

Ex. 5. The newspaper article finished with advice for students. Look at the ideas below. Rank them in order of importance.

HOW TO GET A FIRST-CLASS DEGREE! The rules

Revise in advance. Plan a realistic timetable and stick to it.

Good class and lecture notes are vital for essays and revision.

Don't be afraid to ask lecturers questions or approach personal tutors for help.

Read set books on time.

Work on oral presentations, even if you aren't assessed on them. They may be taken into account if you are borderline*.

Keep to deadlines. Once one essay is late it is easy to slip.

Leave time to research, write and rewrite dissertations.

Get into the habit of good attendance and punctuality.

Last-minute cramming** may get you a 2:1, consistent work pays off in the long run.

***borderline** – a borderline pass in an exam is when you only just pass, a borderline fail is when you fail but only by a point or two

****cramming** – trying to revise a lot just before an exam

Ex. 6. Work individually. Choose 5 words or expressions that you would like to remember and make a note of them in your notebook. Make sentences with them.

Then working in small groups, read out your sentences to your partners pausing now and then. Your partners have to guess which word will come next.

Ex. 7. Write a similar article or a similar list of "rules" called "How to make your degree!" Then prepare to swap your ideas in class.

Ex. 8. Discuss in small groups.

1. What are you really good at?
2. What do you need to be really good at in your life?
3. What springs to your mind when you hear the word "genius"? What abilities are necessary for a genius?
4. Do you believe "we are all potential geniuses"?
5. Would you like to be a genius?

Ex. 9. Read the title of the article and then take one minute to skim it. What do you think the article is about? Share your ideas with a partner. Scan the article and circle the names of people mentioned. Who are they? What do they have in common? What do you know about the people mentioned below? With a partner, add any information you can to the chart. Then, read the article to fill in more information (table 4).

Table 4 – Famous people

Name	Lived when?	Famous for?
Galileo Galilei	1564–1642	scientist; invented the telescope
Wolfgang Amadeus Mozart		
Leonardo da Vinci		
Albert Einstein		
Sigmund Freud		

THE ART OF GENIUS: SIX WAYS TO THINK LIKE EINSTEIN

How do geniuses come up with ideas? What links the thinking style that produced Mona Lisa with the one that spawned the theory of relativity? What can we learn from the thinking strategies of the Galileos, Edisons, and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25, and usually were sickly children. Other researchers reported that many were celibate (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated nothing.

Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, whose IQ was a merely respectable 122. Genius is not about mastering 14 languages at the age of seven or even being especially smart. Creativity is not the same as intelligence.

Most people of average intelligence can figure out the expected conventional response to a given problem. For example, when asked “What is one-half of 13?” most of us immediately answer six and one-half. That’s because we tend to think *reproductively*. When confronted with a problem, we sift through what we’ve been taught and what has worked for us in the past, select the most promising approach, and work toward the solution.

Geniuses, on the other hand, think *productively*. They ask: “How many different ways can I look at this problem?” and “How many ways can I solve it?” 6/5

1/3=1 and 3

THIR TEEN=4

XI/ II=11 and 2

The mark of genius is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking fosters rigidity. This is why we often fail when we're confronted with a new problem that appears on the surface to be similar to others we've solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray. If you think the way you've always thought, you'll get what you've always gotten.

For centuries, the Swiss dominated the watch industry. But in 1968, when a U. S. inventor unveiled a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn't fit their limited paradigm. Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

By studying the notebooks, correspondence, and conversations of some of the world's great thinkers in science, art, and industry scholars have identified the following thinking strategies that enable geniuses to generate original ideas:

1. Geniuses look at problems from all angles. Sigmund Freud's analytical methods were designed to find details that didn't fit traditional paradigms in order to come up with a completely new point of view. To solve a problem creatively, you must abandon the first approach that comes to mind, which usually stems from past experience, and reconceptualize the problems. Geniuses do not merely solve existing problems; they identify new ones.

2. Geniuses make their thought visible. Geniuses developing visual and spatial abilities that allowed them to display information in the Renaissance was tied to the development of graphic illustration during that period, notably the scientific diagrams of Leonardo da Vinci and Galilei Galileo revolutionized science by making his thought graphically visible while his contemporaries used more conventional means.

3. Geniuses produce. Thomas Edison held 1,093 patents, still a record. He guaranteed a high level of productivity by giving himself idea quotas: one minor invention every 10 days and a major invention every six months. Johann Sebastian Bach wrote a cantata every week, even when he was sick or exhausted. Wolfgang Mozart produced more than 600 pieces of music.

4. Geniuses make novel combinations. Like playful children with buckets of building blocks, geniuses constantly combine and recombine ideas, images, and thoughts. The laws of heredity were developed by Gregor Mendel, who combined mathematics and biology to create a new science of genetics.

5. Geniuses force relationships. Their facility to connect the unconnected enables geniuses to see things others miss. Da Vinci noticed the similarity between the sound of a bell and a stone hitting water-and concluded that sound travels in waves.

6. Geniuses prepare themselves for chance. Whenever we attempt to do something and fail, we end up doing something else. That's the first principle of creative accident. We may ask ourselves why we have failed to do what we intended, which is a reasonable question. But the creative accident leads to the question: What have we done? Answering that one in a novel, unexpected way is the essential creative act. It is not luck, but creative insight of the highest order. This may be the most important lesson of all: When you find something interesting, drop everything and go with it. Too many talented people fail to make significant leaps of imagination because they've become fixated on their preconceived plan, but not the truly great minds. They don't wait for gifts of chance; they make them happen.

The Art Of Genius: Six Ways To Think Like Einstein by M. Michalko.

Ex. 10. Read the sentences below and write T (True) or F (False).

1. The author's main purpose is to discuss the importance of 12 famous geniuses.
2. The author would agree that all geniuses are creative.
3. Geniuses always have an exceptionally high IQ.
4. Most people are reproductive thinkers.
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people.
6. Geniuses have little patience for accidents.

Ex. 11. Work with a partner to answer the questions below.

1. How are geniuses different from the rest of the population?
2. What special abilities or skills do geniuses have that other people don't?
3. The author outlines six "thinking strategies" that help geniuses develop original ideas. In your opinion, which of these strategies is most important to the success of a scientist? An artist? A businessperson? Why?
4. The reading refers to 12 famous geniuses, all of whom are European or North American men. Make a list of three men or women whom you consider to be geniuses from your culture. Explain why each person is a genius.

UNIT 3. REVISION

Ex. 1. Paraphrase parts of the sentence in bold using your active vocabulary.

1. I **passed** the exam **but with** a very low mark.
2. Harry's parents **paid for his college education**.
3. It is difficult **to remain at the same level with** my groupmates.
4. The exam was **extremely easy**. All the students in my group **passed it without any difficulty**.
5. It's no use learning the material **by heart without understanding**.
6. It isn't much fun to try to **reach the same level of knowledge as** the rest of the group.
7. She **passed her exam with excellent marks**.
8. Sarah **was hesitating** about applying to the economic university.
9. It's time for everyone **to start** work.
10. I'm afraid I **won't manage to finish my report on time**.
11. My father had to **work when he studied at college** because his family was extra hard up.

Ex. 2. Match word /phrases with their definitions.

Assessment; tutorial; campus; feedback; overseas; undergraduate; Tutor; abandon; mace; preside; distance learning.

1. Beyond the sea; abroad.
2. A period of intensive tuition given by a tutor to an individual student or to a small group of students.
3. A teaching system consisting of video, audio, and written material designed for a person to use in studying a subject at home.
4. To sit in or hold a position of authority, as over a meeting, etc.
5. The act of assessing, esp. (in Britain) the evaluation of a student's achievement on a course.
6. To give up (something begun) before completion.
7. Information in response to an inquiry, experiment, etc.
8. (at universities, colleges, etc.) A member of staff responsible for the teaching and supervision of a certain number of students.
9. A club, usually having a spiked metal head, used esp. In the middle ages.
10. The grounds and buildings of a university.
11. A person studying in a university for a first degree.

Ex. 3. Match a word / phrase in the left column with the words in the right:

- | | |
|-----------------------------------|------------------------|
| 1) foreign students; | a) to confer a degree; |
| 2) to take part; | b) to direct, control; |
| 3) to grant a degree; | c) overseas students; |
| 4) distance training; | d) to abandon a job; |
| 5) opposite one another; | e) feedback; |
| 6) to train / instruct / consult; | f) formally; |
| 7) conventional; | g) entry requirements; |
| 8) to preside; | h) face-to-face; |
| 9) to give up a job; | j) to tutor; |
| 10) response; | k) distance learning; |
| 11) officially; | l) traditional; |
| 12) admission requirements. | m) to participate. |

Ex. 4. Find an opposite word / phrase in the text (the number of paragraph is given in brackets).

- | | |
|----------------------------|----------------------------------|
| undergraduate courses (2) | to become full time students (0) |
| part-time employment (4) | to study at home (2) |
| in the presence of smb (7) | optional (5) |
| junior (7) | minority (1) |

Ex. 5. Fill in the gaps with prepositions, postpositions or adverbs where necessary.

1. The Open University is also popular... those who cannot physically attend... a traditional university because they are disabled, ...abroad, ...prison, serving... the armed forces, or looking... family members.

2. Many OU faculties have now introduced... short courses worth ten points. Most... these courses are taught... online, and start... regular intervals... the year.

3. They typically provide an introduction... a broader subject... a period... ten weeks, these are generally timed... vacations... conventional universities in order to take advantage... their facilities.

4. Some science courses, which require only... home study, are complemented... residential courses, in order to allow... the student to gain practical laboratory experience... that field; typically, an award... degree or diploma will require completion... both.

5. Different courses are run... different times... the year, but, typically, a 30 or 60 point course will run... February through... October. Assessment is... both continual assessment (... , normally, between four and eight assignments... the year) and, for most, a final examination or... some courses a major assignment.

Ex. 6. Fill in the gaps with some active words in the box removed from the following text.

Awarded; full-time; degree; flexible; assessment; conducted; courses; distance learning; educational; levels; e-tutorials; awards; available; undertake; postgraduate; institution; studied.

The Open University is the only university in the UK dedicated to (1)... It was established in 1969, and the first students started in January 1971. The majority of students are based in the UK, but its courses can be (2)... from anywhere in the world.

The administration is based at Walton Hall, Milton Keynes in Buckinghamshire, but has regional centers in each of its thirteen regions around the UK. The university (3)... undergraduate and (4)... degrees, diplomas and certificates.

It is the largest academic (5)... in the UK by student number, and qualifies as one of the world's mega universities. Since it was founded, more than 3 million students have studied its (6)... .

It was rated top University in England and Wales for student satisfaction in the 2018 and 2019 UK government national student satisfaction survey.

The OU works on a modular basis, with modules worth various different 'points'. 120 points is equivalent to one year of (7)... study and is the maximum rate at which an OU student may study (however short summer schools are allowed in addition to this). Courses come at different (8)... which can loosely be equated to the 3 years many students spend at a brick uni.

The OU provides a very (9)... system and it is possible to choose a named degree. Many, many choices are (10)... and students may choose a broad degree title e. g.: A BA in Humanities or a BA in Social Sciences, alternatively it can be made much more specific e.g. a BA in Social Sciences with Social Policy. Students may also choose one of the ready-made more specific degrees such as Politics, Philosophy and Economics. Finally the OU offer 'Open' degrees which allow a much broader range of courses to be chosen and the degree (11)... is an OU Open degree.

Students who leave a partially completed degree may be able to use their module points from already completed modules towards a diploma or undergraduate (12)... By combining a number of courses at the appropriate level, students may effectively tailor their degree to suit their needs, interests and abilities.

A significant number of courses are now (13)... online, with the aid of (14)... and message rooms where students may interact and discuss the work they have been doing; these are supported with appropriate teaching

materials such as DVDs, CDs, printed texts and text book, as well as the “Open 2” collaboration on (15)... TV programming between the OU and BBC2 (e. g., the Rough Science series). Assessment may also be online, through “eTMAs”, or electronically-submitted tutor marked assessments, as well as a number of other forms of (16)...

In recent years, the OU has allowed a limited number of under 18 (who may not usually (17)... in OU courses) to undertake 10 or 20 point modules on a variety of subjects, ranging from genetics to writing poetry. These courses may be paid for by local (18)...or sixth form centers, and only those tutors who are happy to have under-18s in their groups are involved.

Ex. 7. Work in small groups. Share your ideas about distance learning and present them in class.

1. Compare the Open University with a traditional one. What is different?
2. Make up a list of advantages and disadvantages of distance learning.
3. Can distance teaching replace the methods and forms of traditional teaching in future? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Ex. 8. Read the following interviews with college students and do vocabulary exercises.

Interviewer: Are you studying English at your university?

Michel: Yes... I’m taking **an intensive course**... I **attend classes** three times a week...

Interviewer: Would you say you are a good student?

Susan: I’m OK I think... I’m pretty good at **meeting deadlines** and I’m **keeping up with my studies**... plus I find it quite easy to **learn things by heart** which is useful when learning a language...

Interviewer: When you were younger did you enjoy your time at school?

Theo: Yes... I liked school... it was an ordinary **state school**... nothing special... **co-educational school**... which I’m not sure I liked... but the teachers were great... I had lots of friends and I never **played truant** like some pupils there...

Ex. 9. Match the phrases with their definitions.

- | | |
|---|---|
| 1) to attend classes allowed or agreed; | a) to finish a job or task in the time allowed or agreed; |
| 2) to meet a deadline; | b) to not fall behind; |
| 3) intensive course permission; | c) to stay away from classes without permission; |

- 4) to keep up with your and girls;
- 5) co-educational school;
- 6) to play truant.

- d) school is attended by both boys and girls studies;
- e) a course that offers lots of training in order to reach a goal in as short a time as possible;
- f) to go to classes.

Interviewer: Could you describe a time during your education that you really enjoyed?

Caroline: I'd like to tell you about my time at university... I was a **mature student**... I didn't go to university until I was 25... and it was my first time away from my parents so it was very exciting... I was doing a **Bachelor's Degree** and it was a bit of a challenge... some people **take a year out** but I'd been away from education for 8 years... plus I had **to work my way through university** so I was very busy... and **sitting exams** at the end of each year was a new experience for me as well but I really enjoyed **higher education** learning about a subject I loved... history... and the social life was great as well... I don't think I've ever had so many friends... I had my **graduation ceremony** last year in the local cathedral and I know my parents were really proud... so yes... that was a really happy time... I'm thinking of doing a **Master's Degree** soon... though that might be through **distance learning** as I have a full-time job now...

Ex. 10. Match the phrases with their definitions.

- | | |
|------------------------------|---|
| 1) Bachelor's degree; | a) to spend a year working or travelling before starting university; |
| 2) to work your way through; | b) to take an exam university; |
| 3) to take a year out; | c) an undergraduate course which usually lasts 3–4 years; |
| 4) to sit an exam; | d) to have a paid job whilst studying to support yourself financially; |
| 5) graduation ceremony; | e) education, usually in a college or university, that is followed after high school or secondary school; |
| 6) distance learning; | f) an event where a successful student receives his or her academic degree; |
| 7) higher education; | g) a period of study which often follows the completion of a bachelor's |
| 8) Master's degree. | |

degree or is undertaken by someone regarded as capable of a higher-level academic course;

h) a way of studying where tuition is carried out over the Internet or by post.

Interviewer: What qualities do you think a good teacher has?

Anna: They should be patient... they should be **subject specialists** and be able to explain the subject clearly... they should **give feedback** quickly... for example not hang on to essay for ages like some of my teachers...

Interviewer: What are the advantages of studying on a distance learning course?

Florrie: It's a more flexible way of studying especially if you have a job... **tuition fees** are usually cheaper... but you have to be very motivated... and I would imagine more people **fall behind with their studies** compared to **face-to-face classes**...

Interviewer: Do all children get equal opportunities in education?

Julie: In my country I think it is quite equal but in the UK I've heard that most people who go to the top universities have studied at **public schools**... you have to be very rich to study in a school like that... they're usually **boarding schools** as well so the fees are enormous...

Ex. 11. Match the phrases with their definitions.

- | | |
|------------------------------|--|
| 1) to give feedback; | a) the money paid for a course of study; |
| 2) subject specialist; | b) to offer guidance on a student's work; |
| 3) face-to-face classes; | c) to progress less quickly than others; |
| 4) tuition fees; | d) exclusive independent schools in the UK; |
| 5) to fall behind with your; | e) a teacher who has a great deal of knowledge studies about the subject they teach; |
| 6) boarding school; | f) as opposed to distance learning the traditional way of studying in a classroom with colleagues and a teacher; |
| 7) public schools. | g) school where pupils live during term time. |

Ex. 12. Match the words with their definitions.

- | | |
|------------------------|--|
| 1) to foster rigidity; | a) to take you in the wrong direction; |
| 2) paradigm; | b) to lead to uncreative thinking; |

- 3) to lead you astray;
- 4) to look at something from all angles;
- 5) unveiled;
- 6) to hold patents;
- 7) lity;
- 8) to reconceptualize the problem;
- 9) to become fixated on their preconceived plan.

- c) to think about something from many different perspectives;
- d) to show for the first time;
- e) model that shows how something works;
- f) to find creative new ways;
- g) to think about and solve the problem;
- h) to be only able to think about their original plan;
- j) ability to do something well;
- k) to own the rights to new inventions.

Ex. 13. Review the following adjectives used to describe people in the article. Put each word in the correct column in the chart below (table 5):

average; talented; original; conventional; playful; creative; run-of-the-mill; extraordinary.

Table 5 – Adjectives

geniuses	ordinary people

Now add three of your own adjectives to each column in the chart above. Share your ideas with a partner.

UNIT 4. READING FOR PLEASURE

Read the texts and be ready to check your understanding.

COLLEGE DREAM

By Jamie Winship

The difference between the impossible and the possible lies in a person's determination.

Tommy Lasorda

The day I met Hani Irmawati, she was a shy, seventeen-year-old girl standing alone in the parking lot of the international school in Indonesia, where I teach English. The school is expensive and does not permit Indonesian students to enroll.

She walked up to me and asked if I could help her improve her English. I could tell it took immense courage for the young Indonesian girl in worn clothing to approach me and ask for my help. "Why do you want to improve your English?" I asked her, fully expecting her to talk about finding a job in a local hotel. "I want to go to an American university," she said with quiet confidence. Her idealistic dream made me want to cry. I agreed to work with her after school each day on a volunteer basis. For the next several months, Hani woke each morning at five and caught the city bus to her public high school. During the one-hour ride, she studied for her regular classes and prepared the English lessons I given her the day before.

At four o'clock in the afternoon she arrived at my classroom, exhausted but ready work. With each passing day, as Hani struggled with college-level English, I grew more fond of her. She work harder than most of my wealthy expatriate students.

Hani lived in a two-room house with her parents and two brothers. Her father was a building custodian and mother was a maid. When I went to their neighborhood to meet them, I learned that their combined yearly income was 750 U. S. dollars. It wasn't enough to meet the expenses of even one month in an American university.

Hani's enthusiasm was increasing with her language ability, I was becoming more and more discouraged. One morning in December 2018, I received the announcement of a scholarship opportunity for studying at an American university. I excitedly tore opened the envelope and studied the

requirements, but it wasn't long before I dropped the form in despair. There was just no way thought, for Hani to meet these qualifications. She had never led a club or an organization, because in her school such these things simply did not exist. She had no impressive standardized test score because there were no such tests for her to take. She did, however, have more determination than all student I'd ever seen. When Hani came into the classroom that day, I told her of the scholarship. I also told her that I believed there were not so many opportunities for her to apply. I encourage her to be strong, as I put it, "realistic" about her future and not plan so strongly on coming to America. Even after my lecture, Hani remained steadfast. "Will you send in my name?" she asked.

I didn't have the heart to turn her down. I completed the application, filling in each blank with the painful truth about her academic life, but also with my praise of her courage and her perseverance.

I sealed up the envelope and told Hani her chances for acceptance ranged somewhere between slim and none. In the weeks that followed, Hani increased her study of English, and I arranged for her to take the Test of English Fluency in Jakarta. The entire computerized test would be an enormous challenge for someone who had never before touched a computer. For two weeks, we studied computer parts and how they worked. Then, just before Hani went to Jakarta, she received a letter from the scholarship association. What a cruel time for the rejection to arrive, I thought. Trying to prepare her for disappointment, I opened the letter and began to read it to her. She had been accepted.

I leaped about the room ecstatically, shocked. Hani stood by, smiling quietly, but almost certainly bewildered by my surprise. The image of her face in that moment came back to me time and time again in the following week. I finally realized that it was I who had learned something Hani had known from the beginning: It is not intelligence alone that brings success, but also the drive to succeed, the commitment to work hard and the courage to believe in yourself.

GRADUATION DAY

By Vicki Niebrugge

Jeff and I had many conversations during the year, I will always remember the time he told me about family. His mother, a loving, caring woman, was the one who held the family together. She died shortly before Jeff graduated from high school. His father, a successful physician, cold and stern in Jeff's words,

had firm beliefs that a person would never make a valuable contribution to the world unless they attended and graduated from college by the age of twenty-three. His father had even paved the way for Jeff to attend the same college from which he graduated, and had offered to pay Jeff's entire tuition and living expenses. As an active Alumni Association member, he was excited that his son would someday follow in his footsteps.

Jeff was twenty-seven and a successful business planner at a Fortune 500 company – without a degree. His passion was skiing. When he graduated from high school he decided to decline his father's offer and instead move Colorado to work with a ski patrol. With pain in his eyes Jeff told me that he still remembered the day he told his father he was going to forego college and take a job at a ski resort. He remembered every word of the short conversation. He told his father of his passion for skiing and for the mountains and then of his plans. His father looked off into the distance, his face became red, and his eyes squinted and bore into Jeff. Then came the words that still echoed in Jeff's mind: "You lazy kid. No son of mine is going to work on a ski patrol and not attend college. I should have known you'd never amount to anything. Don't come back in this house until you have enough self-respect to use the brains God gave you and go to school!" The two had not spoken since that conversation.

Jeff was not even sure that his father knew he was back in the area near where he grew up and he certainly did not want his father to know he was attending college. He was doing this for himself, he said over and over, not for his father.

Janice, Jeff's sister, had always remained supportive of Jeff's decisions. She stayed in contact with their father, but Jeff had made her promise that she would not share any information about his life with him.

Jeff's graduation ceremony that year was on a hot, sunny day in June. As I walked around talking to people before the ceremony, I noticed a man with a confused expression on his face.

"Excuse me," he said as he politely approached me.

"What is happening here today?" "It's graduation day," I replied, smiling.

"Well that's odd," he said. "My daughter asked me to meet her at this address." His eyes sparkled and he smiled. "Maybe she completed her associate's degree and wanted to surprise me!"

I helped him find a seat and as he left me he said, "Thank you for helping me. By the way, my name's Dr. Holstrom."

I froze for a second. Jeff Holstrom. Dr. Holstrom. Could this be the same person I had heard about over the last year? The cold, stern man who demanded his son attend college or never enter his home again?

Soon the familiar strains of “Pomp and Circumstance” could be heard. I turned around in my chair to I glimpse of Dr. Holstrom, He seemed to be looking for his daughter amongst the graduates on stage. Speeches were given, the graduates were congratulated, and the dean began to read the names of the graduates.

Jeff was the last person to cross the stage. I heard his name being announced: “Jeff Holstrom, *magna cum laude*”. He crossed the stage, received his diploma from the college president, and, just as he started down the stairs from the stage, he turned toward the audience looking for his sister.

A lone figure stood up in the back of the audience – Dr. Holstrom. I’m not sure how Jeff even saw him in the crowd, but I could tell that their eyes met. Dr. Holstrom opened his arms, as if to embrace the air around him bowed his head, almost as if to apologize. For a moment, it seemed as if time stood still, and as if they were the only two in the auditorium. Jeff came down the stairs with tears in his eyes.

“My father is here,” he whispered to me. I smiled.

“What are you going to do?” I asked him. “Well,” he said. “I think I’m going home.”

STUDENT SUPER-SAVER™

By Kevin Van G.

The highest reward for a person’s toil is not what they get for it, but what they become by it.

John Rushkin

I still remember my dream car, a 1976 Special Edition Trans Am. It was deep black with gold accents, the same model Burt Reynolds drove in the movie *Smoky and the Bandit*. I’d worked hard during high school to buy it.

Thousands of miles later, while driving down a lonesome country road, I would gladly have traded it for a decent apartment with some basic furniture. Struggling to finish my freshman year at college, I had recently thrown all caution to the wind and proposed to the girl of my dreams. She said yes.

Then reality struck. Flat broke¹ with the wedding just months away, I was beginning to get a taste of that dreaded adult word “responsibility.” My goal to finish college seemed to fly out the window. If there was a way to stay in school, marry and still earn a living, I couldn’t see it. I took inventory

¹If you say that you are flat broke, you mean that you have no money at all

of my few career skills. I could wait tables. I had spent one summer installing sprinkler systems, but winter was coming, so that didn't much sense. Was there anything else?

A couple of weeks later, driving down the same road to pick up my fiancée, a brilliant idea came from the recesses of my mind. I'd start a publication of local businesses to advertise to my fellow college-students, and I'd call it the Student Super-Saver. Sure, not? I once had a journalism teacher tell me that I was one of the best salespeople he'd ever known. I was to do it. Before you could blink I was off to the races. What a race it was.

I contracted with the local newspaper to be my publisher and hired a typesetter. That evening I laid out the advertising on my makeshift light table – a large cigar box with a glass-covered hole and a light bulb underneath.

The next day, between classes, I'd head down to Main Street to sell ads to the shop owners there. I was so enthusiastic about my plan that I could barely sleep. I knew the Street wasn't a good target spot, but I thought it would be a good place to start. I could practice my sales pitch perfect it before going after the businesses I had marked as top priority – those places where I knew college crowd would hang out. Even though some of those Main Street shop owners said no with comments like, "I got a son your age, who mows lawns. What's the matter, boy? You are too good to mow lawns?" I persevered, and it paid off.

I spent some money to have an artsy graphic design made for the front and back covers. My life was on the line. Still I felt that I was ready.

The big day for distribution on campus came, and I rented space in the student union for fall registration. My fiancée and I were met by a tidal wave of students. More copies of the publication we unbundled, then we gave away. The minutes turned into hours, and before, we knew it, the day was over. We were exhausted, yet thrilled by our sense of accomplishment. When we left the student union for the first time that evening, we were horrified by what we saw. Student Super-Saver papers were strewn from one end of the campus to the other, and none too gracefully. The wind had scattered them over lawns, bushes and sidewalks. Of the 5,000 copies we distributed that day, it seemed like 4,999 had been tossed. We spent the rest of that evening cleaning up the campus and licking our wounds. With each paper I threw into the Dumpster, my vision of the good life as an entrepreneur vanished. My brief career as a business owner was over.

A few months later, the little pot of profit that I did make ran out. Needless to say, my advertisers were not eager to renew. I had to quit school. Some months passed, and I got married. We managed to rent a little place and even buy some used furniture. But there was no money to finish college,

and I needed to work to support my family. My brief publishing career landed me a day job as an advertising representative at a new local radio station, and at night I waited tables. But I wanted more. I knew that if I tried again, I could make my idea work. I wanted to be a success and finish college and get my degree.

The sobering words of one of my college professors haunted my thoughts daily: “The true education of college is to teach you to finish what you start.”

My wife and I scrimped and saved and by the summer of 1984, we had enough money to cover the start-up costs for another issue of the Student SuperSaver. I was determined to learn from my mistakes. This time I went after businesses who offered something to the students and I hit the favorites first. I approached every pizza place, hamburger joint and brew pub in town, the places most often frequented by starving college students. I step a foot onto the Main Street. The cover said it all: “\$589 of valuable coupons and discounts valid all semester long.”

The Student Super-Saver Volume II was an overwhelming success. My company grew and it allowed me to become a full-time student. In 1988, when I was a senior student, I won the award “Outstanding Student-Entrepreneur of the year”. I graduated from college and fulfilled my dream of making my paper a success. Fifteen years later the Student Super-Saver continues to dominate its market and has never had a semester that didn’t surpass the last in revenues and profits. It has been the cornerstone upon which my business has been built.

Since then I’ve started dozens of companies, most of them were successful, and a few not. I’ve traveled the world teaching how to be entrepreneurial. Teaching them what I learned. Believe in yourself, follow your dreams and don’t give up!

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