

Министерство образования Республики Беларусь

**Учреждение образования
"Гомельский государственный университет
имени Франциска Скорины"**

С.А. Потёмкина

**ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ
АНГЛИЙСКОГО ЯЗЫКА**

**Практическое пособие по темам
"English Schooling", "Bringing Up Children"
для студентов 3-го курса факультета иностранных языков
специальности 1-020306-01 – «Английский язык»**

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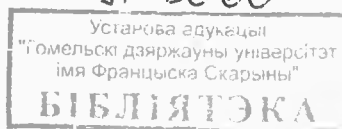
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Потёмкина С.А.

П 641 Практика устной и письменной речи английского языка: Практическое пособие по темам «English schooling», «Bringing Up Children» для студентов 3-го курса факультета иностранных языков специальности 1-020306-01 – «Английский язык»/ С.А. Потёмкина; Мин. обр. РБ, УО «ГГУ им. Ф. Скорины»: – Гомель. 2005 - 56 с.

Основная цель – развитие навыков устной и письменной речи студентов. Данное практическое пособие предлагает аутентичные тексты по теме, активный словарь, систему упражнений по обучению диалогической и монологической речи, которые представлены следующим образом: усвоение активного словаря, речевых образцов, усвоение материала текстов, что предполагает использование таких активных форм речевой деятельности, как ролевая игра, диспут, дискуссия, проектирование. Разговорные формулы должны послужить опорой студенту для построения творческого высказывания.

Адресовано студентам 3-го курса факультета иностранных языков специальности 1-020306-01 – «Английский язык».

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Введение

Данное практическое пособие предназначено для студентов 3 курса факультета иностранных языков специальности «Английский язык».

Назначение пособия – обеспечение планомерного руководства внеаудиторной и аудиторной деятельностью студентов, направленное на основательное изучение темы «English Schooling».

Цель подготовки пособия – предоставить студентам по возможности полную информацию о системе школьного и высшего образования Великобритании и обеспечение реализации этой информации в речевой деятельности качественно высокого уровня.

При отборе текстов преследовалась цель дать образцы высокохудожественного стиля, в которых прослеживаются функциональные особенности современного английского языка. Параллельно с работой над содержанием текстов изучается активный словарь. Цель лексических упражнений - активизация вокабуляра и предупреждение ошибок в словообразовании и сочетаемости слов. Упражнения по развитию навыков речи составлены с учетом принципа нарастания трудностей и направлены на формирование устойчивых навыков употребления тематической лексики в разных ситуациях общения.

English Schooling

Ex. I. Read the title of the text and try to guess what problems it touches upon. Make the list of your ideas.

Ex. II. Discuss the list with your partner. Formulate the problems you would like to find answers to from the text.

Ex. III. Before reading the text study the following list of words and word combinations. While reading the text try to find their meaning:

compulsory education
comprehensive schools
promotion
national curriculum
«core» subjects
to ensure
all-round education
to tackle technology
a vehicle for
a welcome break

Ex. IV. Look through the text.

- a) Check your ideas from task 1*
- b) Explain the meaning the words (task 3) are used in the text. Prove it with the situations of your own.*

English Schooling

Education in Great Britain is compulsory and free for all children between the ages of 5-16. Nine-tenths of all children are educated in state schools.

At present in most areas the secondary schools are comprehensive. Selection has now been abolished in Scotland

and Wales, and it has almost been abolished in England (only in Northern Ireland is secondary education still selective).

A comprehensive school offers 5-year courses to pupils of all levels of ability. Promotion to a higher class every year does not depend upon examination results – it is almost automatic. Pupils never repeat a year.

There is still much disagreement about the good and the bad in the comprehensive system but the good comprehensive schools have shown that the academic and the non-academic children needn't be kept apart, and that there are many school and out-of-school activities which they can share: acting, singing, woodwork, cooking and, of course, games. So boys and girls have the opportunity of making friends with young people from many different backgrounds.

The National Curriculum

Until 1988 the programmes of study varied from school to school and from region to region. One of the most important changes in education brought about by the Education Reform Act of 1988 is the introduction of a National Curriculum, for children aged 5 -16 in all state schools in England and Wales. The National Curriculum consists of 10 subjects which all the children must study at school. The subjects are English, Mathematics, Science, a modern foreign language (for 11—16-year-olds), Technology and Design, History, Geography, Music, Art, Physical Education. These subjects are called foundation subjects. English, Mathematics and Science are also known as the "core" subjects which help children in studying all the other subjects.

Religious Education (RE) is required for pupils as part of the basic curriculum, although parents have a right to withdraw their children from religious education classes. Schools teach religious education and provide daily collective worship. Arrangements can vary from school to school.

Schools offer other subjects in addition to those in the National Curriculum.

The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. The National Curriculum makes it easier for the children to move from one school to another. In particular, moving from primary to secondary schools will be easier as teachers will know what children have done.

Pupils' progress in subjects in the National Curriculum is measured by written and practical tests.

Examinations

The most important examinations in British schools are GCSEs and A-levels (Advanced Level examinations). GCSE stands for the General Certificate of Secondary Education. Pupils sit for the GCSE exams at the end of the 5-year course. They usually take as many subjects as possible. Weak students may only sit for three or four subjects. Better students will take ten subjects. So pupils in Britain leave school at the age of 16 with examination certificates in the individual subjects they have passed.

More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two more years and take their A-level examinations.

The Sixth Form

Most secondary schools have sixth-form departments providing one- or two-year courses. Some pupils, however, go to a special sixth-form college, where the atmosphere is less like a school and where they are treated as adults.

At the sixth-form stage studies are highly specialized in three or four main subjects which will prepare students either for entry to University, Polytechnic or College of Further Education, or for direct entry into employment in industry or commerce.

Specialization is essential for the student who wants to achieve good A-level results, but a sixth-former is also expected to follow the General Studies Course. This course has a very serious purpose; it can provide the opportunity not only for a science specialist to continue with some literature, or an arts student to tackle technology, it can also provide a vehicle for students to discover something about subjects not usually available in school that they might be considering as a choice for University: law, for instance, or psychology. Besides, the General Studies Course tries to offer to all students a wide range of subjects over the two years which are a welcome break from solid academic study and which enable to learn new skills in a relaxed atmosphere. Such subjects as Drama and Conversation, the History of Art or Car Maintenance can maintain an exciting interest with students.

The GCE Advanced Level is normally taken after the two years of study in the sixth form. New examinations, Advanced Supplementary (AS) levels, were introduced for the first time in 1989 and provide an opportunity for sixth-form pupils to make up a much wider curriculum than was previously possible. Students specializing in the arts and humanities, for example, are able to continue to study mathematics and technological subjects at the new level. Or a student can take mathematics and physics at A-level but also study a modern language and economics at AS-level.

A-level or a mixture of A- and AS-levels are the main standard for entrance to University or other higher educational institutions and to many forms of professional training.

Ex. 1. Comprehension questions.

1. What are the advantages of comprehensive schools?
2. What is the significance of the Education Reform Act of 1988?
3. How many subjects does the National Curriculum consist of?
4. What is the difference between the foundation and the "core" subjects?
5. What is the role and place of Religious Education?
6. What is the aim of the National Curriculum?

7. What are the most important examinations in British schools?
8. How many subjects do pupils take for the GCSE exams?
9. What is the Sixth Form Stage?
10. What is the difference between Comprehensive Secondary school and the Sixth Form Stage?
11. Why is the General Studies Course so important for a sixth-former?
12. What examinations are the sixth-formers to take?

Ex. 2. Find in the text equivalents to the following words and phrases:

обязательное образование; учащиеся различных уровней способности; остаться на второй год; единый государственный учебный план; основные предметы; гарантировать всестороннее образование; сдавать экзамены; честолюбивые учащиеся; поступление в университет; создать возможность; широкий круг предметов; приятное (желанное) разнообразие; дает возможность формировать новые навыки; основной критерий.

Ex. 3. Make up questions to which the following sentences might be the answers.

1. A comprehensive school offers 5-years course to pupils of all levels of ability.
2. The good comprehensive schools have shown that the academic and non-academic children needn't be kept apart.
3. The Education Reform Act of 1988 brings the introduction of a National Curriculum for children Aged 5-16 in all state school in England and Wales.
4. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education.
5. Weak students may only sit for three or four subjects, better students will take ten subjects.
6. It can also provide a vehicle for students to discover something about subjects not usually available in school.

7. These examinations are the main standard for entrance to University.

Topical Vocabulary “Schooling”

A) Stages in a person’s education

1. play school (group) nursery school	pre-school (2-5 years old)	mostly play with some early learning
infant school junior school	primary (5/6 – 12/13)	basic reading, writing, arithmetic, art, etc.
comprehensive school or grammar school sixth form college (16-18)	secondary (12/13-16/18)	wide range of subjects in arts and sciences and technical areas.
college or university	further/higher (18 +)	degrees/diplomas in specialised academic areas.

B) Exams and qualifications:

take/do/sit an exam

resit ~~and~~ exam (take it again because you did badly first time)

pass (get the minimum grade or more)

do well in (get a higher grade) an exam

fail (you do not get the minimum grade)

do badly in (you fail or don’t do as well as expected) an exam

before an exam it’s a good idea to revise for it

if you skip classes/lectures, you’ll probably do badly in the exam

School – leaving exams are held in May/June

In England these are called GCSEs (age 16) and A-levels (age 18). In some schools, colleges and universities; instead of tests and exams there is continuous assessment with marks (e.g. 65 %) or grades, e.g. A, B⁺, for essays and projects during the term.

If you pass your university exams, you graduate (get a degree) and you may want to go on to a post-graduate course

lectures (large classes listening to the teacher and taking notes)

seminars (10-20 students actively taking part in discussion)
tutorials (one student or a small group working closely with a teacher).

Exercises:

1. Fill the gaps in this life story of a British woman:

At 5, Nally Dawes went straight to ... school because there were very few ... schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local ... school. Nowadays her own children don't do that exam since most children go to a ... school. She left school at 16 and did not go on to ... education, but she works during the day, then goes to ... at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a ... or scholarship from the government. Her ambition is to go to ... and become a school-teacher.

2. Correct the mis-collocations in these sentences.

1. I can't come out. I'm studying. I'm passing an examination tomorrow.
2. Congratulations: I hear you succeeded your examination.
3. You can study a lot of different careers at this university.
4. I got some good notes in my continuous assessment this term.
5. She's a professor in a primary school.
6. He gave an interesting 45-minute conference on Goethe.
7. She got a degree in personnel management from a private college.
8. When I was 12, we started having French seminars at school, and I fell in love with the language.

3. What questions could you ask to get these answers?

1. No, they have to finance their own studies.
2. There isn't much difference; it's just that one gets money from the government and the courses are free, the other depends on fee-paying students.
3. Well, they learn one or two things, like recognising a few numbers, but most of the time they just play.
4. Because I wanted to be a teacher, no other reasons.
5. It's sixteen, but a lot of kinds stay on until eighteen.
6. I've been revising/studying for an exam.
7. No, ours are given in grades, you know, B⁺, C, A, that sort of thing.
8. No, I was ill. I didn't miss it deliberately.
9. They are exams taken in England at 18 years old, which you need in order to get into university.

C) Grammar for success: study and academic work.

Before an exam you can revise or cram¹ for it. If the exam happens every year, you can look at past papers². Some things can be memorised or learnt off by heart. But rote-learning³ is not sufficient for most subjects. It is also possible to use mnemonics⁴. But tricks alone are not enough, and the best idea is to bury yourself in your books⁵ until you know the subject inside out⁶.

1. study intensively for a short time
2. exam papers from previous years
3. learning purely by repetition.
4. tricks that help you remember something.
5. spend the maximum time studying
6. know it completely

D) Written work for courses, etc:

Word	Description
composition	could be just 50-100 words, other used to refer to children's work.
essay	longer than a composition, more serious, hundreds or even thousands of words
assignment	a long essay, often part of a course usually thousands of words
project	like an assignment, but emphasis on student's own material and topic
portfolio	a collection of individual pieces of work, not necessarily written
dissertation	a long, research-based work, perhaps 1-15000 words, for a degree or diploma
thesis	a very long, original, research-based work, perhaps 90-100000 words, for a higher degree (e.g. PhD)

E) The writing process and evaluation

It's a good idea to start with a mind-map¹ when preparing an essay. Always write a first draft² before writing up the final version. Your essay should be all your own work;

plagiarism³ is a very serious offence in most colleges and universities. There is usually a deadline⁴. After the essay is submitted⁵, it will be assessed⁶ and usually you can get feedback⁷.

1. diagram that lays out ideas for the topic and how they are connected to one another.
2. first, rough version.
3. using other people's work as if it was yours.
4. date by which you must hand in the work handed in (formal).
5. evaluated and given a grade.
6. comments from the teacher/tutor.

Exercises:

I. Correct the wrong usage of words to do with written work in these sentences.

1. His Ph D assignment was 90000 words long and was on the history of US place names.
2. Little Martha did her first dissertation on school today. It was called "My family".
3. We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
4. The teacher gave up the title of this week's project today. We have to write 1000 words on the topic of "If I ruled the world: and hand it in next Monday.
5. At the end of this course you have to do a 5000 word thesis which will be assessed, and the grade will contribute to your final degree.
6. I think I'll do a study of people's personal banking habits for my MSs composition. It has to be about 12000 words.
7. I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

II. Rewrite this short text using words and phrases from instead of the underlined words.

C.

When I'm preparing intensively for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there is no real substitute for re-reading and going over the term's work. It's a good idea to have some sort of diagram to organise your ideas, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100 percent.

III. Here are some idiomatic expressions about studying and exams. Use the context to guess what they mean and choose the right answer.

1. It's very easy to fall behind with your studies if you miss even just a few classes.
 - a) stay close behind other students
 - b) find yourself far behind other students
 - c) get ahead of other students
2. She seemed to just breeze through the exams. Everyone else was in such a panic and almost had nervous breakdown.
 - a) do them calmly and efficiently
 - b) not take them seriously
 - c) cheat in them
3. I just can't seem to get the hand of English prepositions. Just when I think I've learnt them I make new mistakes.
 - a) memorize
 - b) understand
 - c) enjoy
4. When I sat down and looked at the exam paper my mind just went blank. Everyone else seemed to be writing away quite happily.
 - a) became confused
 - b) became very focused
 - c) became empty

F. Education: debated and issues.

I. Read the text and note the phrases and collocations in bold.

All education systems may ultimately be judged in terms of equality of <u>opportunity</u> ¹ . This is not the same as the debates over <u>selective</u> ² versus <u>comprehensive</u> ³	<ol style="list-style-type: none">1. when everyone has the same chances2. pupils take exams for entry3. everyone enters
--	---

schooling. It is rather a matter of whether everyone has the same opportunities for educational achievement or whether elitism⁴ of one sort or another is inherent in⁵ the system. League tables⁶ for schools and colleges may actually help unintentionally to perpetuate⁷ inequalities, while claiming to promote the raising of standards. Inevitably league tables divide the world into good and bad, success and failure resulting in a two-tier system⁸, even if that is only how the public perceives⁹ it. The ability of the better-off¹⁰ parents and well-endowed¹¹ schools to push children towards the institutions at the top of the league may in the long term, have the effect of depressing¹² opportunity for the less well-off¹³ or for children from home environment that do not provide the push and motivation to excel¹⁴.

- without exams
4. when you favour a small, privileged group
 5. existing as a basic part of something
 6. lists of schools or colleges from the best down to the worst
 7. make something continue for ever
 8. a system with two separate levels one of which is better than the other
 9. sees considers
 10. richer
 11. receiving a lot of money in grants, gifts from rich people. etc.
 12. reducing
 13. poorer
 14. achieve an excellent standard

G.

example sentence	meaning of underlined words
Some people think we should return to an emphasis on <u>the three Rs</u> .	reading, writing and arithmetic the traditional basic, skills
<u>Literacy</u> and <u>numeracy</u> are skills no one can afford to be without	the ability to read the ability to count/do basic maths

<u>Curriculum reform</u> is often done for political reasons rather than for good educational ones.	Changes to the educational programme, e.g. the national syllabus
Nowadays, <u>lifelong/continuing education</u> is an issue and creating opportunities for <u>mature students</u> is important.	education for all ages adult students older than the average student
<u>Special needs education</u> is expensive because class sizes need/to be small or <u>one-to-one</u>	education for children who cannot learn in the normal way, because they have some disability. one teacher and one pupil, not a group.
He was unhappy at his new school because the older boys were bullying him.	frightening of threatening

Exercises:

I. Complete the collocations by filling in the missing words according to the meaning given in brackets.

- ... tables (lists of schools from best to worst)
- ... education (entry to schools is decided by exam results)
- equality of ... (when everyone has the same chance)
- ... inequalities (making inequalities continue forever)

II. Change the underlined words using more formal and more appropriate words. Make any other changes that are necessary.

- Inequality is built into the education system.
- Giving access only to privileged groups is bad for the country in the long term.
- Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.

4. A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
5. Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
6. All parents want their children to achieve the best possible results at school.
7. Emphasis on the three Rs is considered by parents to be the key to success.

III. Which words or expressions mean...

1. the ability to read?
2. the ability to count and do basic maths?
3. changes made to the official programme of education in a country?
4. a student who is older than the typical age, for example, in a university?
5. teaching with one teacher and just one teacher?

IV. Answer the following questions:

1. Under what circumstances do school closures occur?
2. What are typical discipline problems at schools? What do teachers do?
3. What special needs provision is there in typical schools?
4. What provisions are there for lifelong education?
5. What did you enjoy most about your own experience of school?

V. Match the words on the left with the definitions on the right:

- | | |
|----------------|--|
| 1. perpetuate | a) diagram that lays out for the topic and how they are connected to one another |
| 2. to perceive | b) to achieve an excellent standard |
| 3. to cram | c) to hand in (formal) |
| 4. mind-map | d) existing as a basic part of something |
| 5. to excel | e) to see, to consider |
| 6. inherent in | |

- | | |
|------------------|---|
| 7. league tables | f) makes something continue forever |
| 8. rote-learning | g) comments from the teacher/tutor |
| 9. to submit | h) study intensively for a short time |
| 10. feedback | i) lists of schools or colleges from the best down to the worst |
| | j) learning purely by repetition |

VI. Make a table for the various stages and types of education in Belarus. How does it compare with the UK system?

VII. Build up short monologues around the following statements designed to be a part of a speech to your opponent.

1. All education systems may ultimately be judged in terms of equality of opportunity.
2. Elitism is inherent in public schools.
3. The Local Educational Authority organise and own the schools.
4. One of the most distinguishing features of education in Great Britain is lack of uniformity.
5. League tables for schools and colleges may actually help unintentionally to perpetuate inequalities, while claiming to promote the raising of standards.
6. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education.

VIII. Make up short dialogues using the following:

1. Special needs education is expensive because class sizes need to be small or one-to-one.
2. Mnemonics and other-tricks alone are not enough, and the best idea is to bury yourself in your books until you know the subject inside out.
3. British pupils are lucky to sit only for three or four subjects for their GCSEs.

4. A two-tier system of education is aimed to satisfy the needs of every pupil.
5. Specialization is essential for the student who wants to achieve good A-level results.
6. Advanced Supplementary (AS) levels were introduced to make the entry to the University inaccessible.

IX. Make up and practice a short situation using the words and word combinations (C.D.E.F).

X. Read "Rules and Consequences" at Plymouth Comprehensive School and discuss the following points with your partner.

1. Decide if the pupils are satisfied or not with the school. Why?
2. Try to describe the school premises and give your reasons.
3. What do you think of school discipline in that particular school?
4. Would you like to study at Plymouth School? Why?

RULES AND CONSEQUENCES

EXPECTATIONS FOR STUDENTS

Plymouth students are expected to:

1. Attend school every day on time.
2. Have all assigned work completed.
3. Have all appropriate materials.
4. Make the school community a positive learning environment through their behavior.
5. Be accountable for their actions and be fully cognizant of the guidelines contained in this handbook.

6. Respect all individuals in the school environment teachers, aides, service workers, bus drivers and other students

STUDENT BEHAVIOR - GENERAL

It is our philosophy that student discipline, in most cases, should be progressive in nature. Repeat offenses of a similar kind will result in progressively more serious consequences.

Our disciplinary rules are guided by the following beliefs:

1. The ultimate goal of school discipline is to instill self-discipline in each student.
2. All students, parents/guardians, and staff have the right to expect each school to have a stable, humane environment in which excellence of instruction may flourish.
3. All students and their parents/guardians have the right to expect prompt action on cases where unacceptable behavior interferes with teaching and learning.
4. Good discipline helps students in their adjustment to school and society.
5. Students need a structured climate for learning.
6. Students need to know the rules and regulations of the school and the penalties for violations of those rules and regulations.
7. Students must be assured that all rules and regulations will be consistently and impartially enforced.
8. Limitations and controls within a school are essential to a student's personal development and to the smooth functioning of the school.
9. Adults who participate in the discipline process must have a positive attitude toward students and a recognition of the goals of good discipline

10. All students will be accorded due process in disciplinary proceedings.
11. Individual disciplinary procedures and consequences will be based upon a student's overall record in grades 7-12.
12. All Central Office hearings, regardless of the offense, may result in further suspensions and/or an exclusion hearing before the School Committee in addition to any and all other actions that may be spelled out within this handbook
13. All students suspended out of school or excluded from school shall not participate in any school related activities and shall not be allowed on school grounds.
14. All rules and regulations in this student handbook are in force at all school related activities, both on and off school grounds

STUDENT BEHAVIOR – SPECIFIC

DETENTIONS are assigned for the following reasons:

1. Tardy to school
2. Behavior which creates disturbances in and around school
3. Failure to report to an assigned area
4. Any action not noted which an administrator or teacher deems appropriate for a detention

A detention will take priority over all other activities. Emergency circumstances may be considered by the appropriate administrator. Students will be given one (1) day's notice of the afternoon the detention is to be served. Failure to stay for detention will result in more serious disciplinary action.

IN-SCHOOL SUSPENSION occurs when a student is suspended from his/her scheduled classes and is assigned to the

In-School Suspension Room where assigned work is to be completed for credit. In-School Suspension can be assigned for:

1. Misrepresentation of parent/guardian communication: (dismissal; absence note; responses to academic reports; etc.)
2. Failure to attend assigned office detention.
3. Any action deemed appropriate by an administrator in keeping with past practice and policy, whether or not it is listed in this handbook.

OUT-OF-SCHOOL SUSPENSION occurs when a student is suspended from school and is required to remain at home. A student on out-of-school suspension is restricted from the school building and grounds and may not participate in any school activity or sport. A parent/guardian conference may be requested before a student can return from suspension. Among the reasons for out-of-school suspension are:

1. Offenses listed under in-school suspension may lead to out-of-school suspension if the offense becomes habitual and/or in-school suspension proves to be ineffective in resolving the situation.
2. Any serious breach of conduct which an administrator deems appropriate for an out-of-school suspension, whether or not it is listed in this handbook

Make-up work is allowed during out-of-school suspension. Students must meet with each teacher at reasonable times within two school days upon return from suspension to arrange a make up schedule.

X. Talking points.

1. What should school rules consider?

2. School rules are the means of depressing pupil's personal development.
3. What opinion do you have on school discipline in your school?

Text II. Independent schools.

Public Schools

Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world.

The oldest of the public schools were founded to give free education to clever boys whose parents could not afford to educate them privately. They were under "public" control and management. Today, these schools are not public in the usual sense of the word. They depend almost entirely on the fees paid by their pupils' parents and are the most expensive of the independent schools in Britain. They are mostly boarding schools, where the pupils live as well as study, though many of these schools also take some day pupils.

Most of public schools have a few places for pupils whose fees are paid by a local education authority, but normally entrance is by examination, and state schools do not prepare children for this. So parents who wish to send their children to a public school often send them first to a pre-preparatory school (for children aged 5 to 7 or 8), and to a preparatory (prep) school (aged 7 or 8 to 13). In order to gain entrance to public school, children leaving preparatory school have to pass an examination known as Common Entrance.

There are about 2,400 independent schools in Britain educating 600,000 pupils of all ages. They charge fees varying from around 2.50 pounds a term for day pupils at nursery age to 2,900 pounds a term for senior boarding pupils. Many offer bursaries to help pupils from less well-off families. Such pupils

may also be helped-by local education authorities. The government also gives income-related help with fees to pupils at certain music and ballet schools.

Many of Britain's public schools are long-established and have gained a reputation for their high academic standards, as well as their exclusiveness and snobbery. The boys' schools include such Well-known schools as Eton (College), Harrow (School), Westminster (School) and Winchester (College). Among leading girls' public schools are Roedean School and Cheltenham Ladies' College.

Eton

Eton is one of the oldest and best-known public schools for boys, at the town of Eton, near Windsor, on the river Thames. Its students (currently 1,250 in number) are largely from aristocratic and upper-class families.

The school was founded in 1440.

Many distinguished people of Britain studied at Eton. The most famous of all Old Etonians is perhaps the Duke of Wellington, victor of Waterloo and later Prime Minister. Twenty of Britain's Prime Ministers were educated at Eton. There were future writers among the students of Eton, from Thomas Gray, Percy Bysshe Shelley and Henry Fielding to Aldous Huxley and George Orwell. » Political and literary friendships were often formed at Eton: the association of the writers Thomas Gray and Horace Walpole is one of many examples. Old Etonian explorers include Sir Humphrey Gilbert, founder of the colony of Newfoundland, and Captain Oates, who was on Scott's expedition to the South Pole. Among the scientists are Robert Boyle, Sir John Herschel, and Sir Joseph Banks.

Boys usually stay at Eton for five years (between the ages of 13—18). Eton provides exceptionally fine teaching facilities, for example in science, languages, computing and design. There

are two major libraries, College Library and School Library, but also numerous well-stocked subject libraries. The tutorial system allows pupils to choose their own academic tutors to supervise their work.

Sport plays an extremely important part in the life of most Etonians. The principal games are rugby and football, cricket and rowing. Athletics, swimming, golf, squash, tennis, fencing, judo and karate are all very popular.

The boys are offered a very wide range of opportunities for spare-time activities: art, sculpture, pottery and print-making, woodwork, metalwork and silverwork; almost any musical instrument can be learnt; fifty societies, run by boys themselves, cater for enormous number of interests.

Eton enjoys its advantages but it retains a friendly and intimate atmosphere which is possible when boys live and work in units of small size.

Ex. 1. Answer the following questions:

1. Why are public schools in Britain called independent schools?
2. What is the main aim of independent schooling?
3. What emphasis was made on to meet this aim?
4. Why does the public school system still remain extremely influential in Britain society?

Ex. 2. Give a summary of the information.

Text III. Schools and Schooling in Britain today. Early Specialisation.

As has been pointed out above (The Sixth Form), the concentration upon a few subjects reflects a high degree of early specialisation in the British system, which has recently become a subject of great debate. Some teachers and educationalists support the present "deep" education as it means that when

pupils start their university course they are already much more advanced than undergraduates in most other countries, and a first degree in three years is common practice. The system is very convenient for universities, too. Thus, A-levels have been referred to as the “jewel in the crown” or the “flagship” of the system by its proponents. Its critics, on the contrary, argue, that the present A and AS Level system is in need of reform. First, it limits the choice of subjects at 16 and 17 years, a time when adolescents should be encouraged to receive a more general education. Second, approximately 30% of students either drop out or fail – a massive failure rate among a group of young people from the top 30% of academic achievement who find that after two years they have no qualification. Third, the concentration on academic success leaves little room for the vocationally relevant skills and personal qualities stressed by these employers who are critics of educational system. Therefore, there is a lot of pressure for reform of the A-Level system.

The next path of education is available for those young people who want to stay on in schools for the work. Along a general education they want also to study for examinations that lead to professional training or Vocational qualifications (by way of “preparation for adult life”)

To this end in September 1992 there were introduced the General National Vocational Qualifications (GNVQ). The GNVQ courses are based on the needs of both the young people themselves and of the society they are entering. The courses are mainly undertaken by young people in full-time education between the ages of 16 and 18 and focus on vocational skills such as business and finance, information and technology. In a way, the GNVQ are intended as an alternative to “A” Level for those who want a more relevant and practical extension of their learning. There are three GNVQ Levels – Advanced Intermediate and Foundation. An Advanced GNVQ requires a

level of achievement broadly equal to two GCE "A" Levels. Most commonly the GNVQ courses are studied at colleges of other education but more and more schools are also offering them.

Still another path is for those who have limited educational ambitions for those who want to enter the adult life ready for a job. Vocational courses are concerned with the teaching of job-related skills. They can be based in industry, and "open learning" techniques makes this increasingly likely, although in the past, they were normally taught in colleges of further education, with students given day release from work. Vocational training has not been an activity for schools. But some critics thought that schools should provide it for non-academic pupils. To achieve this, there were several initiatives, a major one being the Technical and Vocational Education initiative (back in 1982) in which schools received money if they were able to build into the curriculum vocationally – related content and activities – more technology, business studies, industry – related work and visits, etc. In 1994 the National Curriculum was reformed, providing opportunities for vocational studied to be introduced at 14.

But the real changes in Vocational training were to be seen outside, the schools. The curriculum in colleges of further education has been closely determined by vocational bodies that include representatives from industry and commerce, trade unions and professional bodies. They decide what the student should be able to be in order to qualify as, say, a plumber or a hairdresser.

Vocational training has always had a relatively low status in Britain. The "practical" and the "vocational" have seldom given access to university or to prestigious or professional jobs as they do, say, in West Germany. Those, for whom a more vocationally relevant course has been appropriate have not been encouraged to continue in full-time courses. Indeed Britain was

until recently unique among the major industrial nations in having a majority of its students leave full-time education at the age of 16. It was essential, therefore, to do more to provide resources for youth training, often at the reluctant expense of the employers. The government decided that the new system should start with qualifications. It set out to define more precisely and more systematically the competencies required at different levels and in different areas of employment, and to do this in co-operation with the employers, thereby ensuring progression and status for these qualifications. What should matter is not the course one has been on or the institution one has been a student at, but one's ability or "competence" to do a job. These job-specific qualifications, created in 1986, are called National Vocational Qualifications (NVQ).

With Britain's new enthusiasm for continuing education, for fewer 16-year-olds now go straight out and look for a job. About a third of them still take this option, the importance of creating a "gap" in their education is ever appealing to young people in Great Britain. Experience outside classroom is also valued since it demonstrates maturity and a willingness to be independent.

The first step for young people entering the job market is their local job centre or careers office. Since some school careers advisors teach such skills as filling out a curriculum vital (CV) or writing letters applying for jobs which is a problem for many young people. A large number of 16- and 17-year-olds enter Youth Training Programmes established by the government as a means of helping young people to gain vocational experience.

Recent Changes

The educational system is changing rapidly to meet the perceived need of the country – the need to improve standards and to respond to a rapidly changing and competitive economy.

First, there is greater central control over what is taught. Second, there is an attempt to be responsive to the economic needs of the country with an emphasis on vocational studies and training.

Third, there is a rapid expansion of those who stay on in education beyond the compulsory age of 16, making use of the “three-track system” of “A” Level, GNVQ and NVQ.

Fourth, although the content of education is centrally controlled, its “delivery” pays homage to the “market” by encouraging choice between different institutions so that funding follows popular choice (i.e. the more popular the school with the parents, the more money it gets), thereby providing an incentive to schools and colleges to improve their performance.

Ex. 1. Explain in their context the following phrases:

Crucial age for a school-leaver, work-based learning; the competition for places in the universities has become stiffer, “contrasting” subject, a subject of great debate, “deep” education, to focus on vocational skills, a massive failure rate, full-time education, educational ambitions, “open-learning” technique, vocationally relevant course.

Ex. 2. Answer the following questions:

1. Why is 16 a crucial age for a school-leaver?
2. What are the two routes for young people?
3. What is early specialisation?
4. Why do (educational) support “deep” education teachers.
5. What are the disadvantages of “A” and “AS” level system?
6. What needs do the General National Vocational Qualifications (GNVQ) meet?
7. Why are the GNVQ intended as an alternative to “A” Level?
8. When is “open-learning” techniques practised?

9. What is the Technical and Vocational Education Initiative aimed at?
10. What can you say about vocational training outside the schools?

Ex. 3. Write a short precis of the article. Use phrases suggested in ex. 1.

Ex. 4. Summarize your knowledge on the following points. Make use of Active Vocabulary.

pre-school education

primary schools

secondary education

independent schools

lack of uniformity in education

early specialisation

vocational training outside the schools

Ex. 5. Conduct group discussion to argue the following statements.

1. Lack of uniformity in Britain education: is it a blessing or a curse?
2. A two-tier system is aimed at developing individual talents of pupils and their preparation for adult life.
3. League tables for schools and colleges promote the raising of standards.
4. Nowadays, lifelong education is of no importance as the courses are mainly undertaken by young people in full-time education between the age of 16 and 18.

Ex. 6. Make up "Round-Table Talk" on the topic "perfect School". What Should it be Like?

Ex. 7. Team up with your fellow-students to discuss of the following quotations:

a) The education forms the common mind,
Just as the twig is bent, the tree's inclined.

Alexander Pope

b) Education ... has produced a vast population able to read but
unable to distinguish what is worth reading.

G.M.Trevelyan

c) Education is what survives when what has been learnt has
been forgotten.

B.F.Skinner

Additional Text.

The First Day Of The Rest Of Your Life

This morning, nearly 300,000 pupils will learn their A-level results, and the great university summer sale will begin. Not trusting the post, or perhaps preferring to share their joy or grief with their friends, most youngsters will congregate at the schools and colleges they have recently left to receive copies of a compiler print-out that will set their course for the years ahead.

The majority will have achieved the grades they need for a place at their first or second choice university. Provided they don't regret the decisions they had to make nearly a year ago about what to study and where, they will be free to begin celebrating the first day of the rest of their lives.

Some time in the next few weeks, though, most will need to come back to earth long enough to think about where they are going to live and how they are going to manage on a very tight budget.

For the rest, the coded slips of paper will spell gloom. The less severely afflicted will have missed the target set by their preferred or fall-back institution by a grade or two, and will need to phone the admissions office to find out if the offer of a place still stands.

If the answer is no, they will have to enter the maelstrom known as "clearing", the system that aims to match unplaced applicants with course vacancies and will account for about 20 per cent of this year's entries.

Already in clearing will be those who were not offered a place, those who did badly in their exams and those who elected not to apply until they knew their results. All will now take part in a lottery in which the applicants are blindfolded and the odds are stacked in the universities' favour.

Both sides will be driven by panic -applicants fearing that they will miss out if they don't make quick decisions, and the universities desperate to fill their empty places with the best (or least worst) qualified students they can find.

One of the most important points for applicants to remember is that it is a buyers' market. There are thousands of spare places washing around. It is not so much a matter of students competing for places as of universities competing for students so as to get their hands on the cash that accompanies them.

The fact is that anyone who under 21 who has two A-levels, even if they are at grade E, can get into a university of sorts to study a course of sorts, while anyone who is over 21 by December 31 is classified as a "mature" student and, at many universities, won't need any A-levels at all.

So, if you are an applicant, admissions tutors are out to woo you, but don't let them rush you. Signing on for a course you know little about at an institution of which you know even less is - as countless of your predecessors can attest - a recipe for frustration, unhappiness and failure.

As the National Audit Office (NAO) reported recently, most of the 30,000 students "who drop out every year (at an annual cost to the taxpayer of £150 million) did poorly at A-

level or found their places through clearing, or both. Shocking as it may seem, the fact that a university offers you a place doesn't mean that the course is worth taking or that you are deemed capable of completing it.

Under Government pressure to fill their places, recruit more state school pupils and widen their social base, universities, said the NAO, were offering places to thousands of poorly qualified students "who had no hope of graduating. They were "unprepared" for higher education, could not cope with complex ideas requiring original thought and did not know how to study on their own because they were so accustomed to being spoon-fed at school. Many felt their courses had been oversold and not what they expected.

So buyers beware. If you are going into clearing, you must avoid making testy decisions. The problem is that you have also got to be quick off the mark because well regarded courses at good universities are soon snapped up.

University phone lines will have opened at eight or 8.30 this morning. Admissions tutors have had applicants' results since the weekend. They know which places need to be filled, and they have a shrewd idea of the grades or points they are after. If you are converting the former to the latter, remember that an A grade on the new tariff is worth 120 points, B 100, C 80, D 60 and E 40, and that AS-levels count half.

As a rough but not infallible guide, the higher the grades w points required, the better the course. Conversely, many of the lowest offers around are best not touched with a bargepole. And don't be tempted to accept a place at a university you like on a course that does not interest you in the hope of being able to switch later: it rarely works out and is likely to end in tears.

You will find a full list of vacancies, updated every two hours and searchable by course or institution, on the Ucas website, www.ucas.com (helpline, 01242 227788). Also, most universities will list their vacancies on their own websites. For a list of these, see www.bubl.ac.uk.

Over the next four weeks, the Ucas site will receive more than 10 million hits. The most popular courses will be law, business studies, computer science, psychology, economics and English. Each will elicit more than 20,000 inquiries. Among the most popular universities will be Nottingham, Leeds and Birmingham.

Do make the calls yourself. The admissions officers will be trying to work out whether it is worth offering you a place. They don't want to speak to your mum or to your teacher.

If you are already in the Ucas system and have been rejected by both your first and second choice university, you will automatically be sent a clearing entry form (CEF). In theory, you cannot proceed without it - a bureaucratic measure designed to hold you to the terms of your original application.

However, if you have not been rejected by both your choices but have simply changed your mind or done better at A-level than you or your teacher expected, there is nothing prevent you applying for another course, or to another institution. Remember, though, that offers made or accepted over the phone are not binding.

Those entering the system for the first time don't have to wait for a CEF. They are free to start sorting through all the dross on the Ucas website for a course they really want to take at a university where you can genuinely look forward to spending the next three years.

Last year, when the shouting died down, more than 43,000 had found a place through clearing. Undoubtedly, many

will be among the 20 per cent of students who regularly report that, if they had their time again, they would choose a different university.

Most students, though, are happy with their course and institution and do well, and there is no disputing that higher education is a good investment of time and money. On average, according to Department for Education figures, graduates earn an average of £400,000 more over a lifetime than non-graduates. They are also more likely to vote, be promoted and go on holiday abroad, and are less likely to smoke (though not to drink - on average, students spend £25 a week on alcohol, £1 less than they spend on food).

But today is a day for catching your breath and considering the alternatives. What if you are not sure you have made the right decisions? What if you did worse at A-level than you expected? What if you just want time to think?

Taking a year out is becoming an increasingly popular option. The Year Out Group (www.yearoutgroup.org), a consortium of the principal gap year providers, reckons that about 100,000 youngsters are now postponing going to university for a year (with approximately the same number taking a year out between graduating and embarking on a career).

About half will have made the decision while they were still at school, either applied for a deferred university place or put off applying until they knew their results. The rest, though, will have made up their minds more recently - and many will do so today when they see their computer print-outs.

Either way, the key thing is not to waste the year. Everyone agrees that constructive, well-spent time out makes for

greater maturity and self-discipline, and that students who take a gap year are more likely to make a success of university.

Whichever route you take, helping you to make a success of it is the aim of the pages that follow. Good hunting!

Ex. 1. Answer the following questions.

1. What does the author call: "the great summer sale"?
 - the first or second choice university?
 - the first day of the rest of their lives?
2. When do applicants need to phone the admissions office to find out if the offer of the place still stands?
3. What is "clearing"? Who participates in "clearing"?
4. Why are both applicants and universities driven by panic during "clearing"?
5. What should applicants remember?
6. What tactics should an applicant follow when signing on for a course?
7. What was the result of government's pressure on Universities?
8. When is a clearing entry form (CEF) sent to an applicant?
9. What should an applicant do if he has changed his mind to apply for a particular course?
10. Describe admission procedure to the Universities of Great Britain. What are the advantages and disadvantages of it? Can you compare it with ours? Which is better? Why? Give your reasons.

Ex. 2. Write a short summary of the article.

Bringing Up Children

I. Active words and word combinations

1. troublesome
2. to be in the habit of doing smth

3. objectionable behavior
4. appealing
5. to reprimand
6. to favour smb
7. to necessitate teacher's attention
8. to neglect
9. insatiable (greed)
10. attention – seeking behaviour
11. to be caught in a vicious circle

II. Study the list of words. While reading the text try to find their meaning.

III. Look through the list of Active words and word combinations before reading Text I and try to define what problem is raised in the text. Discuss your idea with your partner.

IV. Read Text I. Decide how you would deal with Daniel if he was a pupil of yours. Discuss your answers with your partner.

V. Text I

Nine-year-old Daniel was ... troublesome at school. His parents were well off, but they were divorced. Daniel was in the habit of pushing children for no apparent reason, and on one occasion he scratched a girl's leg with a cocktail stick until it bled. ... In spite of this very objectionable behaviour, the teacher reported that there was something very appealing about Daniel when she talked to him and reprimanded him.

Daniel was also a problem at home. There was a close connection between his home circumstances and his behaviour at school. He lived with his mother and a younger brother with

whom Daniel quarreled all the time. Mother preferred the younger brother, who was much better behaved at home and much more successful at school than Daniel. The mother tried not to favour her younger son, but she was aware of her preferences.

It seemed very obvious that Daniel's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked the children at school. His attacks on his brother were, of course, linked to his feelings of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children at school necessitated the teacher's attention. Once he had the teacher's attention, e.g. when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother can be seen as his way of telling his mother that he felt hurt by her preference of the younger child, he showed his teacher how hurt he was by her attending to other children. Neither the mother nor the teacher neglected him. Neither of them could give him as much attention as he desired. The reasons for Daniel's insatiable greed for attention were very complex and complicated and not easy to discover.

Daniel's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted attention and that he needed it, yet as one of forty children he could not get what he wanted. She also had to protect the other children from his attacks. So she had to reprimand him and punish him, just as his mother did at home. In this way Daniel was caught in a vicious circle which was difficult to break. He wanted to be loved, he felt angry because he could not get what he wanted, he attacked other children because he was angry, and therefore could not get the love he wanted.

VI. The words and expressions below are taken from Text I about Daniel. They are used to describe:

- a) Daniel
- b) his brother
- c) his mother

Which word or expression is used to describe whom?

- | | |
|----------------|-------------------------------------|
| objectionable | troublesome |
| appealing | unloved |
| divorced | angry |
| better behaved | attention-seeking |
| hurt | caught in a vicious circle and make |

VII. Read the text again and make brief notes on the following. Discuss your ideas with your partner.

- a). Daniel's classroom behaviour
- b) Daniel's behaviour at home
- c) the causes of Daniel's behaviour
- d) how Daniel's teacher treated him

VIII. Discuss the points below with your partners:

- Do you think psychotherapy might have helped Daniel and his mother?
- Have you ever had a child (pupil) like Daniel? What did you do about him (her)?

IX. Give a summary of the text. (Write the end of the story).

Text II.

I. Read the title of the text and say what problem is raised in the text. Discuss your idea with your partner.

II. Discuss with your partners:

- if it is important for a teacher to know the type of a pupil's character;

- if it is possible to influence one's character in the process of upbringing. Why? Why not?

III. Read the text and check your idea from task I.

Adolescent Character and Personality

Persons with good character make a society better, and, in the end, they lead the most satisfying lives. Character is a word with many meanings. Character is influenced by many things. A long time ago Theophrastus, the Greek philosopher, asked: «Why is it that all Greece lies under the same sky and all the Greeks are educated alike, we have different characters?» His question has been repeated many times by many people, and we are asking it once more. What things account for difference and similarities in character?

An individual's behavior is a product both of the social environment in which he has lived and of his own personal make-up.

Our studies are based upon the postulate that character, to a very great extent, is learned behavior. It is learned in three general ways:

- 1) through reward and punishment,
- 2) through unconscious imitation,
- 3) through reflective thinking.

Moral character can be understood only in relation to the over-all personality of the individual. Good character means one thing in one type of personality and something quite different in another type; character is formed differently in different personalities.

There are the following personality «types»:

- 1) Self-Directive Person (21 %),
- 2) Adaptive Person (11 %),
- 3) Submissive Person (17 %),
- 4) Defiant Person (4 %),

5) Unadjusted Person (16 %).

The Self-Directive Person is conscientious, orderly, and persistent. He sets high standards for himself and is seldom satisfied with his performance. He is ambitious and strong-willed, yet characterized by self-criticism and self-doubt. The Self-Directive Person enjoys a very good reputation, especially for responsibility and honesty. He is known as a leader in school and in the organizations to which he belongs. He is usually a good student. He does not rely upon physical attractiveness for acceptance and popularity.

The main characteristic of the Adaptive type is the almost unconscious adoption of good patterns of conduct. Good character develops easily and naturally. The Adaptive Person is sociable and friendly. Usually he is good looking and optimistic. Though he enjoys leadership, he does not strive hard for it. He fits readily into almost any social situation and seems to conform naturally to the expectations of the people with whom he is associated. In an adolescent group the Adaptive person does not have very strict moral criteria. Ability to take situations as they come and adjust himself to almost any group are characteristic features of the successful social conformer. This personality type is more characteristic of girls than of boys in our sixteen-old group.

The Submissive Person is one whose attitude toward his surroundings is one of passive acceptance. He lacks self confidence and gains security by conforming to standards set up by stronger personalities. For the most part he finds his satisfactions in the approval he gets for doing what is expected of him. He has little or no desire to be a leader. He feels more secure in following the lead of others than in initiating action himself.

The Submissive Person wants to avoid conflict and stays away from situations where conflicts are likely to arise. Teachers

approve the Submissive Person because he is uncritical and causes no trouble. He has standards and a strong sense of duty.

The development of the Submissive personality is usually fostered by authoritative parents, parents who are «never wrong», or by frequent association with strong aggressive personalities whom it is difficult and unpleasant to oppose.

Would the Submissive Person, if brought up in a bad moral environment, develop a bad moral character? Since this type of person is unaggressive, he probably could not show aggressive types of behavior, such as fighting and cruelty. However, he could be a liar or a moral coward, if those whom he recognized as his authorities taught him to be so.

The Defiant Person is openly hostile to society. He shows his hostility by doing poor school work and refusing to conform to social expectations. The Defiant Person is one who has had early and continued experience of neglect and frustration. Society, represented at first by his family and then by the school and the peer group, has not satisfied his needs; and he, in turn, has failed to incorporate the ideals and values of society. Thus he grows up without knowing the satisfaction of being rewarded for socially acceptable behavior. He is unable to cooperate with others in group activities and becomes aggressively selfish and self-centered. He will be dishonest when it appears to be to his advantage; he will be disloyal, and a moral coward.

The Defiant Person is so definitely unadjusted that an improvement in his social environment will not help him much. He needs the help of a psychiatrist.

The Unadjusted Person is not a definite personality type as are the other four. Rather, he tends to be a potential Self-Directive, Adaptive, or Submissive Person but because of some circumstances he cannot achieve a good adjustment in one of these roles. He is insecure, frustrated. Usually he is having difficulties with his family; in school his work is not up to the level of his ability. However, he is not openly hostile to society

or definitely unadjusted as is the Defiant Person. He is actively but unsuccessfully seeking to establish a satisfactory relationship with his environment. Changing the environment often helps to solve the problem.

Ex. I. Say whether the following statements are false or true. Use the text to prove your ideas.

1. The problem of character is a complex one (has many aspects). 2. Character is formed through education and upbringing. 3. Character and personality are interdependent. 4. The Self-Directive Person is sociable and has ambition of commanding. 5. The Adaptive Person is not anxious to achieve leadership. 6. The Submissive Person can turn a liar and a coward if influenced by bad environment. 7. The Submissive Person likes to be approved for fulfilling other people's will. 8. The Defiant Person can display aggressiveness, disloyalty and cowardice when it appears to his advantage. 9. The Unadjusted Person differs from that of the Defiant one.

Ex. II. Answer the following questions:

1. What problems does the text deal with?
2. Do you agree that persons with good character make a society better? Why do you think so?
3. Is character influenced by many things?
4. What factors is behaviour made up of?
5. What is character according to the author?
6. How is character formed?
7. What does good character mean in each type of personality?
8. What are the main personality types?
9. What is characteristic of Self-Directive Person?
10. Why is the Adaptive type the successful social conformer?
11. Why do teachers approve the Submissive Person?
12. How does the development of the Defiant personality proceed?

13. What is the difference between the Unadjusted Person and the Defiant one?

Ex. III. Make up questions to which the following sentences might be the answers:

1. An individual behaviour is a product of both the social environment and of one's personal make up. 2. Character is learned in three general ways. 3. Character is formed differently in different personalities. 4. The Self-Directive Person is characterised by self-criticism and self-doubt. 5. The main characteristic of the Adaptive type is the unconscious adoption of good patterns of conduct. 6. He finds his satisfaction in the approval he gets for doing what is expected of him. 7. The Submissive Person tries to avoid conflicts and situations where conflicts are likely to arise. 8. Teachers approve the Submissive Person because he is uncritical and causes no trouble.

Ex. IV. Group the following phrases and word combinations according to the items, discuss the items with your partner, using the list of phrases and word combinations:

a) sociability; b) success at school; c) family relationship; d) attitude to society.

to be a successful social conformer; to feel secure in following the lead of the parents; to be social and friendly; to have an excellent school record; to be seldom satisfied with one's own performance; to be openly hostile to society; to fit readily into any social situation; to have faith in oneself; home environment is a permissive one; to fail to incorporate the ideals and values of society; to have a poor academic record; to be disloyal; to have a strong sense of duty towards society; to fail to find in the family warm affection and security; attitude towards the surroundings is one of passive acceptance; to adjust oneself to any social group; a negative and defiant attitude toward society; to seem to feel under no pressure from the parents; to

lack self-confidence to be a good student; to have a feeling of dependence and obligation upon one's parents; to have little or no desire to be a leader.

Ex. V. Give a summary of the text.

Ex. VI. Read the passage below and say:

- What type of character is the girl likely to become? Why?
- What would you do to help the girl?
- Can a teacher help her pupil in this situation? Why? Why not?

«I am 14 and very unhappy. When I was 7 my parents got divorced and my Dad went to live about 50 miles away. My Mum started drinking and now she drinks all the time. Sometimes she doesn't cook us anything or clean the house.

My two older brothers have started drinking now too, and have started hitting me a lot. My Mum doesn't take any notice of them – I don't know what to do. Please tell me how I can get out of this awful situation.

Ex. VII. Read the story and discuss with your partner the role of a teacher in bringing up children. (What should (shouldn't) a teacher do to bring up pupils?)

Schooldays

At the first recess a large boy approached him, hit him hard in the face and said: «Come on, Chicken, let's see if you can fight.» They fought, and Francis was beaten disastrously.

After that he had to fight twice a day for three weeks and he was beaten every time. Small boys are not skilled fighters, and though he was hurt and shaken he suffered no serious damage. But after recess he sat at his desk, wretched and aching, and Miss McGladdery was angry with him because he was inattentive. Miss McGladdery was fifty-nine and she was

soldiering through her teaching career until, at sixty-five she would be able to retire and, with God's help never see any of her former pupils again.

A strong Scots background and thirty years at Carlyle Rural had made her an expert disciplinarian. A short fat implacable woman, she ruled her three groups – for Carlyle Rural had only two rooms: and she took the most advanced classes – not with the rod iron, but with the leather strap that was issued by the school board as the ultimate instrument of justice. She did not use it often: she had only to take it from a drawer and lay it across her desk to quell any ordinary disobedience. When she did use it, she displayed a strength that even the biggest most loutish boy dreaded for not only did she flail his hands until they swelled to red aching paws, but she tongue – lashed him with such a virtuosity that threw her classes into an ecstasy of silent delight.

«Gordon McNab, you are a true chip off the McNab block (slash!) I've given the strap to your father (slash!) and both your uncles (slash!) and I once gave it to your mother (slash!) and I'm here to tell the word that you are the stupidest, most ignorant, no-account ruffian of the whole caboodle (slash!) and that's saying something (slash!). Now go to your seat, and if hear a peep out of you except in answer to a question you'll get it again and get it worse because I've got it right here in desk all ready for you. Do you here me?»

Ex. VIII. Read the poem and exchange your ideas with your partner about the message of the poem.

FLOWERS ARE RED by Harry Chapin

A little boy went, first day to school, he got his crayons and he started to draw. He put colours all over the paper, because colours are what he saw. And the teacher said, "What are you

doing, young man?" "I'm painting flowers", he said She said, "It's not the time for art, young man. Anyway flowers are green and red." There's a time for everything, young man, and a way things should be done. You've got to show concern for everyone, because you're not the only one." And she said, "Flowers are red, young man, green leaves are green. And there's no need to see flowers any other way than the way they always have been seen." But the little boy said, "There are so many colours in the rainbow, so many colours in the morning sun, So many colours in the flowers, and I see every one."

So the teacher said, "You're a naughty boy! There are ways that things should be, and you'll paint flowers the way they are, so repeat after me." And she said, "Flowers are red, young man, green leaves are green, and there's no need to see flowers any other way than the way they always have been seen. But the little boy said, "There are so many colours in the rainbow, so many colours in the morning sun, so many colours in the flowers, and I see every one."

Then the teacher put him in the corner/ She said, "It's for your own good, and you don't come out till you get it right and you're responding like you should." Finally he got lonely, frightened thoughts filled his head. So he went to the teacher and this is what he said: Flowers are red, green leaves are green, there's no need to see flowers any other way than the way they always have been seen." Time went by like it always does, and they moved to another town. The little boy went to another school, and this is what he found.

He found the teacher there was smiling. She said, "Painting should be fun. There are so many colours in the flowers, so let's paint every one." But the little boy painted flowers in neat rows of green and red, and when the teachers asked him why, this is what he said: "Flowers are red, green leaves are green,

There's no need to see flowers any other way than the way they always have been seen."

Text III.

Ex. I.

New words and phrases

1. adolescence – the time between children and manhood (womanhood), (from 13 to 21)
2. adolescent – a boy or girl growing up syn. teenager.
3. straightforward – open and sincere, frank, candid; direct, undeviating.
4. «the latency period» - in child psychology the term is applied marked by certain psychological and psychological changes observed between the ages of 8 (9) and 13, i.e. the period between childhood and adolescence,
5. second nature – acquired tendency that has become instinctive
6. to overcome – to prove stronger than, to suppress, to defeat;
7. to be overcome by – to yield to a superior force syn. to overwhelm one is unable to resist.
8. to find one's way (among, in, out, home) – to manage to avoid obstacles in one's way.

Ex. II. Drills.

a) Read and repeat.

b) Use the structures in sentences of your own.

1. His years of adolescence must have been very unhappy.
His people must have shown little understanding.
He must have been forbidden many things.
The impulse of concealment must have been generated at this stage.
2. Whatever I was feeling had better be kept to myself.
Whatever he is going had better be kept to himself.

Whatever they were meeting had better be kept to themselves.

Whatever she was reading had better be kept to herself.

Whatever you are thinking had better be kept to yourself.

Ex. III. Read Text III and discuss the following questions with your partner:

1. How does the boy characterise his childhood?
2. What occurred when he reached the so-called «latency period»?
3. Why did he begin to despise his people?
4. What habit did he develop? What became second nature to him?
5. What impulse does he still have and what was it generated by?

ADOLESCENCE

My childhood was, on the whole, happy and straightforward, and I felt affection for most of the grown-ups with whom I was brought in contact. I remember a very definite change when I reached what in modern child psychology is called "the latency period". At this stage I began to enjoy using slang, pretending to have no feelings, and being generally "manly". I began to despise my people, chiefly because of their extreme horror of slang and their absurd notion that it was dangerous to climb trees. So many things were forbidden me that I acquired the habit of deceit, in which I persisted up to the age of twenty-one. It became second nature to me to think that whatever I was doing had better be kept to myself, and I have never quite overcome the impulse to concealment which was thus generated. I still have an impulse to hide what I am reading when anybody comes into the room, and to hold my tongue as to where I have been and what I have done. It is only by a certain effort of will that I can overcome the impulse of concealment which was

thus generated by the years during which I had to find my way among a set of foolish prohibitions.

The years of adolescence were to me very lonely and very unhappy. Both in the life of the emotions and in the life of intellect, I was obliged to preserve an impenetrable secrecy towards my people.

Ex. IV. Find in the text English equivalents for the following and use them in sentences of your own:

прямой (откровенный); сталкиваться с людьми; презирать; главным образом из-за; нелепые представления; приобрести привычку обманывать; стать второй натурой; лучше помалкивать; преодолеть (подавить) желания; порождать стремление; держать язык за зубами; маневрировать; глупые запреты.

Ex. V. Find in the text words or phrases that express notions contrary to the ones conveyed by the following:

to be sociable (frank, open-hearted, likeable); to share one's thoughts (feelings) with; to be good company; to show respect for; to confide in; to be timid (submissive), obedience, well-mannered, well-behaved; to allow a child much freedom; to impose no restrictions; to encourage; not to curb one's impulses; to enjoy life; to be perfectly content; to live in harmony with.

Ex. VI. Describe a teenager quite unlike the boy in the text.

Ex. VII. Make up dialogues based on the following situation:

A married couple has two twins who look very much alike. Yet, when you get to know them better, you realize they are quite different. The boy is a «problem-child» whereas the girl is a sweet, cheerful, easy-going kid.

The parents discuss the children. The mother seriously worried by the boy's behaviour which differs so greatly from that of the girls. She complains about his roughness, disobedience,

etc. The father tries to comfort her by telling incidents from his own boyhood and expresses the thought that everything will eventually turn out well.

The parents describe the twins to a psychologist (a friend, a distant cousin who is staying with them) and ask for advice.

Ex. VIII. Make up a «Round – Table Talk on the topics:

- a) The problems of teenagers;
- b) The problems of children who are unhappy for family reasons;
- c) «Problem children».

Text IV.

I. Before reading the text discuss with your partner the following questions:

- 1. What is the role of mother and father in a modern family?
- 2. Is a young mother more eager than previous generations to enrol her child in nursery? Why?
- 3. Do you consider grandparents and their influence important in the process of upbringing?

II. Read Text IV.

When mothers work

School-aged daughters of employed mothers tend to have consistently high academic performance. They also tend to develop close relationship with their fathers if they are warm, supportive, and participate actively in parenting. School-aged sons tend to have better social and personality adjustment as well as higher academic achievement if their mothers work outside the home. However, sons of lower socioeconomic

families with a working mother may be less admiring of their fathers, perhaps because of the perceived notion of economic failure on their part.

Adolescents benefit when their mothers work. Employed women (or those with significant interests or activities outside the home) usually are happier, more satisfied, and more likely to encourage their children to be independent. Sons tend to demonstrate better social and personal adjustments at school, and daughters tend to be more outgoing, independent, motivated, and better adjusted to their environment. Children of working mothers also are less likely to have stereotyped perceptions of life roles on the basis of being male or female.

The newly evolved role of fathers and the concept of shared parenting have led some corporations to develop paternity-leave policies, but fewer than one percent of eligible men make use of them. Barriers include the financial burden on the family from loss of income and the subtle psychological pressure that defines work as the highest priority for men. Federal legislation has been introduced to guarantee paternity leave with provisions for reinstatement and with protection from harassment.

III. Answer the questions:

1. What is the message of the text?
2. Do you agree with the author's idea that «adolescents benefit when their mothers work»? Why? Why not?
3. What author's ideas could be
 - a) criticised
 - b) supportedDiscuss your points of view with your partner.
4. How, in your opinion, should parents bring up their children?

Additional discussion

Who Spoils the Child?

1. Read and dramatise the following discussion. Work in pair.

Grisewood (Moderator): Now in our team tonight we have Morgan Phillips, who is General Secretary of the Labour Party; William Deeds who is Conservative Member of Parliament for the Ashford Division on Kent; Digle Foot, who was Parliamentary Secretary to the Ministry of Economic Warfare and finally our farmer and writer, A. G. Street. Now we have a question from C. F. Linnett.

Linnett: Would the team define a spoilt child, and would they also assess responsibility for spoilt children between parents, teachers and the state?

Grisewood: I had a sort of feeling this question was going to come up. Who'd like to start? Mr Foot, would you like to begin?

Foot: I think a spoilt child is a child who is against corporal punishment. And as regard the responsibility, I don't believe it lies with the state, I believe it begins at home before that. It always begins with the parent in the home.

Deeds: Well, my definition of a spoilt child is the child at the party who was offered a plate of cakes, and said: "I would like an éclair." And the child's mother said: "But dear, there's only one." And the child said: "Yes, but I only want one." And that kind of thing is entirely a parental responsibility, and I'm going to allocate ninety-five per cent of responsibility for spoilt children to parents, and five per cent between the teachers and the state.

Street: The spoilt child is the child that is a nuisance to everybody else, and also unhappy in itself. The responsibility for that poor unfortunate child is ninety-nine per cent the parents; one per cent the state's; and nothing at all to do with the teaching profession, every member of which has my

deepest sympathy today.

Phillips: Well, I join issue with all those who talk about the responsibility being that of the state. I agree with those who say that in the main it is the responsibility of the parents. It is the indulgent parent who allows the child to do anything and everything, and in this way evades his own responsibility. And I think that when we come to measure responsibility, the main responsibility is within the home of the child itself.

Street: I think there is one other point that we might talk about in connection with this, and that is: how is it that parents do spoil their children, so many of them? And I think it is because the tendency today is to let the child realize that it's frightfully important. If the parents would only inculcate in their children that they are frightfully unimportant, they would do their children terrific good.

Phillips: I think that's the philosophy of despair. Frankly, I think the child is very important, and we should try to build up a sense of importance in every citizen of our land from the earliest possible day.

Deeds: Well, we're different from Street — Morgan Phillips and I were obviously brought up to believe that we were important children, but it's only since we got into politics that we've discovered that we're not.

Grisewood: Yes, well, I think, to sum up, that the state has come out all right. So have the teachers. But parents, it is up to you and I hope that those who are parents in this audience have taken this very much to heart.

II. Discuss in groups:

1. How does the regular school using the technique of collective upbringing care for the individual needs of a child?
2. What is more important in the process of upbringing: school or home background?
3. What are the best way to praise (to punish) the child?

III. Round – Table discussion:

- a) When a child is happy.
- b) Egoism and despotism in family life.
- c) The role of child-care books for young parents.
- d) Childhood is the happiest time in life.

IV. Watching the film "Mother's Prayer".

Ex. I. Reflect on the little of the film and try to guess what problems it touches upon. Make up the list of your ideas.

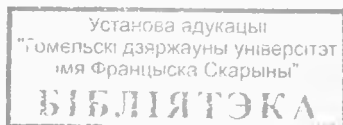
Ex. II. Discuss the list with your partner. Formulate the problems you would like to find answers to from the film.

Ex. III. See the film and check your ideas from task I. Discuss the results with your partner.

Ex. IV. Answer the following questions:

- 1) What is the message of the film?
- 2) Can we refer the boy to what is called "problem" or unruly child? Why?/Why not?
- 3) Specify mother's attempts to protect her child? Was she right? Why?/Why not?
- 4) Can we call this model of upbringing a child right? Why?/Why not?
- 5) What is the most touching episode of the film? Dramatise it.
- 6) How does the film end? Do you find the film unfinished? Why?/Why not?
- 7) Write the continuation of the script. Discuss your story with your partner.

Ex. V. Write a report on the topic "How to Raise a Child". Discuss the report at the sitting of the teachers' council.



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АНГЛИЙСКОГО ЯЗЫКА**

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