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JOURNEY THROUGH ENGLISH: EXPLORE AND GROW

*Навчальний посібник для студентів 3-х курсів
факультетів іноземних мов педагогічних ЗВО*

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Навчальний посібник охоплює такі розмовні теми як «Англійська – мова міжнародного спілкування», «Освіта та виховання», «Людина, її характер, емоції та почуття». Головна мета – взаємозв'язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом.

Навчальний посібник розраховано на студентів 3-х курсів факультетів іноземних мов педагогічних ЗВО.

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ПЕРЕДМОВА

Навчальний посібник **“Journey Through English: Explore and Grow”** призначений для студентів факультетів іноземних мов педагогічних інститутів та університетів. Навчальний посібник розроблено з урахуванням принципів, цілей, завдань та змісту навчання іноземній мові на фахових факультетах педагогічних університетів, у відповідності з вимогами навчальної програми вивчення дисципліни «Практика професійно-орієнтованого англійського мовлення», що входить до переліку обов’язкових компонентів освітньо-професійних програм Середня освіта (Англійська та німецька мови), Середня освіта (Англійська та французька мови) підготовки здобувачів вищої освіти на першому (бакалаврському) рівні за спеціальністю 014 Середня освіта (Мова і література (англійська)) галузі знань 01 Освіта/Педагогіка» та узгоджується з рекомендаціями Ради Європи з іноземних мов.

Мета посібника – формувати у студентів комунікативну, лінгвістичну, соціокультурну, професійно-педагогічну компетентності; автоматизувати фонетичні, граматичні та лексичні навички та розвивати уміння усіх видів мовленнєвої діяльності (аудіювання, говоріння, читання, письмо); розширювати філологічний та професійний кругозір засобами мови, розвивати уміння логічного та аналітичного мислення, аналізу, самооцінки, вміння самостійно працювати з Інтернет-ресурсами; формувати у студентів професійно-педагогічну компетентність шляхом виконання усних та письмових професійно-орієнтованих завдань; формувати гуманістичний, демократичний та загальнокультурний світогляд, патріотичну свідомість громадянина України, виховувати повагу до загальнолюдських цінностей.

Зміст підручника розроблено згідно з вимогами програми вивчення дисципліни, відповідають передбаченій нею тематиці та вміщують навчальний матеріал, не відображений в чинних підручниках та посібниках з англійської мови, але який є необхідним для професійного становлення майбутнього вчителя англійської мови. Запропонований посібник містить матеріали з трьох розмовних тем, що вивчаються на 3-му курсі факультетів іноземних мов: *English as a Global Language, Education and Upbringing, People and Personalities*. Кожний розділ має чітку структуру та складається з певної кількості тематичних текстів і завдань до них, передмови до теми, вправ на формування лексико-граматичних навичок, матеріалу для прослуховування та перегляду, секції з розвитку писемного та усного мовлення, ідіоматичної скарбнички та професійно-орієнтованих завдань.

Завдання підрозділів **Lead-in, Speaking, Discussion, Role-Play** надають можливість визначити знання студентів з даної теми, спрямовані на занурення студентів в тематичну ситуацію, мають комунікативний характер, сприяють творчому мисленню студентів. Завдання кожного тексту підрозділу **Reading** орієнтовані на роботу з текстом, спрямовані на перевірку розуміння прочитаного, містять різноманітні типи лексико-граматичних вправ, дають можливість висловити свою думку щодо прочитаного. Секції **Listening, Video Watching** містять тематично об'єднаний матеріал для прослуховування та обговорення. Вправи підрозділів **Vocabulary Work, Language Focus, English Collocations** націлені на формування лексико-граматичних навичок з теми. Матеріали секції **Writing, Online Writing** спрямовані на розвиток писемного мовлення студентів, містять рекомендації написання листів, статей, есе, звітів, акцентують увагу на особливостях комунікації онлайн. Вправи, які містяться в підрозділі **Idiom Focus**, призначені для розвитку ідіоматичного мовлення. Професійно-орієнтовані завдання секцій **English Language Teaching Club** та **Spotlight on Profession** сприяють формуванню професійно-педагогічної компетентності майбутніх вчителів. Завдання для самоперевірки **Check Yourself** дозволять студентам підготуватися до тематичних та поточних контрольних робіт, а викладачу нададуть можливість організувати ефективний та якісний контроль вмінь і навичок студентів.

Додатково систематизовано тематичний та активний вокабуляр **Vocabulary Bank**, завдання для самостійної роботи студентів **Independent Study**, запропоновано теми лінгвістичних досліджень як елемент неформальної освіти **Research Study**. Завдання секції **Revision** розроблені на основі таксономії Блума, яка дозволяє ранжовано оцінювати результати навчання, можуть використовуватись під час підготовки до поточних перевірочних та підсумкових контрольних робіт, екзамену. Наприкінці курсу пропонується пройти підготовку до іспиту у вигляді пробних завдань **Mock Exam**.

Навчальний посібник має практичну актуальність та відповідає вимогам до навчальних видань.

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TOPIC “ENGLISH AS A WORLD LANGUAGE”

The Role of Language in Our Life

LISTENING “*Language*”

1. What is language? How does it evolve? What is speech? What is the division of dialects based on? What kinds of language do you know? Find the answers in the text below. Fill in the gaps with the words from the right column. Write out the definition of what language is.

Many animal and even plant species _____ with each other. Humans are not unique in this _____. However, human language is unique in being a symbolic _____ that is learned instead of biologically _____. _____ are sounds or things which have meaning given to them by the users. Originally, the meaning is arbitrarily assigned. _____, the English word “dog” does not in any way physically resemble the animal it stands for. All symbols have a _____ but the meaning can not be discovered by mere sensory examination of their forms. The _____ of words can be so powerful that people are willing to risk their lives for them or take the lives of others. For instance, words such as “queer” and “_____” have symbolic meaning that is highly _____ in America today for many people. They are much more than just a sequence of sounds to us. A major advantage of human language being a learned symbolic communication system is that it is infinitely _____. Meanings can be changed and new symbols created. This is evidenced by the fact that new _____ are invented daily and the meaning of old ones change. For example, the English word “_____” now generally means pleasing, agreeable, polite, and kind. In the 15th century it meant foolish, wanton, lascivious, and even _____. Languages evolve in response to changing historical and social _____. Some language _____ typically occur in a generation or less. For instance, the slang words used by your parents were very likely different from those that you use today. You also probably are _____ with many technical terms, such as “text messaging” and “high definition TV”, that were not in general use even a _____ ago. Language and speech is not the same thing. _____ is a broad term simply _____ to patterned verbal behavior. In contrast, a _____ is a set of _____ for generating speech. A _____ is a variant of a language. If it is associated with a geographically _____ speech community, it is referred to as a _____. However, if it is spoken by a speech community that is merely socially isolated, it is called a _____. These _____ dialects are mostly based	<i>dialect</i> <i>transformation</i> <i>ns</i> <i>daughters</i> <i>words</i> <i>symbolic</i> <i>meaning</i> <i>communicate</i> <i>material form</i> <i>familiar</i> <i>capability</i> <i>rules</i> <i>wicked</i> <i>regional</i> <i>dialect</i> <i>nigger</i> <i>conventional</i> <i>communication</i> <i>n system</i> <i>language</i> <i>Speech</i> <i>gone</i> <i>isolated</i> <i>flexible</i> <i>homogenous</i> <i>inherited</i> <i>social</i> <i>situations</i> <i>nice</i> <i>symbols</i> <i>For instance</i> <i>charged</i> <i>emotionally</i> <i>memoirs</i> <i>women</i> <i>sign</i>
---	---

on class, ethnicity, gender, age, and particular _____. Black English (or Ebonics) in the United States is an example of a social dialect. Dialects may be both regional and social. An example is the Chinese spoken dialect and written form called nushu. It apparently was known and used only by _____ in the village of Jiangyong in Hunan Province of _____. Women taught nushu only to their _____ and used it to write _____, create songs, and share their thoughts with each other. While women also knew and used the _____ Chinese dialect of their region, they used nushu to maintain _____ in their male dominated society. Nushu is essentially _____ now due to its suppression during the 1950's and 1960's by the communist government of China. The last speaker and writer of nushu was a woman named Yang Huanyi. She died in 2004. Not all societies have _____. They are far more common in large-scale diverse societies than in small-scale _____ ones. Over the last few centuries, deaf people have developed _____ languages that are complex _____ forms of communicating with each other. Since they are effective communication systems with standardized rules, they also must be considered languages in their own right even though they are not spoken.	<i>female support networks conditions latter decade referring social dialect South China distinct dialects visual-gestural</i>
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2. What comes to your mind when you hear the word *language*?

Generate your acronymic associations.

L.....
 A.....
 N.....
 G.....
 U.....
 A.....
 G.....
 E.....

3. Listen to the recording and fill in the gaps.

Where _____ without language? We'd all be in our own worlds and we'd never _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there

was only one language, we could all communicate better _____, we'd all understand one another better. What _____ language be? At the moment, English.

ENGLISH IDIOMS

B2 is a level of proficiency in a language as defined by the Common European Framework of Reference for Languages (CEFR). At this level, a language learner is able to use the language fluently and accurately in a variety of situations and contexts. Here are some English idioms that might be used at the B2 level, along with examples of their usage. Study them and use in the context of your own.

1. Match the idioms with their definitions.

<i>To pull someone's leg</i>	to be very easy
<i>To be a piece of cake</i>	to be in a similar situation or problem as someone else
<i>To be a pain in the neck</i>	to tease or deceive someone as a joke
<i>To be in the same boat</i>	to be the odd one out or the member of a group that is not like the others
<i>To be the black sheep</i>	to be very annoying or inconvenient

2. Fill in the blanks with the idioms from the task 1.

- 1) Don't believe him, he's just
- 2) I'm the only one in my family who doesn't have a job in finance –
- 3) I hate going to that store – the crowds are always
- 4) The test was– I finished it in no time.
- 5) We both failed the test, so we're

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find any English blog on Instagram/Facebook, etc., and post comments beneath about the pivotal role of the language in our life. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenskouniversity #sumymakarenskouniversity and post it on any

networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

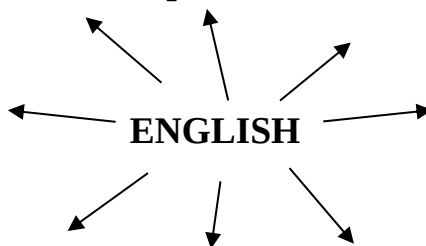
☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of language collocations from Vocabulary Bank Section, suggest your pupils 2-3 tasks within the topic, e. g., *restore the synonymic row*, *cross an odd word out*, *replace with synonyms*, etc. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

English

READING

1. You have chosen English as a second language. What do you know about it? Complete the mind-map.



2. Read the texts below and find out new facts about the language under study.

Basic Characteristics of the English Language

English belongs to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India. The parent tongue, called Proto-Indo-European, was spoken about 5,000 years ago by nomads believed to have roamed the southeast European plains. Germanic, one of the language groups descended from this ancestral speech, is usually divided by scholars into three regional groups: East (Burgundian, Vandal, and Gothic, all extinct), North (Icelandic, Faroese, Norwegian, Swedish, and Danish), and West (German, Dutch [and Flemish], Frisian, and English). Though closely related to English, German remains far more conservative than English in its retention of a fairly elaborate system of inflections.

Modern English is analytic (i.e., relatively uninflected), whereas Proto-Indo-European, the ancestral tongue of most of the modern European

languages (e.g., German, French, Russian, Greek), was synthetic, or inflected. During the course of thousands of years, English words have been slowly simplified from the inflected variable forms found in Sanskrit, Greek, Latin, Russian, and German, toward invariable forms, as in Chinese and Vietnamese.

In addition to the simplicity of inflections, English has two other basic characteristics: flexibility of function and openness of vocabulary.

Flexibility of function has grown over the last five centuries as a consequence of the loss of inflections. Words formerly distinguished as nouns or verbs by differences in their forms are now often used as both nouns and verbs. One can speak, for example, of *planning a table* or *tabling a plan*, *booking a place* or *placing a book*, *lifting a thumb* or *thumbing a lift*. In English, forms for traditional pronouns, adjectives, and adverbs can also function as nouns; adjectives and adverbs as verbs; and nouns, pronouns, and adverbs as adjectives. One speaks in English of the *Frankfurt Book Fair*. In English it is now possible to employ a plural noun as adjunct (modifier), as in *wages board* and *sports editor*; or even a conjunctive group, as in *prices and incomes policy* and *parks and gardens committee*. Any word class may alter its function in this way: *the ins and outs* (prepositions becoming nouns), *no buts* (conjunction becoming noun).

Openness of vocabulary implies both free admission of words from other languages and the ready creation of compounds and derivatives. English adopts (without change) or adapts (with slight change) any word really needed to name some new object or to denote some new process. Words from more than 350 languages have entered English in this way. Like French, Spanish, and Russian, English frequently forms scientific terms from Classical Greek word elements. Although a Germanic language in its sounds and grammar, the bulk of English vocabulary is in fact Romance or Classical in origin.

by Simeon Potter, David Crystal

The Characteristics of the English Language

Among the different languages of the world, English is the most widely spoken and written languages of the world. Today, English occupies the prestigious place of an International language. It is utilized by the largest number of the people of many nations in all the five continents in the world.

The reason, which comes to our notice is that, it is not due to the qualities of its own but there are important historical, political and economic reasons for its worldwide popularity. The other obvious reason is that

English speaking nations, like England and America have made it prominent. However, no language can become so important, unless it has some outstanding and special characteristics for its phenomenal growth and popularity. The main characteristics for this stride of English language are as under: 1) Receptiveness 2) Heterogeneousness 3) Simplicity of Inflexion 4) Fixed Word Order 5) Use of Periphrasis 6) Growth of Intonation.

1. Receptiveness

The first outstanding characteristic of English language is receptiveness. This is regarded as extra-ordinary feature of the language. It has accepted and adopted words from Asian, European, African, Indian, Japanese, Chinese and other languages. English has kept open-door policy of accepting words from classical languages like Latin, Greek and Sanskrit.

2. Heterogeneousness

Heterogeneousness means mixed form or the lack of purity. English language contains words from so many other languages that it has become the most mixed language. Original words from other languages have crept into English. Some words have retained their original meanings and some words have changed their meanings. The spellings and pronunciations have also changed. E.g. The word 'Tur' from French has become 'Tower' in modern English.

3. Simplicity of Inflexion:

The next important characteristic of English is its simple Inflexion. Inflexion means that it can indicate the relationship of words into a sentence with only the minimum of change in their shapes. In this regard we can quote that Chinese has the minimum inflexions but in other European languages, there are still inflexion. However, English has lost number of inflexion. E.g. India – Indian.

4. Fixed word order:

Another characteristics of English language is its fixed word order. This arrangement becomes necessary for proper relationship of the words in a sentence, and to avoid ambiguity. The place of each word in a sentence decides its relationship to others.

5. Use of Periphrases:

In English language there is a very significant use of periphrases. Periphrases mean roundabout ways of expressing ideas or feelings in other words it is possible to say the something in many different ways in English. Periphrases is a very important quality of any language; because it makes the language rich and varied.

6. Development of intonation

The last but the significant quality of English is the great development of intonation to express different shades of meanings. Intonation can easily change the meaning of a sentence completely. Intonation can be described as the pitch and intensity or the tone of the voice.

Not all the above qualities or characteristics are necessarily good in themselves. Also all characteristics have not contributed equally to the development of English language and its general success.

C.L. Wren comments that: “It may fairly be said that English is among the easiest languages to speak badly; but the most difficult to use well”.

3. Decide whether these statements are true or false.

1. English is distinguished by a fairly elaborate system of inflections.
2. English is far more conservative than German.
3. English accepted and adopted words from a great number of world languages.
4. The spellings and pronunciations of borrowed words have not changed.
5. In English the same word can function as a noun or pronoun, an adverb or adjective.
6. Being an analytical language, English is characterized by free word order.

4. Explain the meaning of the following words: descended from, to be elaborate, to adopt, to adapt, to alter, the bulk of vocabulary, to be utilized by, a stride, an open-door policy, ambiguity, pitch.

5. Fill in the gaps with necessary words.

1. English has kept ...of accepting words from classical languages like Latin, Greek and Sanskrit.
2. Intonation can be described as the ... and intensity or the tone of the voice.
3. Fixed word order becomes necessary for proper relationship of the words in a sentence, and to avoid...
4. Germanic language group ... from Proto-Indo-European.
5. English is ... by the largest number of the people of many nations in all the five continents in the world.
6. English ... (without change) or (with slight change) any word from other languages.

6. Complete the sentences.

1. English has several basic characteristics:
2. Openness of vocabulary implies ...
3. Flexibility of function is viewed as a consequence of ...

4. Heterogeneousness means ...
5. English has lost number of ...
6. Periphrases mean ...
7. Intonation can ...

7. Consult the dictionary. Write down the definitions of the following linguistic notions: an analytical language, inflections, compounds, derivatives, adjunct.

8. Do you agree that the inherited characteristics of English have contributed to its worldwide popularity.

VIDEO VIEWING “Does Grammar Matter?”

1. Explain the meaning of the following expressions. Illustrate them with examples: *grammatically correct/incorrect, linguistic universals, sentence pattern, language purists, patterns common to all languages, standardized form, spoken repertoire.*

2. Watch the video and complete the sentences.

From the point of view of linguistics Grammar is a set of _____ to form phrases or clauses. Different languages have different patterns. Prescriptivists think that a given language should follow _____. Descriptivists see _____ as a natural and necessary part of language. As people became more interconnected and writing gained importance written language was _____ to allow _____ communication and ensure that people in different parts of a realm could understand each other. Rules for written grammar were applied to _____ as well. Speech has its own _____. Speech uses _____ for meaning. Its structure is more _____ adapting to the needs of speakers and listeners. This could mean avoiding complex _____, making changes to avoid _____ pronunciation or removing _____ to make speech faster. Descriptivism describes how people _____ it. Prescriptivism informs how language should be used. Prescriptivism is useful for informing people about the most _____ at a given point in time. This is important because it makes communication _____ between non-native speakers. Descriptivism gives us _____ into how our minds work and the instinctive ways in which we _____ our view of the world. Grammar is best thought of as a set of _____ that are constantly being negotiated and reinvented by the entire group of language _____.

3. Answer the questions.

Are descriptivism and prescriptivism mutually exclusive?

Why is grammar referred to as “a complex fabric woven through the contribution of speakers and listeners, writers and readers, prescriptivists and descriptivists”.

Why does grammar matter?

ENGLISH IDIOMS

B2 is a level of proficiency in a language as defined by the Common European Framework of Reference for Languages (CEFR). At this level, a language learner is able to use the language fluently and accurately in a variety of situations and contexts. Here are some English idioms that might be used at the B2 level, along with examples of their usage. Study them and use in the context of your own.

1. Match the idioms with their definitions.

<i>To beat around the bush</i>	to be very expensive
<i>To be the elephant in the room</i>	to avoid discussing a topic directly
<i>To cost an arm and a leg</i>	to be in a situation that is too difficult or complicated for one's abilities
<i>To be in over one's head</i>	to use all of one's resources or do everything possible
<i>To pull out all the stops</i>	to be an issue that is not being discussed openly

2. Fill in the blanks with the idioms from the task 1.

1.is the fact that we're running out of money.
2. Stopand just tell me what you want.
3. I think I'mwith this project – it's too much for me to handle.
4. I can't afford to buy that car – it would..... .
5. We both failed the test, so we're
6. We need to to make this event a success.

ONLINE WRITING

Choose any online writing format such as texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook, and promote English as the best/worst language for learning. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose piece of writing was the most persuasive. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching

style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make your pupils fill in a table where all advantages and disadvantages of English will be summarized. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Second Language Acquisition

LISTENING “Talking About Learning Languages”

1. Is it difficult to study a foreign language? What was your first experience connected with the second language acquisition like? Recall your memories.

2. Match the words and phrases which appear in the listening to their definitions below. What will the listening be about? Make your predictions.

a. do something badly	e. go to regularly (formal)	i. take part in
b. slogan	f. level	j. television stations
c. encouraging	g. notice (understand)	k. very difficult task, an effort
d. feel better after something bad	h. quite good, acceptable	l. very much

1. attend 2. catch phrase 3. by far 4. channels
5. compete 6. decent 7. degree 8. get over
9. make a right mess of 10. pick up on 11. struggle 12. supporting

3. While listening choose the correct answer to each question. Are your predictions correct? What is the key idea of the listening?

- Which continent has the speaker not lived in?
 - Asia
 - Europe
 - South America
- Which two things does the speaker do to learn a new language?
 - go to classes and speak to people
 - speak to people and use a dictionary
 - watch TV and listen to the radio
- Why does the speaker think watching game shows is useful?
 - because of the pictures

- b. because contestants are always winning
- c. because the language is repetitive
- 4. What does the speaker say about using newspapers?
 - a. it was easy to learn a lot of new words quickly
 - b. a lot of things were happening in the country
 - c. other people could explain new words the writer found
- 5. What does the speaker say about talking to people in the street?
 - a. preparation was necessary
 - b. the embarrassment made it a failure
 - c. people reacted negatively
- 6. Why were colloquial expressions a problem for the speaker?
 - a. they took ten years to learn
 - b. they were never written down
 - c. they were often unnoticed

4. Complete the sentences.

- 1. He preferred to learn by.....
- 2. The best practice he ever had was...
- 3. It was quite a struggle to....
- 4. I prefer to learn by.....
- 5. The best practice I ever had...
- 6. It is/was quite a struggle to....

5. Answer the following questions.

- 1. What helped the speaker to develop a good level of Spanish?
- 2. Why was it quite a struggle to hold a decent conversation?
- 3. What ways of learning a foreign language do you consider effective? Why?
- 4. In what way would you learn a local language if you had to live in Spain (France, Portugal)?
- 5. Are you genuinely interested in learning foreign languages?

READING

- 1. What do you personally think really matters when learning a new language?**
- 2. Is it difficult for you to start learning a new language?**
- 3. What do you associate different languages with?**
- 4. Read the text.**

We are all wonderfully individual in all of our own little ways. We are not the same size, nor quite the same shape. The colour of our hair, skin and eyes, even the shape of our fingers not to mention our finger prints, and many

other small details vary from individual to individual, regardless of national group. We like different clothes and have different personalities.

This shows up when you learn English. Some of you read well but feel you have trouble understanding the spoken language, especially if it is spoken quickly. Some of you understand all right but are not confident in your writing. Some of you have good phrasing but poor pronunciation, or think you do. Some pronounce well but make mistakes when speaking, or think you do.

Are there things that are common to all learners? Are there things that everyone needs to work on? What really matters in language learning? I am referring only to people who want to achieve fluency in a language, not to those who only want to have a few phrases for their next vacation.

In my view there are a few things that really matter when we learn a new language. First of all, there is vocabulary. We all need to learn words, many words. We get to know new words gradually. Seeing a word once, or studying it on a list, is not enough. We need to become familiar with new words, to know how they are used with other words in phrases. We achieve this by coming across the words we are learning in a variety of contexts. Gradually we start to feel comfortable with the meaning of these words and start putting these new words together in phrases in order to express ourselves.

Next we need to develop a sense for the language, without worrying about the parts of speech or grammar explanations. This can only be achieved through a lot of exposure to the language. A lot of listening and reading will give us a feeling for the rhythm of the new language.

If we know a lot of words, and I mean really know them, and if we have a sense for the rhythm of the language, then we will understand better and better when we listen and when we read. And as we get better we will want to listen and read more, because we enjoy doing so.

If we enjoy the language, and continue listening and reading, we will eventually be able to speak and write. At first we will be hesitant and timid. But our confidence will continue to grow and we will learn to speak and write well.

If we speak well, our pronunciation will be all right. It will be as good as it needs to be. I do not know anyone who speaks a foreign language well for whom pronunciation is a problem. Some people pronounce a foreign language better than others, but mostly it does not matter. Pronunciation is an area where we can all be a little different, just like our personalities and the clothes we wear.

by Steve Kaufmann

5. Study the Essential Vocabulary of the text and make sentences of your own.

to understand the spoken language
to have good phrasing
poor pronunciation
fluency in a language
to start putting these new words together in phrases
to express ourselves
to develop a sense for the language
a lot of exposure to the language
the rhythm of the new language

6. Answer comprehension and discussion questions.

1. In the first paragraph the author points out that we all have different personalities. What does it have to do with the language studying?

2. Answer the question asked by the author in the third paragraph: Are there things that are common to all learners? Are there things that everyone needs to work on? What really matters in language learning?

3. According to the author what are the things that really matter when learning a new language?

4. What does the phrase mean: “to have a sense for the rhythm of the language”? Do you think you have it?

7. Explain the phrases in English, without translating them into Ukrainian. Use dictionary if necessary.

- we are all wonderfully individual
- we have different personalities
- to have trouble understanding the spoken language
- to have good phrasing
- poor pronunciation
- to develop a sense for the language
- a lot of exposure to the language
- the rhythm of the new language

8. Comment on the following idea. Do you agree with the author?

“While we must accept that there is no single ‘best method’ (of learning a language), we must allow that not all methods are of equal value. There are many roads to Rome, but some are more direct than others and quite a number never arrive at all.” L. G. Alexander

9. You have a friend who has never studied English. Which ten words or expressions would you advise your friend to learn before visiting an English-speaking country for a holiday? Make a list. Compare your list with another student. Do not forget to use Active Vocabulary.

10. Can you learn just by reading or listening to English? Answer in writing.

You will certainly help yourself to learn English vocabulary not only by studying with different textbooks but also by reading and listening to English. Make a list of effective ways of learning vocabulary. Give each of the items on the list below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. Example: newspapers 3. Explain your mark.

DISCUSSION

1. Answer the questions.

1. In what ways are you a good or bad language learner?
2. How many languages can you speak and how well can you speak?
3. Are you satisfied with the way languages are taught in your country?
4. Do tourists often try to speak your language when they visit your country?
5. "Every child should learn to speak a second language." Do you agree?
6. Which should be the official world language – English or ...?

2. Describe "a good language learner" according to the following criteria. Do you meet these criteria/your partner? Why? Do you find these criteria unbiased? What would you add to the list (cross out)?

- woman or man
- old or young
- extrovert or introvert
- other characteristics
- habits
- abilities (including study skills)
- motivation and interests

LISTENING "Later Language Learning"

1. Young children seem to be able to learn languages with a lot less difficulty than adults. But why is this? In this programme we take a short and simple look at a very complex topic and hear a number of

expert opinions. We also cover some useful vocabulary for talking about this topic.

2. Before you listen to the programme look at the comprehension questions below. You can hear the answers in the programme.

1. What is the Critical Period Hypothesis?
2. What does Professor White think of this theory?
3. Why does Dr. John Coleman think children learn languages better than adults?
4. What does Erik Thiessen believe causes problems for adult language learners?

Glossary:

to acquire –this verb is used when talking about learning language. *Children find it much easier to acquire languages than adults.*

first language acquisition – the learning of the mother tongue, **second language acquisition** – the learning of another language after your mother tongue.

a claim – a statement that something is true.

indistinguishable from – cannot be told apart from, is exactly the same as. *I think he cheated with his homework. His essay was indistinguishable from an article on the Internet.*

to be exposed to something – to be in a situation where you experience something which you did not plan. *Young children are exposed to lot of new sights and sounds every day.*

a handicap – a disadvantage that makes something difficult to do. *Being tall is a real handicap to being a jockey, it's a profession for short people!*

3. While listening to the recording fill in the gaps.

Young children, it seems, _____ very easily but as we get older, it seems to be much more difficult. What could be the reasons for this, is there some cut-off point in our growth after which the ability _____ easily changes? In my view adult second language learners can successfully _____ to the extent of _____ from native speakers. Children spend an awful amount of time learning their first language, their _____ a lot of the time. Dr. Coleman thinks it's just _____. Adults have day to day responsibilities and jobs and simply do not have _____ that children do. We as adults have more than 20 years of experience with a dominant language which is going to interfere with acquiring a second language and that's _____ that infants don't face. My unscientific advice is to practise as much as possible and try and _____ as much English as possible.

4. Give arguments to agree or disagree with the statements.

1. Age has nothing to do with your ability to learn a language.
2. It is easier to learn a language when you are a child.
3. It is harder to master a language as you get older.

ENGLISH IDIOMS

B2 is a level of proficiency in a language as defined by the Common European Framework of Reference for Languages (CEFR). At this level, a language learner is able to use the language fluently and accurately in a variety of situations and contexts. Here are some English idioms that might be used at the B2 level, along with examples of their usage. Study them and use in the context of your own.

1. Match the idioms with their definitions.

<i>To be a catch-22</i>	to be very happy
<i>To be a blessing in disguise</i>	to be an added bonus or something that makes something already good even better
<i>To be a square peg in a round hole</i>	a good thing that initially seemed bad
<i>To be in seventh heaven</i>	a situation in which one cannot succeed because of a paradoxical rule
<i>To be the icing on the cake</i>	to be someone who does not fit in a particular environment or situation

2. Fill in the blanks with the idioms from the task 1.

- 1) Losing my job turned out to be.....– I ended up finding a better one.
- 2) I always felt likein that job – it just wasn't the right fit for me.
- 3) I'm now that I'm retired and have more time to travel.
- 4) Winning the championship was for our team.
- 5) It's – I need experience to get a job, but I can't get experience without a job.

ONLINE WRITING

Find any English-speaking e-pal on Instagram/Facebook, etc., and discuss with them merits and drawbacks of second language acquisition. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu

#makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to make up a questionnaire to survey the process of second language acquisition. Supply them with an example. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

A Hard Language to Learn

LISTENING

1. Do you find it difficult to learn a foreign language? What foreign language is the most difficult for studying/the easiest? Why?

2. You are going to listen to Olivier, a French university student, and his talk about the difficulties he has while learning English. Listen and tick out those difficulties which the language student mentions?

1. "It's difficult remembering long words."
2. "I often repeat words."
3. "I don't know enough words."
4. "I find it difficult to write letters."
5. "I quickly forget new words."
6. "It's harder to learn general English words than business vocabulary."
7. "It's difficult talking about a subject that I don't know."
8. "I can only talk about music in English."
9. "I don't learn business vocabulary with the young people I meet."
10. "I concentrate so hard on understanding the gist of the conversation that I don't hear individual words."

3. What difficulties do you have? Tell about your learning English and the difficulties you have, using the patterns below.

<i>I have every confidence,</i>	I would really like to become fluent.
<i>I am a passionate believer,</i>	I'm interested in
<i>There is no doubt,</i>	my priority is.....
<i>It is common knowledge,</i>	I think the most important thing for me is.....
<i>It is clear cut,</i>	my biggest problem is.....
<i>It stands to reason,</i>	I find it difficult to.....
<i>It is generally recognized,</i>	to improve my..... I try to.....

<i>It is estimated that</i> <i>It is futile to argue that</i> <i>It's just a simple matter of time</i> <i>It is worth countering the idea that</i> <i>Is it conceivable that</i> <i>In my view,</i> <i>In my opinion,</i> <i>From my point of view,</i> <i>From my perspective,</i> <i>To my mind,</i> <i>Speaking about me,</i> <i>As far as I am concerned,</i> <i>It seems/ appears to me that</i> <i>I strongly believe (that)</i> <i>The way I see it</i> <i>I do not agree with (that)</i> <i>I completely / fully agree with/ that</i> <i>I fully support</i> <i>I am entirely in favour of</i> <i>I completely disagree with the</i> <i>idea/ suggestion/ statement that</i> <i>I am totally against..</i> <i>I strongly disapprove of</i>	I should concentrate on I hope this is going to help me improve my English. I do my best to I make much effort to my English is improving day by day. I have a flair for languages. I am prone to learning language. I am cut out for learning languages. learning English is right up my street.
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4. Ask your partner the following questions, then summarize the answers and introduce your partner's learning profile.

1. Why are you learning English?
2. How did you feel when you started learning English (regarding grammar, spelling, pronunciation, vocabulary)?
3. Do you remember the first time you spoke to a native speaker?
4. Has your English improved since that time?
5. What results do you expect in the foreseeable future?

SPEAKING

Glossary:

daunting – very difficult to do or deal with; tending to make people afraid or less confident
бентежний; той, що лякає; daunting task – складне завдання.

1. Do you find the English language challenging? Do you agree with the statement?

“English is by no means an easy language to learn. There is the problem of spelling, of the large number of exceptions to any rule, it is very idiomatic and the prepositions are daunting! English is one of those languages which for many seems easy in the beginning, but then the bridge

between the basic knowledge and the mastery takes a long time to cross, and many people give up.”

2. Identify and share which aspects of English you find the hardest. The list below might be helpful.

<i>spelling</i>	<i>pronunciation</i>	<i>polysemy and polyonymy</i>
<i>idiomacy</i>	<i>syntax</i>	<i>phrasal verbs and prepositions</i>
<i>fluency</i>	<i>punctuation</i>	<i>super syntactical structure</i>
<i>lexicology</i>	<i>styles</i>	<i>oral comprehension</i>
<i>creative writing</i>	<i>reading comprehension</i>	<i>social English</i>

LANGUAGE QUOTES

1. What is the key word in each quotation? Paraphrase the quotations. Give an example of what every quote is about from real life. Is there something you can learn from the quotes about how you should live your life? Which do you agree/ disagree with? Why? Discuss in pairs. Do you have another quote to add to this list? Share it with the class.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

“The limits of my language are the limits of my world.” Ludwig Wittgenstein
“Anyone that doesn't know foreign languages knows nothing of his own.” Johann Wolfgang von Goethe

“Learning another language is like becoming another person” Haruki Murakami

2. Surf the Internet to find more quotes about languages. Design an inspirational poster ‘visualization map’ using favourite quotes and illustrations to visualize your achievements in the foreseeable future.

READING

1. What does the success of second language acquisition depend on? Read the text to find out the answer. Compare the author’s ideas with your own ones.

Language Learning

Recent psycholinguistic studies on how people learn languages have been accompanied by emphasis among English language teachers on the learner as an individual. Preferred learning styles are increasingly respected and learner independence is encouraged. For some teachers, non-interference is the key to giving a successful lesson. For others, this is an

abdication of the teacher's role and shows ignorance of what can be done to make learning more efficient. If there has been a revolution in language teaching methodology, surely there are some things teachers can do to help learners.

In the past, many of Britain's top schools modelled the teaching of modern languages on the teaching of Latin. Oral fluency was therefore undervalued and accuracy in the written language became the main goal. Your French might be excellent on your school report, but you could still arrive in France and fail to understand a word.

A separate method known as audio-lingualism made its appearance in private language schools. This emphasized the primacy of the spoken word, yet lesson content was mainly structural and contained few of the features of spoken English used as a vehicle for communication. Surely teachers can at least provide learners with good models of target behaviour.

2. Find out the meaning of the following words: psycholinguistic studies, learning styles, efficient, language teaching methodology, audio-lingualism, lesson content, models of target behaviour.

3. “Fluency in a language is more important than accuracy.” Do you agree/ disagree?

4. Search the Internet. Speak on the learning styles and preferred methods of language teaching.

5. Do you find it easier to learn English in a classroom setting or by forcing yourself to read English newspapers and / or watching English TV?

LEARNING STYLES

1. Read the article about learning styles. Could you describe the characteristics of your own learning style? What would you do in order to provide conditions that best match students’ learning style characteristics?

Overview of Learning Styles

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as bright. Those who use less favoured learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is “smart” or “dumb”.

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

The Seven Learning Styles

□ **Visual (spatial):** You prefer using pictures, images, and spatial understanding. You don't pay much attention to the dialogue. It is very important for a visual learner to have the educational material presented using maps, diagrams, charts, pictures, etc

□ **Aural (auditory-musical):** You prefer using sound and music. Auditory learners are very sensitive to the speech quality, tone and timbre of the voice, intonation, etc. They are often talkative, needing to think aloud; they usually enjoy music, and remember song lyrics and conversations.

□ **Verbal (linguistic):** You prefer using words, both in speech and writing.

□ **Physical (kinesthetic):** You prefer using your body, hands and sense of touch. Kinesthetic learners learn best through touch, movement, imitation, and other physical activities. They remember best by writing or physically manipulating the information. Kinesthetic learners don't usually like to read instructions, and it is difficult for them to sit still for a long time.

□ **Logical (mathematical):** You prefer using logic, reasoning and systems.

□ **Social (interpersonal):** You prefer to learn in groups or with other people.

□ **Solitary (intrapersonal):** You prefer to work alone and use self-study.

2. Read about Language Teaching Methods. Do you agree that it is not always possible – or appropriate – to apply the same methodology to all learners. Why? What does the choice of teaching method depend on?

What is the best teaching method for learning English?

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

Applying the most appropriate method for that learner's specific objectives, learning style and context.

An experienced professional language teacher always adopts the **Principled Eclecticism** approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

3. Consider the main methodologies listed below. What does each method focus on? How effective are they? Give your opinion on the following statement: The modern language teacher doesn't follow one rigid method but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa.

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed below in the **chronological** order of their development:

- ☐ **Grammar Translation** – the classical method
- ☐ **Direct Method** – discovering the importance of speaking
- ☐ **Audio-lingualism** – the first modern methodology
- ☐ **Humanistic Approaches** – a range of holistic methods applied to language learning
- ☐ **Communicative Language Teaching** – the modern standard method
- ☐ **Principled Eclecticism** – fitting the method to the learner, not the learner to the method

What are the Differences?

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom.

The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching:

METHOD	FOCUS	CHARACTERISTICS
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
- The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
- Community Language Learning	Student interaction	Understanding of English through active student interaction
- Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Based on Techniques and Principles in Language Teaching (Oxford University Press) Modern Teaching Methods As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa. This means choosing the techniques and activities that are

appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more. The explanation of Principled Eclecticism also includes a useful ten-point guide for teachers and language students on the best teaching and learning techniques.

By Alex Taylor

LANGUAGE FOCUS

1. What is the most effective language learning method for you?

EFFICIENT – EFFECTIVE These two qualitative adjectives are often confused.

If somebody or something is efficient, then he, she or it works in a well-organized way, without wasting time or energy. *She was efficient in everything she did and was frequently commended for exemplary service to the organization. He hasn't made very efficient use of his time in revising for these exams: he has made no notes and his concentration spans appear to last for no longer than ten minutes. This engine is really efficient, it can run for 30 km on only 1 litre of fuel. She is an efficient worker, and should be rewarded for the same.*

Efficient is an adjective used to describe a productive human or a machine. Effective is an adjective used to describe success in producing a desired result. If something is effective, it works well and produces the results that were intended. *These tablets really are effective. My headache's much better now. The only effective way to avoid hay fever at this time of the year, if you are a sufferer, is to stay indoors. The actor gave an effective performance in the movie.*

2. Fill in the gaps with EFFICIENT or EFFECTIVE.

1. This is the best car on the market. Itsengine saves gas.
2. The vitamin appears to be more.....than vaccines at preventing influenza infections.
3. It may be the most.....at reducing fever.
4.employees are those who are productive without waste.
5. The law is.....from Friday.
6. That teacher is quite.....at making his students learn English.
7. My computer is energy..... It saves energy.
8. This medicine is one of the most pain relievers.
9. I'm very.....as I know how to get things done without wasting time.
10.energy use is the solution to expending less energy.

ENGLISH IDIOMS

B2 is a level of proficiency in a language as defined by the Common European Framework of Reference for Languages (CEFR). At this level,

a language learner is able to use the language fluently and accurately in a variety of situations and contexts. Here are some English idioms that might be used at the B2 level, along with examples of their usage. Study them and use in the context of your own.

3. Match the idioms with their definitions.

<i>To be a wet blanket</i>	to be very happy or content
<i>To be on cloud nine</i>	to start over or go back to the beginning
<i>To be the straw that broke the camel's back</i>	to solve a problem or get to the heart of an issue
<i>To go back to the drawing board</i>	to be the final problem or burden that leads to a breakdown
<i>To hit the nail on the head</i>	to be a party pooper or someone who ruins the mood

4. Fill in the blanks with the idioms from the task 1.

1. I was already having a bad day, and then I spilled coffee on my shirt – it was
2. Our product launch was a disaster – we need to and start again.
3. I'm since I got engaged last weekend.
4. You really with that suggestion – it's exactly what we needed.
5. Don't be – come out and have some fun with us!

ONLINE WRITING

Find any English teaching blog on Instagram/Facebook, etc., and ask which methods of learning will be the most appropriate for you if your learning style is visual/linguistic, etc. Choose the best answer and share the screenshot in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of the information about learning styles and modern teaching methods, suggest your pupils tasks so that learning style and teaching method used could be clearly identified / suggest the same task for each learning style to show the differences between them. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools

such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

English as a World Language. Lingua Franca

LEAD-IN

1. The extract below was taken from a student essay on the subject of English as an international language. Fill the gaps with an appropriate expression from the list below.

firstly (organizing)
unless (hypothesis)
as a result (cause and effect)
on the other hand (organizing)
although (concession)
furthermore (organizing)
provided (hypothesis)

(1) ... , having a strong international language is useful for diplomacy and trade. (2) ... some language fulfilled this function, international relations would be set back considerably. (3) ... , there would be more conflict and less wealth. (4) ... , that language does not have to be English. (5) ... the transition may take a long time, an artificial language such as Esperanto or an alternative natural language may be preferable for historical and cultural reasons. (6) ... , an artificial language, (7) ... it was carefully chosen, could be considerably easier to learn.

2. Do you share student's ideas as for the international language? Should this language be artificially or naturally chosen?

READING

1. What are the reasons for the popularity of English? Fill in the table.

<i>English as a global language</i>	
<i>reasons</i>	<i>examples</i>

2. Is global language important? What makes a language the global one? Read the text and write out into the table above reasons that made English a dominant language.

Top Reasons That Made English a Dominant Language

By Amy Nutt

If you can speak English, you will probably be able to communicate with someone in just about any major country you could visit. While not everyone speaks this language, English is truly a dominant language spoken by millions across the globe. Experts state that around a third of the world's population speaks English as their native language, and many more study it as a second language. What caused English to spread beyond the bounds of the British Isles and become such an important player in global communication? The answer begins with a look at the language's original speakers, the English.

English Dominance in the 19th Century

In the 19th century the British Empire was truly a global empire. As some said at the time, “the sun never sets on the British Empire”. Great Britain held colonies on every continent, and the trade language in those areas was English. By the end of the 19th century, the British Empire's reach was global, and the language was also becoming global. This influence continued into the 1900s, and by 1922 the British Empire had an influence over around 458 million people, close to a quarter of the world population of the time, which meant that knowing English was important.

The Rise of America as a Global Power

Even though it is a relatively young country in light of world history, the United States has become a global superpower, specifically after World War II. America has a hand in politics, economics, and culture around the world. As such, English is becoming more and more important as a global language. When you add the influence of America in today's global economy to the historic and current influence of Great Britain, understanding English becomes almost essential to carrying out business in the current economic market.

English is the Language of Technology and Science

As you browse the World Wide Web, you will find that most websites are in English or have an English translation available. This shows how influential English is in the world of technology. Since many of the technological devices created across the globe are marketed heavily in America, they are designed with English-speaking users in mind. You can see this in the design of the computer keyboard. Most standard keyboards contain the standard letters of the English alphabet, which is further proof that English is the language of technology.

In addition, English is the language of science. The Science Citation Index reports that over 95 percent of all of its documents are English

documents, even though a majority of them are writing by non- native English speakers. The medical community also uses English as a unifying language, making it essential for doctors to learn if they wish to be able to read reports and journals about the latest medical breakthroughs.

English is the Language of International Organizations

When multiple countries come together, they must choose a language to speak. Often the language chosen is English. The official language of the United Nations, for instance, is English. The same is true for the International Olympic Committee. At the Olympics, announcements are made in the language of the host country and in English. English is also one of the official languages of the European Union.

Other Uses of English Cause It to Have Global Impact

English is the international language of many industries, including banking, computing, business, diplomacy, and even entertainment. An international treaty aimed at making communication easier made English the official language of aviation and maritime activities.

The list of industries or functions where English is one of the main languages spoken is truly never ending. The simple fact is that since the late 1800s, English has been spoken in more locations across the globe than any other language, and that fact, coupled with the economic and political power of the United States and Great Britain, means that English will continue to have massive impact on the global economy in the future.

3. Read the summary of the previous text. Is there anything to be added or withdrawn? Share your ideas.

Now English saturates the world. It has become a lingua franca of conferences, business, and sport. English is really an all-embracing and all-conquering language that marches over the globe battling out for its positions and crushing everything on the way.

There are a lot of interlocking reasons for the popularity of English. First of all, this language is socially and economically predominant as the influence of the USA has led to increased English use in many areas of the world. Moreover, this language is widely adopted for communication by travelers and nowadays you can go to any country if you know English without any hesitation. Culture intermixing and information exchange have led to the imposition of English in many countries of the globe.

But for every plus there is a minus and English as a world language has not only positive moments. Many people view English as a great intellectual disaster and I agree with them. English is a threat to the identities of individual countries where it is imposed on. Countries may lose their

individualities and unique cultures. Coming into contact with other cultures English downgrades them and brings about their decline. If it goes on it will result in dying out of local languages and disappearance of indigenous cultures. To my mind, it will be the greatest intellectual disaster the humanity has ever known.

4. Find the English equivalents to the following phrases in the text.

1. домінуюча мова мільйонів на земній кулі
2. мати колонії на кожному континенті
3. третина населення світу розмовляють англійською, що їх рідною мовою
4. брати участь, докласти рук до
5. продивлятися в світовій мережі
6. бути впливовим у сфері технологій
7. домінуюча (головна) мова технологій та науки
8. орієнтуватися на англомовного споживача
9. додатковий доказ
10. науковий прорив, відкриття
11. міжнародна мова багатьох галузей промисловості
12. мова міжнародного спілкування
13. міжнародні сфери (діяльності)
14. об'єднуюча мова
15. офіційна мова організації об'єднаних націй, авіації та морських сполучень
16. розповсюдження мови на планеті
17. призвести до занепаду мови
18. стати більш розповсюдженим
19. мова, що широко вивчається як іноземна
20. головна мова, що зустрічається у школі
21. розповсюджуватися за межі Британських островів
22. кожен четвертий у світі розмовляє англійською мовою з певним рівнем компетентності.

5. Answer the questions.

1. What caused English to spread beyond the bounds of the British Isles and become such an important player in global communication? Who initiated its spread?
2. Why did it become even more prevalent since World War II?
3. How influential is English in the world of technology and science?
4. How does English serve as a unifying language?

5. Prove that English is the international language.
6. Point out historical, political and economic reasons for its worldwide popularity.
7. Would English continue to have massive impact on the global economy in the future?
8. What is lingua franca? Why has English become a lingua franca?
9. What language would you like to have as a universal language of the world? Why?

6. Ask all possible questions about English as a dominant language:
What...? When...? Why...? How many...?

7. Find “language” collocations in the text. Fill in the table.
Add collocations from other sources.

a	dominant	language	
	second		
	native		

8. Find evidence in the text and prove that English is a Dominant Language.

English may become one tool that opens windows to the world,
unlocks doors to opportunities and expands our minds to new ideas...

VIDEO WATCHING “How English became a global language”

What is the current position of English? Watch a video and fill in the gaps. How did English become a global language? Discuss in pairs the answer to the question.

1. To become a global language it must be learned as ain most countries.
2. It has to be used as.....in many important fields.
3. More people speak English as a second language than..... .

4. English is currently spoken by more people in.....than in.....combined.
5. Many more people are currently learning English than there are people who
6. English is the common language of several
7. None of languages ever reached the dominance English is
8. The turning point in the history of English occurred when the British fleet
9. The British Empire was the first in history.
10. What was crucial for the future of English is..... of American.....
11. Industrial revolution gave the country important economic.....
12. The Marshal plan gave English a.....in Europe.
13. The dazzling grows of Information technology has turned English into on the Web.
14. The amazing power of Attraction..... has internationally.
15. It's the story of the language that went from..... to..... speakers in less than.....years.
16. The popularity of English has nothing to do with its.....character but rather depend on.....

WRITING

Write an argumentative essay “The Advantages and Disadvantages of English as a Global Language”. Adhere to the structure.

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of and make a sensible choice.

ENGLISH COLLOCATIONS

Surely, you do want to have a strong command of the English language. Hopefully, this task will enlarge your knowledge and improve your proficiency.

Study the difference between the following collocations and fill in the blanks in the sentences: *distinctly remember, barely remember, suddenly remember, vaguely remember*.

- 1) I going to that restaurant, but I'm not sure.
- 2) I his name, but it might be John or James.
- 3) I the taste of that dish – it was so delicious!
- 4) I that I left my phone at the office.
- 5) I can only what the movie was about, but I think it was a romantic comedy.
- 6) I the details of that conversation; it was so long ago.
- 7) I the way she looked at me when she told me the news.
- 8) I that I promised to pick up my cousin from the airport.

ONLINE WRITING

Post your considerations about the advantages and disadvantages of English as a global language on Instagram/Facebook, etc., and react to the comments beneath. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of the table below, suggest your pupils a quiz about the English language. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Some Facts about the English Language

- ***How many languages are there?***

“Today there are about 6,000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. British colonialism initiated the spread of English across the globe; it has been spoken nearly everywhere and has become even more prevalent since World War II, with the global reach of American power.” (Christine Kenneally, *The First Word: The Search for the Origins of Language*. Viking, 2007)

- ***From how many other languages has English borrowed words?***

“English has borrowed words from over 350 other languages, and over three-quarters of the English lexicon is actually Classical or Romance in origin. Plainly, the view that to borrow words leads to a language's decline is absurd, given that English has borrowed more words than most.” (David Crystal, *English as a Global Language*, 2nd edition. Cambridge University Press, 2003)

- ***How many people in the world today speak English?***

“First-language speakers: 375 million Second-language speakers: 375 million Foreign-language speakers: 750 million” (David Graddol, *The Future of English? A Guide to Forecasting the Popularity of the English Language in the 21st Century*. British Council, 1997)

- ***In how many countries is English taught as a foreign language?***

“English is now the language most widely taught as a foreign language--in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil--and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process.” (David Crystal, *English as a Global Language*, 2nd edition. Cambridge University Press, 2003)

- ***What is the most widely used English word?***

“The form OK or okay is probably the most intensively and widely used (and borrowed) word in the history of the language. Its many would-be etymologists have traced it variously to Cockney, French, Finnish, German, Greek, Norwegian, Scots, several African languages, and the Native American language Choctaw, as well as a number of personal names. All are imaginative feats without documentary support.” (Tom McArthur, *The Oxford Guide to World English*. Oxford University Press, 2002)

- ***How many countries in the world have English as their first language?***

“This is a complicated question, as the definition of 'first language' differs from place to place, according to each country's history and local circumstances. The following facts illustrate the complexities: Australia, Botswana, the Commonwealth Caribbean nations, Gambia, Ghana, Guyana, Ireland, Namibia, Uganda, Zambia, Zimbabwe, New Zealand, the United Kingdom, and the United States have English as either a de facto or statutory official language. In Cameroon and Canada, English shares this status with French; and in the Nigerian states, English and the main local language are official. In Fiji, English is the official language with Fijian; in Lesotho with Sesotho; in Pakistan with Urdu; in the Philippines with Filipino; and in Swaziland with Siswati. In India, English is an associate official language (after Hindi), and in Singapore English is one of four statutory official languages. In South Africa, English [is] the main national language—but just one of eleven official languages. In all, English has official or special status in at least 75 countries (with a combined population of two billion people). It is estimated that one out of four people worldwide speak English with some degree of competence.” (Penny Silva, "Global English," AskOxford.com, 2009)

Varieties of English

READING

1. Answer these questions.

1. Do you think English is a difficult language to learn?
2. Can you distinguish between American and British English?
3. What is the most difficult thing about English?

2. Read the text.

Far too much is made of the differences between British and American English. The two varieties of English are in fact one and the same language

with some interesting, sometimes amusing, sometimes challenging differences. The two versions of English provide fertile ground of all sorts of lingual-fascists, ignoramuses and arrogant so-called experts.

Let's begin with spelling. When I was about 12 years old I obtained a copy of Jules Verne's 'From The Earth To The Moon'. After a while I noticed something strange. Had the typesetter run out of U's? Why was 'valour' spelled *valor*. And why was 'centre' spelled *center*. What was going on?

You may have guessed by now that I am British English, in fact. I had never before seen written US English although I had long been accustomed to American accents having grown up on a diet of American TV series such as Wagon Train, Rawhide and Bonanza (and many, many more). I was suddenly awakened to the fact that there were more differences between me and Rowdy Yates than met the eye.

Many years later I became a student of the English Language learning about its origins in Anglo-Saxon, through the Middle English period and then on to Shakespeare. And so we arrive at Dr Samuel Johnson and his famous dictionary. And we also find that until printed books became widely available and the language was at last analyzed and codified, spelling was, shall I say, a matter of personal choice.

By the time the United States came into being there was a pretty much agreed way of spelling most words with some acceptable variations.

Enter Noah Webster who thought it was high time the post-colonials showed their former masters a thing or two. So let's sweep away the past and stride out into the American future with a more consistent, more easily learned orthography.

WEBSTER'S CHANGES

Although he actually did keep at first the -our' mentioned above, he later decided that the letter u' just had to go. Hence color', favor' and flavor' in contrast to British colour', favour' and flavour'.

He changed c' to s' in such words as 'defense' and 'offense'. (A note here just to let you know the number of times I shout at British TV when they caption the US Secretary of Defense using the British spelling. In titles and place names we should honour/honor each other's spelling. When I see Pearl Harbour' I have to be restrained from driving 200 miles to London, storming into the BBC, or whoever, and demanding justice for Hawaiians).

Webster decided that the letter 'l' was also overused so he removed the double consonant in words such as 'traveller' and 'signalled' and changed them to 'traveler' and 'signaled'.

There are a large number of other differences in orthography such

as the dropping, in US English, of diacritics (That's when you glue an 'a' to an 'e' or an 'o' to an 'e' such as aesthetic/esthetic).

This is a long list but demonstrates that American spelling has always been an attempt to simplify' and standardize although many anomalies remain.

Then there's the '-ise/-ize' variation although both are acceptable in many cases in British English.

Now here's a strange one. I always thought that the Americans dropped the -ue' in words like dialogue', then I read President Obama's book 'Dreams from My Father' and the last chapter is entitled 'Epilogue' maybe that's a British publishing solecism.

One that always makes me smile is the axing of the 'e' in 'axe/ax'. It really looks strange.

Now for a Webster beauty: 'connection' becomes 'connexion', so why not 'elexion' or 'erexion'. See what I mean about inconsistency.

There's more, but I don't want to bore you. So let's move away from spelling and go beyond as the title exhorts us to go.

If we put aside the written word we are left with the spoken and that throws up a large number of issues such as accent, pronunciation, grammar and cultural difference.

GRAMMAR

It's actually quite remarkable how close the two grammars are which reflects how stable English has been for about 400 years (but that was before hip-hop came along). However, these differences do not normally cause more than a little jolt of surprise; understanding is usually mutual.

Gotten:

Americans would say, 'I have gotten over it'.

Whereas the British would say, 'I have got over it'. But both use 'forgotten' and 'begotten'.

Different than:

The British say 'different from' or 'different to' but rarely 'different than' which is an American usage (but gaining purchase in the UK).

Have and Do:

In British English you always answer a 'have' question with 'have', so, for example, 'Have you got a British accent?', answer, 'Yes, I have'. Whereas in America the answer would invariably be, 'Yes, I do'. However, if in Britain if you were to ask, 'Do you have a British accent?', then the answer could be 'Yes, I do' or 'Yes, I have'. (Aren't we strange a lot?)

Fitted / Fit:

The past tense of to 'fit' in British English is 'fitted' as in 'the blouse fitted her very well'. But in America 'the blouse fit her very well'.

Dates and time:

In the US you would say, '(a) quarter after eight' and '(a) quarter of/till eight'. In the UK this is '(a) quarter past eight' and 'a quarter to eight'.

'July the fourth' in the UK but 'July fourth' in the US.

'Two thousand and nine' in the UK but 'two thousand nine' in the US.

It took me many years to figure out (now that's an Americanism) that Americans do not drop their 'h's but adopt an ancient English practice which has gone out of use in the UK. Americans do not aspirate the 'h' in words such as 'human' and 'herb' whereas the British do sound the initial 'h' in these words (unless your local accent drops the 'h' which is not considered RP or received Pronunciation).

CULTURE

When we go beyond the underlying differences we have to address culture. Language reflects culture so, invariably, we have words, phrases, references which are known only within a particular cultural group. Let me try you out with some 'cultural' British English:

Flintoff took the new ball after lunch and took three wickets in his first five overs leaving Australia on 178-6 at stumps.

Apart from the sheer fantasy of England besting the Aussies at cricket, an American wouldn't have a clue what this is about. No doubt a similar description of a baseball pitcher and his achievements would be equally incomprehensible to a Brit.

But, here's the thing, we British have been steeped in American culture through film and TV for about 50 years. America is the dominant English-speaking culture in the world. Its use of language is beginning to have a big influence on spoken English. Increasingly, young Brits are adopting the vocabulary and speech patterns of their American counterparts much to the consternation of their parents who suddenly can't understand their children who sound like Australo-New Yorkers. As far as I'm aware, there is no such reciprocal effect on American English by British English which most Americans still regard as somewhat 'quaint' whilst revering us as the true progenitors of their native tongue.

Such is the nature of language. Like fashion, history and life itself, it is in constant flux. Sometimes that flux moves more swiftly than at others. It happened around 1500 when the language moved rapidly from the language of Chaucer to the language of Shakespeare. It is happening now: just watch a movie from the 1930's and listen to the American and British accents. The Americans sound far more British than their latter-day compatriots and the British sound like Americans think the British still speak

(only kidding, ya'll). It is not inconceivable that one day we will have great difficulty understanding these ancient films (I even have to concentrate now to understand some Americans especially African American street talk). I can see the future when there are degree courses at Oxford or Princeton in the language of the early American cinema'.

As things stand, if you listen to an old recording of President McKinley, although he sounds a little strange, he is still perfectly comprehensible. I wonder how far back we would have to go before we could no longer understand standard English. I'd guess about 300 years, which is an incredible testimony to the durability, conservatism and global span of that great language we share, abuse and re-craft every day.

Two cultures separated by a common language? No way. It is our common language which binds us, not separates us. May it long continue.

by Ray Cook

3. Answer discussion and comprehension questions.

1. Do you agree with the statement "Britain and America are two countries separated by the same language?" Why? Why not? What is the author's standpoint?

2. Who is Noah Webster? What was his contribution to the language study?

3. What are some grammatical differences between British and American English mentioned in the text?

4. What about the cultural differences? Are there many?

4. Fill in the gaps. Use the dictionary if necessary.

British English vs. American English

Example: In the UK, you play football; in the US, you play soccer.

1. In the UK, you eat biscuits; in the US, you eat _____.

2. In the UK, you buy a return ticket; in the US, you buy a _____.

3. In the UK, you take a lift; in the US, you take an _____.

4. In the UK, you go to the cinema; in the US, you go to the _____.

5. In the UK, you wear trousers; in the US, you wear _____.

6. In the UK, you go on holiday; in the US, you go on _____.

7. In the UK, you wait in a queue; in the US, you wait in a _____.

8. In the UK, you put petrol in your car; in the US, you put _____

in your car.

9. In the UK, you drive a lorry; in the US, you drive a _____.

10. In the UK, the third season is autumn; in the US, the third season is _____.

11. In the UK, you wear a jumper; in the US, you wear a _____.

12. In the UK, you eat sweets; in the US, you eat _____.
13. In the UK, you live in a flat; in the US, you live in an _____.
14. In the UK, you live with a flatmate; in the US, you live with a _____.
15. In the UK, you eat chips; in the US, you eat _____.
16. In the UK, you eat crisps; in the US, you eat _____.
17. In the UK, you throw away rubbish; in the US, you throw away _____.

18. In the UK, you throw rubbish in the dustbin; in the US, you throw garbage in the _____.

19. In the UK, the back of a car is the boot; in the US, the back of a car is the _____.

20. In the UK, the front of a car is the bonnet; in the US, the front of a car is the _____.

5. Discuss with your partner whether we should change the way words in the English language are spelled, to make them more like the way they are spoken, or not.

VIDEO VIEWING “*World Englishes*”

Watch a video about varieties of English and answer the following questions.

- 1) What is the mechanism of English adaptation by other languages as described by Dr Crystal?
- 2) How long does it take for a new variety of English to grow?
- 3) How does Dr Crystal explain a new variety of English?
- 4) What linguistic examples does Dr Crystal use to support the main points of his lecture?

PROJECT WORK.

Do the survey to get to know how many English words we (the Ukrainians) have adopted to use in our day-to-day speech. Make up a table introducing those words and their equivalents in Ukrainian.

ENGLISH COLLOCATIONS

Surely, you do want to have a strong command of the English language. Hopefully, this task will enlarge your knowledge and improve your proficiency. Fill in the blanks with suitable words.

guys – chaps/blokes

American English speakers refer to a group of people as “.....”, while in British English, they would be called “.....” or “.....”.

trainers – sneakers

In American English, the word “.....” is used to describe a type of comfortable, casual shoe. In British English, these shoes are called “.....”.

football – soccer

Americans use the term “.....” to refer to the sport known as football in most other countries. In British English, the sport is simply called “.....”.

sultana – grape

In American English, a small, sweet, juicy fruit is called a “.....”, while in British English, it is called a “.....”.

interstate – motoway

In American English, a highway or major road is called an “.....”, while in British English, it is called a “.....”.

pencil eraser – rubber

In American English, a rubber eraser is called a “.....”, while in British English, it is called a “.....”.

grill – barbecue/barbie

In American English, a cooking appliance used for grilling is called a “.....”, while in British English, it is called a “.....” or “.....”.

sweets/confectionery – candy

Americans use the term “.....” to refer to sweets, while in British English, these treats are called “.....” or “.....”.

first floor – ground floor

In American English, the main floor of a building is called the “.....”, while in British English, it is called the “.....”.

toilet/bathroom – washroom

Americans and Canadians use the term “.....” to refer to a room with a toilet and sink, while in British English, this is called a “.....” or “.....”.

ONLINE WRITING

Find posts/comments on Instagram/Facebook, etc., which illustrate different Englishes. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss the varieties of English used. Justify your opinion.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any

networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils listening tasks to illustrate different varieties of English. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Future of English

LISTENING “*The Future of English*”

1. What do you think of English being the world language? For how long will it have top dog status? How influential will English be in 10 years, for example, in 20 years?

2. Listen to the controversial linguistics expert Professor McKenzie giving a lecture on the future of the English language. While listening decide whether these statements are true or false according to Professor McKenzie.

1. If you do not know English you can be at a disadvantage.
2. English will soon be spoken by everybody in the world.
3. By 2010 half the population of the world will speak English.
4. Competitors of the Eurovision Song Contest will never be unanimous in choosing to sing in English.
5. Native English and Majority English will become the two predominant types of English.

3. Which predictions came true? Which didn't? Why?

4. Make a list of your own predictions about the future of English. Compare as a class. Whose prediction was the most unusual? Whose prediction will never come true? Why? Discuss with your partner.

VIDEO VIEWING “*The Future of English (Dr.Crystal)*”

1. You are going to watch a lecture by Dr Crystal, a British linguist, about the future of English. While watching find answers to the following questions.

1) What are the reasons why English has become the global language? Which is the key one?

2) What languages are mentioned? Can any of them become the global one and replace English? Which one? Why (not)?

3) How many Englishes exist? In what way do they differ? What does Dr Crystal mean by saying that English will become a sort of amalgam of all those languages?

4) What is cultural identity? How is it reflected in the language?

5) Is lingua franca an artificial or natural phenomenon? Why? What is the mechanism of choosing a lingua franca?

2. Tell about your native language: is there any possibility to choose it as a lingua franca/to earn top dog status? Why? What will the future of your native language be like?

DISCUSSION

What will the future of English be like? Work in pairs. Choose the format of discussion in the table below.

Prove: ✓ English is an all-embracing world language. ✓ English is the common language of the several international domains. ✓ English is the language associated with success. ✓ English is a unifying language. Comment on the ideas: ✓ An introduction of a global language might lead to discrimination of other languages. Losing a language equals losing identity. ✓ A large homogenization of culture might lead to a shift in language where native people adopt another language and eventually the old language may die out. ✓ “Language murder” means that the killer language actively discourages use of other languages. Minority languages may be removed from the media and educational systems.	Helpful questions: • What do you think of English being the world language? What are advantages of English as a Universal World Language? Is it suitable for international communication? • How much has English got into your language? Do you like this? • Do you have any negative feelings towards English? • Is it possible for English to “abuse” another language? • How much do you care about the purity of your language? • Would you like English words to disappear from your language? Is it easy to ban English? • What would English be like if it banned foreign words?
Agree/ disagree: ✓ English has a negative effect on the languages it comes into contact with ✓ The dominance of English is viewed as a threat to the identities of individual countries.	Useful phrases: • to obliterate everything in its path, • to displace (downgrade) local languages, • speakers abandon native languages, • English abuses a native language: to damage the purity of a language • the invasion of English words and abbreviations in ...

	• a marked predominance of English, • a way of promoting culture: to carry a lot of cultural baggage with it, • to promote (American, British) culture
Debate for 2 minutes: Students A are assigned the first argument, students B the second. Rotate pairs to ensure a lively pace and noise level is kept. (a) English is the lingua franca. vs. It depends on where you are in the world. (b) English will be the most important language in the world. vs Chinese will be. (a) Half of elementary school education should be in English. vs. The child's native language is more important. (b) English should be recognized as a national language in many countries. vs. A national language needs strong and long cultural roots. (a) English should be recognized as the official world language. vs. But in the future other languages will overtake English. (b) The world should learn either British or American English. vs. The world should learn international English.	

LISTENING “China protects its language”

1. Will Chinese replace English in future? What does it depend on?

2. Listen to the recording and answer the questions from ex.1.

Decide whether the statements are TRUE or FALSE.

1. Foreign languages are rarely used in all types of publications in Chinese.
2. The invasion of English words in Chinese texts is abusing the language.
3. Purity of Chinese is severely damaged by other languages.
4. There is no need to ban English abbreviations in Chinese publications.
5. Translated Chinese abbreviations are hardly recognisable

3. Surf the Net and find information about the Chinese language, its spelling, vocabulary, grammar, pronunciation. Is it a difficult or simple language to learn? Exemplify your findings with some recordings in Chinese.

ENGLISH COLLOCATIONS

Surely, you do want to have a strong command of the English language. Hopefully, this task will enlarge your knowledge and improve your proficiency. Fill in the blanks in all sentences with the same word. Give the translation of this words for each sentence. How does the translation differ? How can you explain the difference in translation?

- 1) The archer aimed at the and released the arrow. (an object aimed at)
- 2) The company's market is young professionals. (a group of people that a product or service is aimed at)
- 3) The thief had a on his back after stealing from the jewelry store. (someone who is being sought after or pursued)
- 4) The new policy is at reducing waste in the company. (to direct towards a specific goal or objective)
- 5) The charity is a total of \$50,000 in donations for the year. (to strive towards a specific goal or objective)

ONLINE WRITING

Post your considerations on Instagram/Facebook, etc. about the future of English as a global language. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss the comments beneath your post.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils an exercise to make them speak on the topic. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Multilingual Benefits

VIDEO VIEWING “*Learn English with BBC Learning English*”

1. What are your personal reasons for learning English? How will you benefit from it in future?

2. Watch the video “Learn English with BBC” and create a questionnaire accounting for the answers given by people.

A **questionnaire** is a research instrument that consists of a set of questions for the purpose of gathering information from respondents

3. Answer the questions on your own. Then use it and gather data from your peers about their experiences of learning English. Compare the answers. Analyze the results.

READING

1. Read the text about the multilingual benefits.

Glossary:

Multilingual benefits – that you only get if you speak another language.

“If we spoke a different language, we would perceive a somewhat different world.” Austrian philosopher Ludwig Wittgenstein had plenty to say on the topic of being bilingual back in the early 20th century. Today, nearly 100 years later, it's safe to say the 'ole wordsmith would be proud.

It's estimated that more than half of the world's population is bilingual, according to Psychology Today. That means about 3.5 billion people use more than one language to communicate every day.

There are commonly held benefits attributed to these casual script swappers, most of them suggesting an increase in cognitive processing, focus and the ability to multi-task. But to people who identify as bilingual or multilingual, the benefits are usually more concrete and personal. Here are a few first-hand accounts we gathered from multilinguals that help explain the daily benefits of being able to speak multiple languages.

You can understand and appreciate cultural references and nuances.

Most works of art and popular culture are more honestly represented in their native language. Listening to a song, reading a classic novel, watching a movie -- these are expressions that bilinguals typically have the advantage of appreciating in their original form. Because sometimes, even little things like movie titles or song lyrics can get misinterpreted:

“Being able to talk to my grandmother, realizing where words in English come from, being able to sing Beny Moré songs.” – Roque, New York, English, Spanish & Portuguese.

“I always feel I put my French double major to use when I can understand the French part in “Partition” by Beyoncé.” – Lauren, New York, English & French

Bilingualism can create job opportunities and help you navigate the world.

Many of the people we asked held one common belief: Being bilingual, and especially multilingual, can help facilitate your travels. When languages share similar words and patterns, it's easier to apply your knowledge of one language to another and thus make your way around certain regions of the world.

In addition, it's no secret that employers see language skills as a benefit for a prospective employee. There's one qualification that employers can't seem to get enough of, and that's fluency in a foreign language:

"I did translation work for the government. I happened to be the only person in a 400 mile radius that spoke the language they wanted." – Thera, New York, English & Portuguese.

"I think for me it's being able to travel around Europe and being able to communicate in a few countries, as I speak French, English, Italian and Spanish." – Cosima, New York, English, French, Spanish & Italian .

You notice and appreciate the things that are sometimes lost in translation.

We live in an increasingly globalized world where many cultural subtleties can slip through the cracks as we're trying to understand past each other's different dialects. Allowing yourself to be immersed in another language means opening the door to an entirely new culture and way of viewing the world.

Not everything that's translated can be easily understood. Sometimes cultural context is needed: *"The way languages are formed and slang is created can often say a lot about the people speaking it. Knowing Spanish is also helpful in learning new languages, especially Romance languages."* – Carolina, New York, English, Spanish & French.

"Living in globalized and multicultural society, it has become critical more than ever that we have the ability and willingness to interact with many different kinds people, all bringing their diverse languages and subtle nuances." – Gabriel, Los Angeles, English & Spanish.

You feel a sense of connection with your heritage, history and family.

For many, speaking another language keeps them connected to their families. Imagine not being able to communicate with your parents, grandparents, aunts and uncles simply because you don't share a common language.

As the popular saying goes, "you can't know where you're going until you know where you've been" – and for some, language provides that journey: *"I think the most beneficial thing is being able to communicate with my family. And as a little side bonus, some people don't know that I'm Iranian, so they'll speak Farsi around me not knowing that I understand but little do they know, I do."* – Azad, Los Angeles, English & Farsi.

"It gives me a sense of pride and connection to my heritage. I honestly believe the fact that I can speak another language with my family brings us closer together. It reminds us where we've come from and how far we've come." – Bryant, Chicago, English & Korean.

“The biggest benefit is being able to communicate with my parents. As simple as that sounds, I’ve seen many first generation immigrant families struggle with this — the parents never fully assimilate and the children grow up ‘Americanized’, resulting in almost an internal culture clash within families.” – Cindy, New York, English & Korean.

Your interactions with people of different cultures go deeper.

When you speak someone's native language, you can talk about a lot more than the weather and other daily fillers. Building deep and meaningful relationships with foreign communities usually involves speaking and understanding, partially at least, the same language.

Either that or you must be one hell of a charades player:

“It’s comforting when traveling to foreign countries and being able to speak their language – the locals appreciate it and make you feel more at home. Also, you are always the person who your friends call when they have a visitor from abroad and you speak their language. So you’ll always have occasions of meeting and going out with new people.” – Elias, Lebanon, English, Arabic & French.

“Being able to speak multiple languages means having the capacity to engage with people in more organic and sincere ways. When thinking about bilingualism or the ability to speak multiple languages (in addition to being multi-racial), I think about the benefits with regards to professional career trajectories and the ability to connect with a broader range of people.” – Walter, Stanford, California, English & Spanish.

“Now the fun part comes from, personally, not having to speak every word in each language. I love that I can speak Spanglish or Portuñol and the people I am speaking with understand what I am saying. I have created a completely different language hybrid that is easily accepted by friends, however not recognized academically.” – Érica, Los Angeles, English, Spanish & Portuguese.

And lastly, your self-expression excitingly takes on a multitude of forms.

Some even suggest that multilinguals have multiple personalities, acting differently when speaking in various languages. As a trilingual myself, I’d have to agree with that theory – because some words just plain don’t exist in other languages, which at the very least means different ways of expression depending on the language I’m speaking:

“You can talk in a different way than you do in English. Just the way we tell stories, or jokes, it’s just a completely different way of story telling, which is nice because you can understand people in a different way. Things can be hilarious in Arabic, but not so hilarious in English – you just see it in

a different light. It reminds me that just because I'm an American, doesn't mean I can't be in touch with my culture and grasp a completely different way of life, and that's very special. Not just grasp, engage. Engaging is a very, very fragile gift I think, and when you can speak another language, you have that ability to immerse yourself in that culture even more.” – Stephanie, Los Angeles, English, Arabic & French.

2. Find words in the article that mean the following.

1. involving several different languages.
2. an advantage or profit gained from something
3. become aware or conscious of (something); come to realize or understand
4. to make it easier or more likely to happen.
5. a subtle difference in or shade of meaning, expression, or sound
6. understand (a situation) fully; grasp the full implications of
7. the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood
8. a relationship in which a person or thing is linked or associated with something else
9. profound or penetrating in awareness or understanding
10. to become completely involved in smth.

3. Explain the meaning of these collocations: to slip through the cracks, to open the door to an entirely new culture , to grasp a completely different way of life.

4. Fill in the missing prepositions and make up sentences with the expressions.

to apply one's knowledge one languageanother
to see language skills as a benefit a prospective employee
fluency a foreign language
to be immersed ... another language
to have the advantage ... appreciating ...their original form
to give a sense... pride and connection ... one's heritage

5. Answer the questions.

1. What are the multilingual benefits you get if you speak another language? What is the major multilingual benefit? Why?
2. What are you multilingual benefits? Why? Add more advantages of being multilingual. Is multilingual education important? Why?

6. Consider the reasons for the necessity of multilingual education. Develop the ideas. Support them with specific points and examples.

1) Multilingualism has been proven to help children develop superior reading and writing skills.

2) Multilingual children also tend to have overall better analytical, social, and academic skills than their monolingual peers.

3) Knowing more than one language helps children feel at ease in different environments. It creates a natural flexibility and adaptability, and it increases his/her self-esteem and self confidence.

4) Children will develop an appreciation for other cultures and an innate acceptance of cultural differences.

5) If your child wants to study more languages later in life, he/she will have a leg up. The differences in sounds, word, order, stress, rhythm, intonation and grammatical structures will be easier to learn. For related languages, such as Spanish and French, the similar vocabulary will make learning especially fast.

6) Career prospects are multiplied many times over for people who know more than one language.

ENGLISH COLLOCATIONS

Surely, you do want to have a strong command of the English language. Hopefully, this task will enlarge your knowledge and improve your proficiency. Study the difference between the following pairs of words and fill in the blanks in the sentences: *uninterested-disinterested, difficult-complicated, compliment-complement, especially-specially, continual-continuous, discreet-discrete.*

uninterested-disinterested

1. She seemed uninterested in the movie, so she left halfway through. (uninterested means not interested)

2. The judge tried to be disinterested in the case, but it was difficult due to personal connections. (disinterested means impartial)

3. I'm in playing that game – it's not really my thing.

4. The mediator helped the two sides come to an agreement.

compliment-complement

5. He gave her a compliment on her new haircut, which made her feel good. (compliment means praise)

6. The blue curtains perfectly complement the color scheme of the room. (complement means complete or enhance)

7. I her on her beautiful dress, which she had made herself.

8. The plants in the garden are a perfect to the stone pathway.

especially-specially

9. She especially likes the chocolate flavor ice cream. (especially means particularly or specifically)

10. The hotel is offering a discount for guests who book their stay online, for those who book early.

continual-continuous

11. The company is having continual problems with their manufacturing process. (continual means happening often or repeatedly)

12. The company has been experiencing growth over the past few years.

discreet-discrete

13. The discreet camera was hidden in the wall clock. (discreet means subtle or inconspicuous)

14. The teacher explained the difference between discrete concepts in math. (discrete means distinct or separate)

15. She was very about the surprise party, making sure not to give any hints to the birthday person.

16. The teacher explained that each problem on the test was, meaning it was separate from the others.

ONLINE WRITING

Create a video post on Instagram/Facebook, etc. about the multilingual benefits personally for you. Share the video in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

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☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils tasks which summarize the key aspects of the topic. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Check Yourself

1. Look at the word-cloud featuring some Vocabulary items you have learned in this module.

To have a negative effect on the languages it comes into contact with

Language learning

to spread beyond the bounds of the British Isles To achieve fluency in a language the chief foreign language to be encountered in schools an all-embracing world language **browse the World Wide Web**

To lose a position A “top dog” status language acquisition

The current position of English

To exist in various dialects and forms To have good phrasing To be monolingual, bilingual, multilingual to appreciate smth in its original form A default language to view smth as a threat to the identities of individual countries To promote (American, British) culture to acquire a language To operate in English To lead to increased English use To evolve over centuries to apply one’s knowledge of the language to To carry a lot of cultural baggage with it To displace (downgrade) local languages all-conquering language In (for) the foreseeable future To gain a position to acquire a second language to the extent of to live in an increasingly globalized world

a marked predominance of English The relic of English to be quite controversial

A by-product of adult second language learners to open the door to an entirely new culture and way of viewing the world native speakers international domains A way of promoting culture To put new words in phrases The predominant language in the publishing industry To abandon native languages to feel a sense of connection with one’s heritage, history to share a common language to give smb. a sense of pride to be indistinguishable from To speak fluently To lead to a language’s decline to build deep and meaningful relationships with foreign communities to be exposed to something To obliterate everything in its path pick up languages easily Clumsy, coarse, misspelled English absorb a language easily a wonderful means of mass communication To post articles to immerse oneself in English A lingua franca The universal language on the Internet The most widely spoken language in the world To battle out for one’s position To have a very rich repertoire of idioms the spread of English across the globe To develop a sense for the language

the international language of many industries the language of international communication

the (dominant) language of technology and science **The share of people who are native English speakers** *Present standing* **have a hand in politics, economics, and culture** *To wipe out an original language* **By dint of effort and will-power** *the language most widely taught as a foreign language*

To write in English **To have a sense for the rhythm of the language**
one out of four people worldwide speak English with some degree of competence

A lot of exposure to the language *To be extremely unsuitable as a universal language/ for international communication* **a unifying language** / *To carry with it the history of nation* **To work on** a third of the world's population speaks English as their native language *The official language of the United Nations, aviation maritime activities*

2. Read the table with the translations of the expressions from the Word Cloud. As you read, try to recall the phrases you've seen in the WC; then, fill in the Translation Table with the Vocabulary from the WC.

1		вивчення мови
2		опанування мови
3		опановувати мову (вивчати)
4		вивчити другу мову до рівня
5		дорослий, що вивчає другу мову
6		не відрізнятися від носіїв мови
7		стикатися з, мати контакт з
8		з легкістю вивчити мові
9		легко засвоювати мову
10		зануритися у мову
11		бути досить спірним
12		домінуюча мова мільйонів на земній кулі
13		третина населення світу розмовляє англійською, що є їх рідною мовою
14		брати участь, докласти рук до
15		продивлятися в світовій мережі
16		домінуюча (головна) мова технологій та науки
17		міжнародна мова багатьох галузей промисловості
18		мова міжнародного спілкування
19		міжнародні сфери (діяльності)
20		об'єднуюча мова
21		офіційна мова організації об'єднаних націй, авіації та морських сполучень
22		призвести до занепаду мови
23		розповсюдження мови на планеті

24		мова, що широко вивчається як іноземна
25		головна мова, що зустрічається у школі
26		розповсюджуватися за межі Британських островів
27		кожен четвертий у світі розмовляє англійською мовою з певним рівнем компетентності
28		вдало будувати фрази
29		працювати над
30		досягти швидкості мови
31		вільно говорити
32		будувати фрази
33		розвинути почуття мови
34		мати відчуття ритму мови
35		багато контактів з мовою
36		лінгва франка, мова міжетнічного спілкування
37		мова за промовчанням
38		писати англійською
39		оперувати англійською (вживати)
40		пануюча мова у галузі видавництва
41		за допомоги зусиль та сили волі
42		найбільш вживана мова у світі
43		та частина людей, що є носіями англійської мови
44		розвиватися віками
45		загальна мова Інтернету
46		незграбна, нечемна та безграмотна «англійська»
47		викладати статті
48		отримувати місце (статус)
49		втрачати позиції
50		змагатися за свою позицію (місце)
51		нинішній статус (положення) англійської мови
52		ранг, сучасне становище,
53		побічний результат (продукт)
54		знищувати початкову (вихідну) мову
55		бути надзвичайно непридатною для міжнародного спілкування
56		нести з собою історію народу
57		існувати в різноманітних діалектах та формах
58		мати дуже великий набір ідіом
59		пережиток англійської мови
60		призвести до зростання застосування англійської
61		всеохоплююча світова мова
62		мова, що підкорює (все завойовує)
63		помітне (явне) панування англійської мови
64		чудовий засіб масової комунікації
65		вважати...загрозою самотності окремих країн

66		знищувати все на своєму шляху
67		мати негативний вплив на мови з якими вона контактує
68		витіснити місцеві мови
69		нехтувати (відмовлятися від) рідними мовами
70		сприяти розповсюдженню американської культури
71		спосіб просування культури
72		нести з собою культурний багаж
73		у найближчому майбутньому
74		статус господаря становища
75		одномовний, двомовний, багатомовний
76		оцінювати в оригіналі
77		жити в усе більше глобалізованому світі
78		відкривати двері у цілковито нову культуру і спосіб світосприйняття
79		мати відчуття зв'язку зі спадщиною та історією
80		спілкуватися однією мовою
81		давати відчуття гордості
82		вибудовувати глибокі й значущі стосунки з іншомовною громадою
83		застосовувати знання мови задля

3. Complete each sentence with a word formed from the word in capitals.

1) One of the great difficulties while learning a foreign language is the fear of speaking in front of the public. This task may become for learners. COUNT DAUNT

2) Language is a long strenuous process. ACQUIRE

3) I wonder if English will lose its top dog status in the ... future. SEE

4) Your pronunciation is from native speaker's. DISTINGUISH

5) As for me, the difference between American and British English is rather AMBIGUITY

6) The usage of various teaching methods provides ground for mastering English. FERTILITY

7) English is to the influence of indigenous languages. POSE

8) We are observing the spread of English as a global language CONQUER

9) Noone can deny the nature of English, which is spoken as a second language in many countries EMBRACE

10) Scientists predict the of local languages due to the of English in the media and on the Internet OBLITERATE SATURATE

11) Aren't you afraid of being at a in the job market if you do not speak English fluently HAND

- 12) The of using English as a common language in international business and diplomacy is a key to success EFFICIENT
- 13) The of English as a language of instruction in schools around the world has been successfully proven. EFFECTIVE

4. Fill in the blanks with one of the following word combinations.

<i>pick up on</i>	<i>get over</i>	<i>be exposed</i>	<i>be elaborate</i>
<i>immerse in</i>	<i>by far</i>	<i>wipe out</i>	<i>be descended</i>
<i>be exposed to</i>		<i>saturate the world</i>	<i>widespread use</i>
<i>daunting task</i>	<i>dint of effort</i>		<i>language acquisition</i>

1. He just cannot his fear of making a speech in front of the audience.
2. What language might English from?
3. To master a foreign language one must Communication with native speakers.
4. Though listening can rather..... task, it develops skills in listening.
5. By dint of interaction with indigenous languages English can eitherit or itself.
6. Vocabulary, grammar and pronunciation are the pivotal criteria for language efficiency evaluation.
7. In addition, he managed to information the rest of the group missed.
8. Many people choose to learn English as a second language in order to more opportunities in education and work.
9. Despite the..... of learning a new language, some people are willing to put in the..... required to become proficient in English.
10. The process of can be challenging, but it can also be very rewarding for those who persevere.
11. As English continues to, more and more people are learning it as a second language.
12. The..... of English as a global language has made it easier for people from different countries to communicate and do business with each other.

5. Rewrite the text cramming it with vocabulary items on the topic where possible. Summarize the main idea of the text.

English has become the dominant global language in a relatively short period of time. It has achieved this status due to a variety of factors, including the spread of the British Empire, the rise of the United States as a global superpower, and the increasing importance of international communication and commerce.

One of the main reasons for English's top dog status is the fact that it was the language of the British Empire, which at its height controlled a large portion of the world's land and resources. As the empire spread, so did the English language. This helped to establish English as a global language and gave it a strong foundation on which to build.

In addition to the influence of the British Empire, the rise of the United States as a global superpower has also played a significant role in the spread of English. The country has a large and influential economy, and as a result, many people around the world have learned English in order to do business with American companies. The global reach of American culture, through media such as movies and music, has also helped to spread the English language.

In the modern world, the importance of international communication and commerce has further cemented English's status as a global language. Many international organizations, such as the United Nations and the World Trade Organization, use English as their official language. In addition, English is often used as a common language in international business and diplomacy, as it is spoken by a large portion of the world's population.

Looking to the future, it is likely that English will continue to be a dominant global language. While other languages, such as Chinese and Spanish, are spoken by a larger number of people, English is widely used as a second language and has a strong presence in education, media, and business. It is also worth noting that the rise of technology and the internet has made it easier for people to learn and communicate in English, further strengthening its position as a global language.

6. Answer the questions using vocabulary items on the topic. Give detailed answers.

- 1) What is the role of the language?
- 2) What is a lingua franca?
- 3) What are the reasons for English popularity?
- 4) What is the future of English?
- 5) Why have you chosen English as a career?

7. Translate into English.

Англійська стала всеохоплюючою світовою мовою, спільною мовою в багатьох міжнародних сферах: науці, техніці, бізнесі, дипломатії, авіації, морському сполученні. Англійську називають мовою-завойовницею, що знищує все на своєму шляху. Багато хто турбується про її значення для культур з якими вона контактує.

Її розглядають як загрозу ідентичності країни, оскільки мова несе з собою культуру та історію нації. Мова стає засобом просування Американської, Австралійської, Британської, Канадської культури. Англійська мова може мати негативний вплив на ті мови, з якими вона контактує, витісняючи місцеві мови, знижуючи їхній статус. Вивчаючи англійську, люди свідомо відмовляються від рідної мови. Але глобальна мова є також об'єднуючою мовою, чудовим засобом масової комунікації. Ми є свідками помітного панування англійської мови, але вже в найближчому майбутньому англійська може поступитися своїм переможним статусом китайській мові.

8. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)
ADJECTIVE **ADJECTIVE**
(words which characterize topic to the fullest)
VERB **VERB** **VERB**
(words which characterize topic to the fullest)
PHRASE (personal attitude to the topic)
NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic “English as a World Language” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Topical Vocabulary

To have a negative effect on the languages it comes into contact with; language learning; to spread beyond the bounds of the British Isles; to achieve fluency in a language; the chief foreign language; to be encountered in schools; an all-embracing world language; browse the world wide web; to lose a position; a “top dog” status; language acquisition; the current position of English; to exist in various dialects and forms; to have good phrasing; to be monolingual, bilingual, multilingual; to appreciate smth in its original form; a default language; to view smth as a threat to the identities of individual countries; to promote (American, British) culture; to acquire

a language; to operate in English; to lead to increased English use; to evolve; over centuries; to apply one's knowledge of the language to; to carry a lot of cultural baggage with it; to displace (downgrade) local languages; all-conquering language; in (for) the foreseeable future; to gain a position; to acquire a second language; to the extent of; to live in an increasingly globalized world; a marked predominance of English; the relic of English; to be quite controversial; a by-product of adult; second language learners; to open the door to an entirely new culture and way of viewing the world; native speakers; international domains; a way of promoting culture; to put new words in phrases; the predominant language in the publishing industry; to abandon native languages; to feel a sense of connection with one's heritage, history; to share a common language; to give smb. a sense of pride; to be indistinguishable from; to speak fluently; to lead to a language's decline; to build deep and meaningful relationships with foreign communities; to be exposed to something; to obliterate everything in its path; to pick up languages easily; clumsy, coarse, misspelled English; to absorb a language easily; a wonderful means of mass communication; to post articles; to immerse oneself in English; a lingua franca; the universal language on the Internet; the most widely spoken language in the world; to battle out for one's position; to have a very rich repertoire of idioms; the spread of English across the globe; to develop a sense for the language; the international language of many industries; the language of international communication; the (dominant) language of technology and science; the share of people who are native English speakers; present standing; to have a hand in politics, economics, and culture; to wipe out an original language; by dint of effort and will-power; the language most widely taught as a foreign language; to write in English; to have a sense for the rhythm of the language; one out of four people worldwide speak English with some degree of competence; a lot of exposure to the language; to be extremely unsuitable as a universal language/for international communication; a unifying language; to carry with it the history of nation; to work on; a third of the world's population speaks English as their native language; the official language of the united nations; aviation maritime activities.

English

Descended from, to be elaborate, to adopt, to adapt, to alter, the bulk of vocabulary, to be utilized by, a stride, an open-door policy, ambiguity, pitch.

Second Language Acquisition

To understand the spoken language, to have good phrasing, poor pronunciation, fluency in a language, to start putting these new words together in phrases, to express ourselves, to develop a sense for the language, a lot of exposure to the language, the rhythm of the new language.

Varieties of English

Two varieties of English, challenging, to provide fertile ground, grown up on a diet of American TV series.

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. Make a list of at least three predictions for the book—think about characters, setting, and genre. As you read the first few chapters, write down whether your predictions were accurate.
2. Write a list of at least five events that have happened so far. Make a prediction about what the conflict, or problem, will be.
3. Write out and learn 15 vocabulary items (word-combinations and phrases including phrasal verbs and idiomatic expressions).
4. The first few chapters of a book often contain a detailed description of the setting. Find a page with many setting details. Draw a picture of the setting. Label at least five specific details from the text.

Grammar Section

Revise articles, determiners, too/enough, partitives, countable/uncountable nouns. (Upstream Upper-Intermediate, Ex. 1-7, p.16-17); Future time (First Certificate Language Practice, Ex.-1-6, p. 14-19).

Video Viewing Section

Watch the videos suggested and render the information:

- 1) The history of the English language in 10 minutes
<https://www.youtube.com/watch?v=SfKhlJIAhew>
- 2) English is great (BBC Learning English),
<https://learnenglish.britishcouncil.org/general-english/britain-is-great/english-is-great-part-1> and
<https://learnenglish.britishcouncil.org/general-english/britain-is-great/english-is-great-part-2>
- 3) The Future of English (Dr.Crystal)
<https://www.youtube.com/watch?v=5Kvs8SxN8mc>

Vocabulary Section

Study Vocabulary Bank and make up 50 sentences for translations with vocabulary items.

Reading Section

Read 3 thematic texts that appeal to you most of all and do the assignments that follow.

Writing Section

1. Do assignments (Upstream Upper-Intermediate Ex. 1-11, pp.92-95)
2. Write a discursive composition on the topic “The Advantages and Disadvantages of English as the Universal World Language”.
3. Write an essay “My Personal Multilingual Benefits”.

Speaking Section

1. Explore “World Englishes”. Decide on English around the world. Share your finding with the class, using a computer presentation program.
2. Imagine that you are a secondary school teacher of English. You have just finished the topic “English as a Global Language” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student’s conference.

1. The origin of language as an unanswerable problem.
2. A critical analysis of theories that explain the origin and development of language.
3. Is language the only way we can use to communicate?
4. The impact of mother tongue on efficient second language acquisition.
5. The similarity among English and other languages.
6. Factors that necessitate the English language variation and varieties.
7. A critical evaluation of the English language and identity.
8. Salient factors that contribute to the English language dominant position.
9. Multilingual benefits in wartime.
10. Prerequisites for the emergence and spread of the (next) world language.

TOPIC “EDUCATION AND UPBRINGING”

The Role of Education in Today’s Global World

LEAD-IN

1. What comes to mind when you hear the word “education”?
2. Create your acronymic associations.

E _____
D _____
U _____
C _____
A _____
T _____
I _____
O _____
N _____

3. Read the definitions of *education*. Which one is the main? Which definition reveals the core of *education*?

EDUCATION ed·u·ca·tion / ,edʒə'keɪʃən \$,edʒə-/ noun

1 [singular, uncountable] the process of teaching and learning, usually at school, college, or university *She also hopes her children will get a good education.*

efforts to improve girls’ access to education

2 [uncountable] the teaching of a particular subject *health/sex education*

3 [uncountable] the institutions and people involved with teaching *the local education authority*

4 [singular] an interesting experience which has taught you something – often used humorously *Having Jimmy to stay has been quite an education!*
→ *adult education, further education, higher education*

4. Listen to the recording “Education” and fill in the gaps.

Education _____ most important things in our lives. Don’t you agree? _____ the difference between success and failure. An education can bring us knowledge and _____. In rich countries, people _____ have good schools. Children start learning from a very young age. They _____ their education and go to higher education or university. In Japan, _____ private schools for babies to learn English. It’s a shame that in many rich countries, many children don’t _____. Perhaps schools

need to find better ways to teach so children want to learn. It's _____ many parts _____ , children want to learn but can't. Make sure you never stop learning. Education _____ to a better future.

5. What are aims of education? Use the prompts. Continue the list.

<i>I have every confidence,</i>	<i>-to enhance our general knowledge</i>
<i>I am a passionate believer,</i>	<i>-to prepare for final exams</i>
<i>There is no doubt,</i>	<i>-to obtain special qualification</i>
<i>It is common knowledge,</i>	<i>-to provide foundation for more advanced learning</i>
<i>It is clear cut,</i>	<i>-to help a person develop into a creative personality</i>
<i>It stands to reason,</i>	<i>-to improve career prospects</i>
<i>It is generally recognized,</i>	-
<i>It is estimated that</i>	-
<i>It is futile to argue that</i>	-
<i>It's just a simple matter of time</i>	-
<i>It is worth countering the idea that</i>	-
<i>Is it conceivable that</i>	-
<i>In my view,</i>	-
<i>In my opinion,</i>	
<i>From my point of view,</i>	
<i>From my perspective,</i>	
<i>To my mind,</i>	
<i>Speaking about me,</i>	
<i>As far as I am concerned,</i>	
<i>It seems/ appears to me that</i>	
<i>I strongly believe (that)</i>	
<i>The way I see it</i>	
<i>I do not agree with (that)</i>	
<i>I completely / fully agree with/ that</i>	
<i>I fully support</i>	
<i>I am entirely in favour of</i>	
<i>I completely disagree with the idea/ suggestion/ statement that</i>	
<i>I am totally against..</i>	
<i>I strongly disapprove of</i>	

SPEAKING

1. Is education important? Paraphrase the following statement about the role of education.

Only the educated are free (Epicetus, a Greek philosopher)

2. Share your ideas as for learning with(out) teachers/ classrooms/ schools in general. What contributes to being a well-educated person: schooling or education? Find the answer in the paragraph below.

Education should provide countless opportunities for students to discover their talents and pursue their passions, instead of being an obligation and competition to be “ready” for college and careers.

Schooling should be about students learning to love, being loved, and cultivating a love of learning, rather than students learning primarily for assessment.

It is far more important that students are free to learn in school and well educated, than subjecting them to continuous testing to determine if they have been educated well.

To be educated is to develop mentally, morally, or aesthetically especially by instruction according to Merriam-Webster’s Dictionary definition.

3. Read students essays. Do you agree/ disagree with the expressed ideas? What makes an educated person? What are advantages of being an educated person?

What is an educated person?

Education is the key to success. With education comes knowledge, and knowledge is power. It is extremely important to be educated because society will have the at most respect for you and also people will not try to degrade you in any way into thinking that you don’t know anything. A person who is educated will have a bright future and also set positive goals for him or herself. There are a number of young people who don’t think education is important. They believe that one doesn’t need to be educated to become successful. We all need education so we can learn about our background and history, in knowing this we pass it on to the next future generation so they too can learn and grasp the knowledge that we obtained. Aldous Huxley satirized in the book Brave New world that if the young kids aren’t educated sooner or later in the next few years the whole world will be almost brain washed and we will all be under one controller. All books will be destroyed and history will be considered as bunk. I don’t want to live in a world like that. Education means everything to me because not everybody gets the chance to go to college and get a good education. I have the chance to become somebody and do something positive in the future. I know that if I waste the chance that I have right now, I don’t think I’ll get it back again. Without education we are nothing.

-Vivian Mutebi

Being an educated person is not an easy thing to put into words. I think the biggest aspect in being educated is being well rounded. A truly educated person should be well informed in many different areas, as well as being able to interact with various types of people.

The first step in being educated is knowing not only the basics such as math, English, and history, but also knowing about current events and other areas such as art and music. Most people become specialized in one particular area. Having an area of expertise is important. But equally important is broadening horizons, knowing a little bit about everything so you can interact with others.

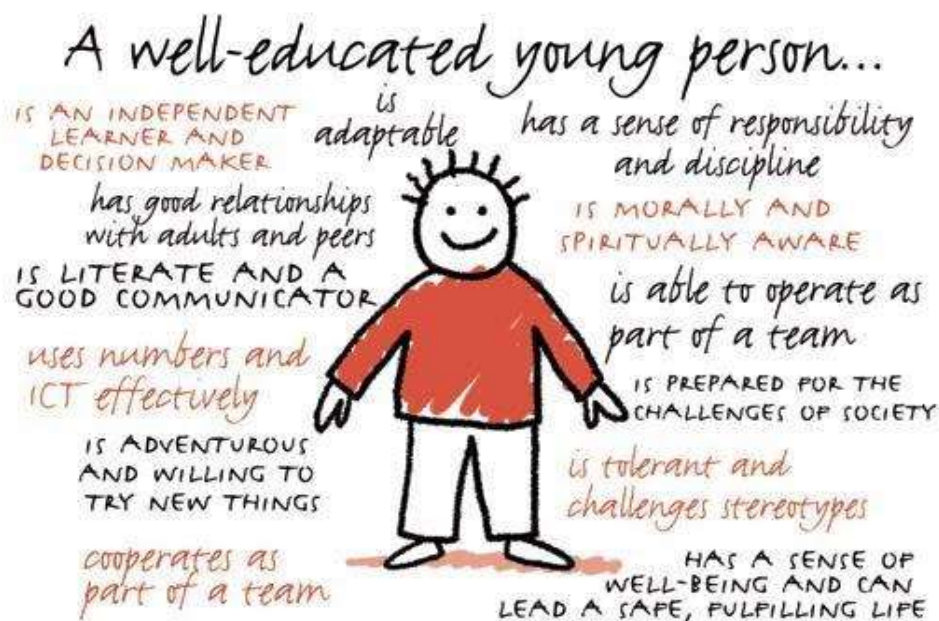
An educated person is never lazy. One must be productive in order to accomplish new things. Although someone that might watch TV all day could be educated by the history or discovery channel it is not likely. Reading is crucial to becoming educated. Educated people also must not waste their education. They need to put in to use, and unless they get out there to apply it is only going to waste. What is the point of putting in all the work to get a good education and then just letting it all get away from you?

The final part to an educated person is that they never stop learning. There will always be new ideas, concepts, and events to discover. They keep up on what is happening in the world around them. This doesn't only mean continuing to take classes, but maybe just read the newspaper occasionally, or read a book.

I feel that a truly educated person is hard to come by. I don't think that people necessarily put in the effort to actually learn something, as much as they might just memorize it quick for a test. Education is a crucial part of life that people should really take advantage of.

TA

4. Do you consider yourself a well-educated young person? Do you guess yourself in the picture? What peculiar characteristics of a well-educated person do you/does a person depicted lack?



VOCABULARY WORK

Study collocations with *education* and sentences examples, then use them in your sentences.

ADJECTIVES/NOUN + EDUCATION

a good education *All parents want a good education for their children.*

a poor education (=not very good) *She had a poor education, and left school without qualifications.*

an all-round education (=including a balance of lots of different subjects) *The school offers a good all-round education.*

full-time education (=spending every weekday in a school or college) *Children must stay in full-time education until the age of 16.*

state education British English **public education** American English (=provided by the government of a country) *The state of California guarantees free public education to all children.*

private education (=that people have to pay for) *I don't agree with the principle of private education.*

formal education (=from teachers at school or college, rather than learning by yourself) *She had no formal education and was brought up by her grandmother.*

primary (school) education B E, **elementary education** A E (=for children aged between 5 and 11) *The government has announced plans to improve the quality of primary school education.*

secondary education (also high school education American English) (=for children aged between 11 and 18) *She hopes to start a teaching career in secondary education.*

university/college education *Do you have a university education?*

further/higher education (=at a college or university) *I did a carpentry course at the further education college.*

adult education (=for adults) *They run adult education classes at the local community college.*

vocational education (=relating to skills needed for a particular job) *We offer vocational education and job training.*

nursery/pre-school education (=for children aged under 5) *The funding will provide nursery education for all four-year-olds.*

VERBS

have an education *The women have had little education.*

get/receive an education *Some children grow up without receiving any education.*

give/provide an education *The school aims to provide a good general education.*

enter education (=start going to school, college etc) *The number of students entering higher education has risen.*

leave education British English (=stop going to school, college etc) *She left full-time education at the age of 16.*

continue your education *I hope to continue my education after high school.*

EDUCATION + NOUN

the education system (=the way education is organized and managed in a country) *Is the British education system failing some children?*

the education department (=the government organization that makes decisions about education) *Newcastle City Council's education department*

an education authority (=a government organization that makes official decisions about education in one particular area) *The school is funded by the local education authority.*

the education service (=all the government organizations that work together to provide education) *There are plans to expand the adult education service.*

education policy (=political plans for managing an education system)

The teaching unions are calling for the government to review its education policy.
education reform (=changes that a government makes to the education system in a country) *the government's programme of education reform*

VIDEO VIEWING “President Obama on the Importance of Education”

1. Do all people around the world share the same opinion as for the importance of education? Watch the video and find the answer. Fill in the blanks while watching. Explain the underlined phrase.

1) “You learn how to and unexpected challenges.”

2) “You will need to think through you’ll need to think on your feet.”

3) “The greatest rewards come not from but from and from This is a lesson that’s especially true today in a culture that prizes over”

4) “It helps you imagine what it would be like to to know their struggles

2. Summarize the main points of President Obama’s speech on the importance of education. What is the message of the speech?

3. Explain the specific example that President Obama gives of how education can make a difference in someone’s life.

4. In groups, discuss the importance of education and how it can impact individuals and society as a whole.

5. Share your personal experience with education and how it has impacted your life.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find any English blog about education on Instagram/Facebook, etc., and post comments beneath about the pivotal role of education in our life. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of education collocations you've learned today, suggest your pupils 2-3 tasks within the topic, e. g., *restore the synonymic row, cross an odd word out, replace with synonyms*, etc. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Importance of Being Well-Educated

READING

1. Is there any difference between *being knowledgeable* and *being well-educated*. What is more important to succeed in life? Why? Read two texts and check if you were right.

Text 1

Importance of Being Knowledgeable

by Ron Kurtus

Glossary:

knowledgeable *adj.*: 1) having or showing understanding and skill gained through experience or education possessing or exhibiting knowledge, insight, or understanding; intelligent; well-informed; discerning; perceptive;

2) having information, understanding, or skill that comes from experience or education: having knowledge;

3) someone who is knowledgeable has or shows a clear understanding of many different facts about the world or about a particular subject.

Do you think that you are more knowledgeable about life than your parents were at your age? We employ friendly and knowledgeable staff. If you don't know much about cars, take a knowledgeable friend along. Beryl was a knowledgeable woman.

Syn: well-informed, learned, well-read, educated, well-educated, erudite, scholarly, cultured, cultivated, enlightened. Ant: ignorant.

He is knowledgeable about modern art.

Syn: acquainted with, familiar with, (well) versed in, conversant with, au courant with, au fait with; having a knowledge of, up on, up to date with, up to speed on, abreast of, plugged in to, (well) grounded in. Ant: ill-informed.

VERBS be, seem, sound

Her lawyer seemed very knowledgeable and experienced.

ADV. extremely, highly, very, quite, reasonably

PREP. about *He's quite knowledgeable about the theatre.*

knowledgeably adverb [ADVERB after verb]

Kaspar had spoken knowledgeably about the state of agriculture in Europe.

In your role as a student, it is important that you are both knowledgeable in your subject matters and skilled in study techniques.

Your ability to study effectively is enhanced with knowledge and skill, resulting in better grades. Being able to understand things and perform tasks can make you feel confident and good about yourself.

You gain knowledge through study and skill through application of what you learned.

Questions you may have include:

- What determines knowledge and skill? What are the benefits to a student? How can a student become knowledgeable?

Knowledge and skill

Being a knowledgeable student means you are well informed about subject matters and studying techniques.

Little knowledge makes bad impression

A student who has insufficient knowledge does not know what he or she is talking about and does not know how to succeed in school.

Mastering techniques

Being skilled in school means you have mastered study techniques and are able to do work and take tests in an effective manner.

Know more than one subject

Some students specialize in one or two subjects, to an extreme. If it is about science or computers, they are often called nerds. If it is only about sports, they are called jocks. My feeling is that it is good to be mildly knowledgeable about as many subjects as you can.

Importance and benefits

It is much easier to go to school if you thoroughly know the subject matter and are skilled in study techniques.

Embarrassed by lack of knowledge

Lack of knowledge can result in anxiety and embarrassment. A knowledgeable student will usually get better grades.

Overcome challenges

A student who is skilful in study techniques will know how readily do homework and prepare for a test. A skilled student can often overcome a lack of knowledge through his or her studying ability.

Become confident

Confidence and esteem, plus better grades, are some of the rewards from being knowledgeable and skilled.

Become knowledgeable

You should make sure that you become knowledgeable and skilled.

Observe, study, and read

The way to gain knowledge in school is to observe, study, and read. Good students are known to be voracious readers. Being curious and interested in many things helps you to become knowledgeable about them.

Apply what you have learned

Applying what you have learned and also analysing the results of your work are good ways to establish your skills.

Other needed factors

You need to be healthy and alert to be able to learn and gain skills. You also need to do excellent work, as well as to have character to become knowledgeable. Getting a reputation for your knowledge and skill can lead to becoming admired and valuable.

Summary

You should be both knowledgeable in your subject matters and skilled in study techniques. This will result in better grades, as well as making you feel confident and good about yourself. You gain knowledge through study and skill through application of what you learned.

2. Find in the text the English equivalents to the following phrases.

Мати знання, бути обізнаним з, отримати знання, досвідчений щодо методів навчання, ефективно навчатися, мати за результатом кращі оцінки, недостатні знання, оволодіти методами навчання, ботан, качок, здатність навчатися; людина, читаюча запоем (ненаситний читач); набувати вмінь, знати недосконало.

3. Find in the text synonyms to the following words.

Intelligent and well informed; attentive, lively, vigilant, watchful, observant; talent to do smth; assured; to employ, put into use; to bring about; inadequate, scarce; to obtain; to a slight extent.

4. Answer the questions.

1. What does it mean to be knowledgeable in a subject matter?
2. What does it mean to be skilled in study techniques?
3. Is it important to specialize in one subject to an extreme or be mildly knowledgeable about as many subjects as one can?
4. What are the benefits of being knowledgeable?

5. What are ways to become knowledgeable?
6. What do you do to become a knowledgeable student?

Text 2

What Does It Mean to Be Well-Educated?

By Alfie Kohn

No one should offer pronouncements about what it means to be well-educated without meeting my ex-wife. When I met her, she was at Harvard, putting the finishing touches on her doctoral dissertation in anthropology. A year later, having spent her entire life in school, she decided to do the only logical thing and apply to medical school. She subsequently became a successful practicing physician. However, she will freeze up if you ask her what 8 times 7 is, because she never learned the multiplication table. And forget about grammar (“Me and him went over her house today” is fairly typical) or literature (“Who’s Faulkner?”). So what do you make of this paradox? Is she a walking indictment of the system that let her get so far — 29 years of schooling, not counting medical residency — without acquiring the basics of English and math? Or does she offer an invitation to rethink what it means to be well-educated since what she lacks didn’t prevent her from becoming a high-functioning, multiply credentialed, professionally successful individual? Of course, if those features describe what it means to be well-educated, then there is no dilemma to be resolved. She fits the bill. The problem arises only if your definition includes a list of facts and skills that one must have but that she lacks. In that case, though, my ex-wife is not alone. Thanks to the internet, which allows writers and researchers to circulate rough drafts of their manuscripts, I’ve come to realize just how many truly brilliant people cannot spell or punctuate. Their insights and discoveries may be changing the shape of their respective fields, but they can’t use an apostrophe correctly to save their lives. Or what about me (he suddenly inquired, relinquishing his comfortable perch from which issue all those judgments of other people)? I could embarrass myself pretty quickly by listing the number of classic works of literature I’ve never read. And I can multiply reasonably well, but everything mathematical I was taught after first-year algebra (and even some of that) is completely gone. How well-educated am I? *The issue is sufficiently complex that questions are easier to formulate than answers. So let’s at least be sure we’re asking the right questions and framing them well.

1. The Point of Schooling: Rather than attempting to define what it means to be well-educated, should we instead be asking about the purposes

of education? The latter formulation invites us to look beyond academic goals. For example, Nel Noddings, professor emerita at Stanford University, urges us to reject “the deadly notion that the schools’ first priority should be intellectual development” and contends that “the main aim of education should be to produce competent, caring, loving, and lovable people.” Alternatively, we might wade into the dispute between those who see education as a means to creating or sustaining a democratic society and those who believe its primary role is economic, amounting to an “investment” in future workers and, ultimately, corporate profits. In short, perhaps the question “How do we know if education has been successful?” shouldn’t be posed until we have asked what it’s supposed to be successful at.

2. Evaluating People vs. Their Education: Does the phrase well-educated refer to a quality of the schooling you received, or to something about you? Does it denote what you were taught, or what you learned (and remember)? If the term applies to what you now know and can do, you could be poorly educated despite having received a top-notch education. However, if the term refers to the quality of your schooling, then we’d have to conclude that a lot of “well-educated” people sat through lessons that barely registered, or at least are hazy to the point of irrelevance a few years later.

3. An Absence of Consensus: Is it even possible to agree on a single definition of what every high school student should know or be able to do in order to be considered well-educated? Is such a definition expected to remain invariant across cultures (with a single standard for the U.S. and Somalia, for example), or even across subcultures (South-Central Los Angeles and Scarsdale; a Louisiana fishing community, the upper East side of Manhattan, and Pennsylvania Dutch country)?

How about across historical eras: would anyone seriously argue that our criteria for “well-educated” today are exactly the same as those used a century ago – or that they should be? To cast a skeptical eye on such claims is not necessarily to suggest that the term is purely relative: you like vanilla, I like chocolate; you favor knowledge about poetry, I prefer familiarity with the Gettysburg Address. Some criteria are more defensible than others. Nevertheless, we have to acknowledge a striking absence of consensus about what the term ought to mean. Furthermore, any consensus that does develop is ineluctably rooted in time and place. It is misleading and even dangerous to justify our own pedagogical values by pretending they are grounded in some objective, transcendent Truth, as though the quality of being well-educated is a Platonic form waiting to be discovered.

4. Some Poor Definitions: Should we instead try to stipulate which answers don't make sense? I'd argue that certain attributes are either insufficient (possessing them isn't enough to make one well-educated) or unnecessary (one can be well-educated without possessing them) — or both. Let us therefore consider ruling out: Seat time. Merely sitting in classrooms for x hours doesn't make one well-educated. Job skills. It would be a mistake to reduce schooling to vocational preparation, if only because we can easily imagine graduates who are well-prepared for the workplace (or at least for some workplaces) but whom we would not regard as well-educated. In any case, pressure to redesign secondary education to suit the demands of employers reflects little more than the financial interests — and the political power — of these corporations. Test scores. To a disconcerting extent, high scores on standardized tests signify a facility with taking standardized tests. Most teachers can instantly name students who are talented thinkers but who just don't do well on these exams — as well as students whose scores seem to overestimate their intellectual gifts. Indeed, researchers have found a statistically significant correlation between high scores on a range of standardized tests and a shallow approach to learning. In any case, no single test is sufficiently valid, reliable, or meaningful that it can be treated as a marker for academic success.

Memorization of a bunch o' facts. Familiarity with a list of words, names, books, and ideas is a uniquely poor way to judge who is well-educated. As the philosopher Alfred North Whitehead observed long ago, "A merely well-informed man is the most useless bore on God's earth. Scraps of information" are only worth something if they are put to use, or at least "thrown into fresh combinations." Look more carefully at the superficially plausible claim that you must be familiar with, say, *King Lear* in order to be considered well-educated. To be sure, it's a classic meditation on mortality, greed, belated understanding, and other important themes. But how familiar with it must you be? Is it enough that you can name its author, or that you know it's a play? Do you have to be able to recite the basic plot? What if you read it once but barely remember it now? If you don't like that example, pick another one. How much do you have to know about neutrinos, or the Boxer rebellion, or the side-angle-side theorem? If deep understanding is required, then (a) very few people could be considered well-educated (which raises serious doubts about the reasonableness of such a definition), and (b) the number of items about which anyone could have that level of knowledge is sharply limited because time is finite. On the other hand, how can we justify a cocktail-party level of familiarity with all these items —

reminiscent of Woody Allen’s summary of War and Peace after taking a speed-reading course: “It’s about this the very country.” What sense does it make to say that one person is well-educated for having a single sentence’s worth of knowledge about the Progressive Era or photosynthesis, while someone who has to look it up is not? Knowing a lot of stuff may seem harmless, albeit insufficient, but the problem is that efforts to shape schooling around this goal, dressed up with pretentious labels like “cultural literacy” or “content rich,” have the effect of taking time away from more meaningful objectives, such as knowing how to think¹ or deriving pleasure from doing so. If the Bunch o’ Facts model proves a poor foundation on which to decide who is properly educated, it makes no sense to peel off items from such a list and assign clusters of them to students at each grade level. It is as poor a basis for designing curriculum as it is for judging the success of schooling. The number of people who do, in fact, confuse the possession of a storehouse of knowledge with being “smart” – the latter being a disconcertingly common designation for those who fare well on quiz shows — is testament to the naïve appeal that such a model holds. But there are also political implications to be considered here. To emphasize the importance of absorbing a pile of information is to support a larger worldview that sees the primary purpose of education as reproducing our current culture. It is probably not a coincidence that a Core Knowledge model wins rave reviews from Phyllis Schlafly’s Eagle Forum (and other conservative Christian groups) as well as from the likes of Investor’s Business Daily. To be sure, not every individual who favors this approach is a right-winger, but defining the notion of educational mastery in terms of the number of facts one can recall is well-suited to the task of preserving the status quo. By contrast, consider Dewey’s suggestion that an educated person is one who has “gained the power of reflective attention, the power to hold problems, questions, before the mind.” Without this capability, he added, “the mind remains at the mercy of custom and external suggestions.”

¹ The standard retort from the “bunch o’ facts” contingent is that no one thinks in a vacuum, that cognitive skills are necessarily employed with respect to particular items of knowledge. You need facts to analyze, a storehouse of information on which to reflect. But this is a straw-man argument because no one argues that kids should be taught to think about nothing. (Frankly, it’s not clear how we would do that even if it seemed like a good idea.) Rather, disagreement exists regarding the extent to build a curriculum — and, inevitably, assessments — around knowledge as opposed to skills and intellectual dispositions. Are facts treated as ends in themselves or as illustrative cases by which to understand the world? That bits of information (a) are so often quickly forgotten, particularly when they’re treated as ends in themselves, and (b) can be looked up on your phone when they’re actually needed constitute two strong arguments for the latter approach. A classroom whose primary focus is described by phrases such as deep understanding, critical thinking, creativity, and the construction of meaning isn’t one that’s devoid of facts. But its purposes go well beyond the transmission of a long list of dates, definitions, and other details.

5. Mandating a Single Definition: Who gets to decide what it means to be well-educated? Even assuming that you and I agree to include one criterion and exclude another, that doesn't mean our definition should be imposed with the force of law – taking the form, for example, of requirements for a high school diploma. There are other considerations, such as the real suffering imposed on individuals who aren't permitted to graduate from high school, the egregious disparities in resources and opportunities available in different neighbourhoods, and so on.

More to the point, the fact that so many of us don't agree suggests that a national (or, better yet, international) conversation should continue, that one definition may never fit all, and, therefore, that we should leave it up to local communities to decide who gets to graduate. But that is not what has happened. In about half the states, people sitting atop Mount Olympus have decreed that anyone who doesn't pass a certain standardized test will be denied a diploma and, by implication, classified as inadequately educated. This example of accountability gone haywire violates not only common sense but the consensus of educational measurement specialists. And the consequences are entirely predictable: no high school graduation for a disproportionate number of students of color, from low-income neighbourhoods, with learning disabilities, attending vocational schools, or not yet fluent in English. Less obviously, the idea of making diplomas contingent on passing an exam answer by default the question of what it means to be well- (or sufficiently) educated: Rather than grappling with the messy issues involved, we simply declare that standardized tests will tell us the answer. This is disturbing not merely because of the inherent limits of the tests, but also because teaching becomes distorted when passing those tests becomes the paramount goal. Students arguably receive an inferior education when pressure is applied to raise their test scores, which means that high school exit exams may actually lower standards.

Beyond proclaiming “Pass this standardized test or you don't graduate,” most states now issue long lists of curriculum standards, containing hundreds of facts, skills, and subskills that all students are expected to master at a given grade level and for a given subject. These standards are not guidelines but mandates (to which teachers are supposed to “align” their instruction). In effect, a Core Knowledge model, with its implication of students as interchangeable receptacles into which knowledge is poured, has become the law of the land in many places. Surely even defenders of this approach can appreciate the difference between arguing in its behalf and requiring that every school adopt it.

6. The Good School: Finally, instead of asking what it means to be well-educated, perhaps we should inquire into the qualities of a school likely to offer a good education. I've offered my own answer to that question at book length, as have many others. As I see it, the best sort of schooling is organized around problems, projects, and questions – as opposed to facts, skills, and disciplines. Knowledge is acquired, of course, but in a context and for a purpose. The emphasis is not only on depth rather than breadth, but also on discovering ideas rather than on covering a prescribed curriculum. Teachers are generalists first and specialists (in a given subject matter) second; they commonly collaborate to offer interdisciplinary courses that students play an active role in designing. All of this happens in small, democratic schools that are experienced as caring communities. Notwithstanding the claims of traditionalists eager to offer – and then dismiss — a touchy-feely caricature of progressive education, a substantial body of evidence exists to support the effectiveness of each of these components as well as the benefits of using them in combination. By contrast, it isn't easy to find any data to justify the traditional (and still dominant) model of secondary education: large schools, short classes, huge student loads for each teacher, a fact transmission kind of instruction that is the very antithesis of “student-centered,” the virtual absence of any attempt to integrate diverse areas of study, the rating and ranking of students, and so on.

Such a system acts as a powerful obstacle to good teaching, and it thwarts the best efforts of many talented educators on a daily basis. Low-quality instruction can be assessed with low-quality tests, including homegrown quizzes and standardized exams designed to measure (with faux objectivity) the number of facts and skills crammed into short-term memory. The effects of high-quality instruction are trickier, but not impossible, to assess. The most promising model turns on the notion of “exhibitions” of learning, in which students reveal their understanding by means of in-depth projects, portfolios of assignments, and other demonstrations – a model pioneered by Ted Sizer, Deborah Meier, and others affiliated with the Coalition of Essential Schools. By now we're fortunate to have access not only to essays about how this might be done (such as Sizer's invaluable Horace series) but to books about schools that are actually doing it: *The Power of Their Ideas* by Meier, about Central Park East Secondary School in New York City; *Rethinking High School* by Harvey Daniels and his colleagues, about Best Practice High School in Chicago; and *One Kid at a Time* by Eliot Levine, about the Met in Providence, RI. The assessments in such schools are based on meaningful standards of excellence, standards

that may collectively offer the best answer to our original question simply because to meet those criteria is as good a way as any to show that one is well-educated. The Met School focuses on social reasoning, empirical reasoning, quantitative reasoning, communication, and personal qualities (such as responsibility, capacity for leadership, and self-awareness). Meier has emphasized the importance of developing five “habits of mind”: the value of raising questions about evidence (“How do we know what we know?”), point of view (“Whose perspective does this represent?”), connections (“How is this related to that?”), supposition (“How might things have been otherwise?”), and relevance (“Why is this important?”). It’s not only the ability to raise and answer those questions that matters, though, but also the disposition to do so. For that matter, any set of intellectual objectives, any description of what it means to think deeply and critically, should be accompanied by a reference to one’s interest or intrinsic motivation to do such thinking. Dewey reminded us that the goal of education is more education. To be well-educated, then, is to have the desire as well as the means to make sure that learning never ends.

5. Study the essential Vocabulary of the article. Translate expressions into Ukrainian. Use them in the sentences of your own.

Multiply credentialed (credentialed professionals); to look beyond academic goals; to wade into the dispute; to receive a top-notch education; to be poorly educated/ inadequately educated; to cast a sceptical eye on; to reduce schooling to vocational preparation; to be well-prepared for the workplace; to suit the demands of employers; scores seem to overestimate students intellectual gifts; to do well on exams; sufficiently valid, reliable, or meaningful; a marker for academic success; memorization of a bunch o’ facts; scraps of information; deep understanding is required; barely remember; to raises serious doubts about the reasonableness of; level of knowledge is sharply limited; level of familiarity with; cultural literacy; properly educated; judging the success of schooling; to fare well on quiz shows; absorbing a pile of information; to see the primary purpose of education as reproducing our current culture; be imposed with the force of law; requirements for a high school diploma; inadequately educated; to receive an inferior education; to master at a given grade level; to raise one’s test scores; to cover a prescribed curriculum; the best sort of schooling is organized around problems, projects, and questions – as opposed to facts, skills, and disciplines; knowledge is acquired in a context and for a purpose; the emphasis is on discovering ideas rather than on covering a prescribed curriculum; to offer interdisciplinary courses; to use smth in combination;

in-depth projects; based on meaningful standards of excellence; to focus on social reasoning, empirical reasoning, quantitative reasoning, communication; to think deeply and critically; intrinsic motivation.

6. Match words with their synonyms and find them in the text.

to contend	justifiable by argument
hazy	accept, admit, concede, recognize
consensus	confirm
defensible	great difference
insight-	vague, uncertain
to justify	argue, dispute
to stipulate	to fight
to regard	specify, designate
to acknowledge	awareness, observation, understanding
signify	information
disparity	a general agreement
to grapple with-	stop, hinder, prevent
data	view, consider
thwart	represent, manifest, convey, imply

7. Explain the meaning of each expression to a partner. Consider the context they are used in.

A walking indictment, absence of consensus about, a storehouse of knowledge, a fact transmission kind of instruction, a powerful obstacle to good teaching, crammed into short-term memory.

8. Skim the article and write out questions formulated in each section.

9. Write out from the article qualities of a school that offers a good education.

10. Find in the text and write down all collocations with the word *Education*.

11. Answer the questions.

1. What should be considered the schools' first priority: intellectual development of children or fostering competent, caring, loving, and lovable people?

2. Does the phrase well-educated always refer to a quality of the schooling a person receives?

3. What should everyone know to be considered well-educated? What are criteria for "well-educated"?

4. Do you agree that it would be a mistake to reduce schooling to vocational preparation? Why?

5. Do you agree that no single test is sufficiently valid, reliable, or meaningful that it can be treated as a marker for academic success? Why? Give reasons. What could be a reliable marker for academic success?

6. Do you agree that familiarity with a list of words, names, books, and ideas is a uniquely poor way to judge who is well-educated". Why?

7. What is more important for an educated person: knowing a lot of stuff or knowing how to think?

How should we judge the success of schooling?

8. What are qualities of a school that offers a good education?

9. How well-educated are you?

12. Speculate about structure, style and tone.

1. What purpose is achieved by A. Kohn's introduction? Why is a reader likely to feel his article will be reliable and worthwhile?

2. What way/form is used by the author to communicate the ideas? Is it effective? Why?

3. To convey his point, does the author use a formal and straightforward tone or an informal and impassioned tone? Give examples from the article to support your answer.

4. Alfie Kohn uses different examples to illustrate points in the article. Find examples and statements supported by these examples.

13. Consider ideas presented in both articles and fill in the table.

What makes a person knowledgeable	What makes a person well-educated

LISTENING "A radio debate on education"

1. What constitutes a good education? How important is a good education to our society?

Glossary:

to put the cart before the horse – do things in the wrong order. [INFORMAL] *Aren't you putting the cart before the horse by deciding what to wear for the wedding before you've even been invited to it?*

to elaborate on – to add more information to or explain something that you have said. *The congresswoman said she was resigning, but refused to elaborate on her reasons for doing so.*

to be swept away – be destroyed, wiped out.

to seek (knowledge) – to try to find or get something, especially something that is not a physical object.

a plumber – a person whose job is to supply and connect or repair water pipes, baths, toilets, etc.

conformist, to conform – to behave according to the usual standards of behaviour that are expected by a group or society. *At our school, you were required to conform, and there was no place for originality.*

at the expense of basic skills (literacy) – the ability to read and write. *Far more resources are needed to improve adult literacy.*

to be aghast – suddenly filled with strong feelings of shock and worry.

2. Listen to the recording and decide on the best answer

- 1) Ann believes that the old concept of a well-educated person
 - A. Encompassed personal qualities as well as knowledge
 - B. Deserved to be changed because it was elitist
 - C. Has been replaced by a better concept.
 - D. Led to people becoming over-educated
- 2) Quentin believes that the current education system
 - A) pleases examiners
 - B) tests intellect and knowledge
 - C) prepares young people for the challenges of the future
 - D) stunts creativity and original thinking
- 3) Phil believes that
 - A) literacy is more important than creativity
 - B) many creative people are unable to express themselves articulately
 - C) being well-educated encompasses creativity, originality and literacy
 - D) standards at universities are higher than they used to be.

3. What topics are mentioned by the speakers? Which of them cause most concern to each one? What would you say is the biggest problem facing our education system today and why?

WRITING

Write a stating opinions essay “The Importance of Being Knowledgeable.”

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of and make a sensible choice.

ONLINE WRITING

Promote on any social networking platform your department/university. Dwell on the importance of education you're getting there. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Write a short text on the advantages and disadvantages of being knowledgeable in life. Set up 2-3 tasks to the text. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Educational Systems of Different Countries

VIDEO VIEWING *"The British Education System Explained"*

1. What are the stages of education? Match the stages of education with their definitions.

1) primary education	a) education beyond the secondary level, especially at the college or university level
2)secondary education	b) studies done after a university degree
3) higher education	c) the first four to eight years of a child's formal education
4)post-graduate study	d) studies for students intermediate between elementary school and college

2. What do you know about secondary schools in the UK?

- a) What types of schools do they have in the UK?
- b) When do children start/leave school
- c) What are the stages of schooling according to the age?
- d) What exams do pupils have to take
- e) Do school leavers have to take entrance exams to go to university?
- f) It is well known that there is no written constitution in the UK. Is there such a thing as a national curriculum?

3. While watching the video, fill in the gaps with words from the box.

*state, secondary, comprehensive, grammar, abilities, state
private, public, private, single-sex, uniform, term-time*

Most _____ schools in Britain are _____ schools. These are _____ schools, which take children of all _____. About six per cent of students go to _____ schools, _____ schools, which only take students who pass an examination at the age of 11.

About seven per cent of students go to _____ schools. These schools do not receive any money from the state: parents pay for their children to go to school instead. Most expensive _____ schools are called _____ schools. Most of these are _____ boarding schools, where students live during _____.

Most pupils in British schools wear school _____. The favorite colours for school _____ are blue, grey, black and maroon.

4. Check yourself. Fill in the gaps in the article about schools in the UK with words from the box. Then answer again the questions from ex.2. How do the answers differ?

*private single-sex nursery primary secondary
college comprehensive vocational mixed grammar*

In Britain, very young children go to school. Then, when they are four or five years old, they go to school. At the age of 11, they go on to school. A school is a school for children aged 11-18, that you don't have to pay for and you don't have to pass an exam to get in to. A school is a selective school. This means you have to pass an exam to go there. Parents have to pay fees for their children to go to schools. Some schools are, so they are for boys and for girls only, but most schools are when they are 16, pupils take their GCSE examinations. When they are 18, they do A Level examinations. At 16, they can leave school and go to work, or they can go to a of further education. Here they can do traditional subjects as well as training such as learning to become a mechanic or a beautician.

5. Does the system of education in your country need any changes? Fill in the second column of the table using the information from the video, then express your own opinion on the topic.

<i>I have every confidence, I am a passionate believer, There is no doubt, It is common knowledge, It is clear cut, It stands to reason, It is generally recognized, It is estimated that It is futile to argue that It's just a simple matter of time It is worth countering the idea that Is it conceivable that In my view, In my opinion, From my point of view, From my perspective, To my mind, Speaking about me, As far as I am concerned, It seems/ appears to me that I strongly believe (that) The way I see it I do not agree with (that) I completely / fully agree with/ that I fully support I am entirely in favour of I completely disagree with the idea/ suggestion/ statement that I am totally against.. I strongly disapprove of</i>	
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WRITING

1. Write about the system of secondary education in Ukraine compared to that one of Britain. Search the Internet for information about gains and problems of secondary education in Ukraine in your opinion. Compare education system of Ukraine and Great Britain considering *Stages of education; Types of school; Places in school; Exams*. Find out differences and similarities. Use the following expressions. Consider the examples below.

DESCRIBING SIMILIARITIES: A resembles B A is rather like B A appears similar to B A has a lot in common with B A is comparable with B A is pretty much the same as B	DESCRIBING DIFFERENCES: A is totally different from B A has very little in common with B A differs dramatically from B A varies greatly from B A bears little resemblance to
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1) *British stages of education appear rather similar to Ukrainian. As both, have preschools, primary and secondary schools. At the age of 16-18 years secondary education ends.*

British types of schools seem like Ukrainian types of schools. As both countries, have public, state schools and boarding schools.

British places in schools are pretty much the same as Ukrainian places. Both schools have places such as a canteen, computer lab, science lab, gym and library. All these rooms develop children and expand their outlook.

British exams are totally different from Ukrainian types of exams. In Ukraine there are no analogues of such British exams as HND, NVQ.

2) *The education system of every country is unique one. On the face of it, it seems that there are no similarities at all, but if you compare you can find a lot in common.*

Stages of education in the UK are pretty much the same as the Ukrainian one. The pre-school education or the so-called nursery school is optional and fee-paying in both countries. The educational system is organized into four levels, what is more, primary and secondary education of Ukraine shares characteristics with the same stages in the UK. In both countries secondary education is compulsory. Only the age of pupils of primary and secondary school in UK varies greatly from the age of pupils in Ukraine. In the UK the primary school lasts from the nursery school till the 6th year of study, the age of pupils is 4-11 while in Ukraine it lasts from the 1st form till the 4th form and the age of children is 6-10. The secondary education lasts from the 7th till the 11th form, the age of pupils is 11-16, but in Ukraine is quite unlike – from the 5th till the 9th, the age of pupils 10-15. The further education and higher education in UK, bear little resemblance with such in Ukraine, as there are upper secondary and postgraduate education.

The types of schools in the UK are rather like in Ukraine, for example private schools and state, or boarding schools. But there are variety of schools in Ukraine which differ dramatically, for example gymnasiums, lyceums, colleges.

Places in school in the UK are resemble as in Ukraine: classrooms, gymnasium, music room, staff rooms, computer labs, library, science labs, school canteen, corridors, the only thing is that in our country we don't have any lockers in corridors.

Examination system in the UK has very little in common with the Ukrainian one, because British pupils pass SATS or 11+ exams at the end of the 6th year and GCSE at the end of the 11th year, but Ukrainians pass the IGT at the end of the 4th and 9th, and IEE exam at the end of the 11th form.

SPEAKING

Work on ideas, suggest reforms for implementing in Ukrainian system of education. Use topical vocabulary. Choose one role that you are going to play: Prime Minister, President, Minister of Education, journalists. Dwell on the remarks, e.g., the journalists have to list questions for participants of the press conference, etc. Roleplay the dialogues either in the form of a press-conference or an interview.

ONLINE WRITING

Choose any online writing format such as texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook, and promote the education system of your country as the best one for learning. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose piece of writing was the most persuasive. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make your pupils fill in a table where all advantages and disadvantages of the Ukrainian education system will be summarized. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Alternatives to the School Education:

Distance Education, Education at Home, Boarding School, Wartime Education

VIDEO VIEWING “Why E-learning is Killing Education”

1. What do you think this video will be about by its heading? Which words or phrases are you likely to hear in the video. Make a list.

2. While watching, write out the main points the speaker is making. What examples are given to support the main points?

3. Expand on your list by adding useful and interesting phrases and words from the video.

4. Does the speaker's attitude to e-learning coincide with yours? Why?

READING

1. What are the (dis)advantages of alternative forms of education? What are the salient factors that families and students should consider when deciding whether to pursue an alternative form of education? Read the text and answer the questions.

Alternative forms of education are becoming increasingly popular as more and more people seek alternatives to traditional school education. These alternatives include homeschooling, distance learning, online education, Montessori education, unschooling, and many more. Each of these forms of education has its own advantages and disadvantages, and it's important to consider them before making a decision.

Homeschooling is a form of education where children are educated by their parents or guardians in their own home, rather than in a traditional classroom setting. It allows for a more personalized curriculum, which can be tailored to a child's individual interests and needs. However, homeschooling also has its downsides, such as the lack of socialization and support.

Distance learning is a form of education where students receive instruction remotely, typically through online platforms or correspondence courses. It allows students to work at their own pace and on their own schedule, which can be particularly beneficial for working adults or those with other commitments. However, distance learning also has its downsides, such as the lack of face-to-face interaction and lack of structure.

Online education is a form of education where students take classes and receive instruction online, rather than in a traditional classroom setting. It allows for flexibility and convenience, as well as the ability to take classes from anywhere. However, online education also has its downsides, such as the lack of face-to-face interaction and the potential for distractions.

Montessori education is an alternative education method that emphasizes self-directed learning and hands-on activities. It allows for a more personalized approach to education and emphasizes the development of a child on the whole. However, Montessori education may not be widely available and may be expensive.

Unschooling is an alternative education method that emphasizes self-directed learning and the student's interests. It allows for a more personalized approach to education and emphasizes the development of a child's outlook. However, unschooling may not provide the same level of structure and support as traditional forms of education.

In conclusion, alternative forms of education offer a range of options and it's important to carefully consider the pros and cons of each before making a decision. Each alternative form of education has its own unique approach and philosophy, so it's important to research and understand the specific method before committing to it. It's also essential to consider the needs and interests of the student, as well as the resources and support available for the chosen alternative form of education.

2. Discuss the questions in pairs.

1) How do alternative forms of education impact students' socialization and their ability to work in a group setting?

2) How can alternative forms of education provide support and guidance for students?

3) How can families and students ensure that they have access to the resources needed for alternative forms of education?

4) In what ways do you think alternative forms of education differ from traditional education, and what are the potential benefits and drawbacks of each?

5) How can alternative forms of education foster a sense of community and connectedness among students?

3. Research and present on a specific alternative form of education, including its history, philosophy, and effectiveness.

- Compare and contrast the experiences of students in alternative forms of education to traditional education.

- Write an essay discussing the pros and cons of a specific alternative form of education and whether it is a good fit for you.

- Create a list of potential solutions to address the disadvantages of alternative forms of education and evaluate their effectiveness.

- Create a lesson plan for teaching students how to self-direct their own learning and manage their own education.

PAIR WORK (for pair 1)

1. Read about distance learning, it's pros and cons, and fill in the table.

Distance learning is a form of education where students receive instruction remotely, typically through online platforms or correspondence courses. While distance learning can have its benefits, it also has its drawbacks.

One of the main advantages of distance learning is the flexibility it offers. Distance learning allows students to work at their own pace and on their own schedule, which can be particularly beneficial for working adults or those with other commitments. Additionally, distance learning allows students to study from anywhere, which can be particularly beneficial for those living in remote or rural areas.

Another advantage is the variety of options available. Distance learning programs can range from traditional online courses to self-paced study programs, and students can choose the option that best suits their needs and learning style.

However, distance learning also has its downsides. One of the main disadvantages is the lack of face-to-face interaction. Distance learning students may miss out on the social interactions and collaborative learning opportunities that traditional classroom settings offer. Additionally, distance learning can be isolating for students who may feel disconnected from their peers and instructors.

Another disadvantage is the lack of structure and accountability. Distance learning students may struggle with self-motivation and may not have the same level of support and guidance as traditional students.

In conclusion, distance learning can provide a flexible and convenient form of education, but it also has its drawbacks, such as the lack of face-to-face interaction and lack of structure. It's important for students to carefully weigh the pros and cons of distance learning before making a decision.

DISTANCE LEARNING	
PROS	CONS

2. Discuss with a partner.

1) How does the lack of face-to-face interaction impact students' learning experience?

2) How can distance learning programs provide support and guidance for students?

3) How can distance learning students maintain self-motivation and stay on track?

4) In what ways do you think distance learning differs from traditional education, and what are the potential benefits and drawbacks of each?

5) How can distance learning students foster a sense of community and connectedness with their peers?

3. Research and present on a specific distance learning program or platform and evaluate its effectiveness.

- Compare and contrast the experiences of distance learning students to traditional students.
- Write an essay discussing the pros and cons of distance learning and whether it is a good fit for you.
- Create a list of potential solutions to address the disadvantages of distance learning and evaluate their effectiveness.
- Create a lesson plan for teaching students how to stay motivated and manage their time effectively while learning from a distance.

PAIR WORK (for pair 2)

1. Read the text about education at home, it's pros and cons, and fill in the table.

Education at home, also known as home-schooling, is a form of education where children are educated by their parents or guardians in their own home, rather than in a traditional classroom setting. While home-schooling can have its benefits, it also has its drawbacks.

One of the main advantages of home-schooling is the flexibility it offers. Home-schooled students can work at their own pace and on their own schedule, which can be particularly beneficial for children with unique learning styles or those who need extra time to understand a concept. Additionally, home-schooling allows for a more personalized curriculum, which can be tailored to a child's individual interests and needs.

Another advantage is the close relationship between the student and the teacher, which can help to build a strong sense of trust and understanding. Home-schooling also allows for a more hands-on, experiential approach to learning, which can be particularly beneficial for subjects such as science and history.

However, home-schooling also has its downsides. One of the main disadvantages is the lack of socialization. Home-schooled children may have less opportunity to interact with other children and learn how to work in a group setting. Additionally, home-schooling can be isolating for both the child and the parent, as the child may not have the same opportunities to make friends and the parent may not have the same opportunities to interact with other adults.

Another disadvantage is the lack of support and resources. Home-schooled students may not have access to the same resources and support as traditional school students. This includes not only educational resources,

but also extracurricular activities, counselling services, and other support services. Furthermore, home-schooling requires a high level of commitment and dedication from the parent, who acts as the primary teacher, and it might be challenging to balance the responsibilities of being a teacher and a parent.

In conclusion, home-schooling can provide a personalized and flexible education, but it also has its drawbacks, such as the lack of socialization and support. It's important for families to carefully weigh the pros and cons of home-schooling before making a decision.

HOME-SCHOOLING	
PROS	CONS

2. Discuss with a partner.

1) How does homeschooling impact students' socialization and their ability to work in a group setting?

2) How can homeschooling parents ensure that their child has access to the same resources and support as traditional school students?

3) How can homeschooling families balance the responsibilities of being a teacher and a parent?

4) In what ways do you think homeschooling differs from traditional education, and what are the potential benefits and drawbacks of each?

5) How can homeschooling families foster a sense of community and connectedness among homeschooled students?

3. Research and present on a specific homeschooling curriculum or method and evaluate its effectiveness.

- Compare and contrast the experiences of homeschooled students to traditional school students.

- Write an essay discussing the pros and cons of homeschooling and whether it is a good fit for you.

- Create a list of potential solutions to address the disadvantages of homeschooling and evaluate their effectiveness.

- Create a lesson plan for teaching students how to work independently and manage their own learning.

PAIR WORK (for pair 3)

1. Read the text about education at boarding schools, it's pros and cons, and fill in the table.

Boarding schools are educational institutions where students live and study on campus, typically away from their families. While this type of education has its benefits, it also has its drawbacks.

One of the main advantages of boarding schools is the level of academic rigor they offer. Boarding schools often have smaller class sizes and more experienced teachers, which can result in a higher quality of education. Additionally, boarding schools often have more resources, such as state-of-the-art facilities and equipment, which can enhance the educational experience.

Another advantage of boarding schools is the opportunity for students to develop independence and self-reliance. Living away from home can be challenging, but it can also be a valuable learning experience. Boarding school students are responsible for their own time management, budgeting, and decision-making.

However, there are also downsides to boarding school education. One of the main disadvantages is the cost, which can be quite high. Many families may not be able to afford the fees associated with boarding schools, and scholarships may be limited. Additionally, boarding schools can be quite isolated, and students may feel lonely or disconnected from their families.

Another disadvantage is the lack of diversity. Boarding schools tend to attract students from similar backgrounds and socioeconomic levels, which can limit the exposure of students to different cultures and perspectives.

In conclusion, boarding schools can provide a high-quality education and valuable life experiences, but they also have their drawbacks, such as high costs and lack of diversity. It's important for families to carefully weigh the pros and cons of boarding school education before making a decision.

BOARDING SCHOOLS	
PROS	CONS

2. Discuss with a partner.

1) How does living away from home and being responsible for oneself impact students' personal development?

2) How can the high costs associated with boarding schools be addressed to make them more accessible to a wider range of families?

3) In what ways do you think boarding schools differ from traditional day schools, and what are the potential benefits and drawbacks of each?

4) What are some of the unique challenges that students at boarding schools may face and how can they be supported?

5) How can boarding schools foster a sense of community and connectedness among students who live on campus?

3. Research and present on a specific boarding school, including its history, facilities, academic programs, and extracurricular activities.

- Compare and contrast the experiences of students at boarding schools versus day schools.
- Write an essay discussing the pros and cons of boarding school education and whether it is a good fit for you.
- Create a list of potential solutions to address the disadvantages of boarding schools and evaluate their effectiveness.
- Create a lesson plan for teaching students how to manage their time, budget, and decisions while living away from home.

PAIR WORK (for pair 4)

1. Read the text about education in internet age, it's pros and cons, and fill in the table.

The internet has revolutionized the way we access information and communicate with each other. One area that has been greatly impacted by the internet is education. With the advent of online learning platforms and the vast amount of information available on the internet, education in the internet age has both its pros and cons.

One of the major advantages of education in the internet age is the increased accessibility of education. Online learning platforms and open online courses on a massive scale have made it possible for people from all over the world to access educational materials and resources from the comfort of their own homes. This has especially benefited people living in remote or underprivileged areas, who may not have had access to education before.

Another advantage is the flexibility that the internet age has brought to education. Students can now learn at their own pace and in their own time, making it possible for them to balance their education with other responsibilities such as work or family. Additionally, online learning platforms offer a wide variety of courses and subjects, allowing students to explore different fields of study and find the one that suits them best.

However, there are also some downsides to education in the internet age. One of the main concerns is the lack of face-to-face interaction between students and teachers. This can make it difficult for students to get feedback and support, and can also affect their ability to collaborate and work in groups. Additionally, the vast amount of information available on the internet can make it difficult for students to distinguish between reliable and unreliable sources, which can lead to confusion and misinformation.

In conclusion, the internet has brought about many benefits to education, such as increased accessibility and flexibility. However, it also has its downsides, such as the lack of face-to-face interaction and the potential for misinformation. It is important to consider both the pros and cons of education in the internet age, and to find ways to maximize its benefits while minimizing its drawbacks.

EDUCATION IN INTERNET AGE	
PROS	CONS

2. Discuss with a partner.

- 1) How do you think online learning has changed the way we learn?
- 2) How can we ensure that students are able to distinguish between reliable and unreliable sources of information online?
- 3) How do you think education in the internet age will evolve in the future?
- 4) In what ways do you think online learning has positively or negatively impacted your own education?
- 5) How do you think educators can use technology to enhance face-to-face interactions in the classroom?

3. Research and present on one online learning platform and evaluate its effectiveness.

- Compare and contrast traditional classroom learning to online learning.
- Write an essay discussing how education will look like in the future with the integration of technology.
- Create a list of potential solutions to the drawbacks of education in the internet age and evaluate their effectiveness.
- Create a lesson plan for teaching critical thinking skills for evaluating information found online.

DISCUSSION

1. Now we are enduring the hard times. Motivation and studying during wartime can be challenging, but with the right support and mindset, we can find ways to stay motivated and continue education.

<i>Teachers can help students in wartime by:</i> 1. Creating a safe and supportive learning environment: This can be achieved by fostering open communication, promoting empathy and understanding, and	<i>Students can find motivation to study in wartime by:</i> 1. Setting goals: Setting specific, measurable, and achievable goals can help students focus on their studies and provide a sense of purpose. 2. Creating a study schedule: Having a structured schedule can make it easier for
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providing emotional support to students who may be affected by the war. 2. Being mindful of students' needs: Teachers should be aware of the different ways in which students may be affected by the war, such as displacement, loss of loved ones, or trauma, and adjust their teaching methods accordingly. 3. Incorporating trauma-informed teaching techniques: This may involve using techniques such as mindfulness, yoga, and art therapy to help students cope with stress and trauma. 4. Providing opportunities for students to learn about the war in a safe and structured way: This can be achieved by incorporating lessons on conflict resolution, peace education, and human rights into the curriculum. 5. Connecting with other educators and organizations: Teachers can collaborate with other educators and organizations working in war-affected areas to gain knowledge and resources to support their students.	students to stay motivated and on track with their studies. 3. Finding a quiet and comfortable study space: Having a dedicated study space can help students focus and minimize distractions. 4. Connecting with peers: Talking to other students who are also studying can provide support and motivation. 5. Practicing self-care: Taking care of one's physical and emotional well-being can help students feel more motivated and energized to study. 6. Finding inspiration in the present moment: Finding inspiration in the present moment such as in the stories of survival, resilience and hope during the war time. 7. Reflecting on the importance of education: Reflecting on the importance of education and how it can help them in the future can provide motivation and a sense of purpose. 8. Remembering the bigger picture: Keeping in mind the long-term benefits of education and how it can contribute to a better future for themselves and their communities can provide motivation and a sense of purpose. 9. Seeking additional support: If needed, students can seek additional support from teachers, counselors, or other professionals to help them cope with the challenges of studying during wartime. 10. Finding ways to use their education to make a positive impact: Finding ways to use their education to make a positive impact on their community can provide motivation and a sense of purpose.
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2. Read the poem and get inspired and motivated! Create any other inspirational things to support each other. Exchange your creations.

In fields of war and sorrow's tears,
The students march with hopes and fears,
Their pens and books their only shield,
Against the chaos on the field.
Their teachers, brave and true,
Stand tall, and guide them through,
The lessons of the past,
A path to peace that will last.
In cities scarred and broken,
Education's voice is still unspoken,
A beacon of hope in the dark,

A guide to a brighter spark.
For in the midst of war's cruel game,
Education is the only way to claim,
A future free from fear and hate,
A future where peace awaits.
With each new day, a new lesson,
A step towards a brighter session,
For in the face of war's harsh plight,
Education is the key to bring the light.

ONLINE WRITING

Find any English-speaking e-pal on Instagram/Facebook, etc., and discuss with them alternative ways of studying. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss the best way of getting knowledge.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to make up a questionnaire to survey how their classmates' attitude towards education has changed nowadays. Supply them with an example. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Learning for Life. How Should Schoolchildren Be Taught?

READING

1. Comment on the statements.

- *Every child is innately wise and realistic.*
- *The function of the child is to live his own life. All interference and guidance on the part of the adults only produces a generation of robots.*

- *Free children are not easily influenced. The absence of fear is the finest thing that can happen to a child.*
- *Hate breeds hate, and love breeds love.*
- *You can't be on the side of children if you punish them and storm at them.*
- *Education should be a preparation for life. Most of the school work that adolescents do is simply a waste of time, of energy, of patience.*

2. Look back at your days at school. What do you remember? Which from the above statements characterize your years of schooling? What would you like to be different?

3. A newspaper asked school students to describe their ideal school. These were some of the things that the children wanted. What could you add to the list? Ask your peers and compare your answers.

- A flexible timetable
- Time to understand things
- Speakers that play music instead of a bell
- A teacher-pupil swap day
- A very big door so that everyone can go into school together
- Tables in the playground
- More flexibility to choose subjects
- Better whiteboards
- A bigger building
- More stationery for pupils
- Nice, smiling teachers
- Friendly children

4. Choose for you or your would-be children an ideal school. Read the information about four schools and choose one, after discussing the pros and cons of each. What would you gain from going to this school? Do you think your son/ daughter would like studying here? Find something wrong with each, and right with each to add a fifth school for consideration.

Jethro Tull High School

This is a positive school which believes in student independence. There aren't a lot of rules and students enjoy a lot more freedom than in other school, within reason. For example, lessons are optional if you have already studied that topic in a previous course. You don't have to come to school in the morning if you have no lessons, and you don't have to go to assembly if you prefer to do private study in the library. But there are some

responsibilities too. Students have to wear uniforms and they must wear a tie (even for sport). Students don't have to study 12 subjects if they don't want to but they must study at least 9 and have to do lots of homework for each subject every week. They must show that they are learning or they have to go back and repeat the year. Consequently, some weaker students are approaching their forties.

Derek Clive School

This school has a reputation for having the toughest students on the planet! They're as hard as nails. We can see why. Every morning, the students have to get out of bed at 7:00 and run ten miles. Then they go for breakfast, which is porridge and fruit. After breakfast they must do their homework for two hours, and then they have to go to class, where the teachers shout at them instead of teaching them. The students mustn't answer back or ask questions. Then, they have to play rugby for two hours, and at 8:00, after their dinner, they must go to bed and they can't read or talk to each other. It's a tough school, but they don't have to wear a uniform.

Safe Mode Secondary School

This school is where Bill Gates went. The school is very proud of this, so they are now an IT school, where students have to do all their work over the internet. So, students don't have to go to school. They must be online from 8:00 until 12:00, and from 1:00 to 4:00 with a Skype connection with their robot teacher. They don't have to go to the school building, but if their computer has a virus, they have to buy a new computer or their education suffers. They only have to study three subjects, Information Technology, Computer Science and Computers in Society. In reality, this is the same subject, but because of this, students don't have to do more than one lot of homework every night. The big rule, students MUST NOT download Cliff Richard music from the internet.

Institute Dario Gradi

This school is a very fair and happy school. All the students want to stay in the school when they are 18 and don't want to go to university, because they love this school so much. Why is it so popular? Well, it's simple. Students have to come to school, OK, but when they are there, they don't have to study grammar, they don't have to read boring stories by old writers who are famous but terrible, and they don't have to listen to the teacher talking and talking all day. They learn because the teachers understand that people learn when they want to learn and when they are interested. So, they are given challenging and realistic tasks, stimulating information and encouraging feedback. But they have to keep quiet when the teacher is talking.

5. What criteria do you evaluate schools by? Explain your choice.

Facilities	
School building	
Curriculum (subjects, exams)	
Teachers	
Students	
Discipline	
other	

6. What are other criteria which can be used when assessing? Read the text and expand the list.

The Characteristics of a Good School

by Terry Heick

When a society changes, so then must its tools.

Definitions of purpose and quality must also be revised continuously. What should a school ‘do’? Be? How can we tell a good school from a bad one?

This really starts at the human level but that’s a broader issue. For now, let’s consider that schools are simply pieces of larger ecologies. The most immediate ecologies they participate in are human and cultural. As pieces in (human) ecologies, when one thing changes, everything else does as well. When it rains, the streams flood, the meadows are damp, the clovers bloom, and the bees bustle. When there’s drought, things are dry, and stale, and still.

When technology changes, it impacts the kinds of things we want and need. Updates to technology change what we desire; as we desire new things, technology changes to seek to provide them. The same goes for—or should go for—education. Consider a few of the key ideas in progressive education. Mobile learning, examples of digital citizenship, design thinking, collaboration, creativity, and on a larger scale, digital literacy, 1:1, and more are skills and content bits that every student would benefit from exposure to and mastery of. As these force their way into schools and classrooms and assignments and the design thinking of teachers, this is at the cost of ‘the way things were.’

When these ‘things’ are forced in with little adjustment elsewhere, the authenticity of everything dies. The ecology itself is at risk.

The Purpose Of School In An Era Of Change

What should schools teach, and how? And how do we know if we’re doing it well? These are astoundingly important questions—ones that must be answered with social needs, teacher gifts, and technology access in mind. Now, we take the opposite approach. Here’s what all students should know, now let’s figure out how we can use what we have to teach it. If we don’t see the issue in its full context, we’re settling for glimpses.

How schools are designed and what students learn—and why—must be reviewed, scrutinized, and refined as closely and with as much enthusiasm as we do the gas mileage of our cars, the download speeds of our phones and tablets, or the operating systems of our watches. Most modern academic standards take a body-of-knowledge approach to education. This, to me, seems to be a dated approach to learning that continues to hamper our attempts to innovate.

Why can't education, as a system, refashion itself as aggressively as the digital technology that is causing it so much angst? The fluidity of a given curriculum should at least match the fluidity of relevant modern knowledge demands. Maybe the first step in pursuit of an innovative and modern approach to teaching and learning might be to rethink the idea of curriculum as the core of learning models?

Less is more is one way to look at it, but that's not new—power standards have been around for years. In fact, in this era of information access, smart clouds, and worsening socioeconomic disparity, we may want to consider whether we should be teaching content at all, or rather teaching students to think, design their own learning pathways, and create and do extraordinary things that are valuable to them in their place?

Previously we've assumed that would be the effect—that if students could read and write and do arithmetic and compose arguments and extract the main idea and otherwise master a (now nationalized) body of knowledge, that they'd learn to think and play with complex ideas and create incredible things and understand themselves in the process. That the more sound and full their knowledge background was, the greater the likelihood that they'll create healthy self-identities and be tolerant of divergent thinking and do good work and act locally and think globally and create a better world.

A curriculum-first school design is based on the underlying assumption that if they know this and can do this, that this will be the result. Of course, it doesn't always work out that way. Worse, we tend to celebrate school success instead of human success. We create 'good schools' that graduate scores of students with very little hope for the future. How crazy is that?

How can a school call itself 'good' when it produces students that don't know themselves, the world, or their place in it?

So then, here's one take on a new definition for a 'good school.'

The Characteristics Of A Good School

1. A good school visibly and substantively improves the community it is embedded within.
2. A good school adapts quickly to social change.

3. A good school uses every resource, advantage, gift, and opportunity it has to grow students and tends to see more resources, advantages, gifts, and opportunities than lower-performing schools.

4. A good school has students who get along with and support one another towards a common goal—and they know what that goal is.

5. A good school produces students that read and write because they want to.

6. A good school admits its failures and limitations while working together with a ‘global community’ to grow.

7. A good school has diverse and compelling measures of success—measures that families and communities understand and value.

8. A good school is full of students who know what’s worth understanding.

9. A good school speaks the language of the children, families, and community it serves.

10. A good school improves other schools and cultural organizations it’s connected with.

11. A good school understands the relationship between curiosity, inquiry, and lasting human change.

12. A good school makes certain that every single student and family feels welcome and understood on equal terms.

13. A good school is full of students that not only ask great questions but do so with great frequency and ferocity.

14. A good school changes students; students change great schools.

15. A good school understands the difference between a bad idea and the bad implementation of a good idea.

16. A good school uses professional development designed to improve teacher capacity over time.

17. A good school doesn’t make empty promises, create misleading mission statements, or mislead parents and community-members with edu-jargon. It is authentic and transparent.

18. A good school values its teachers and administrators and parents as agents of student success.

19. A good school is willing to ‘change its mind’ in the face of relevant trends, data, challenges, and opportunities.

20. A good school teaches thought, not content.

21. A good school decenters itself—makes technology, curriculum, policies, and its other ‘pieces’ less visible than students and hope and growth.

22. A good school is disruptive of bad cultural practices. These include intolerance based on race, income, faith, and sexual preference, illiteracy, and apathy toward the environment.

23. A good school produces students that see and know themselves in their own context rather than merely as ‘good students.’ These contexts should include geographical, cultural, community-based, language-driven, and professional factors and ideas.

24. A good school produces students that have personal and specific hope for the future that they can articulate and believe in and share with others.

25. A good school produces students that can empathize, critique, protect, love, inspire, make, design, restore, and understand almost anything—and then do so as a matter of habit.

26. A good school will connect with other good schools—and connect students, too.

27. A good school is more concerned with cultural practices than pedagogical practices—students and families than other schools or the educational status quo.

28. A good school helps students understand the nature of knowledge—its types, fluidity, uses/abuses, applications, opportunities for transfer, etc.

29. A good school will experience disruption in its own patterns and practices and values because its students are creative, empowered, and connected, and cause unpredictable change themselves.

30. A good school will produce students that can think critically—about issues of human interest, curiosity, artistry, craft, legacy, husbandry, agriculture, and more—and then do so.

31. A good school will help students see themselves in terms of their historical framing, familial legacy, social context, and global connectivity.

32. A good school wants all students ‘on grade level’

33. A good school has a great library and a librarian who loves students and who loves books and who wants the two to make meaningful connections.

34. A good school may have maker spaces and 3D printers and wonderful arts and humanities programs, but more importantly, these kinds of learning spaces are characterized by students and their ideas rather than the ‘programs’ and technology itself.

35. A good school is full of joy, curiosity, hope, knowledge, and constant change.

36. A good school admits when it has a problem rather than hiding or ‘reframing it as an opportunity.’ (Sometimes, too much growth mindset can be a bad thing.)

37. A good school doesn't have unnecessary meetings.
38. A good school doesn't spend money just because it's there.
39. A good school may love project-based learning but loves the projects more and the students doing the projects even more.
40. A good school explains test results honestly and in-context.
41. A good school never gives up on a student and depends on creative thinking and solutions for the students who 'challenge' them.
42. A good school isn't afraid to ask for help.
43. A good school sees the future of learning and merges it with the potential of the present.
44. A good school doesn't graduate students with little to no hope for the future.
45. A good school separates knowledge, understanding, skills, and competencies—and helps students do the same.
46. A good school 'moves' gifted students as 'far' as they move struggling students.
47. A good school benefits from the gifts and resources of its students and their families—and then bolsters those gifts and resources in return.
48. A good school doesn't exhaust teachers and administrators.
49. A good school feels good for all visitors to learn within, teach within, visit, and otherwise experience.
50. A good school seeks to grow great teachers who seek to grow all students to shape and change their world.

VIDEO VIEWING *"What Will Schools Look Like in the Future?"*

1. Using the complete list of criteria for an ideal school write out from the video all necessary information to cover each criterion.
2. Take some notes on how it will teach, what it will detach, the purpose of school, major principles.
3. Rethink the idea of curriculum as the core of learning models.
4. Consider the role of a teacher: whether you will be teaching content at all, or rather teaching students to think, design their own learning pathways, and create and do extraordinary things that are valuable to them in their place?
5. Do not let out of sight the setting and equipment.
6. Speculate on the self-evaluation: how do they know if they're doing it well?
7. Whose quote is it mentioned in the video *"Humans tend to overestimate what we can accomplish in a year, and underestimate what we can accomplish in ten."* Do you agree with the quote? How do you understand it?

PROJECT WORK

Design the perfect school sticking to the plan from the task above. Present your perfect school to the class. Vote for the best one by filling in ‘*The list of things on which I agree with my groupmate*’ and ‘*The list of things on which I disagree with my groupmate.*’

ONLINE WRITING

Write a letter to the local authorities asking to found a perfect school in your district. Describe how you visualize it. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose school will be the best. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to make up a curriculum for an ideal school. Supply them with an example. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Schooldays. Memories That Remain

PRESENTATION WORKSHOP “*British School Stereotypes*”

1. Do you remember your school years? What was the atmosphere in the classroom like? What relationships did you have with your classmates and teachers?

2. Get acquainted with school stereotypes. Did you guess yourself/your classmates? Tell about your school years.

3. Did you enjoy your time at school, in general? Why (not)? What did you like best? What did you hate the most? What feelings do the memories evoke?

LISTENING “School Age”

Glossary:

a boarding school – a school which provides accommodation and meals for the pupils during term time (e.g. *She was sent to the boarding school since her parents were in the forces and had to travel a lot*);

to be expelled – to be made to leave a school or other organization due to misdemeanour (e.g. *She was expelled from University for plagiarizing*).

to be suspended from school – to be temporarily banned from attending school for a period of time, lasting anywhere from one day to a week or longer, as a punishment for poor/bad behaviour and performance (e.g. *His parents thought it was unfair that their child was suspended for a single infraction*).

1. Listen to five people talking about childhood memories. Match speakers (1-5) to what they remember (A-H).

- | | |
|---|----------------|
| A. A critical comment made by someone else. | Speaker 1 ____ |
| B. Being punished for something. | Speaker 2 ____ |
| C. Wanting to keep feelings under control. | Speaker 3 ____ |
| D. Forcing someone else to do something. | Speaker 4 ____ |
| E. Feeling in danger. | Speaker 5 ____ |
| F. Finding something boring. | |
| G. Having arguments. | |
| H. Planning something for someone else. | |

2. Explain the meaning of the following phrases: to stand up for what one believes, to look back at smth with fond memories, to be preoccupied with smth, to be overwhelmed with smth (e.g. home-sickness), to treasure smth.

3. Discuss with a partner if you have similar memories to those of the speakers.’ Which one do you treasure most? As you discuss use you Topical Vocabulary and new vocabulary items provided above.

4. Make up a story ‘My Schooldays: Memories That Remain’.

ONLINE WRITING

Find any English-speaking e-pal on Instagram/Facebook, etc., and discuss with them your former schooldays. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose schooldays were the brightest. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or

your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to write a letter to themselves in future telling about their schooldays. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Role of Family in Today's Global World. Family Matters

LEAD-IN

1. Which of these things do you consider to be important in your life? Are they equally important? Why/why not? Give reasons.

<i>To tell you're the truth, To be honest, Frankly speaking, Personally, I think</i>	Financial security is very important to me. Nothing is as important as health. Friends make me feel glad to be alive. My family is everything to me. My education is the key to my successful future.
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2. Which of the following are the most important qualities in a future husband/wife? Rank them, then discuss in pairs. Which qualities help in building a strong family?

- professional security
- professional prospects
- financial security
- educational background
- social background
- maturity
- moral values
- sense of humour
- intellect
- empathy
- devotion
- romantic nature
- taste in books/films etc.
- attractive appearance

3. Everything is changing rapidly nowadays. Are family values still important in the global world? Why? Read the text. Do you agree with its main idea?

Family gives us a sense of belonging and a sense of tradition. Family gives us strength and purpose. Our family shows us who we are and makes us take pride in who we are. The things we need most deeply in our lives – love, communication, respect and good relationships – have their beginning in the family. Belonging to a family is one bond almost everyone in the world shares, but family patterns vary from country to country.

Traditionally, family is viewed as a setting in which children can be born and brought up, and I completely share this point of view. In my opinion, family should help educate their members, teach children daily skills, common practices and customs such as respect for elders and celebrating holidays in a family circle and this is observed in a family. The stereotype due to which father is a breadmaker and mother is a housekeeper is preserved though some families don't fit this image. Family as a fast-paced society faces many difficulties but together they adjust to the world and overcome obstacles on the way and it makes them stronger and closer to each other.

To draw a conclusion, we are sure to admit that the things we need most deeply in our lives – love, education, respect and good relationships – have their roots in the family.

4. Answer the questions.

1. What is family in your understanding?
2. What is your view of a traditional Ukrainian family?
3. What do you know about your family's own history? How far back does it go? Would you like to know more about your ancestors?

READING

1. Answer the questions.

- a) Do you think there is an ideal family situation? Write down 5 characteristics of an ideal family.
- b) What role (do parents) does family play in bringing up children?
- c) What is the role of mother / father in a modern family? Write down 5 characteristics of ideal parents.
- d) Do you think that friction between young people and their parents is inevitable? Why?
- e) What are the most common reasons for conflicts and friction?
- f) What will you do to cut down on friction when you become a parent?

- g) How would you like your parents to behave toward you?
- h) What things do you like about the way you were brought up?
- i) What things would you like to do differently with your children? Why?

2. Read the text. What role models do you have in your family?

Glossary:

“helicopter” parents: Parents who constantly watch over their children, allowing very little freedom. *“Most parents allow very little freedom to their children. Helicopter parenting is quite likely the cause of this.”*

“free-range” parents: Parents who allow their children to live more freely and give them more choices in their decision making. *“I think a lot of his creativity comes from his free-range parenting techniques his parents used while raising him.”*

Parents are role models

Parents are the most influential role models children are likely to have. Parents who pay compliments and show respect, kindness, honesty, friendliness, hospitality and generosity to their children will encourage them to behave in the same way.

Parents should express their unconditional love for their children, as well as provide them with the continued support they need to become self-assured and happy.

It's also important that parents set reasonable expectations for their children and tell them in plain words what they expect from them.

A child's greatest need is quality time with their parents.

Finding time to spend together as a family can be difficult. In many households, parents have to go to work, which limits the time they have to spend with their children. In addition, children are involved in school and other activities.

Try to arrange a time each day, such as during breakfast or dinner, when the entire family can be together. Fixed routines are important for children.

It's also a good idea for everyone to get together and talk. Mealtimes provide a perfect opportunity to chat about the events of the day. Everybody should take part in the conversation: parents should pay attention and show interest in whatever their children say.

Make it a family rule that everyone eats together and stays at the table, at least until everyone has finished eating. This encourages them not to rush their food – but more importantly it gives an opportunity for conversation.

Children like to have special days reserved for special activities. For example, Thursday afternoon at the library with Dad, or Friday night swimming with Mum. Such rituals and routines build strong families.

Encourage your children to take part in planning activities. It's good for a family to do a variety of fun things together, such as playing games and going to the movies or concerts.

What will good communication teach children?

Offering explanations will help children work matters out for themselves. Take time to point out how things are connected, for example, in terms of cause and effect.

Parents, who think out loud with their children, will see them develop a similar train of thought. They will learn to talk and think in a more sophisticated way.

If parents express emotions and feelings, their children will learn it's okay to do the same.

When your children want to talk or ask questions, encourage them. If you're dismissive, or always say you're too busy, they may express frustration and stop wanting to share their thoughts and feelings.

If the family has a problem that concerns your child, involve them in the discussion. Try to find possible solutions together with him or her.

When discussing options, also talk about consequences. The possible outcome will influence your final decision. Be open to the child's suggestions. Let them take part in the negotiations and the decision.

A child who experiences this kind of communication will become confident and learn the rules of good communication.

3. Which role model are you likely to establish in your would-be family? Why?

LISTENING “*Developing Talent*”

1. Each parent dreams of raising a genius. Mere desire, however is not enough. In an interview you are about to hear the child psychiatrist Dr Ambrose Taylor tells how to strike the right balance between being an encouraging parent and a pushy one. Study the glossary.

Glossary:

Tiger Wood – an American professional golfer who is among the most successful golfers of all time. He has been one of the highest-paid athletes in the world for several years.

to hustle (from one activity to the other) – to push roughly; to force smn to move hurriedly or unceremoniously.

CV (Lat. curriculum vitae) – a brief written account of your personal details, your education, and the jobs you have had. You need a CV when you apply for a job.

to keep up with the Joneses – to compete with (one's neighbours) in material possessions, etc (e.g. *My friend has decided to through the nose for this brand new car just because everybody else has already bought one. His desire to keep up with the Joneses is ridiculous*).

to let smb down – to disappoint smn, by not doing smth that you have said you will do or that they expected you to do (e.g. *I hoped you would help me but you didn't even show up. You have no idea how much you've let me down*).

2. Listen to the interview with Dr Taylor. For questions 1-7, complete the sentences.

1. Dr Taylor book has been criticized in _____.
 2. The book is concerned with the _____ of hyper-parenting.
 3. He agrees that being a parent nowadays is _____.
 4. Expectant mothers are given advice about what and what not to _____.
 5. He believes that the situation occurs in all families except the _____.
 6. In his opinion parents shouldn't spend too much _____ on their children.
 7. He feels children have to learn what do with their _____.
- N.B.:** to arouse interest/criticism = _____;
to be honest with oneself = _____;
to live up to smb's expectations = _____.

3. Discuss in a group.

1. Do you find any ideas of Dr Taylor's controversial? Why/why not?
2. Should parents expect their children to be successful? Can this really be a bad thing?
3. Do you agree with Dr Taylor that today's society is too competitive and is governed by "the winner-takes-all" principle?
4. Did your parents encourage you to take part in any activities outside school, such as sport or music? Did you enjoy them?
5. Was your typical day as a child filled with structured activities or were you given a chance to develop self-management skills?

LISTENING "Raising Successful Children"

1. This recording is a follow-up the topic of talent development. This time you'll be introduced to the views of Dr Monroe on the same issue, tackling the emotional side of the problem this time. Study the glossary.

Glossary:

credentials – someone's ability to do something based on education or experience (e.g. *We're looking for a family therapist with good credentials and can relate well to our kids.*

to rear [riə] – to raise up, to bring up children.

to digress [daɪ'ɡres] – to leave the main subject temporarily in speech or writing; to get side-tracked (e.g. *Mr Chairman, you're digressing from the purpose of this meeting; I've digressed from the original plan*);

to struggle to do smth – to try hard to do smth, even though other people or things may be making it difficult for you to succeed (e.g. *I've been struggling to get to grips with this grammar rule for half an hour, but to no avail so far*).

to cherish – to protect and care for smn lovingly (e.g. *The previous owners had cherished the house; He genuinely loved and cherished her*).

peers – people of about the same age (e.g. *Teenagers are often influenced by their peers, either in a positive or negative way*).

boundaries – limits (e.g. *Make sure your subordinates don't overstep the boundaries*).

to be consistent – to act or do things in the same way over time, especially so as to be fair or accurate (e.g. *You've got to be consistent in your actions if you want to establish viable rules*).

to implement smth – put into practice or use (e.g. *We have learned a lot of new parenting skills that we want to implement in our family*).

latitude – a certain range of freedom to say or do things (e.g. *We allow our children a certain amount of latitude when it comes to their curfews. If they follow all the family rules and show a great deal of responsibility, then we sometimes let them stay out longer on the weekends*).

to lavish smb with smth – to give smb a lot, or too much, of something (e.g. *Instead of lavishing our kids with gifts for Christmas, we ought to teach them to serve others who are in need*).

condescending – smn having or showing a feeling of patronizing superiority (e.g. *She thought the teachers were arrogant and condescending*).

2. Listen to the interview and choose the most appropriate answer to the questions below.

1. What served as a stimulus for Monroe's new book on children?
 - a) he argues that rearing children is often more difficult than people anticipate;
 - b) he believes that no other book covers the challenges of raising children;
 - c) Dr. Monroe asserts that poor parental skills can contribute to problem children.
2. According to Monroe, successful children are ones who:
 - a) are able to manage their emotional state in appropriate ways;
 - b) can remain calm at all times without getting upset or angry;
 - c) achieve their future educational and financial goals.
3. Based on Monroe's comments, which group has the greatest influence on children's behaviours and ideas?
 - a) teachers;
 - b) friends;
 - c) parents.
4. Parents should view the use of family rules as a way to:
 - a) restrict what children can do and say;
 - b) provide more opportunities for freedom;
 - c) communicate more openly with children.
5. Which point can we infer from Monroe's final comments?
 - a) taking parenting classes can help us grow closer to our children;
 - b) raising children in today's world can be an arduous process;
 - c) joy can always be attained in every aspect of child rearing.

3. Group discussion.

1. How important is the emotional component of upbringing?
2. What it was like to grow up in your family in terms of emotional understanding?
3. What kinds of rules did your family have? Did you think they were fair at the time? Has your opinion on these rules changed as you have gotten older? Did you have a curfew?
4. Do you think that children are harder or easier to raise in today's world as compared to life when your parents or grandparents were growing up?

WRITING

1. **Write a personal essay** “*My Family Matters*”.
2. **Write an autobiography.** Write about the family you were born in, your childhood memories, schoolyears, adolescence, student's life. Describe your relationships with parents, relatives, teachers, peers throughout your life.

POEM WORK

1. **Read the poem. Complete the sentences with the proper words:** *confidence, to condemn, to like himself, to be patient, to have faith, to fight, to be shy, to feel guilty, to appreciate, to find love in the world, justice.*

CHILDREN LEARN WHAT THEY LIVE

by Dorothy Law Nolte

If a child lives with criticism, he learns.....
If a child lives with hostility, he learns ..
If a child lives with ridicule, he learns.
If a child lives with shame, he learns....
If a child lives with tolerance, he learns.....
If a child lives with encouragement, he learns. ...
If a child lives with praise, he learns.....
If a child lives with fairness, he learns....
If a child lives with security, he learns....
If a child lives with approval, he learns.....
If a child lives with acceptance and friendship, he learns ...

2. **Speak on what good parents are doing right/not right, covering the following issues:**

1. Basic principles of upbringing.
2. Basic qualities of good parents.
3. Tips on how to handle children .

4. Atmosphere.
5. Approaches and attitudes to praise and punishment.
6. Importance of giving children a choice.

3. Write a paragraph “What actions can cause enormous damage to a child development? What creates arguments and tension?”

ONLINE WRITING

Write a post on a psychological blog about upbringing and the role of parents in this process. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments/posts were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

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☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils a task on speaking within the topic “Upbringing”. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Pitfalls in Upbringing. Shattered Illusions. Problem Children

VOCABULARY WORK

Using Vocabulary Bank items, speak on “What good parents are doing right/not right!”

<i>I have every confidence, I am a passionate believer, There is no doubt, It is common knowledge, It is clear cut, It stands to reason, It is generally recognized, It is estimated that</i>	● We all want to feel cared for and valued by the significant people in our world. ● So it makes sense that... As a parent you... ● Think about it for just a minute. Aren't you more apt to go out of your way to..... ● It's critical to remember that when you treat children with respect, they tend to ...
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<i>It is futile to argue that</i> <i>It's just a simple matter of time</i> <i>It is worth countering the idea that</i> <i>Is it conceivable that</i> <i>In my view,</i> <i>In my opinion,</i> <i>From my point of view,</i> <i>From my perspective,</i> <i>To my mind,</i> <i>Speaking about me,</i> <i>As far as I am concerned,</i> <i>It seems/ appears to me that</i> <i>I strongly believe (that)</i> <i>The way I see it</i> <i>I do not agree with (that)</i> <i>I completely / fully agree with/ that</i> <i>I fully support</i> <i>I am entirely in favour of</i> <i>I completely disagree with the idea/ suggestion/ statement that</i> <i>I am totally against..</i> <i>I strongly disapprove of</i>	• When they, they are more willing to This is why it is so important to remember that..... • This should remind us how important it is to • It is therefore critically important for parents to.... Try to increase the amount of time you.... • It is important that..... However, it also could lead....(the child to think) • There are things to be cautious about when..... And how would you feel if... • Try to make an effort to... • Every child needs to have... Parents have the unique opportunity and privilege to... • What a gift to (be able to)..... Demonstrating (caring) is one of the most powerful ways to build (positive relations with children)... This is why it is so important to remember.... • Correcting and disciplining children for inappropriate behaviours is a necessary and important part of parenting. However, it doesn't have to be... It should not be that..... When it comes to (children behaviour).. • The goal is (to provide).... Begin with The worst way to.... • It's important to understand that.... Often it is just a matter of time... • However, be careful to... There are numerous opportunities to... • Remember that... does not always have to involve.... • In summary,... Not only does this contribute to... but also...
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POEM WORK

1. What does the title of the poem suggest to you? What will it be about?

SHATTERED ILLUSIONS

by Rebecca Robertson

Before I was blessed with Annie & her brother
 I had lots of ideals about being a mother
 After all, just how hard could it be,
 raising my own little family?
 I'd raise them well, I'd raise them right;
 to be obedient, well behaved and polite.
 I'd correct bad behavior, be loving but firm,
 Not being too lenient, nor overly stern.
 Any unseemly behavior would be quickly abated;
Defiance or disobedience would not be tolerated!
 In public they would be well mannered and sweet,

kind and helpful, a real pleasure to meet!
 My illusions, however, were soon to be shattered;
 Lying in pieces, all torn up and tattered.
 I am now in the face of stark reality,
 Where, my babies rarely listen to me.
 They have tantrums in public; they don't do as they're told,
 I'm overwhelmed by a one and a three-year-old!
 I've read books and magazines on how best to deal,
 with undesirable behavior that does not appeal,
 I've tried many techniques and taken some actions,
to put an end to these, all too frequent infractions,
 But unfortunately they are rarely effective,
 (Or maybe my children are somewhat defective?)
 Eventually, however, if I refuse to give in,
 It comes to a point where I actually win!
 For a time the path will be blessedly clear,
 Whilst waiting for the next rocky part to appear.
 They have me totally confused, these children of mine,
 I didn't know it would be so tough to keep them in line!
 It's come down to a matter of trying to survive,
 And to keep both of my toddler's alive!
 I don't wish to sound, though, so utterly distraught
 I admit having children is not how I thought.
 But also I underestimated the extent of the joy
 I receive from my girl and cute little boy!
 At one time I thought I would just stick with pets,
 but my kids are a gift, I have no regrets!

2. Read the poetry and answer the questions.

1. What were woman's ideals about being a mother?
2. What happened when she had her own children?
3. What problems did she face rearing her children?
4. What measures were taken to overcome all difficulties she faced?
5. What are her ideas as to their effectiveness?
6. What were her mistakes? What would you do in her place?

3. Pick out expressions to describe good and bad behavior of children and organize them in two columns, filling in the chart.

good	bad

4. Complete the sentence using the lines of the verse.

1. It is tough to keep children in line because.....
2. Mothers try to be..... with their children.
3. Mothers raise their children to be.....
4. Mother does not intend to tolerate.....
5. Children often..... in public.
6. To put an end to child's frequent infractions mother should.....

5. Match the notions with their definitions.

1. to give in	Extremely anxious or agitated
2. tantrum	Occurring often or in close succession
3. distraught	Sharply evident
4. frequent	Break suddenly in pieces
5. stark	To yield, acknowledge defeat
6. shatter	Childish outburst of temper

6. Give one word from the verse for the following chains of synonyms.

- 1) To yield, surrender –
- 2) Permissive, indulgent, tolerant –
- 3) To be distracted –
- 4) Disobedience, contempt –
- 5) Outburst, storm –
- 6) Severe, strict –
- 7) Indecorous, indecent, improper –
- 8) Violation –
- 9) Decrease, diminish, reduce –
- 10) Compliant, amenable –

7. Tell about your ideals of raising children. How would you prevent them from being shattered.

DISCUSSION

1. Which adjectives can be used to describe a happy/unhappy child?

Fill in the table. Comment on it using the speech patterns below:

It is clear cut that a happy child is ... The prime example is ...

It is proven that an unhappy child is ... The notorious example is ...

A happy child	An unhappy child
Kind-hearted, ...	Irritable, ...

Restless, hard-working, communicative, humiliated, good-natured, industrious, impersonal, stubborn, gregarious, destructive, unrestrained, thoughtful, confident, intolerant, impulsive, polite, self-centred, loving,

friendly, misbehaving, outgoing, insolent, dull, unselfish, self-possessed, sulky, frustrated, balanced, depressed, motivated, naughty, disobedient, fearful, considerate, coarse, enthusiastic, courteous, rude, rough.

2. Discuss in pairs.

1. What time is the most important for both children and parents? Why? What do children experience at this age?

2. How can problem children be described? How to cope with them?

3. What will you do if there is a problem child in your class? What pieces of advice as a teacher would you give to parents of obnoxious children?

4. Do you think doing nothing with children is the best solution? To what results can lax authority lead?

5. Do you agree with the proverb that “Hate breeds hate, love breeds love”?

6. What are modern psychological ideas in the field of bringing up children? Do you support or reject them?

7. Do you think that shouting can lead to understanding and is good when speaking with children? Would you say that anger does nothing but harm? Give reasons for your answer.

8. What's your attitude towards “good old-fashioned spanking” and physical punishment in general? Don't you regard it as the line of least resistance which is resorted to when a parent is just too exhausted to think of better ways if dealing with a child?

9. Would you agree that extreme permissiveness is harmful for children and can result in negative development?

10. What do you think is important in order to have normal relations between parents and children?

ONLINE WRITING

Write a post to yourself in future with tips of advice how to avoid pitfalls in upbringing. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose posts will be the most relevant to the topic under discussion when you become parents. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to find a short video illustrating their point of view on the problem children. Watch videos together (you might understand their problems better by watching videos together). Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Problems Contemporary Teenagers Face. Generation Gap. Valuable lessons

DISCUSSION

1. Are these statements true or false about teenagers in our country?

Decide in pairs.

<i>I completely agree...</i> <i>I can say for sure...</i> <i>I have to disagree...</i> <i>On the contrary...</i>	Most of them have got mobile phones. None of them has pocket money. Some of them have mutual understanding with parents. Only a few wear designer clothes. The majority of them smoke. Most of them leave school to work.
---	--

2. Remember days gone by. How did you feel as a pupil? Which school time events do you remember most clearly? Use the adjectives to describe how you felt at that time. What feelings, in your opinion, do contemporary schoolchildren experience?

- shy
- surprised
- thrilled
- nervous
- relaxed
- disappointed
- worried
- tensed

3. Speak about the problems contemporary teenagers face and your role as a teacher.

<i>I have every confidence,</i> <i>I am a passionate believer,</i> <i>There is no doubt,</i>	● Life used to be for teenagers. They used to Some of them still do, but for
--	--

<i>It is common knowledge,</i> <i>It is clear cut,</i> <i>It stands to reason,</i> <i>It is generally recognized,</i> <i>It is estimated that</i> <i>It is futile to argue that</i> <i>It's just a simple matter of time</i> <i>It is worth countering the idea that</i> <i>Is it conceivable that</i> <i>In my view,</i> <i>In my opinion,</i> <i>From my point of view,</i> <i>From my perspective,</i>	many young people life is harder now. Contemporary teenagers face a lot of problems. • First of all, It's an elusive dream for them. • What is more,..... It is an addiction. • Moreover, I can't but mention the influence of • As a teacher, I am to recognize • As a teacher, I have to..... • Teacher's task is to • To make a conclusion, I must say that we live in a permissive age, and teacher's task is to
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4. Draw a poster with your ideas and solutions how you as teachers can help teenagers.

VIDEO VIEWING “Understanding Generation Gap”

1. What relationships are important for you? Has anyone influenced the way you think about the following? Who? How? Tell your partner starting like this:

To tell you the truth, it was ... who influenced the way I think about ...

- Moral values
- Behaviour towards others
- Self-confidence
- Appearance
- Career choice
- Musical tastes
- Hobbies/interests

2. How well do you get on with your parents? Use the phrases below to describe your relationships.

- to talk at cross-purposes,
- to get the wrong end of the stick,
- not to make head or tail of something,
- to have a mutual understanding.

3. Watch a video about generation gap. While watching, take notes as for its causes and possible solutions.

4. Answer the following questions.

1. What are the underlying reasons of the parents/children problems?
2. Can the generation gap be bridged?

3. How would you resolve misunderstandings in your family? As a child?
As a parent?

READING

1. Read the story about generation gap and write out information which was new for you.

Glossary:

alienated: to make someone feel isolated or excluded

entitlement: a feeling of having a right to something

pragmatic: practical and focused on achieving a specific goal

perspective: a particular attitude towards something

intergenerational: involving people of different generations

Once upon a time, there was a small village nestled in the mountains. The villagers had lived in harmony for many years, but as time passed, a divide began to form between the older and younger generations.

The baby boomers, those born between 1946 and 1964, had always been the backbone of the village. They had worked hard to build a strong community and instill traditional values in their children. However, as the years passed, they began to feel disconnected from the younger generations.

Generation X, those born between 1965 and 1980, grew up in a time of rapid change. They witnessed the rise of technology and the erosion of traditional values. They found themselves caught in the middle, feeling alienated from both their parents and their children.

Generation Y, also known as the Millennials, born between 1981 and 1996, grew up in an age of abundance and opportunity. They had access to more information and opportunities than any generation before them. But with this abundance came a sense of entitlement and a lack of respect for the hard work and sacrifices of their elders.

Generation Z, born between 1997 and 2012, had grown up in the shadow of the 9/11 terrorist attacks and the Great Recession. They were more pragmatic and cautious than the generations before them, more focused on financial stability and security.

Finally, Generation Alpha, born from 2013 onwards, were digital natives and seemed to be growing up in an entirely different world from the older generations. They were more connected and more aware of global issues than any generation before them, but they also struggled to understand the perspectives of those who had come before.

The divide between the generations became more pronounced as time passed. The baby boomers felt that their children and grandchildren were disrespectful and ungrateful, while the younger generations felt that their elders were out of touch and unwilling to listen.

The villagers saw the cause of the generation gap in the rapid pace of change and the widening gap between the experiences of the older and younger generations. The possible solutions for them were:

1. Encourage intergenerational dialogue: “By fostering open and honest communication between the generations, we can better understand and respect each other's perspectives”, they thought.

2. Promote understanding: “By educating ourselves about the historical and societal contexts that shaped each generation, we can better understand where they are coming from”, it seemed to them.

3. Embrace change: “By recognizing that change is an inevitable part of life, we can learn to adapt and evolve together”, they concluded.

With these solutions in mind, the village began to come together once again. To bridge the generation gap, the village decided to hold a series of community events where the different generations could come together and share their perspectives and experiences. They also organized workshops where the younger generations could learn about the work ethic and traditional values of the Baby Boomers, and where the older generation could learn about the technological advancements and societal changes that had taken place.

Through these events and workshops, the villagers began to understand and appreciate each other's perspectives, and the generation gap began to shrink. They realized that each generation had something valuable to offer, and that working together was the key to a successful future for the village. The older generations shared their wisdom and experience, while the younger generations shared their energy and ideas. Together, they built a stronger and more united community.

2. Answer the questions.

- 1) What is the generation gap?
- 2) What are the causes of the generation gap?
- 3) What are the possible solutions to the generation gap?
- 4) Name the five generations mentioned in the text.
- 5) What are the differences between the generations?

3. Discuss in pairs.

- 1) Do you think the generation gap is a problem? Why or why not?
- 2) How do you think we can bridge the gap between the older and younger generations?
- 3) Do you think the solutions mentioned in the text are effective? Why or why

CINEMA WORK “*Generation Gap. A Must Watch Short Film*”

Work in pairs. Watch a short mute cartoon on the issue of generation gap. What does the movie teach? Sound the movie as if you were a lady/a teenager. Have you ever found yourself in the similar situation?

IDIOM FOCUS

1. Match the idioms with their explanations. Then use them in the sentences below.

Sow the wind, reap the whirlwind	This idiom means to set a higher standard or level of excellence.
Like father, like son	This idiom means that family ties are stronger than any other kind of bond.
Spare the rod, spoil the child	This idiom means to go from being poor to being wealthy.
Rags to riches	This idiom means that if children are not disciplined, they will grow up to be spoiled or unmanageable.
Nature vs. Nurture	This idiom means that a child is very similar to their parent in terms of personality or behavior.
Blood is thicker than water	This idiom means that if you cause trouble or make bad decisions, you will eventually have to face the consequences.
Raise the bar	This idiom refers to the debate over whether a person's behavior and personality are determined by their genetics or their environment.
A chip off the old block	This idiom means that children often end up like their parents in terms of personality or behavior.

1) He knew he shouldn't have stolen from his boss, but he thought he could get away with it. Now he's as he's out of a job.

2) It's clear that, as the young boy is already showing an interest in business just like his father.

3) She's determined to in her field and become the best in the industry.

4) He came from humble beginnings, but his hard work and determination brought him from

5) The debate over the cause of his criminal behavior is ongoing, with some arguing it's and others arguing it's

6) His parents never disciplined him when he was young, and now they are struggling to control his behavior, proving the idiom

7) Even though they had a falling out, the bond of proved to be, and they eventually reconciled.

8) It's clear that the daughter is, as she's already showing an interest in music just like her mother.

2. What is your position on the issue whether a person's behavior and personality are determined by their genetics or their environment?

ONLINE WRITING

Find any English-speaking teaching blog/vlog on Instagram/Facebook, etc., and discuss with your colleagues whether a teacher's responsibility is to teach or help as well. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments/posts/ reactions, etc. were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils a writing task on the topic "Upbringing". Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Check Yourself

1. Using the provided list of vocabulary words, fill in the gaps in a paragraph that demonstrates your understanding of the terms and their relationship to the topic of education. You may not use a dictionary or any outside resources.

Didactic Cognition Curriculum Andragogy
Pedagogy

..... refers to the method and practice of teaching, while the
..... is the set of courses and learning experiences that make up
a program of study. methods, on the other hand, are those
that are intended to teach or instruct, often in a straightforward and explicit
manner. All of these elements play a role in the, which
refers to the mental process of acquiring knowledge and understanding

through thought, experience, and the senses., a term coined by Malcolm Knowles, is a theory of adult learning that emphasizes self-direction and experience as key factors in the learning process. Together, these elements form the foundation of education and shape the way in which we acquire new knowledge and skills.

2. Fill in the gaps with words or phrases from the Vocabulary Bank in the correct grammar form.

- | | |
|---------------------|--------------------------|
| a. to abate | h. to bless with |
| b. to stand up for | i. to do well on exams |
| c. to keep up with | j. to give in to |
| d. to suspend from | k. to impose |
| e. to juggle school | l. to live with ridicule |
| f. to wade into | m. to preoccupy with |
| g. to put an end to | n. to look back at |

1) I am grateful to such a supportive upbringing that allowed me to succeed in my education and career.

2) The recent educational reforms have helped to some of the issues that were plaguing the school system.

3) It is important to bullying and other forms of abuse in order to create a safe and inclusive learning environment.

4) I have been struggling my coursework due to the high demands of my job, but I am determined to persevere.

5) As a teacher, I have had many disputes between students and work to resolve conflicts peacefully.

6) Due to budget cuts, our school new limitations on resources and extracurricular activities.

7) I was thrilled and earn a spot at my dream university.

8) It was difficult from my peers after making a mistake in class, but I learned to stand up for myself and not let it get to me.

9) I never thought I the pressure to cheat, but I made a poor decision and was expelled from school as a result.

10) After getting into a fight at school, I classes for a week and had to make up the work upon my return.

11) I have always tried what I believe in, even if it means going against the norm or challenging authority.

12) It can be overwhelming, work, and social obligations, but it is important to prioritize your responsibilities and manage your time effectively.

13) I my studies lately and have not had much time for hobbies or leisure activities."

14) As I my educational journey, I am grateful for all of the opportunities and experiences that have shaped me into who I am today.

3. Complete each sentence with a word formed from the word in capitals.

1) I just feel how I'm becoming more through education and learning. KNOWLEDGE

2) The importance of being in overseeing a child's education and upbringing is an ambiguous question. VIGILANCE

3) The of resources, such as funding or qualified teachers, in some educational systems is observed. SCARCITY

4) The consequences of in a classroom or other learning environment are chaos and inattentiveness. OBEDIENCE

5) The dangers of the importance of education and upbringing can result in ignorance. ESTIMATION

6) Having strong, such as a degree or certification, are of great importance if you want to succeed in the chosen field. CREDENTIALS

7) There is the continual need to and value education as a fundamental right. CHERISHMENT

8) It is important to stay focused and not allow oneself to while learning. DIGRESSION

9) The and hard work required to succeed in school and in life. HUSTLING

10) The potential for one's dreams and ambitions can be due to a lack of education or support. SHATTERING

4. Rewrite the text cramming it with vocabulary items on the topic. Summarize the main idea of the text.

Education and upbringing are both ongoing processes that continue to shape a person's personality throughout their lifetime.

In terms of education, it is essential for individuals to be exposed to a well-rounded education that not only develops their cognitive skills and knowledge base, but also helps them develop important life skills such as communication, problem-solving, and critical thinking. These skills are crucial for personal and professional success and can have a lasting impact on an individual's personality.

Additionally, education can also help to expose individuals to a diverse range of ideas, cultures, and perspectives, which can broaden their horizons and help them develop a more open-minded and inclusive personality.

Upbringing, on the other hand, plays a significant role in shaping a person's values, beliefs, and behaviors. It is essential for individuals to be raised in a positive and supportive environment that fosters their personal and intellectual growth. This can include modeling positive behavior, setting clear expectations, and providing opportunities for individuals to learn and grow.

It is also important for individuals to be exposed to a diverse range of experiences and opportunities in their upbringing. This can include participating in extracurricular activities, volunteering, and traveling, which can help to broaden their horizons and develop a well-rounded personality.

In conclusion, education and upbringing are both essential in shaping a person's personality. They play a vital role in developing an individual's cognitive skills, values, beliefs, and behaviors, which ultimately define who they are as a person. It is important for individuals to be exposed to a well-rounded education and a positive upbringing to help them develop into successful and well-rounded individuals.

5. Answer the questions using vocabulary items on the topic.

EDUCATION

- 1) What realistic changes would you make to your country's attitude toward education?
- 2) What is the biggest factor in being successful at school?
- 3) Who gets bullied or teased at school? Why? How should someone handle it if they are bullied?
- 4) If you were Minister of Education, what's the first thing you would do?

UPBRINGING

- 1) What would you do differently from your parents if you were raising children today?
- 2) What are some things that you have seen other parents do that you would never do?
- 3) What is the best thing about your family?
- 4) Are your parents "helicopter" parents or "free-range" parents?
- 5) What do you think are some of the most difficult problems faced by parents?
- 6) What kinds of things would you like to do with your children?
- 7) What are some things that you would not allow your children to do?
- 8) What are some things that you would allow your children to do that you think other parents may not allow their children to do? Why do you think it is okay to allow this?
- 9) What would you do if you found out your child was shoplifting (stealing)?

- 10) What would you do if your child lied to you?
 11) What are some ways that you have seen others spoil their children?

6. Translate into English.

Ця школа, як і багато інших у ті часи, розпочиналася як експериментальна. Нашою мрією було створити школу, яка б відповідала дитині, замість того, щоб змушувати дітей відповідати нашій школі. Очевидно, що стандартом успіху у наш час виступають гроші і ми нікуди від цього не дінемося (one can do nothing). Ми і не збиралися змінювати світ, ми просто хотіли створити школу у який від природи розумні діти мали б змогу бути самими собою. Ми віримо, що кожна дитина – це істота сама по собі добра від народження і саме від нас, дорослих, залежить якою ця істота стану, чи надамо ми їй можливості розвиватися, хай навіть відмовившись від де яких загальноприйнятих правил. Ми маємо надію, що наша школа буде випускати не лише всебічно розвинених, але і безкінечно щасливих громадян нашої молодोї незалежної країни.

7. Ask your groupmates, relatives, and friends to respond to the question: “What are the most important factors for the happy family relationships?” Build a chart of your survey findings. Comment on it.

8. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)
ADJECTIVE **ADJECTIVE**
 (words which characterize topic to the fullest)
VERB **VERB** **VERB**
 (words which characterize topic to the fullest)
PHRASE (personal attitude to the topic)
NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic “Education and Upbringing” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Topical Vocabulary on "Upbringing"

1. Basic principles: to bring up (raise) children, to avoid pitfalls, the formative years, to progress (regress) in one's development, stunted development, physical and mental development, to encourage a child, to let children grow naturally, to treat children like ..., to develop more quickly than previous generations, to gain independence from parents, to grow up, to be mature, an effective approach, a peaceful and relaxed manner.

2. Basic qualities: love, security, care, affection, respect, patience, reassurance, happy home backgrounds, responsible adults, not to feel neglected, to be sensitive to one's feelings, to be too wise to argue, to speak firmly, to be consistent, to be fair, to have no favourites, to show much patience (plenty of love).

3. Handling children: to have full faith in, to keep anger under control, capacity to restrain anger, to cause enormous damage, not to force one's will on a child, to avoid labelling children (stupid, silly, foolish), to listen to children with understanding and sympathy, to win over, to avoid statements (comments) which can create arguments and tension, to shake smb.'s confidence, to offend smb.'s self-respect, to prevent crises.

4. Atmosphere: friendly, not authoritarian, dignified, uncomfortable, embarrassing, an atmosphere of calm and quiet, to let steam off, to put fat in the fire, to lose one's temper, not to create tension (s), to be said in the heat of the moment.

5. Praise: direct praise of personality, realistic (idealized) picture of smb.'s personality, to exaggerate praise out of all proportion, to give a realistic picture of a child's accomplishments, to concentrate on a child's strength and not his weakness, to keep away from general remarks about anyone's personality.

6. Punishment: to scream and yell at, not to hit children, to be bound to lose, spanking, to cause mental illnesses (psychological damage), to beat the daylights out of smb., to shake the life out of smb., to be ashamed of oneself, the best way to criticize, to say nothing, a direct reprimand, to answer back, a beating, to lock children up, not to speak with a child deliberately, to ignore a child, an undesirable form of punishment, sarcasm, to work out all sorts of schemes for revenge, to tell smb. off (to give smb. a telling off).

7. Discipline. Behaviour. Manner: to discipline smb., a way of teaching politeness, to be punctual, to interrupt a conversation, to get quarrelsome, the art of living together, to lead to frayed nerves for days on end, to develop a conscience in smb., not a word of blame, not to impose anything on children, to encourage inner development, to give children a choice,

to heighten smb.'s self-confidence, a beneficial and corrective influence on smb., to leave a decision to the child, to teach smb. manners.

8. Children's reaction: to live up to smb.'s expectation, to do smth. on purpose, to have admonitions and warnings, to be encouraged to ask questions, to be curious and inquisitive, to learn by imitation, to feel part of the family, to hate questions which try to trap, to be pushed into making up lies, to choose between telling a lie or giving embarrassing answers, to appreciate smth, to become full of resentment, to become a nuisance (resentful, spiritless, delinquent).

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. List three characters in the book so far. Describe their physical appearance, importance to the story, and character traits.

2. Make a list of six events in the story. What caused each event? What was the effect of each event? Write out and learn 15 vocabulary items.

3. Describe an exciting event from the book as if you were a sports broadcaster.

4. Write a letter to a character in the book. Include your reaction to the events in the book, your feelings about the character's choices, and what you think the character should do now. (At least one page).

5. Choose five interesting or unusual words from the book so far. Create a semantic map for each, including definition, the word in a sentence, related words, and synonyms. Write out and learn 15 vocabulary items

6. Think about the relationship of the setting to the story. Could this story have happened in another place? Why or why not?

Grammar Section

Revise the passive (First Certificate Language Practice Ex.1-8, p. 50); causative form; wishes and related forms; word formation (Upstream Upper-Intermediate, Ex.1-8, p. 146).

Video Viewing Section

Do all tasks in sections LISTENING and VIDEO VIEWING within the topic.

Vocabulary Section

Study Vocabulary Bank and make up 50 sentences for translations with vocabulary items.

Reading Section

Read 3 thematic texts that appeal to you most of all and do the assignments that follow.

Writing Section

1. Write a stating opinions essay “The Importance of Being Knowledgeable”.
2. Write a personal essay: “My Family Matters”

Speaking Section

1. Get prepared a project “Generation Gap. Myth or Reality?”
2. Imagine that you are a secondary school teacher of English. You have just finished the topic “Education and Upbringing” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student’s conference.

1. The stylistic peculiarities of lexemes to denote *upbringing* in English-speaking discourse (on the material of).
2. The contribution of Greek philosophers to education.
3. A critical analysis of theories on upbringing since ancient times till tomorrow.
4. Inclusive education: attitudes across cultures.
5. The relationship between education/upbringing and identity.
6. Distinct functions of schooling among different communities.
7. Does education influence upbringing, or vice versa, is it true?
8. The effectiveness of teachers’ support and parents’ teaching in wartime.
9. A case study of effective educational system.
10. Generation gap: avoidable or inevitable?

TOPIC “PEOPLE AND PERSONALITIES”

Appearances are Deceptive

PSYCHOLOGICAL INSIGHT

1. Imagine that you have met Mona Lisa who is considered the canon of beauty. Is her personality as beautiful as her face? What kind of person is she based on her physical appearance?

2. First opinion can be erroneous, psychologists prove. Read the text. Were you correct in your judgements?

Mona Lisa

There is endless speculation as to who Mona Lisa was and what her character might have been. It has even been suggested that the lady with the enigmatic smile could be a self-portrait of the artist Leonardo Da Vinci dressed as a woman. Her smile is the most famous in the world. Some see it as having a sinister aspect, described by the psychologist Sigmund Freud as expressing contrast between 'the most devoted tenderness and a sensuality that is ruthlessly demanding'.

It is a slightly crooked smile because it is stronger on her left (on the right of the painting). *The smile suggests that she told lies and traded insults whenever it best suited her or when she lost her temper, which probably occurred frequently.*

The hint of a smile playing around those much-admired lips and the distinct glint in her eyes *attest to her fun-loving ways and a bawdy sense of humour*. But the fact that these lips are 'bloodless' warns the face watcher of her callousness.

If you examine her lips in the portrait, which hangs in the Louvre in Paris, you will notice a small mole on her top lip. A mole anywhere on the lips or immediately above the corners of the mouth *signals indigestion and flatulence*. Whatever embarrassment this might have caused it does not detract from the appeal of her pretty, elongated rosebud mouth, a shape which normally *testifies to a romantic, dreamy lover*.

Mona Lisa holds her head and face straight and as erect as a pillar, her steady and unflinching gaze *affirming her dominant personality and worldly ways*. She was probably a woman of high status, a gifted abstract thinker, and would therefore in modern times be considered eminently employable.

It would appear from the angle of her jaw that it 'dropped' straight and below the ears. No face reading can be complete without a thorough study of the ears, which in her case are hidden, but Mona Lisa's *jaw suggests that she would have been very successful in a sales career, or in publicity, public*

relations or in the hotel or travel industry. Moreover, a deep, smoothly rounded jaw such as hers *exhibits firmness and optimism*, but the beginnings of flab developing below the chin together with those plump cheeks, *disclose her fondness for* pasta, rich Italian food, and the local, full-bodied Italian wines. Yes, she was definitely greedy.

That she was a spendthrift is evident from her nostrils, for nostrils which are visible when the face is viewed full-on, indicate their owner has a scant understanding of money, and so she should not have been given the control of the family (or company's) budget. The nostrils, moreover, are narrow and the sides of her nose are flat, *both features pointing to* a rather untidy woman, who probably dropped her clothes, shoes, hairnets (in the portrait she wears one that flattens the top of her head) all over the parquet floor in the bedroom of a townhouse or palace near to Leonardo's hometown of Vinci, between Pisa and Florence, in Tuscany.

Because the hairnet sweeps the hair off her forehead, we can see how smoothly rounded and curved her hairline grows. This type of perfectly rounded hairline *spells out a clear message*: Mona Lisa was fickle, an unreliable 'friend'. Her forehead is longer and wider than the part of the face known as the low zone, which consists of the area between the nose tip and the jawline. *This facial trait tells us that* she had an IQ above average that she was a fast learner, but being impractical and not wanting to spoil her elegant hands, she would not have been able to mend a broken vase or set a mousetrap.

A nose that is straight, long, thin and with a high bridge in addition to Mona Lisa's peculiar type of nostrils generally belongs to a witty and engaging conversationalist, but one who is impatient with those unable to keep up with the wide range of topics discussed.

A final word about her eyes: very few of us have identically-shaped eyes, but she is an exception. The eyes are narrow and elliptical, *signalling jealousy*, and if she suspected that another woman was after her lover (or husband), she would punish the enemy by any means, foul or fair. Mona Lisa was most definitely a sneak, but one who needed at least nine hours' sleep each night, judging by the puffy eyelids which are clearly shown in the Leonardo portrait.

3. Write out words that denote physical appearance and traits of character. Point out features that attract you and those that put you off.

4. These are psychologists' opinions as to facial expressions interpretation. Read them and discuss in pairs.

Nostril apertures slanting up	impatience
Elliptical eyes, heavy upper eyelids	jealousy
Crooked mouth, extremely narrow eyes, watery gaze	untrustworthiness
A good forehead	great intelligence
Very thin lips, pointed chin and high prominent cheekbones	coldness
Middle zone is longer than either the top of the lower zone	friendliness

5. Translate underlined expressions into Ukrainian.

READING

1. Is appearance as important as stated in the previous text? Read the text about the role of appearance in forming our judgements about a person. Do you agree with the author's point of view?

Glossary:

APPEARANCE noun (WAY YOU LOOK)

the way a person or thing looks to other people:

a middle-aged man of smart appearance. You can alter/change the whole appearance of a room just by lighting it in a certain way. There was nothing unusual about/in her physical appearance. The large car outside the house gave the appearance of wealth (= suggested wealthy people lived there). Appearances can be deceptive.

Appearance generally falls into two categories: external and physical. External appearance consists of extrinsic qualities such as clothing, jewellery, tattoos or hairstyle. Through these external factors, you may determine a character's taste, social status, occupation, personality. Physical appearance, on the other hand, consists of intrinsic qualities, such as height, weight, facial expression or tone of voice. These physical factors can suggest different personality traits. For example, a muscular physique might suggest strength; a skinny physique might suggest weakness. Be careful, however, not to judge a character on appearance alone. Appearance and reality are not always the same.

Meeting people for the first time we always make a judgement based on their appearance though the proverb tells us not to make this mistake. Still we look at the face, try to guess age or profession, listen to the way a person speaks. The same way other people might estimate us. Let's try to look at ourselves as if we are strangers and this criticism might help us improve our character. Certainly, the very first look is at your face, build or figure. If your face has a rosy complexion and your bright eyes shine at the world you are a person who spends a lot of time outdoors, doesn't sit in front of telly and

combines work and fun reasonably. The well-combed hair and neatly cut nails will tell everyone that you are a tidy person who respects yourself and the people around you. A stooping back and badly cleaned teeth wouldn't be considered positive and betray your dislike of physical exercise and laziness. Now, what can you say about your appearance?

The world of emotions makes its imprints on appearance, too. What emotions are the most frequent in your life? (Joy, sorrow, anger, excitement, shame, pride, enthusiasm, loneliness, misery, love)

If you are a determined and strong-willed person you would never give up and behave coolly and calmly whatever happens in your life. Only weaklings would scream or fly into a rage. Good-humoured people take things as they are and think of ways out of difficulties.

Much is connected with your attitude to people. If you are communicative, sociable people would appreciate you and you have lots of friends. On the contrary, hostile, tactless, false and deceitful persons are repulsive and are doomed to stay alone.

Certainly, there is no ideal person in reality but if we tried to portray such a person they would possess the following qualities: he/she must be kind-hearted and friendly, but modest at the same time. Generosity and sincerity are the traits would attract everybody. A good friend is definitely a person who is interesting to speak to – he must be witty and intelligent. Vain and impudent people are very difficult to deal with, they consider themselves the hub of the universe and never try to look at themselves critically. Today's idea of courage has changed and it's not necessary to fight with wild animals or travel to unknown lands. But diligence and industry are the qualities that are always valued.

There are no ideal people. We should take the world as it is, but try to improve it starting with ourselves.

First Impressions

It is important to realize that your perceptions of a person are a key determinant of the type of relationship you will share with him or her. On what basis do you form first impressions or make initial judgements about people you meet? What makes you decide if you like or dislike someone? Is it his or her economic status? Is it the job he or she holds? Perceiving others and the roles is an essential part of the communication process. "You must make a good impression" is a piece of advice frequently given to people who are starting a new job, preparing for an interview, or getting ready to participate in some other communication encounter. First impression or primary effect can dramatically affect perception and even the result of communication effect.

Even if our first impressions are wrong, we tend to hold on to them. Doing this can cause a number of different problems. For example, if the opinion we have of someone is erroneous, we can sustain our inaccurate perception by clinging to it and reshaping the conflicting information available to us until it conforms to the image we hold. Thus, we may never come to experience the real person – only our faulty conception that will influence the way we respond to that person. Suppose, for instance, you make a new friend, Kevin at work. You tell an old friend about him. Your old friend tells you: “Yeah. I know that guy. Worked with him two years ago. He’s nothing but trouble. Always looking to use people. He’ll bleed you of your ideas, pass off as his own and leave to you. Watch and see. “The danger here is that this evaluation may be unfair, biased, or simply wrong. Kevin might have changed during the past two years, or your friend’s initial assessment of him might have been incorrect. But – sadly – your friend’s words will probably influence the way you interact with Kevin, and you will probably find reasons to substantiate your first impression, whether or not such reasons are actually present. You simply may not be able to avoid a basic stumbling block to accurate perception – closing your mind after forming a first impression. In a communication interaction, receivers’ psychological states can affect their first impressions of senders. Sometimes receivers use cues provided by senders, mix these cues with their own perceptions, and create perceptions based partly on myth or fiction. When such perceptions involve dividing people into groups, it is called stereotyping.

A stereotype is a fixed, over generalized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. For example, a “hells angel” biker dresses in leather.

One advantage of a stereotype is that it enables us to respond rapidly to situations because we may have had a similar experience before.

One disadvantage is that it makes us ignore differences between individuals; therefore we think things about people that might not be true (i.e. make generalizations).

2. Is first impression important? Why? What factors can change initial judgements about a person?

VIDEO VIEWING

1. Watch a video about the first impression and decide if the statements are true or false.

- 1) The person at the football match was polite and respectful.

2) The person from the football game helped the speaker in the park with an umbrella.

3) Research shows that negative information about a person as an immoral person produces a greater effect than positive information that characterizes him as a highly moral person.

4) Data on a person's abilities and qualifications do not cause a negative bias.

5) The brain pays more attention to extremely negative, immoral acts than to good and highly moral ones.

2. Answer the questions.

1) What happened at the football match?

2) What did the speaker expect the next time he met the person from the football game?

3) Why did the speaker expect the same rude behavior as at the football game?

4) What type of data does not cause a negative bias?

5) What happens in the brain when updating impressions?

3. Discuss in pairs.

1) Do you think our first impressions of people are always accurate? Why or why not?

2) Do you think it's possible to change someone's first impression of you? How can this be done?

3) In your opinion, what is the impact of moral behavior on the formation and renewal of impressions?

4) Have you ever had an experience where someone surprised you with unexpected behavior, and your impression of them changed as a result? Can you share that experience?

5) How do you think the brain decides whether a person's behavior is typical or not when updating impressions?

IDIOM FOCUS

Match idioms about appearance with their explanations. Then use them in the sentences suggested.

1) all dressed up and nowhere to go	a) this idiom means that a visual representation can convey a message more effectively than words.
2) all hat and no cattle	b) this idiom refers to someone who is overly dressed for the occasion or has made an effort to look good for no reason.
3) a pretty penny	c) this idiom means that someone looks very good or is dressed very nicely.

4) looking like a million bucks	d) this idiom means that someone is pursuing the wrong course of action or directing their efforts in the wrong direction.
5) barking up the wrong tree	e) this idiom refers to someone who is pretending to be something they are not, usually with the intent to deceive.
6) don't judge a book by its cover	f) this idiom means that something is very expensive.
7) a wolf in sheep's clothing	g) this idiom means that someone talks a big game but doesn't have anything to back it up.
8) an arm and a leg	h) this idiom means that something is very expensive.
9) a picture is worth a thousand words	i) this idiom means that you should not judge someone or something based on their appearance, as they may have more to offer than what meets the eye.

1. I know he doesn't look like much, but, he's a brilliant scientist.

2. She looked all dressed up and nowhere to go as she walked out of her house in her best clothes.

3. The photograph of the broken bridge was, it clearly showed the extent of the damage.

4. She looked in her new dress.

5. Be careful of that man, he seems like a nice guy but he is

6. If you think I'm the one who took your pen, you are

7. I love this painting, but it cost me

8. He's, he makes big promises but never delivers.

9. That car is going to cost you

ONLINE WRITING

Take a screenshot of dating announcement on any social platform. Analyze it bearing in mind that appearances are deceptive. Would you date a guy/girl? Why (not)? What does their appearance suggest to you? Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Write a short text based on the description of a person. Set up 2-3 tasks to the text. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

How We Judge People

READING

1. How do you judge people? Is appearance the most decisive factor that determines your attitude towards people? What other factors influence the forming of first impressions about people you meet? Study the table.

First impressions about people are based upon			
physical appearance	nonverbal behavior	verbal behavior	social context
height, weight, facial features, clothing, grooming, sense of style.	body language, facial expressions, tone of voice.	accent, vocabulary, and speech rate.	occupation, education, social status, perceived group membership (race, ethnicity, or gender).

2. Remember your first meeting with groupmates. What did you think when you saw them for the first time? Was your opinion correct/erroneous? How has your opinion changed since the first meeting? Why? Discuss in pairs.

3. Read the text.

How We Judge People

“It’s exciting, at first. You think at first that you’re different, that you have something special to offer, and that can even be true. Then you remember you’re the same person you’ve always been; the only change is that suddenly your picture is every-where and columns are being written about who you are and what you’ve said and where you’re going next and people are stopping to look at you. And you’re a celebrity. More accurately, you’re a curiosity. And you say to yourself, I don’t deserve all this attention!”

She thought carefully. “It isn’t you that matters to people when they turn you into a celebrity. It’s something else. It’s what you stand for, to them.”

There’s a ripple of excitement when a conversation turns valuable to us, the feel of new powers growing fast. Listen care-fully, Richard, she’s right!

“Other people think they know what you are: glamour, sex, money, power, love. It may be a press agent’s dream which has nothing to do with you, maybe it’s something you don’t even like, but that’s what they think you are. People rush at you from all sides, they think they’re going to get these things if they touch you. It’s scary, so you build walls around yourself, thick glass walls while you’re trying to think, trying to catch your breath. You know who you are inside, but people outside see something different. You can choose to become the image, and let go of who you are, or continue as you are and feel phony when you play the image.

“Or you can quit. I thought if being a moviestar is so won-derful, why are there so many drunks and addicts and divorces and suicides in Celebrityville?” She looked at me, unguarded, unprotected. “I decided it wasn’t worth it. I’ve mostly quit.”

I wanted to pick her up and hug her for being so honest with me.

“You’re the Famous Author,” she said. “Does it feel that way to you: does this make sense to you?”

“A lot of sense. There’s so much I need to know about this stuff. In the newspapers, have they done this to you? Print things you’ve never said?”

She laughed, “Things you’ve not only never said, but never thought, never believed, wouldn’t think of doing. A story published about you, with quotes, word for word, made-up. Fiction. You’ve never seen the reporter . . . not even a phone call, and there you are in print! You pray readers won’t believe what they see in some of those papers.”

“I’m new at this, but I have a theory.”

“What’s your theory?” she said.

I told her about celebrities being examples that the rest of us watch while the world puts tests to them. It didn’t sound as clear as what she had said.

She tilted her head up to me and smiled. When the sun went down, I noticed, her eyes changed color, to sea-and-moon-light.

“That’s a nice theory, examples,” she said. “But every-body’s an example, aren’t they? Isn’t everybody a picture of what they think, of all the decisions they’ve made so far?”

“True. I don’t know everybody, though: they don’t matter to me unless I’ve met them in person or read about them or seen them on some screen. There was a thing on television a while ago, a scientist researching what it is that makes a violin sound the way it does, I thought what does the world need with that? Millions of people starving, who needs violin research?

“Then I thought no. The world needs models, people living interesting lives, learning things, changing the music of our time. What do people do with their lives who are not struck down with poverty, crime, war? We need

to know people who have made choices that we can make, too, to turn us into human beings. Otherwise, we can have all the food in the world, and so what? Models! We love 'em! Don't you think?"

"I suppose," she said. "But I don't like that word, model."

"Why not?" I said, and knew the answer at once. "Were you a model?"

"In New York," she said, as though it were a shameful secret.

"What's wrong with that? A model is a public example of special beauty!"

"That's what's wrong with it. It's hard to live up to. It frightens Mary Moviestar."

"Why? What's she afraid of?"

"Mary got to be an actress because the studio thought she was so pretty, and she's been afraid ever since that the world is going to find out she isn't that pretty and she never was. Being a model was bad enough. When you call her a public example of being beautiful, it makes it worse for her."

"But Leslie, you are beautiful!" I blushed. "I mean, there's certainly no question that you're... that you're... extremely appealing...."

"Thank you, but it doesn't matter what you say. No matter what you tell her, Mary thinks beauty is an image someone else created for her. And she's a prisoner of the image. Even when she goes to the grocery store, she should be all done up, just so. If not, somebody is sure to recognize her and they'll say to their friends, 'You ought to see her in person! She's not half as pretty as she's supposed to be!' and Mary's disappointed them." She smiled again, a little sad. "Every actress in Hollywood, every beautiful woman I know is pretending to be beautiful, she's afraid the world will find out the truth about her sooner or later. Me, too,"

I shook my head. "Crazy. You're all crazy."

"The world's crazy, when it comes to beauty."

"I think you're beautiful."

"I think you're crazy."

We laughed, but she wasn't kidding.

"Is it true," I asked her, "that beautiful women lead tragic lives?" It was what I had concluded from my Perfect Woman, with her many bodies. Perhaps not quite tragic, but difficult. Unenviable. Painful.

She considered that. "If they think their beauty is them," she said, "they're asking for an empty life. When everything depends on looks, you get lost gazing in mirrors and you never find yourself."

4. Fill in the gaps using the appropriate words:

Rushed at, put tests, a prisoner of the image, mattered, the image, felt phony, turned him into celebrity.

He wasproducers had created for him. He became an overnight success and did not notice how mass media People.....him from all sides, exhibiting their adoration. John clearly understood that it was not he that.....to all these people. It was something else. Though he while playing.....but he couldn't defy public opinion. It was something else. Though he while playing.....but he couldn't defy public opinion.

5. Comment on the proverbs and quotes about success. Then answer the questions that follow.

1. Self-assurance is two-thirds of success. ~ Gaelic Proverb
2. You're bound to succeed if you have ignorance and confidence. ~ Ken Alstad
3. Success is following the pattern of life one enjoys most. ~ Al Capp
4. Unless you have courage, a courage that keeps you going, always going, no matter what happens, there is no certainty of success. It is really an endurance race. ~ Henry Ford
5. Success occurs when your dreams get bigger than your excuses. ~ Author Unknown

- What personal characteristics do you think most successful people (need to) have?
- Do you think that all successful people have good character traits?
- Do you think that honesty is an important trait to have in order to be successful?
- Do you think that all successful people are honest?
- Some people say that "success" is simply what others believe to be success. Do you agree?
- Do you think success equals happiness?
- Do you think success and happiness are related?
- Do you think all successful people are happy?

6. Describe and interpret the photo of a celebrity using expressions from the box.

<i>I have every confidence,</i>	to betray smth/smb's dislike of (neg.)
<i>There is no doubt,</i>	to attest to smth.
<i>It is common knowledge,</i>	to suggest smth.
<i>It is clear cut,</i>	to convey the idea that/of smth.
<i>It stands to reason,</i>	to signal smth
<i>It is generally recognized,</i>	to testify to smth.
<i>In my opinion,</i>	to affirm smth.
<i>From my point of view,</i>	to exhibit smth.
<i>From my perspective,</i>	to disclose smth.
<i>To my mind,</i>	to indicate
<i>It seems/ appears to me that</i>	to spell out a clear message that

<i>The way I see it</i>	to tell
<i>I do not agree with (that)</i>	to reveal
<i>I completely / fully agree with/ that</i>	to hint towards smth.
<i>I fully support</i>	to interpret smth, as smth
<i>I completely disagree with/ that</i>	

IDIOM FOCUS

1. There are many colourful idioms in English connected with aspects of people's personality such as a couch potato. Can you match these idiomatic expressions with their explanations?

1. a new broom	a someone who expresses opinions about things they know very little
2. a wet blanket	b someone who doesn't like to stay in one place
3. a stuffed shirt	c a pompous, self-opinionated person
4. a couch potato	d a gossip who wants to know everything that happens to other people
5. an armchair critic	e someone who stands by you only when things are going well
6. a fair-weather friend	f someone who likes to sit in comfort and do nothing
7. a nosy parker	g a new person in charge who makes changes
8. a rolling stone	h someone who doesn't want to join in and spoils the fun for everybody
9. a daredevil	i a person who likes to take risks

2. Use the idioms to describe your friends.

VIDEO VIEWING "Describing Character"

1. Listen to different people describing their traits of character and try to decide if they are telling the truth. Apply your knowledge about the coherence of appearance and character.

2. Answer the questions.

What positive qualities are absolutely necessary for everyone?

Which negative traits can't you agree with?

Which traits would you like to develop in yourself?

Which ones have to be rooted out?

3. Describe your friend. Speak about his/her positive and negative traits of character (using Vocabulary Bank items).

4. Speak about what makes you decide if you like or dislike someone.

VOCABULARY WORK

Choose a proper adjective of character to match a description.

Determined, cooperate, embarrassed, imaginative, helpful, obedient, dependable, tolerant, quarrelsome, realistic, sociable, rude, trustworthy (honest), jealous, pessimistic, optimistic, sensitive, sensible

1. If you are, you face up to facts .
2. If you are, you might make up stories
3. If you are....., you carry out instructions
4. If you are....., you don't give up easily
5. If you are, you put up with other people's differences
6. If you are, people can count on you
7. If you are, you keep falling out with other people
8. If you are, you might put yourself out for someone else
9. If you are, you can't put up with people looking at you
10. If you are, you get on well working with others
11. If you are, you enjoy other's company
12. If you are, you are not polite to others
13. If you are, you tell the truth to others
14. If you are, you are unhappy if others have what you don't have yourself
15. If you are....., you always look on the bright side
16. If you are....., you always expects the worst to happen.
17. If you are....., you never do anything stupid
- If you are....., you get very upset if people criticize you.

DISCUSSION *"Talking about Traits"*

- What traits do you think are most important for a person, as a member of society, to have?
 - How are these traits important in interpersonal relations?
 - Which character traits do your parents think are the most important?
 - What effects do you think someone's personality (or character) will have on that person's life?
 - Do you think it's easy for a person to change their personality?
 - In general, do you think men and women have (innately) different personality traits?
 - In the future, do you think the differences between men's and women's personality traits will continue to be the same as today?

ONLINE WRITING

Write a post on a psychological blog about how the first impression can be erroneous and formulate rules to avoid disappointments. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose posts were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils a task on speaking within the topic "Appearance and Character". Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Experiencing Feelings

READING

1. Do you agree that a person's character determines feelings they experience? Exemplify your answer.

2. Are feelings important? What would our life be like if we were emotionless? Study collocations with the word *feeling* and use them while answering.

VERB + FEELING **experience, harbour, have, suffer** *She experienced a whole range of feelings. He still harboured feelings of resentment. She was lucky that she had suffered no more than hurt feelings. |*

express, give vent to, release, show, vent *He finds it difficult to express his feelings. I finally gave vent to my feelings and started yelling at him. |*

articulate, describe, discuss, talk about *discussing his innermost feelings with me |*

bottle up, hide, mask, repress, suppress *trying to hide her true feelings |*

banish *He was determined to banish all feelings of guilt.*

hurt *I'm sorry if I've hurt your feelings.*

spare *We didn't tell Jane because we wanted to spare her feelings. |*

arouse, engender, evoke, inspire *The debate aroused strong feelings on both sides. |*

heighten *It was the practical aspect of life that heightened her feelings of loneliness and loss. |*

ADJ. deep, intense, strong ambivalent, mixed <i>I had mixed feelings about meeting them again.</i> positive, warm hostile, negative hurt, injured inner, innermost, real, true pent-up <i>releasing her pent-up feelings</i> personal religious sexual

3. Read the text and fill in the gaps with the necessary word.

Mixed, betray, display, suppress, pent-up emotions, overwhelmed with, to control, contradictory, experiencing, repress, overcome with, evoked, a gamut, triggered, heightened, intense, a roller coaster.

When were you last..... emotion? Tim Bowen takes a deep breath and delivers another round of collocations.

‘His voice choked with emotion as he described what it meant to him to carry the Olympic torch’. In a similar sense, in very strong feelings, one can be filled with, overwhelmed with or emotion.

Some people show their feelings more openly than others and they may.....,, express or show emotion, as in ‘The accused showed no emotion as the sentence was passed’.

Sometimes, of course, it may be necessary..... your feelings and hide,..... or suppress your emotions, as in ‘When the enormity of the achievement sunk in, he found it impossible to..... his emotions’.

Emotions can be aroused,...., provoked, stirred or....., as in ‘There is little doubt that music is capable of arousing strong emotions’.

If you feel a range of emotions, this can be expressed as a mixture, a roller coaster orof emotions, as in ‘As the lead changed hands several times, the home fans experienced a whole gamut of emotions’ or ‘The game was of emotions’.

Emotions can be conflicting, or mixed, as in ‘I have emotions about seeing her again’. If emotion is not allowed to be expressed, it can be described as pent-up, as in ‘Like crying, laughter allows the release of.....’.

When people have particularly strong feelings about something, emotions can be extreme,...., intense, powerful, strong or overwhelming, as in ‘Given theemotions on either side of the argument, it is no surprise that there have been instances of violence’.

4. Write out synonyms for the following words and expressions. Use them in the sentences.

A range of emotions, to be filled with emotions, to disguise emotions, to display emotions, to be evoked, conflicting emotions, strong emotions.

5. Match the synonymic expressions. Translate them into Ukrainian.

emotional impact	influence of feelings
emotional involvement	the act of following our feelings while making a decision
emotional response	passionate feedback
highly emotional	deeply moving

6. Match phrases with their explanations. Then make up sentences with them.

1.to loose one's temper	a) conviction that exists over a large area or among many people
2. to seethe with anger	b) cruel comedown
3. sad occasion	c) growing annoyance
4.widespread condemnation	d) a standard way of referring to a newly married couple
5. bitterly disappointed	e) extremely worried
6.to show one's feelings	f) utterly
7.worried sick	g) to let the others see one's emotions
8. let smb. down badly	i) get angry
9.to express disappointment	j) a bitter event
10. mounting anger	k) exhilarated emotions
11. lasting happiness	l) to be completely down the dumps
12. increasingly anxious	m) to make known comedown
13. blissfully happy	n) disappoint smb
14. huge disappointment	o) feeling or showing pleasure for a long time
15. deeply depressed	p) more and more feeling nervous or worried
16.happy occasion	q) exhilarated emotions
17. emotional wreck	r) huge anguish
18. aroused feelings	s) extremely happy
19. the happy couple	t) in a bad emotional state
20.desperately sad	u) get into rage
21. great sadness	v) terribly devastated
22. aroused feelings	w) a blissful moment

VOCABULARY WORK

1. Complete the collocations with appropriate words. Which traits of character, in your opinion, evoke such feelings in people? Correlate traits of character to feelings they arouse.



1. happy

2. the couple

3.happiness



4. occasion



5. sad



6. depressed



7. a sadness



8. a occasion



9. disappointed



10. disappointed



11. to let down



12. to ... disappointment



13. to Feelings



14. a disappointment



15. anxious



16. worried



17. anger



18. condemnation of



19. feelings



20. to temper



21. to with anger



22. a emotional 23. an emotional 24. emotional



25. emotional 26. emotional [informal]

2. Choose the right collocation for these messages in cards sent to Brian and Helen on their wedding day.

1. 'Brian and Helen, Have a great day. I know you will be ... together. Simon'
happy occasion blissfully happy lasting happiness happy couple
2. 'Dear Helen and Brian, We hope marriage brings you Jake and Maria'
lasting happiness blissfully happy happy couple happy occasion
3. 'To Brian and Helen — Best wishes to the Jack'
blissfully happy lasting happiness happy couple happy occasion
4. 'Brian and Helen, With love and best wishes on this Uncle Eric'
happy occasion happy couple lasting happiness blissfully happy

**3. Choose the right word for the collocations in these sentences.
How would you call a person who can experience such feelings?**

1. My grandmother died six months ago and I've felt ... sad.
great depressed desperately
2. I felt a ... sadness when I had to say goodbye to my friends.
happy blissfully great
3. The farewell party was such a sad ...
time thing occasion
4. I was ... disappointed recently when a friend let me down badly.
extreme maximum bitterly
5. I'm not very good at showing my
feelings sense suspicious
6. It was a ... disappointment to me.
tiny large huge

7. I'm feeling increasingly . . .
 troubled anxious worried
8. I'm worried
 sick ill excellent
9. There is . . . anger over the new tax.
 go up mounting increasing
10. There was . . . condemnation of the new tax.
 extensive widespread general
11. I was . . . with anger when she called me an idiot.
 seething bubbling boiling
12. Divorce is a . . . emotional experience for all those involved.
 most really highly
13. Jack was an emotional . . . after his girlfriend finished with him.
 sink wreck bad

4. Write synonyms to words very or extremely in collocations below.

First letter for each word is given.

1. I was very disappointed. — **b** , **d** , **h**
2. Jess is a very emotional individual. — **h**
3. She felt extremely sad. — **d**
4. Her childhood was extremely happy. — **b**
5. I was extremely worried. — worried **s**
6. She felt very depressed. — **d**

5. Consult the thesaurus to find out the meaning of the following words.

1)	<i>bored</i>	
2)	<i>bitter</i>	
3)	<i>threatened</i>	
4)	<i>enthusiastic</i>	
5)	<i>cheated</i>	
6)	<i>left out</i>	
7)	<i>hopeful</i>	
8)	<i>worried</i>	
9)	<i>thankful</i>	
10)	<i>down</i>	
11)	<i>puzzled</i>	
12)	<i>homesick</i>	
13)	<i>stressed</i>	
14)	<i>tense</i>	
15)	<i>grief-stricken</i>	
16)	<i>discouraged</i>	
17)	<i>furious</i>	
18)	<i>trapped</i>	
19)	<i>blue</i>	
20)	<i>sad</i>	

6. Complete the sentences with the right one. Group the items according to the type of emotions (positive or negative) they stand for. Correlate emotions with corresponding traits of character.

1. Every morning, Sam is so to begin his day that he jumps out of bed and begins to sing.

2. His mother became..... when she didn't hear from him for two days.

3. A year after being fired from his job, Alan is still very He has a lot of resentment towards his former boss.

4. Even though I am accustomed to traveling for business, I still get if I am away from my home for more than a week.

5. Katie feels every time her boyfriend talks to another girl. She thinks that every girl wants to steal him.

6. In the U.S., Thanksgiving is a holiday in which people give thanks for the blessings they have. Before the Thanksgiving meal, family members will say what they are..... for.

7. I am absolutely..... !! I cannot believe that my dog chewed my favorite shoes. Now they're ruined!

8. When Dave found out that the plumber charged him double the normal amount to fix his toilet, he felt..... .

9. After his grandmother passed away, Ken was so..... he couldn't get out of bed.

10. When Emily has a lot of work to do and feels....., she becomes very..... and cannot relax.

11. Our friend Lily makes us feel.....when she has a party but doesn't invite us.

12. Even in hard times when I don't have a lot of money, I stay..... and believe that next month will be better.

13. My aunts enjoy inviting me to their romance book club. I always feelbecause I don't want to hurt their feelings by saying no, but I also don't want to go and listen to sixty-year old women talk about romance.

14. When I see that look on your face, I know that you didn't understand my question.

15. Ugh! I don't have anything to do. I'm so..... !!

16. It's difficult to not become while looking for a job, especially when you hand out your resume to employers and no one calls you.

17. After Kylie had her heart broken by her ex-boyfriend, she felt so.....and I tried to cheer her up, but she just wants to be for a while.

READING

Read the article “Why are feelings important”, study the highlighted expressions and create a mind map based on it.

Why Are Feelings Important?

By Robert Stone

In the midst of painful and confused feelings, we can ask ourselves whether we would be better off without feelings. Does my anxiety serve any purpose? Does my depression have meaning, or is it just biological bad luck? What benefit can there be to obsessive love, unrelenting guilt, repeating seasons of grief? Why do feelings have to be so painful and last so long?

As we seek answers to the problems posed by our feelings, it may be helpful to appreciate the positive role feelings are meant to play in our life. The more we can align our feelings with a positive understanding of what they can do for us, the more we can try trusting them to carry us forward in our lives.

Feelings Help Us To Survive

Feelings evolved in humans for the purpose of alerting us to everyday threats to our survival. We constantly scan our environment for dangers and opportunities, to satisfy our most basic needs. We get a constant body-mind report about the state of the world through our feelings. They give us a quick assessment about whether something is good for us or bad for us and they motivate us to take action accordingly.

Ask yourself in what way are my feelings trying to protect me or help me to survive? If you can understand and acknowledge this positive role of feelings, then you can reason with your feelings about how best to accomplish your goals.

Feelings Promote Emotional Attachment and Social Interaction

What are the dangers we face? What are our survival needs? Our experience as infants offers the earliest answer to these questions. The most basic need of a human infant is to engage its parents in an emotional attachment that will serve as the foundation for care, comfort, stimulation and interaction. Without emotional attachments, infants fail to thrive and die. This danger is never far from our minds at any age. Are we being abandoned? Who will care for us? Is our human environment intellectually and emotionally stimulating? Are feelings accessible for interpersonal connection and interplay? Are people available enough that being alone can be pleasurable?

Ask yourself what are my feelings telling me about my relationships? Do I feel like I could be abandoned or not loved? Do I feel like I have to earn love? Are the major people in my life trustworthy or treacherous?

Feelings Support Growth

It is clear that infants feel enjoyment as they practice and master new skills while exploring their environment and their interpersonal world. They are incessant learners, and not because they “have to be.” It is what they do spontaneously, spurred on by feelings of accomplishment. It is amazing to watch a baby progress toward crawling and then walking. It is as if the next stage of life is pulling them forward. If they are blocked, they become emotionally upset. This enjoyment of growth is available to us at any age. We can keep exploring, challenging ourselves, mastering and enjoying new competencies. Ask yourself am I allowing my feelings a chance to support new growth and learning in my life? Toward what new challenges in life do my feelings want to take me?

Feelings Move Us Toward Health and “More Life”

Beyond their origins in the infant’s experience, feelings emanate from adult sources — the energy of health, the satisfaction of exercising our full adult capacities, the enjoyment of our sexuality, the integrity of ethical living, the pride of parenthood, a deepening sense of the intergenerational succession of family life, the payoffs of work that produces useful products and supports family and community life, and the evolving appreciation of wholeness and wellness and holiness. If we trust that the deepest movement and motivation of all our feelings is toward health and “more life,” then we can access and rely on their intelligence and wisdom.

Ask yourself how are my feelings guiding me to better health? How are they encouraging me toward the adult satisfactions of a mature life? What deep emotional intelligence is evolving through my experience?

LISTENING

1. Many of Shakespeare's characters conceal their true feelings. Shakespeare often explored the theme of appearance in his plays and many of his characters wear masks or disguises to conceal their true identity and feelings. He was very interested in the idea that people and events are often not what they appear to be! Listen and decide whether the characters hide or reveal their feelings. What are the reasons?

Glossary:

to wear your heart upon - or on - your sleeve means to make your feelings and emotions obvious;

in disguise means the state of changing someone's appearance to hide their true identity;

to bend the truth means to say something that is not true (usually not a serious lie);

keep your cards close to your chest – not tell people what you are thinking or planning;

a poker face – a facial expression that doesn't show your thoughts or feelings;

to pour your heart out means to tell someone all your secrets and worries;

my heart sank = I suddenly felt very sad and disappointed;

his/her heart's in the right place means he/she only has good intentions;

my heart's not in it = I don't feel very interested and enthusiastic.

2. Choose the correct answer.

1) Why does Daughter think that her father would not approve of her new boyfriend?

- A Because he's a coward
- B Because he's poor
- C Because he doesn't love Daughter

2) Bess and Daughter are talking about Will's play, Othello, when Will arrives.

- A True
- B False

3) In Shakespeare's play, Iago lies to everyone except Othello.

- A True
- B False

4) Bess thinks it's important to always be open about your feelings.

- A True
- B False

5) Nowadays we use the phrase 'to wear your heart on your sleeve' to describe people who are...

- A confident and strong
- B secretive
- C honest and open about their feelings

6) The phrase 'to wear your heart on your sleeve' is often used to talk about love.

- A True
- B False

3. What do you choose: to be open and wear your heart on your sleeve or to be restraint and reserved? Why? Share your own experiences.

READING

1. Read the dialogues. Underline expressions that are used to describe how one feels. Use them in the similar situations.

Broken Hearts

(1) A: "Hey Mike. I heard about your breakup. You must be devastated."

B: "It's more than I can bear. I don't think I can go on."

A: "Come on Mike. It's not the end of the world."

B: "It's the end of my world. She was everything to me. I loved her so much."

A: "I remember my first breakup. I remember it was the hardest thing I ever went through. So I know it must be really tough right now."

B: "Every night, I cry myself to sleep. Can you believe that I actually cry everyday?"

A: "It's normal to cry. You shouldn't feel bad about it. It's the only way to let it out."

B: "How long will I feel like this? How long is the pain going to last?"

A: "It's different for everyone, but it took me four months to get over Jessica."

B: "Four months... I have to live in hell for four months..."

A: "But I'm ok now. I moved on and I'm dating other great people. I know you will be better."

B: "Why do you think she left me?"

A: "I really don't know. Some people change and they want to go in different directions."

B: "But I loved her so much. I loved her more than anything in this world. She was my world."

A: "I know you love her."

B: "I don't think I'll be able to love anyone again."

A: "I thought that too. I thought Jessica was the only person I would ever love. But it changes. It really does. You'll get better and become a stronger person."

B: "I hope so."

(2) A: "Why are you so quiet?"

B: "My girlfriend just broke up with me."

A: "You must feel terrible now."

B: "Yeah."

A: "I remember my first breakup. It was the worst feeling in the world. I was crying every day for three months. And slowly, it got better. I know you'll feel better too."

B: "You've been through this too?"

A: "Yeah. I remember it very clearly. The pain makes it easy to remember. I know you're really hurting right now, but you know many people experience breakups."

B: "But it hurts too much."

A: "I know it's painful, but it's only temporary. After the pain goes away, you'll find other girls."

B: "What if I don't want to find another girl?"

A: "You'll change your mind. Look at everyone in the world. They all break up and move on. The faster you understand this, the quicker you will recover."

B: "You're right."

A: "I also know you must still have strong feelings for her, but try to think of all the bad things. You know she didn't treat you that well. Is that the person you want to spend the rest of your life with?"

B: "Yeah. Thanks for the talk."

A: "I'll give you a call later. We should hang out. It's good to be around people."

B: "Ok. I'll talk to you later."

2. Comment on the table.

<i>I have every confidence, I am a passionate believer, In my view, In my opinion, From my point of view, From my perspective, To my mind, Speaking about me, As far as I am concerned, It seems/ appears to me that I strongly believe (that) The way I see it I do not agree with (that) I completely / fully agree with/ that I fully support I am entirely in favour of I completely disagree with the idea/ suggestion/ statement that I am totally against.. I strongly disapprove of</i>	The way people talk about their feelings depends on	
	cultural norms and expectations	- a sign of authenticity and vulnerability, - a way to connect with others on a deeper level; - a sign of weakness; - lack of self-control; - collectivism determine the way people feel.
	individual differences	- openness and expressiveness; - restraint and privateness; - extraversion or neuroticism.
	social factors (gender, age, socioeconomic status)	- men are less likely to express emotions; - inaccessibility for lower socioeconomic backgrounds' people for support to talk about their feelings.
	context	- the potential impact on others while talking about one's feelings.

ONLINE WRITING

Improve the style of these e-mails by replacing the underlined words with collocations about feelings and emotions.

1. Dear James,

I have to tell you that there is general condemnation and growing anger over the news that the company pensions scheme is to be closed down. The issue has brought out strong feelings among the staff. I am personally becoming more and more anxious that the situation might get out of control, and ask you to act immediately.

With best wishes,

Joanne Withers.

2. Dear Joanne,

I too am **full of anger** over this pension question. I tried **to show my disappointment** over it to the Board, but they simply dismissed the issue and that just made me extremely angry. I feel **very let down**. I shall continue to do what I can.

Your sincerely,

James Horgan (Resource Manager)

3. Gareth,

You probably know I didn't get the job I applied for. It's a **very big disappointment**.

Christina.

4. Dear Winston,

I felt a **big sadness** when I heard of Patrick's death. Will you be going to the funeral?

It will be such a **sad thing**, won't it?

Pamela.

Write e-mails using collocations about feelings. Share the screenshot in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils to find a short video illustrating different feelings so that to watch videos together. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Expressing Emotions

VIDEO VIEWING “Emotions vs Feelings – What’s the Difference?”

Speaking about feelings, we mean emotions, and vice versa. What’s the difference? Let’s clarify the issue. Watch the video and answer the following questions in writing.

1. What is the name of the video?
2. Who is the speaker in the video?
3. What is the main topic of the video?
4. What are the speaker's main points in the video?
5. Can you name two facts or pieces of information mentioned in the video about feelings and emotions respectively?
6. How does the speaker feel about the topic of the video?
7. What is the call to action in the video?
8. Are there any statistics or data used in the video? If so, what are they? What makes you believe the speaker?
9. What is the main message the video tries to convey? Draw a conclusion.

READING

1. Look at the list of adjectives below. Which are positive/negative or neutral?

+	-	+/-

amused	egotistical	insecure
angry	embarrassed	insignificant
apathetic	enthusiastic	inspired
ashamed	greedy	irresistible
boastful	expectant	kind
competitive	fiendish	lazy
confused	forgetful	lovable
convincing	gossipy	lustful
contemptuous	exercised	martyred
contented	grateful	mellow
cranky	helpful	nauseated
delighted	helpless	nervous
depressed	homesick	noble
domineering	hopeful	nonchalant
eager	impressed	nostalgic
efficient	infatuated	overworked

passive	sophisticated	timid
presumed	successful	transcendent
resentful	sulky	triumphant
scheming	talkative	two-faced
seductive	tempted	vulnerable
sick	tender	worried
skeptical	threatened	

2. Reflect on your feeling in the following situations. Use the words from above to describe your feelings.

- 1) Your sister (brother) interrupts you when you are speaking.
- 2) You have learned that your husband flirted with your best friend.
- 3) You watch the news about war in Ukraine on TV and see all the terrible things happening.
- 4) Politicians don't keep promises they made during elections.
- 5) At the restraint when you are hungry after a busy day and a waiter ignores you.
- 6) Friends you have invited to your birthday party come late.
- 7) Your new colleagues make nasty comments about you.
- 8) The doctor keeps you waiting for ages.
- 9) A beggar asks you for money.
- 10) You see people hitting children or animals.
- 11) The postman has just delivered a letter telling you have won a new car in a national lottery.
- 12) You are walking home late at night along a deserted street and you suddenly become aware of footsteps behind you.
- 13) You are waiting for the results of your university exam.

3. How well do you read or express emotions? Read through the following texts, noting the rather strong idiomatic language we can use to describe our reactions to slightly unusual events. While reading match one of these headings with each of the six paragraphs.

- EMOTIONAL
- ANGRY
- AMUSED
- SURPRISED
- AFRAID
- EMBARRASSED

4. Six sentences have been removed from the texts. Choose from the list A – F the sentence which best fits each gap 1 – 6 in the texts. Which words helped you with your answers?

- A. ... my heart missed a beat or two.
- B. Even Uncle Mac couldn't help laughing.
- C. I was pretty startled myself.
- D. I've never seen her so livid.
- E. ... I was going to burst into tears.
- F. ... I was blushing, and the other chap was as red as a beetroot.

Reacting to Events

Some moments from a family scrap-book, when they all are

1). _____

... We all got the shock of our lives last Christmas. We were sitting round the fire, forcing third helpings of Christmas cake into our mouths, when the doorbell rang. It made everybody jump. Auntie Jane nearly jumped out of her skin. ...1..., I must admit. Anyway, there at the door – believe it or not – was Uncle Mac, with an armful of presents. (It was the first time in living memory that he had ever given anything to anybody.) Everyone caught their breath when they saw him. No-one could really believe their eyes. Poor Aunt Flossie actually fainted, and Uncle Bill kept blinking, as if he had seen a ghost. And Granny, who had been talking non-stop since breakfast, was absolutely speechless. I thought her eyes were going to pop out of her head. I reckon you could have knocked all of us over with a feather.

2). _____

... I looked across and saw that tears were already trickling down Mum's cheeks. I must confess a lump had come to my throat, and I was having to swallow hard. When the priest started speaking, Julia burst out crying, and that was the signal for Mum to break down; she was completely overcome. By this time tears were rolling down several faces – including Dad's – and I had a horrible feeling that ...2... . The priest's few words were very touching; I think he was almost moved to tears himself, I'm not surprised. They made such a lovely couple and Maggie looked great in white.

3). _____

... I think it was Dad's side of the family that started it, when Uncle Mac started calling Uncle Bill names. Auntie Jane took offence immediately and then Granny joined in. She made Aunt Flossie lose her temper and soon after that Dad blew his top. That led to Mum going berserk – ...3... . It wasn't long before Maggie, for some reason, started insulting Uncle Tom and then it was his turn to see red; he really went mad – “furious” isn't

the word for it. It was about then that Grandad, who had obviously been seething for some time, hit the roof. Things quietened down bit after that and Granny dealt the next hand of cards.

4)._____

... Well, naturally most of us were scared stiff. Only Maggie kept cool throughout. Mum went as white as a sheet and even Dad panicked a bit. Auntie Jane's hair stood on end and Uncle Bill ran a mile. I must confess that ...4... . I mean, it's not every day that a tax inspector comes to your front door, is it? All the time he was with us, Uncle Mac was twitching as if he had an army of ants inside his shirt collar. Whenever the phrase "failure to declare earned income" came up, Auntie Flossie winced and Mac's hand started shaking so much he couldn't light his pipe. It was obvious that Granny was trembling too when she tried to pick her cup of tea up – three times. Everyone shuddered visibly when the man said he would be back – everyone except Maggie, that is. She didn't flinch once, didn't turn a hair. She's either a very good actress or extremely honest.

5)._____

I could see that Julia was dying of embarrassment – not surprisingly, in the circumstances. I bet the incident is still on her conscience. Anyway, I could feel that ...5... . Julia had a terribly guilty look in her eye, or rather, she had guilt written all over her face. She started stammering something about feeling tired and having come up for a rest. I didn't know where to put myself. I can tell you. I've never felt so small in all my life: about two foot tall, that's how I felt. I stood there for a few seconds hoping a hole would open up in the floor and swallow me. In the end I just gulped and backed out of the room.

6)._____

... Well, everyone burst out laughing, of course. Uncle Bill laughed his head off, and Auntie Jane nearly died laughing. And you should have seen Granny: she was in hysterics. ...6... when he realized what the cause of their laughing was. The vicar was the only one who didn't see the funny side of things; completely straight-faced, stony-faced he was. Granny was still hysterical long after Uncle Mac had turned round, chuckling to himself, and put the matter straight.

5. Choose the correct word to complete each sentence.

1. I couldn't ... my ears when they told me.

A hear B believe C feel D accept

2. The Prime Minister was ... with rage.

A wordless B silent C shivering D speechless

3. Poor girl, there were ... running down her face.
 A tears B lumps C shudders D cuts
4. I can tell you, my heart nearly skipped a
 A beat B moment C break D turn
5. I must admit, I nearly ... my sides laughing.
 A cut B broke C split D swallowed
6. Everyone ... out laughing.
 A broke B burst C jumped D popped
7. They had joy ... all over their faces.
 A placed B arranged C poured D written
8. My ... stood on end when I saw him.
 A hair B head C heart D eyes

6. Find the synonymic pairs. Act out exchanges as in the examples.

To go berserk, to twitch, to keep cool, to blush, to become livid, to shudder, not turn a hair, to be startled, to break down, to get a shock, to burst into tears, to be as red as a beetroot, to chuckle, to run a mile.

A: She didn't turn a hair, when she heard the news.

B: Yes, she kept cool throughout.

7. Draw a man. Describe his feelings and emotions.

! Blinking as if he has seen a ghost

! Going berserk

! With his hair stood on end

! Dying of embarrassment

! With a terribly look in his eyes.

8. Match the feelings to the physical sensations, then make sentences, as in the example.

FEELINGS	PHYSICAL SENSATIONS
embarrassed	an army of ants inside the collar
afraid	a lump in the throat
emotional	eyes popped out of the head
surprised	livid face
angry	face as red as a beetroot
amused	split sides

Ex. I was so embarrassed that my face was as red as a beetroot.

9. What feelings do you experience when you

➤ Clench your fist

➤ Frown

➤ Drum your fingers

- Lick your lips
- Raise your eyebrows
- Wrinkle your

10. Is expressing emotions in public acceptable and normal? What is your opinion on the topic?

Expressing emotions in public is a complex and nuanced topic, and opinions on it can vary greatly depending on cultural, social, and individual factors. In some cultures and societies, expressing emotions in public is considered normal and acceptable, while in others it may be viewed as inappropriate or even unacceptable.

On the one hand, expressing emotions in public can be seen as a sign of authenticity and vulnerability, and can help individuals to connect with others on a deeper level. It can also be a way of dealing with difficult emotions in a healthy and constructive manner. Additionally, expressing emotions in public can serve as a form of social commentary, and can help to raise awareness and bring attention to important issues.

On the other hand, expressing emotions in public can also be viewed as a sign of weakness or lack of self-control. It can also be seen as a form of exhibitionism and can make others uncomfortable or feel embarrassed. Furthermore, expressing emotions in public can sometimes be perceived as an attempt to manipulate others or gain sympathy.

Additionally, the context of the situation is important. Expressing emotions in a professional setting, such as in a work meeting, can be seen as unprofessional, while in a therapy session it is seen as a normal and healthy way of processing emotions.

In conclusion, it is important to consider the context of the situation, cultural norms and expectations, and the impact it may have on others before expressing emotions in public.

11. Go back to ex.2 and describe if you would express emotions in the given situations. What would it be?

12. Write about one of your memorable embarrassing, frightening or funny experiences. Mention the following aspects: a background of a situation, the intensity of emotion, the way you tried to handle it, the way others reacted to her. Use Vocabulary Bank items and models from the text “Reacting to Events”.

13. Write a personal essay “The Personality I Respect and Admire: Character Sketch Writing”.

ONLINE WRITING

Find any blog on Instagram/Facebook, etc., and post comments beneath so that to evoke emotions in blogger/readers, etc. React to their replies. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenskouniversity #sumymakarenskouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of Vocabulary Bank Section, suggest your pupils 2-3 vocabulary tasks within the topic. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Emotional Intelligence

LANGUAGE FOCUS

1. Study the table.

Gradable / Non-gradable adjectives

Adjectives can be either gradable or non-gradable

Gradable

Gradable adjectives are adjectives like '**cold**' '**hot**' and '**frightened**'. You can be *very cold* or a *bit cold*. Gradable adjectives show that something can have different degrees.

Non-gradable

Non-gradable adjectives are adjectives like '**married**' or '**wooden**'. You can't be *very married* or a *bit married*. Non-gradable adjectives do not have different degrees.

Adjectives like '**terrifying**', '**freezing**' '**amazing**' are also non-gradable adjectives. They already contain the idea of '**very**' in their definitions – '**freezing**' means '*very cold*' etc.

Using adverbs of degree

When we use adverbs of degree to modify adjectives we usually have to use different adverbs for gradable and non-gradable adjectives.

- NOT *I'm completely hot.*
- NOT *It was very fantastic!*

With gradable adjectives

- *It's a bit cold in here. Shall I turn the fire on?*
- *He's very interested in history. Why don't you buy him a history book?*
- *This exercise is really difficult. I don't know any of the answers.*
- *I'm extremely tired. I'm going to bed.*

The adverbs **a bit**, **very**, **really**, **extremely** and **quite** can all be used with gradable adjectives.

With non-gradable adjectives

- *It's absolutely freezing in here. Shall I turn the fire on?*
- *He's completely fascinated by history. Why don't you buy him a history book?*
- *This exercise is absolutely impossible.*
- *That film is really terrifying. Don't go and see it on your own.*

The adverbs **absolutely** and **completely** can be used with non-gradable adjectives.

Notice that **really** can be used with both gradable AND non-gradable adjectives.

NOTE: There are other adverbs of degree that we haven't covered in this section. The ones included here are some of the most common.

2. Complete the sentences with an appropriate adverb. Make up sentences of your own.

Very, absolutely, completely, a bit, really, extremely, quite.

1. I speak good Italian but my French is terrible.
2. What an gorgeous skirt! Where did you buy it?
3. You should have come to the party. It was fantastic.
4. Sorry. I'm late, aren't I?
5. Have you seen that film? It's amazing!
6. The new movie was disappointing, I was expecting more.
7. She was confident in her abilities, she always gave 100%.
8. The roller coaster was thrilling, my heart was racing.
9. The hotel room was spacious, it had plenty of room for our family.
10. The book was fascinating, I couldn't put it down.
11. The solution was obvious, I can't believe we didn't see it sooner.
12. I'm feeling tired after working all day.
13. She's hungry, she hasn't eaten all day.
14. It's cold outside, make sure to wear a coat.
15. He's tall, he must be over 6 feet.
16. The view from the top of the mountain was stunning.
17. She was exhausted after running a marathon.

READING

1. How well do you cope with emotions? Is there a trick of taking emotions under control? What does the author suggest? Read the text to find the answer.

Emotions – How to Understand, Identify, and Release Your Emotions

By Mary Kuras

- What Are Emotions – Feelings?

Different people define emotions in different ways. Some make a distinction between emotions and feelings saying that a feeling is the response part of the emotion and that an emotion includes the situation or experience, the interpretation, the perception, and the response or feeling related to the experience of a particular situation. For the purposes of this article, I use the terms interchangeably.

John D. (Jack) Mayer says, “Emotions operate on many levels. They have a physical aspect as well as a psychological aspect. Emotions bridge thought, feeling, and action – they operate in every part of a person, they affect many aspects of a person, and the person affects many aspects of the emotions.”

Dr. Maurice Elias says, “Emotions are human beings’ warning systems as to what is really going on around them. Emotions are our most reliable indicators of how things are going on in our lives. Emotions help keep us on the right track by making sure that we are led by more than the mental/ intellectual faculties of thought, perception, reason, memory.”

- Why Bother With Emotions:

Emotions control your thinking, behavior and actions. Emotions affect your physical bodies as much as your body affects your feelings and thinking. People who ignore, dismiss, repress or just ventilate their emotions, are setting themselves up for physical illness. Emotions that are not felt and released but buried within the body or in the aura can cause serious illness, including cancer, arthritis, and many types of chronic illnesses. Negative emotions such as fear, anxiety, negativity, frustration and depression cause chemical reactions in your body that are very different from the chemicals released when you feel positive emotions such as happy, content, loved, accepted.

- Belief Systems

Underlying much of our behavior is what is called a belief system. This system within us filters what we see and hear, affecting how we behave in our daily lives. There are many other elements that affect our lives, including past lives and the core issues we come into this life for resolution, but our belief systems in this life have a major effect on what we think and do.

Your belief system affects your perceptions or how you interpret what you see, hear and feel. For example, a person raised by an angry man or woman will view people in the future with beliefs that anger is bad or that it

is something to fear. Another example would be someone who is quite intelligent but who has never been encouraged or honored for their intelligence, this person might believe they are stupid. Men raised in conservative societies might have the belief that women who work outside of the home are not as good as those who do not work outside of the home.

It takes a lot of work to look at yourself and identify the beliefs that are affecting your life in a negative manner. However, knowing your beliefs will give you a sound basis for emotional freedom. I do believe that it's wise to deal with the belief systems before dealing with the identification and release of emotions. First things first!

- Other People, Places, and Things Cannot Change How You Feel

The only person who can change what you feel is you. A new relationship, a new house, a new car, a new job, these things can momentarily distract you from your feelings, but no other person, no material possession, no activity can remove, release, or change how you feel.

How often do you hear people say things like “when I have enough money, I won't be afraid anymore”, only to find there never seems to be enough money to stop being afraid. Or “when I'm in a secure relationship I won't feel lonely any more”, and finding they are still lonely regardless of their relationship. We need to understand that we take our feelings with us wherever we go. A new dress, a new house, a new job, none of these things change how we feel. Our feelings remain within us until we release them.

- Emotions Are Not the Only Cause of Illness

Emotions are not the only cause of illness. Little babies and young children get ill, and not always because of their emotional issues. There are many causes of illness including emotions, but they are not the sole cause of illness.

The causes of illness today are quite different from the issues causing illness 20 or 30 years ago. We are living in a world filled with chemical, metal, and atomic poisons, radiation, pollution, and pesticides in our food. We are bombarded with all types of electricity. These energies affect the physical, mental/ intellectual, energetic and emotional health of people.

As we travel more, moving with ease from country to country, different types of infection causing elements are spreading around the world more easily. Infections of parasites, worms, viruses, and different types of infectious bacteria are many times greater than 20 years ago. Our water supplies are filled with chemicals and metals. The benefits of antibiotics have also brought with them the difficulty of the candida fungus overgrowth and other physical and emotional difficulties. The causes of illness today are different.

- Two Basic Emotions In Life – Love and Fear

There are only two basic emotions that we all experience, love and fear. All other emotions are variations of these two emotions. Thoughts and behavior come from either a place of love, or a place of fear. Anxiety, anger, control, sadness, depression, inadequacy, confusion, hurt, lonely, guilt, shame, these are all fear-based emotions. Emotions such as joy, happiness, caring, trust, compassion, truth, contentment, satisfaction, these are love-based emotions.

There are varying degrees of intensity of both types of emotions, some being mild, others moderate, and others strong in intensity. For example, anger in a mild form can be felt as disgust or dismay, at a moderate level can be felt as offended or exasperated, and at an intense level can be felt as rage or hate. And the emotion that always underpins anger is fear.

- Physical Effects of Emotions

Emotions have a direct effect on how our bodies work. Fear-based emotions stimulate the release of one set of chemicals while love-based emotions release a different set of chemicals. If the fear-based emotions are long-term or chronic they damage the chemical systems, the immune system, the endocrine system and every other system in your body. Our immune systems weaken and many serious illnesses set in. This relationship between emotions, thinking, and the body is being called Mind/Body Medicine today.

- You Cannot Control Your Emotions

You cannot change or control your emotions. You can learn how to be with them, living peacefully with them, transmuting them (which means releasing them), and you can manage them, but you cannot control them.

Think of the people who go along day after day seeming to function normally, and all of a sudden they will explode in anger at something that seems relatively trivial and harmless. That is one sign of someone who is trying to control or repress their emotions but their repressed emotions are leaking out.

The more anyone tries to control their emotions the more they resist control, and the more frightened people eventually become at what is seen to be a “loss of emotional control”. It is a vicious circle.

It’s important today to be politically correct. And that means not challenging or disagreeing with what the average person believes. It means not expressing negative emotions in public. Showing emotion in public in North American and European societies represents being “out of control” a great sign of weakness. People feel uncomfortable with those who express strong emotions. We are a society that is taught to hide our emotions,

to be ashamed of them or to be afraid of them. Regardless, we are born with them and must live with them. This means learning how to know them, be with them, and release them.

- The Difference Between Core Issues and Emotions

We each come into this lifetime with at least one core issue to resolve. Different situations will continue to present themselves in different but repeat patterns until you have dealt with the core issues in your life.

A few examples of core issue are abandonment / victimization, demanding justice in all matters, living spiritually rather than materially. These are overarching issues that affect emotions completely. Many people find out about their core issues by learning to deal with their emotions. It is a gentle pathway that leads you into a deeper knowing of your core issues.

- Emotions and Emotional Abuse

Emotional abuse is a form of violence in relationships. Emotional abuse is just as violent and serious as physical abuse but is often ignored or minimized because physical violence is absent. Emotional Abuse can include any or all of the following elements. It can include rejection of the person or their value or worth. Degrading an individual in any way is emotionally abusive, involving ridiculing, humiliating and insulting behavior. Terrorizing or isolating a person is deeply abusive and happens to children, adults, and often the elderly. Exploiting someone is abusive. Denying emotional responses to another is deeply abusive. The “silent treatment” is a cruel way of controlling people and situations. Where there is control there is no love, only fear.

If you are living in a situation that is emotionally abusive please seek help from either a professional or one of the many helpful organizations present in most communities, to help you sort out your issues. Emotions stemming from emotional abuse are deep and complex, requiring ongoing help from those trained to deal with emotional abuse.

- “Go South” – Feeling Your Feelings

People spend much time talking about how they feel. They attend workshops, they visit therapists, and they tell others who did what to them and describe how they feel about it. They talk and talk about their feelings but they don’t feel their feelings. They intellectualize and analyze their feelings without feeling them.

People are afraid to really feel their feelings, afraid of losing control, afraid of the pain involved in feeling their emotions, of feeling the sense of loss or failure or whatever the emotion brings with it. People are afraid to cry. So much of life is about what you feel rather than what you think. Being

strongly connected to your emotional life is essential to living a life with high energy and a sense of fulfillment and satisfaction.

I was privileged to work with a professional many years ago when I was learning about my emotional self. I remember the day Fred told me that he knew what I thought about the situation, and then asked me “How did it feel?” I was smiling as long as I was providing a description of the situation. As soon as I looked for the feelings inside of me I began to cry. It did not feel very good. I was hurting. Fred used a term “Go South” to help me go to my feelings rather than an intellectual approach. He used to tell me to “Go South”. Many of our feelings reside in our midriff and navel area. Today I will often tell myself to “Go South” Mary, meaning, “How does it really feel Mary”?

2. What is the main idea of the text? How would you call it in a word? (spoiler: emotional intelligence)

Glossary:

Emotional intelligence (EI) is the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. It includes the ability to perceive, express, understand, and regulate emotions. EI also involves being able to use emotions to guide thoughts and behaviors, and to manage and/or adjust emotions to adapt to environments or achieve one's goals. It is also known as emotional quotient (EQ) and it is considered as one of the important factors in personal and professional success.

3. Have you ever heard about EI? Read the text to enlarge your knowledge on the issue.

Emotional intelligence (EI) is a relatively new concept in psychology and management, but it has quickly become one of the most important factors in personal and professional success. EI is the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. It includes the ability to perceive, express, understand, and regulate emotions.

The concept of EI was first introduced by Peter Salovey and John Mayer in 1990, and since then, it has been widely researched and studied. EI is a set of skills that allows individuals to use emotions to guide thoughts and behaviors, and to manage and/or adjust emotions to adapt to environments or achieve one's goals. This is in contrast to intelligence quotient (IQ), which measures cognitive abilities such as problem-solving and logical reasoning.

One of the key components of EI is self-awareness, which is the ability to recognize and understand one's own emotions. This includes being able to identify different emotions and their causes, as well as being aware of how

emotions affect one's thoughts and behaviors. Self-awareness is crucial for effective emotional regulation, which is the ability to manage and control one's emotions.

Another important aspect of EI is empathy, which is the ability to understand and share the feelings of others. Empathy allows individuals to perceive and respond to the emotions of others in an appropriate and sensitive manner. This is particularly important in social and professional settings, as it allows individuals to build better relationships and work more effectively with others.

EI also includes the ability to use emotions to guide thoughts and behaviors, and to manage and/or adjust emotions to adapt to environments or achieve one's goals. This is known as emotional management, and it is the ability to use emotions in a constructive way, rather than being controlled by them.

In conclusion, emotional intelligence is a set of skills that allows individuals to understand and manage their own emotions, as well as the emotions of others. It is a crucial factor in personal and professional success, as it enables individuals to build better relationships, work more effectively with others, and achieve their goals. Emotional intelligence is becoming increasingly important in today's fast-paced and competitive world, and individuals who possess high levels of EI are more likely to be successful in both their personal and professional lives.

LISTENING “*Emotional Intelligence*”

1. Listen to an extract from a lecture by a Professor at a Business School and decide whether these statements are True or False.

Glossary:

- empathy = the ability to understand and share the feelings of another;
- valid (adj) = important or serious enough to make it worth saying or doing;
- to rub off on smb = to be transferred by contact or association. *E.g. I wish his luck would rub off on me.*

1. It's better to say “I'm unhappy” than “this situation is getting on my nerves”.
2. Thoughts and feelings are not the same thing and we express them differently.
3. If we feel angry because of somebody's behaviour we should say “you are making me angry”.
4. We should always think about how other people might feel.
5. Our own feelings should be more important than the feelings of others.
6. It is important to think in a positive way.
7. We should not concern ourselves with making other people feel better.

8. If people don't take you seriously, try talking to them and try to make them understand your feelings.

2. Why is EI of paramount importance nowadays? Should we learn it? Why (not)?

DISCUSSION “*Speaking Personalities*”

QUESTIONS FOR PAIR 1 Do you think it's good to show your emotions when you're angry? In your opinion, do women show their emotions more than men? Why do you think men tend to show their emotions less than women?
QUESTIONS FOR PAIR 2 What traits do you think are most important for a person, as a member of society, to have? How are these traits important in interpersonal relations? Do you think it's easy for a person to change his personality?
QUESTIONS FOR PAIR 3 What personal characteristics do you think most successful people (need to) have? Do you think that all successful people have good character traits? Do you think that honesty is an important trait to have in order to be successful?
QUESTIONS FOR PAIR 4 Do you think people generally choose to make friends with others with similar personality traits, or with people who are different? Do you think it's important for friends to share the same, or similar, personality traits? If you were considering whether to be friends with someone, (including girlfriend/boyfriend), what personal traits would be important for you?
For the successful interaction follow these instructions: • Think about your opinion before the discussion starts. • Say what you really think about the topic and explain why you think that. • Listen to what your partner says and say if you agree or disagree. • Make sure you know the language for agreeing and disagreeing. • Be polite if you disagree. • Ask your partner what he/she thinks. • Use every second you are given to do the task. • Finish the discussion by summarising what you have spoken about. • Only give your own opinion but also respond to your partner. • Worry if you don't agree with your partner. That's fine! • Talk about things that are not relevant to the topic. • Let the discussion stop. Keep it going!

ONLINE WRITING

Find a famous psychological blog and write comments beneath the last post where you consider the importance of emotional intelligence and ask for a piece of advice how to cope with your/other people's emotions. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Select several famous paintings known by everyone. Create a short, entertaining video/post where you describe them and ask other students to guess. Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Using as many phrases as possible from the table below, suggest your pupils cards on speaking within the topic. Range tasks according to the level of their knowledge. Prepare from 5 to 10 cards. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc. Test cards on groupmates next class.

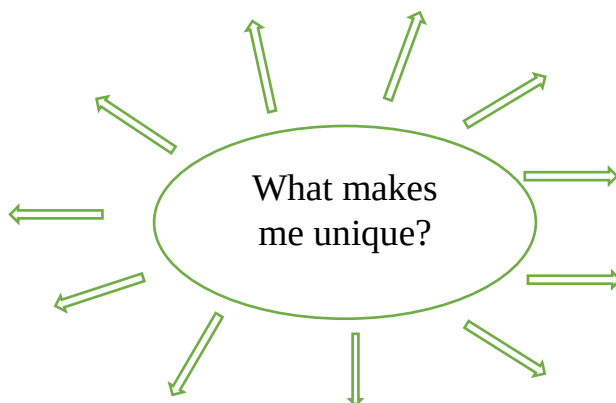
Expressing emotions	to boil over; to be a final straw; to get rid of churning emotions; to be flooded with; emotions were roiling inside smb.
Experiencing grief	to dissolve into sobs; tears prickled smb's eyes again; tears started to pour out of smb; feel/be close to tears; smb's eyes well up with tears; to cry one's heart out; smb's face was red with spent emotions and smb's eyes were putty; to brush a couple of stray tears away with one's fingers; to dab away one's tears / at one's eyes; to shed tears.
Experiencing embarrassment	to iron one's ability to think; bereft of words; tongue-tied; slack-jawed; one's heart was in throat, blocking the innocuous words; to screw up one's courage.
Experiencing nervousness	to live on the frayed ends of one's nerves; to have butterflies (in one's stomach); smth. (secret; thought) was gnawing away at smb. from inside; to prey on one's mind; in a daze=dazed; emotions were in turmoil; pulse rate climbed another notch; smb's mouth was dry with nerves.

Coping with nervousness	to find the wit to say smth.; to get one's scrambled emotions under control; to pull oneself together; to snap smb out of smb's meandering thoughts.
Experiencing sympathy	one's heart went out to smb.; to sweeten the pill; to feel a jab of pity for smb.
Experiencing happiness	a smile stretched across one's face; to make one's heart make an extra bit; to be all finger and thumbs; to be wrapped up in one's own happiness; pleasure blossomed within smb.; to be filled with a sense of happiness.
Experiencing fear	to make one's blood curdle; to make one's skin/ flesh crawl; to be riveted to the spot.
Experiencing annoyance	to drive smb. daft; to feel cross with smb.

Personal vs National Identity

VIDEO VIEWING “I Am NOT Black, You Are NOT White”

1. Who are you? Complete a mind map. Try to answer the question on the spur of the moment, like the stream of consciousness. This answer of what you associate yourself with describes your personal identity incredibly well.



2. Watch a video and answer the question: what makes a person unique? What differs a person from others?

Glossary:

Labels: Names or terms given to a person based on race, culture, gender, etc.

Society: The community of people living in a particular country or region and having shared customs, laws, and organizations.

Species: A group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding.

Race: A group of people with a common ancestry and distinct physical characteristics.

FDA: The Food and Drug Administration, a federal agency of the United States Department of Health and Human Services.

3. Decide if the statements are true or false.

1. Labels are not who a person truly is.
2. People were born racists.
3. Race was invented to divide people from each other.
4. Culture and color cannot connect people.
5. DNA can be regulated by the FDA.
6. The solution to conflict and division is to control the mind.

4. Answer the questions.

1. What is the main idea of the text?
2. Why does the author believe that labels cause conflict?
3. What is the author's solution to the problem of labels and conflict?

5. Discuss in pairs.

1. Do you agree with the author's view on labels and conflict? Why or why not?
2. How do you think people can overcome the influence of labels in their lives?
3. In your opinion, what role does love play in overcoming labels and conflict?
4. Do you think it is possible to completely remove labels from society? Why or why not?
5. How can people break through the 'shell' of labels and see each other for who they truly are?

READING

1. Read the text and conclude what constitutes for personal identity.

Personal identity is a complex and multi-faceted concept that encompasses a wide range of factors, including appearance, traits of character, feelings, and emotions. These different factors interact and influence each other to shape an individual's personal identity.

Appearance is one of the most visible aspects of personal identity. It includes physical characteristics, grooming, and clothing style, and it can influence how an individual is perceived by others. For example, a well-groomed and well-dressed individual may be perceived as more professional and competent, while an unkempt and poorly dressed individual may be perceived as less professional and less competent.

Traits of character are also closely related to personal identity. Traits of character include personality characteristics such as extroversion, agreeableness, and conscientiousness, and they can shape how an individual

perceives themselves and how they are perceived by others. For example, an individual who is perceived as outgoing and sociable may be seen as more likable and approachable, while an individual who is perceived as reserved and introverted may be seen as more aloof.

Feelings and emotions also play a significant role in personal identity. They can shape how an individual perceives themselves and how they are perceived by others. For example, an individual who is perceived as happy and optimistic may be seen as more confident and likable, while an individual who is perceived as sad or anxious may be seen as less confident and less likable. Additionally, emotions and feelings can influence an individual's behavior, which can affect the way they interact with others, and the way they are perceived by them.

So, personal identity encompasses a wide range of factors, including appearance, traits of character, feelings, and emotions. These different factors interact and influence each other to shape an individual's personal identity. Personal identity is constantly changing and evolving as we experience new things, meet new people, and go through different phases of our lives, but the way we present ourselves to the world plays a big role in how we are perceived by others.

2. Exchange your mind maps and try to infer what makes your groupmates who they are.

3. Comment on the proverbs about friendship. Then answer the questions that follow.

1. Birds of a feather flock together.

2. A man is known by his friends.

- Do you think people generally choose to make friends with others with similar personality traits, or with people who are different?

- Do you think people with same personalities easily get along together?

- Do you think it's important for friends to share the same, or similar, personality traits?

- If you were considering whether to be friends with someone, (including girlfriend/boyfriend), what personal traits would be important for you?

- Do you think that members of a team should all have the same (or similar) personalities?

DISCUSSION

1. In what ways has your identity been shaped by the group/country/nationality that you belong to? Study the terms which may come handy. What is the difference between personal and national identity?

Glossary:

National identity is one's identity or sense of belonging to one state or to one nation. It is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, language and politics. National identity may refer to the subjective feeling one shares with a group of people about a nation, regardless of one's legal citizenship status.

The national mentality is a set of stable spiritual values, habits, stereotypes of behavior, way of thinking and symbols, which are typical for a particular nation.

National character means personality or cultural characteristics which are taken to be peculiar to or particularly characteristic of a certain nation or racial group.

National stereotypes is a system of beliefs about typical characteristics of members of a given ethnic group or nationality, their status, cultural norms, social, physical, and mental characteristics.

2. Do you agree or disagree with the quotation. Why?

“It is only when you meet someone of a different culture from yourself that you begin to realize what your own beliefs really are.” (George Orwell, an English novelist, essayist, journalist, and critic)

3. Talk about National Traits.

- What personality (or character) traits are most important (or, most valued) in your country?
- What would you say are the most distinct personality/character traits of the people in your country?
- What would you say are the most interesting personality/character traits of the people in your country? (Why are they interesting?)
- Do you think that people from different countries have "national" personality traits?
- Do you think the culture of a country affects the personality of the people in that country (or is it vice-versa)?
- How do these two (culture and 'national personality traits') affect each other?

4. What character features are specific for Ukrainian/English/American nature, and what features are just stereotypes? Let's try to shed the light on main Ukrainian/ English/ American traits.

Exceptional hospitality, feeling extremely patriotic during sports events, practicality, self-sufficiency, being skilled in writing a letter of complaint, sense of humor, to be extremely concerned about time, hard-working nature, individualism, religiosity, a result-oriented nation, cunning, apologizing automatically, emotionality, tolerance, sensitivity which prevails over rationality, non-aggressive, mobility and attachment to constant changes, making sarcastic/dry jokes, an enormous feeling of patriotism, cold and reserved, friendly and well-mannered, straightforwardness, extremely open-minded and usually sincere, cold and

reserved, have a strong sense of individualism, a nation of stay-at-homes, stiff upper lip, binge drinking at the weekends, don't smile in public.

5. What influenced on your choice? What is typical for a particular nation? Choose what is usual for Britain.

- to queue in a line waiting for a bus
- to greet a friend as many times as you meet him during a day
- to shake hands each time you meet your friends
- to take off shoes as soon as you enter someone's home
- to keep a distance talking to a person (to stay at least an arm's length away)
- to jump the queue waiting for a bus
- to bump into another person

6. Which stereotypes of Ukrainians are correct?

- All Ukrainians love borscht and salo
- Ukrainians are extremely hospitable
- Ukrainians love drinking
- Ukrainians are superstitious
- Ukrainians are flashy (impeccably made-up girls, stepped out of a fashion magazine)
- Ukrainian women chase rich foreigners
- Ukrainian and Russian languages are the same

7. What are Americans associated with?

Stereotypes of Americans with positive use

- Generosity
- Optimism
- Hardworking

Stereotypes of Americans with negative use

- Obsession with guns
- Materialism, over-consumption, and extreme capitalism
- Lack of intelligence and cultural awareness
- Racism and racialism
- Environmental ignorance
- Arrogance and nationalism
- Military zeal
- Workaholic culture

IDIOM FOCUS

**1. What character qualities are these animals associated with?
Match the halves of the comparisons below to have traditional similes.**

- | | |
|----------------------|------------|
| 1. as blind as a | a. mouse |
| 2. as busy as a | b. peacock |
| 3. as free as a | c. dog |
| 4. as sick as a | d. fox |
| 5. as proud as a | e. owl |
| 6. as quiet as a | f. bat |
| 7. as cunning as a | g. bee |
| 8. as strong as an | h. cat |
| 9. as stubborn as a | i. parrot |
| 10. as wise as an | j. wolf |
| 11. as true as a | k. bird |
| 12. as hungry as a | l. ox |
| 13. as quick as a | m. mule |
| 14. as brave as a | n. snail |
| 15. as slow as a | o. lion |
| 16. as harmless as a | p. dove |

**2. Which of the above idioms can be said about different nationalities?
Illustrate by examples.**

ONLINE WRITING

Advertise a country you would like to visit because of the people living there and post it on any social platform. Share the screenshots of your posts in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of the following questions, suggest your pupils a questionnaire to survey how different nationalities express emotions in different situations. Accompany the tasks with communicative setting, detailed instructions, and passport of

the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

How does one express emotions? How does it feel grief-stricken? How does it feel embarrassed? How does it feel nervous? What should one do to cope with nervousness? How does it feel sympathetic? How does it feel happy? How does it feel fearful? How does it feel annoyed?

English, American and Ukrainian Characters

VIDEO VIEWING “*Understanding National Character*”

1. Watch the video and answer the questions.

- 1) What is national character?
- 2) What for should we investigate national characters of other countries?
- 3) Why did the speaker repeat the word ‘race’ so many times? To what extent does this word refer to national character?
- 4) What context is the word ‘scoop’ used in? What does the word mean?
- 5) What gives a deep understanding of national character of another country?

2. Based on the video, formulate your own definition of what national character is.

READING 1

1. What is Britishness? Read the text. While reading, write out the information which will help you answer the question.

Us’ and ‘Them’: Can We Define National Identity?

By Liav Orgad

Surveys show that a high percentage of British citizens “feel British.” But what exactly do people have in mind when they say this? People may think differently about this question, and perhaps it is also British to give various meanings to British identity. Still, can we define what it is to “feel” British? Or even what is un-British—be it a pattern of behavior, a belief, or a way of doing things?

In 2002, the Home Office published a report on the essence of Britishness: “To be British seems to us to mean that we respect the laws, the elected parliamentary and democratic political structures, traditional values of mutual tolerance, respect for equal rights and mutual concern... to be British is to respect those over-arching specific institutions, values, beliefs and traditions that bind us all.” Three years later, in 2005, the Commission for Racial Equality offered its own version of what is

uniquely Britishness. Britain, it found, is a constitutional monarchy, a parliamentary system, a white English-speaking country, and a democracy that cherishes freedom, the rule of law, fairness, and tolerance. ETHNOS Research and Consultancy by the Commission for Racial Equality (CRE) in 2005

Immigration Policy and National Identity

Until not so long ago, European countries did not struggle with the question “who are we,” or search for a bond to bind them together. National identity was a given, not something that had to be defined. But times have changed. The question of immigration, together with globalization processes and the rise of minority rights and multiculturalism, have led to a new reality where it becomes more difficult to know what it means to have a national identity, how legitimate it is to act upon such identities or impose them on newcomers. Immigration, more than anything else, has brought to the fore the question of national identity, encouraging nation-states to define themselves. As George Orwell rightly observed, “It is only when you meet someone of a different culture from yourself that you begin to realize what your own beliefs really are.”

National identities have traditionally not been legal concepts. Perhaps for the first time in human history, states currently offer, or attempt to offer, a legal definition of their collective identity. Immigration law is the field in which this fascinating phenomenon is taking place.

Search for an Identity

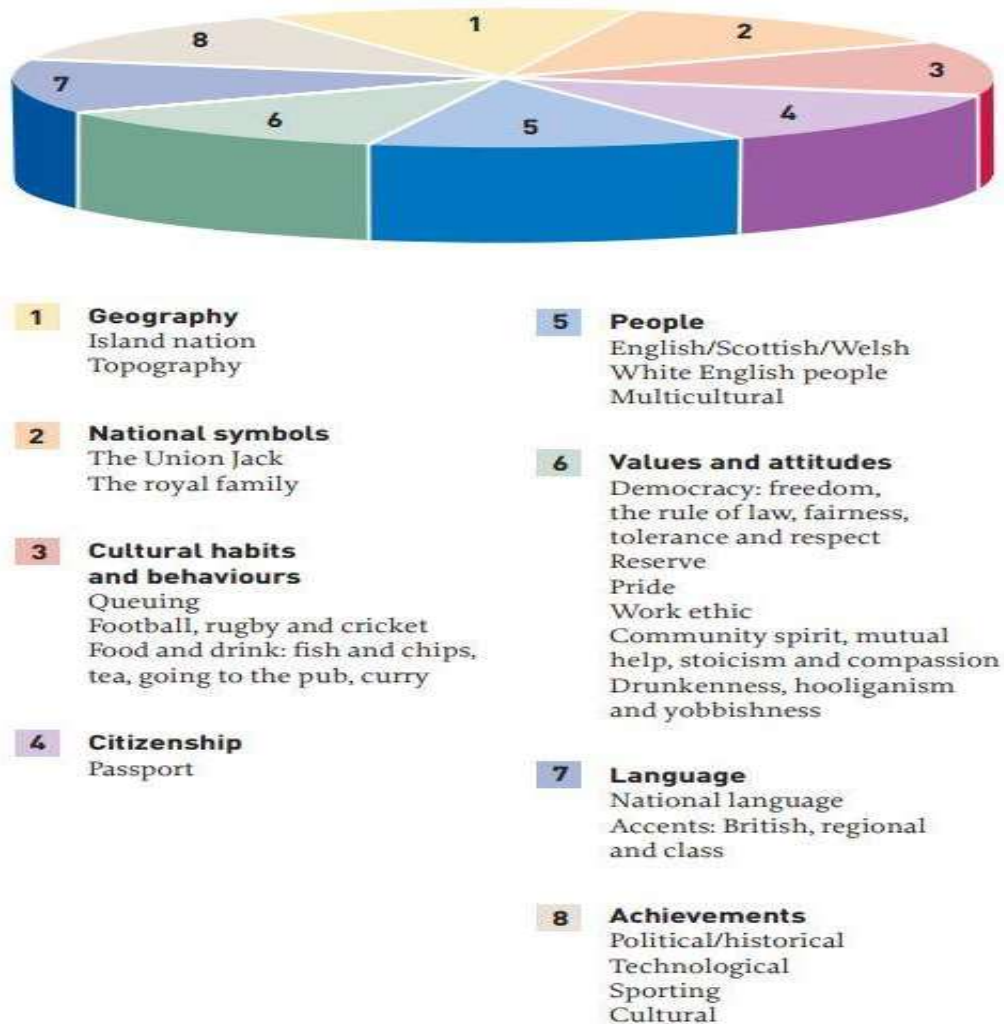
Nation-states all over the world are seeking to construct a unique national character to be shared and celebrated, and to find a distinguishing identity.

Take France, for example. In November 2009, President Sarkozy launched a nationwide discussion over the meaning of being French. “For you, what does it mean to be French?” he asked the public. The three-month public debate sparked a heated discussion, both over the wisdom of such a debate and over the essence of being French. Whether the campaign was a political ploy or a real exercise in nation-building, the attempt to summarize the essence of Frenchness was an interesting move. It shows that when nation-states start to examine what holds a people together, they quite often conclude that there are more sources of division than unity.

Questioning the qualities one should possess to become French is not just a philosophical, but also legal issue. The *Conseil d’Etat*, the highest French administrative court, has ruled that it is justified to deny citizenship if a candidate acts in a way that is incompatible with the “values essential to the French *communauté*.” The Court, however, did not offer guiding standards of what one should do, or avoid doing, in order to assimilate into

the French way of life, nor did it provide a definition of “values essential to the French *communauté*.” Surely, if living together in France means knowing and respecting French values, it is better to know what they are.

FIGURE 1: WHAT IS BRITISHNESS?



Citizenship Tests

Immigration law provides a unique platform to reflect on three issues: defining the “we,” setting criteria for identifying the desired “they,” and finding the core to which “they” should subscribe to become part of “us.” Naturalization requirements—the criteria that “they” must fulfill in order to join “us”—define “our” way of living, form of thinking, and mode of behavior. Citizenship tests, in particular, are an interesting way to learn about a society’s collective identities, aspirations, and hopes. They can help clarify who is, in the state’s view, a “good citizen,” and the current understanding of what it means to become a citizen in a liberal state.

In less than a decade, Britain has changed its concept of Britishness, as reflected in the test, three times!

Take Britain, for instance. Starting in 2005, every person asking to settle in the United Kingdom must demonstrate “sufficient knowledge about life in the United Kingdom” by passing the *Life in the UK Test*. In less than a decade, Britain has changed its concept of Britishness, as reflected in the test, three times! The first edition (2005) and the second edition (2007) of the official handbook of the *Life in the UK Test* did not focus on British history, and downgraded British identity to daily life issues. A person had to know what people do on Valentine’s Day (lovers exchange gifts and cards), what is the Grand National (an annual steeplechase), and how might you stop young people playing tricks on you on Halloween (give them sweets). For example, the applicant had to know how to buy a ticket for the Underground and that dogs in public places must wear a collar that shows the name and address of the owner.

In March 2013, Britain revised its national identity, as reflected in the *Life in the UK Test* and, for the first time, incorporated British history. To become British, one has to be familiar with Chaucer, Shakespeare, Lord Byron, Charles Dickens, Adam Smith, Isaac Newton, the Beatles, and British soap operas. The applicant has to find their way in a royal maze: John, Henry V, Henry VII, Elizabeth I, Charles I, and Henry VIII, not to mention a long list of Henry VIII’s wives – (and he had six!). The new handbook is like a renaissance of British identity. One of the most detailed parts of the handbook relates to sports. It contains a long list of notable British sportsmen and detailed explanations on cricket, rugby, and football. Even issues such as shopping, cooking, and gardening have become uniquely British. (“The countries that make up the UK all have flowers which are particularly associated with them.”) The British also have a unique cuisine, theater, and comedy. They are also cool and modern. They use Facebook and Twitter and go out to pubs and night-clubs, and like to gamble, especially on sports.

Collective Identity

In drafting a citizenship test, we tell a story about ourselves and our country. What are the elements of a national story? Three elements exist. The first part of a story includes facts, attributes of who “we” actually are. The second part of the story includes “imagined” facts, attributes that “we” ideally hope to possess. This part includes romantic conceptions of ourselves, representing a romantic ideal of ‘the good old days’. This is a blend of fiction and non-fiction of the contemporary “we.” The third part of the story includes “ought-to-be facts,” attributes that are not the best description of the “we” but, rather, the attributes that “we” want other people to think that “we” possess. This part includes those details aimed at deterring certain people and encouraging others.

Think of online dating sites as an analogy. Persons who subscribe to the service go through a process of defining their “self.” A person should specify physical information (hair color, height, weight), personal details (education, occupation, date of birth), and lifestyle (smoking, drinking, willingness to relocate). While these details are factual, similar to details about demography or geography, other details are more complex: “my life ambitions are...”, “my personality is best described as...”, “the things I could never live without are...”, “for fun, I like to...”. Studies show that persons who subscribe to online dating websites define their identity by referring to three aspects of their self. The first is the *actual self*. People write factual details about their weight and height. The second is the *ideal self*. People write details that they believe to be factual. A person can describe his “body style” as muscular and athletic, even though his real body is plump and flabby. A person may choose a wrong description of his self not because he lies, but because he indeed believes that he has an athletic body style; this is an imagined “self.” The third is the *ought-to-be self*. People write details that are fiction since they want others to believe that they possess certain attributes. For instance, a woman may say that she likes classical music, even though she really likes techno music, because she believes that classical music will further impress her targeted audience.

Liberal states don’t ask immigrants to be “like us,” but better than us. Citizenship tests don’t focus on what British actually are, but on what they think they are (the *ideal self*). By means of immigration laws, states develop an imagined story of a culturally homogenous group that speaks the same language, shares the same values, and celebrates the same holidays—as if all people are the same. They offer a fictional description of who they are by romanticizing who they were or want to be. Then, they ask to impose part of this prescription on immigrants in order to promote cohesion and unity.

National Identity and Global Migration

What can immigration policy teach us about national identity? On one hand, some National identity debates end up with seemingly trivial issues, items of popular culture like movies, carnivals, and sports. This “Disneyfication of cultural difference,” as termed by Will Kymlicka, may be the greatest indicator of a national identity crisis. Political leaders in the West declare the death of multiculturalism and seek to focus on “our” culture, yet cannot pinpoint exactly what this culture is. In a sense, they find out that the shared culture is, at best, a particular version of political liberalism.

On the other hand, some national identity debates end up with “high culture”—Rembrandt, Molière, Nietzsche, or Shakespeare. As a large

percentage of the public is not well-versed in this information, this looks like an attempt to romanticize collective identity. It may be more what we think we are (*ideal self*), or want other people to think we are (*ought-to-be self*), than who we are (*actual self*).

Talking about the national identities in an age of globalization may seem a bit old fashioned. Trans-cultural diffusion is greater today than in any other period in human history. In the contemporary world, ideas come and go— through free markets, international media, and the Internet—and the notion of cultural exceptionalism faces multiple challenges. The “other” is present in national boundaries not just physically but spiritually. Cultures change, and they will continue to change more rapidly than ever. Even if states can control the flow of people, they can hardly control the flow of cultures. It is too early to predict whether we are witnessing the “swan song” of the old structure of national identity, or its transformation.

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WRITING

The pie chart in the text presents constituents of Britishness. Summarize the information by selecting and reporting the main features and make comparison where relevant. Use the report language.

A **report** presents and/or summarizes the facts about a particular event, topic, or issue. The information must be presented in a clear and concise way.

Introduction

The pie chart shows/presents/illustrates ...

The pie chart gives information about ...

Main body can be split into sections relating to areas of consideration.

The least/most popular is/are ...

... come(s) top.

... is/are ranked bottom.

... is/are ranked second.

... is/are in third place.

... are equally popular.

... is followed by...

The most striking feature is...

It is noticeable that...

As can be seen from the chart...

The chart indicates that...

Similarly, ...

Moreover, ...

Regarding the differences, we can see that...

Whilst, ...

In contrast, ...

There is a significant difference in...

Conclusions

Overall, this information demonstrates that ...

Broadly, it can be seen that ...

From this information we can draw the following conclusions...

To sum it up, ...

READING 2

1. What is Ukrainianness? Read the text. While reading, write out the information which will help you answer the question.

Ukrainian Character

1. We are abundant and generous

As you know, we are located in a very good climate with excellent soil. We have hot summers, cold winters, green and tender springs and beautiful golden autumns. We have mountains, lakes, seas, steeps, rivers, hills, forests and a lot of greenery covering all this beauty.

We live in abundance, our nature is rich. Maybe this is why we are very generous. When a guest comes into a Ukrainian house, he can count that the best food will be taken out. It is a shame for a hostess not to try to give everything she has to a guest. Sometimes we go extra mile to be so satisfying, this is why inviting guests is sometimes a hard job and people do it not so often. But once we get a guest inside our house, be sure, that you will have everything and even take some of the food with you, which is also quite common.

2. We are chaotic and need good management to be effective

Indeed, despite the abundance, we lack good managers. We are emotional, altruistic, with very good brains and scientific background, but very often we miss some practical and business skills to put these things together. However, once a team of good managers gets over, we can do miracles. It is probably not for nothing we became a powerful state in middle ages, when we invited vikings to help us manage the country.

3. We are very often not keeping our word and take care about our own needs before anything else, but sometimes show the high spirit altruistic behaviour as well

This is the feature I learned from people from other countries. They say Ukrainians are quite often not keeping the word (which is true, we are chaotic and emotional and unfortunately can change words same way we change our mind) and also the level of corruption in our country shows we are also using tempting opportunities when they occur. Our economy is indeed a chaos at the moment, where everybody wants to get a piece, using his own powers. It is sad to see, but no point to hide. We indeed have a problem with that, but we are learning. Not all Ukrainians are like that and more and more representatives of the new generation not only appear in our society, but also start getting powers. We have a hope our system will change and our people become more true to what they say and follow the rule of not stealing, neither from people, nor from the state.

The level and current number of altruistic organizations and volunteering shows the best heights of our spirit. Our dignity revolution was also a good example of the level of spirit of Ukrainian nation, and we indeed have very powerful processes in our society underway.

4. We are clever, but only learn to be practical

Did you know that first computer in USSR was created in Ukraine? And that we had scientific centers that were busy doing spaceships? We had a lot of fundamental research centers in various industries, our nation gave birth to a lot of talented scientists, artists, sportsmen, businessmen and other outstanding individuals:

- Stephen ‘Woz’ Wozniak (American computer engineer and programmer of Ukrainian origin, who co-founded Apple Computer, Co),
- Max Levchin (Co-founder of PayPal. Ukraine-born computer scientist and entrepreneur, he moved to the United States with his family, under a political asylum, and settled in Chicago, Illinois in 1991.),
- Andy Warhol (Andrew Warhola — American painter of Ukrainian origin, printmaker, and filmmaker who was a leading figure in the visual art movement known as pop art),
- Chuck Palahniuk (Ukrainian-American novelist, best known as the author of the award-winning novel Fight Club),
- Borys Hrabovsky (Soviet engineer who invented the fully electronic TV transmitting tube and demonstrated it in 1928 (Philo Farnsworth had demonstrated his in 1927).),
- Ihor Sikorsky (American with Ukrainian origin, he is a pioneer of aviation in both helicopters and fixed-wing aircraft. After emigrating to the United States in 1919, Sikorsky developed the first of Pan American Airways’ ocean-conquering flying boats in the 1930s and the world’s first mass-produced helicopter in 1942.),

- Evheny Paton (Ukrainian and Soviet engineer, Eugeny Paton was a pioneer researcher of the new joining – welding technology for the materials.),
- Simon Kuznets (American economist of Ukrainian origin, who won the 1971 Nobel Memorial Prize in Economic Sciences.),
- Georges Charpak (Ukrainian-born french physicist who was awarded the Nobel Prize in Physics in 1992.),
- Serhiy Korolov (founder of practical cosmonautics),
- Sigmund Freud, Leopold von Sacher-Masoch, David Duchovny, Bob Dylan,

At the same time, despite our advances in fundamental sciences, business success was achieved mostly by Ukrainians that moved to other countries, strangely enough. I believe this happened because of the Soviet communist system, that didn't allow to develop these qualities. Right now we have a lot of smart people learning basic things about business, understanding and succeeding more and more.

5. We have a very traditionalist and quite closed culture, despite our belief of different

The mass of our nation does not speak foreign languages (yet) and has not travelled much. The exception is our IT part of society and also the richest and most educated layer, which is also quite significant. However, in the globalized world it could be a special pleasure to come to our villages and see our old women and eat some simple natural country food, trying to find mutual language with the help of body language or some basic Russian/Ukrainian/English. Preferably accompanied by somebody local with good English to ensure good understanding.

6. We are indeed a young nation, with great history, that emerged on pieces of other empires

We have our own history of Kiev Rus, but then we were nation, centuries under rule of various Empires – Lithuanian, Polish, Hungarian-Austrian and Russian. Officially, we have only 23 years of independence, so we are quite young as a country, but quite old as a nation and culture.

Geopolitical position of Ukrainian lands (their location between the West and the East), also with strong influence of the two main historical periods of traditional-domestic culture (agricultural and Cossack) determinate two types of behavior:

Cossack-adventurer (extrovert), focused on fighting against enemies, defending faith and borders, entertainments.

«Hidden existence» (introvert), characterized by the need to hide and protect their domestic peace from the aggressors.

Social. In addition, Ukrainian mentality was negatively affected by the lack of consolidation between the social elite and the social underclass. This situation did not contribute to the creation of common goals.

7. We have characteristic features: Ukrainians are born with individualism, religiosity, cunning, emotionality, tolerance and other traits.

Individualism: Ukrainian individualism can be described as a self-realization within the sphere of individual world, which was created by own efforts. The Ukrainian protects himself and his individual world from peripheral distractions, but at the same time, he is always open and considerate to other people, he is not indifferent to other people's problems.

The statistics also shows how important the personal world and its welfare are for Ukrainians. As part of the survey, which was conducted a couple of years ago in Ukraine, respondents were asked to indicate the attributes of a person's life success. With that, respondents could choose several answers from the proposed list. The following results went forth:

- material welfare (named by about 74% of respondents);
- having a family, children (60%);
- good relations and mutual understanding in the family (50%);
- good physical shape, good health (47%);
- love, the presence of a beloved person (38%);
- good friends (35.0%).

Therefore, signs of well-being, which are directly related to private life, are priorities.

Philosophy of heart: The next characteristic of the Ukrainian mentality is emotionality, sensitivity, which prevails over rationality. There is such an expression «I think with my heart». It is 100% about Ukraine and Ukrainians. Ukrainians are emotional, kind, responsive and quick to respond. At the same time, which is logical for “thinking with heart”, they are inconsistent.

Religiosity: The religiosity of Ukrainians and the religiosity of other nations have a fundamental difference. In religious life, the Ukrainian professes moral feelings, seeks inner conversation with God, tries to behold the depth of faith, to understand its essence. Colorable piety, formalism of rituals, philosophizing on the topic of faith are not typical for Ukrainians.

Tolerance: Historically, Ukrainians easily recognize the right of people to be different; they respect others and come out for equality. Ukrainians are absolutely non-aggressive people, accept strangers, as long as their guests accept and honor their faith and benefit society.

The most cunning fox: If the rooster is a national animal for the French people, Russians have a bear, Americans have their bald eagle and English are proud of their bulldog, then the animal, which represents Ukrainians, is a fox. It has many foxholes, so if the hunter gets inside, it will always find where to get out. No one says that being cunning is bad. Inventive power and ability to get out of any situation requires talent, courage and self-assertion. For these qualities you need to be the Ukrainian.

8. So, the study of any national culture is carried out through its mentality. The national mentality is a set of stable spiritual values, habits, stereotypes of behavior, way of thinking and symbols, which are typical for a particular nation. For centuries, Ukrainian people have created and improved certain moral and ethical standards of their life. They were closely connected with the world view of the Ukrainians, reflected on their way of life, character traits. To understand what the Ukrainian mentality is, we need to get back to basics, to find out how it was formed.

And to give the summary of our character in two words – we are clever and hardworking, chaotic and cunning, altruistic and greedy at times. Probably as any nation and personality, have good and bad sides. For a smart businessman our country has a lot to offer – human and natural resources, unique geographical position, cultural and educational level. Want to make best use of doing business with Ukraine and using all these abundant resources smartly – contact us, Ukrainians, to discuss.

READING 3

1. What is Americanness? Read the text. While reading, write out the information which will help you answer the question.

The American National Character

The United States is a society of immigrants. It is probably the most multicultural and multinational country in the world. In the 19th century it was called a "melting pot", however, nowadays such terms as a "salad bowl" or a "pizza" characterize it much better. It means that all ingredients (nations, ethnic groups, peoples) are mixed and separated at a time. It is evident, that in this case the problem of the national American character seems to be rather complicated. Nevertheless, it is essential to try to determine certain features of this mysterious character in order to understand the American world better and through this understanding evaluate native culture.

The problem of national character is quite interesting and disputable itself. Many schools of thoughts still claim that it does not exist. Though plenty of different sources - international jokes, national classical literature,

folklore and national language itself - prove the opposite. For example, if to consider international jokes, which place members of different societies into a range of the same situations and describe certain features to a particular representative, the Americans are usually shown as greedy, practical, not really intelligent individuals, very proud of their being the Americans. These are for sure stereotypical features and they should be taken into account very carefully. Still, national language seems to be even expository in this case. For example, if to compare the Russian and the American (or American English) languages, the latter is evidently more informal, because of the pronoun "you", which is used in reference both to familiar and unknown people. Then, it is interesting that "I" is always capital in the American language and that is a symbol of individualism. It is possible to continue this list endlessly, because language actually forms the national character. However, it is possible to try to identify American values and ideals .

If to consider the American worldview, one of the major values seems to be freedom. The Americans consider their society to be the freest and the best in the world. They regard it as a haven for those who long for opportunities and freedom. They proudly state that even nowadays there are thousands of immigrants, who dream of entering their country, expecting to have a chance to start a new, better life. This value has developed historically through wars and struggle, revolutions and slaughter. It is the first right, mentioned in the U.S. Constitution's Bill of Rights and the most precious one. However, no doubt, that absolute freedom is impossible and it remains merely an unapproachable ideal. In reality some social groups and individuals are not as free as others. Based on religious, sex, national or age differences, discrimination still exists. That means that the value of freedom is for sure one of the most significant components of the American national character, however, it is rather subjective and stereotypic in reality.

Practicality is the next characteristic feature of the American nation. Historians explain it by the permanent need of survival in the wilderness, settlers faced on the new continent. Robust individualists had more chances to succeed. It was diligence and practicality that have become extremely important ever since. The Americans believe that work is the only way to achieve their ambitious goals. Materialistic values seem to be more important for them than the spiritual ones, because the latter do not have visual incarnation and, therefore, cannot be palpable.

Individualism has strong roots both in the American history and in its philosophy. It determines all aspects of American life, being the most important cultural peculiarity. Individualism means self - reliance, economic

self - sufficiency, self - assurance, self - help etc. Individualism persists even in huge complicated corporations, where each person is more or less independent, responsible for his work and encouraged to display initiative. The Americans seem to be extremely concerned about time; time is money for them. They are unable to be busy with several matters at a time; it is a result - oriented nation. American culture is very high - contextual, always in need of words and explanations. That is the reason for the existence of such a great amount of how-to-do books and self-study benefits. Individualism is impossible without competition; American society seems to be based on it. The Americans appear to enjoy competitions everywhere, as competition is considered to be one of the best means of increasing productivity. Personal success is another special feature of individualism. Every American citizen longs for success and besides, financial success appears to be much more important than the one in personal life. Individualism in general and a self-reliant individual in particular are somehow idealized and worshiped in America.

Another value is mobility and attachment to constant changes. The origin of this cultural peculiarity has deep historical roots. The Americans have always believed in the abundance of resources and traveled from place to place in search of better living conditions and business opportunities. It is very common for an American family to live in several cities during their lifetime. It is also essential for an American company to change its organization and strategy quite often in order to find new opportunities on the way to success.

The most striking value of American society is an enormous feeling of patriotism. Though America is a multicultural country and each ethnic group tries to preserve its national identity, American citizens are really proud to be Americans, they believe their country to be blessed by God. This feeling is very special; it is a certain attachment to the nation, to the idea of freedom and happiness rather than love to the motherland itself. American patriotism is sometimes associated with vanity, pride and excessive self - esteem, may be, it is true.

It is essential to mention several main features of a typical American personality. It is, first of all, straightforwardness. Unlike the Russians, who like complicated declarations of their thoughts and feelings, the Americans would speak frankly and straightforwardly, trying to avoid unnecessary introductions. Secondly, the Americans seem to be extremely open-minded and usually sincere. For example, in a hospital a patient would be at once frankly informed about their state, whether it is satisfactory or dreadful.

Other person's time and space are highly valued and their personality is strictly respected. At last, it is necessary to state, that the Americans are very active. They cannot stand wasting time. Their lives are closely connected with work; moreover, the majority of Americans prefer active holidays and entertainment to staying at home with the TV switched on like the Russians do.

Sports have an immense popularity in America. It is business, entertainment and escapism at a time. It is a fundamental part of the American national character. Professional sportsmen are national heroes, symbols of success and prosperity; they are wealthy and physically fit, therefore, they are considered to embody the American Dream. Unlike the Russian tradition the Americans are inspired by winning, rather than by the game itself; "never be willing to be second best"[p.248] - that is the slogan. Whether they are fans or players, the Americans seem to go mad about baseball, football and hockey.

It is necessary to mention Americans' attitude to church and religion, as an integral part of the culture. America in general, surprisingly enough, is quite religious, unlike other western societies. A great amount of church buildings, representing an astonishing variety of faiths can be seen in the streets. Religion in the United States is rather peculiar; it is somehow closer to general public. A typical American citizen appears to be wearing a T-shirt "Jesus Saves" and it is quite common. A vast majority of Americans believe in God, or at least they say so. A typical American family goes to church every Sunday morning, prays before meals and reads Bible. Even young people seem to be interested in church affairs. The most striking thing about American protestant churches is that under the same roof people pray, play basketball, have dinner and sing patriotic songs - that is a great cultural shock for a new-comer, who is used to little old ladies in Russian churches always muttering and grumbling as if they knew how it is really appropriate to speak to God.

At last, if to consider American national character several words should be said about American ethics in general. First of all, it is relativism in everything; the American culture does not accept any absolute standards. Secondly, it is naturalism, as a consequence of relativism. For example, the problem of abortion is one of the main ethic questions, discussed nowadays in America.

In conclusion, it is crucial to explain the term "American Dream", as it is, probably, the most important part of the American national character. The most exact definition was given by J.T. Adams in "The Epic of America": it is "the dream of a land in which life should be better, richer, and fuller for every man with opportunities for each according to his abilities and achievement"[p.29]. The Americans believe that the only way to reach the

Dream is hard work and faith. The symbol of the American Dream, which is well-known all over the world, is the American smile, the brightest peculiarity of the American national character.

To conclude, it is essential to state that though it is hard to determine the national character in such a multinational society as the United States of America, nevertheless, it is possible and vital, because it contributes greatly to the American culture. Moreover, it is extremely thrilling and exciting.

PROJECT WORK “*English, American and Ukrainian Characters*”

Explore national traits of different nations. Fill in the table. Share your findings with the class, using a computer presentation program.

<i>What does it mean to be British</i>	<i>What does it mean to be American</i>	<i>What does it mean to be Ukrainian</i>
To be British seems to us to mean that we respect the laws, the elected parliamentary and democratic political structures, traditional values of mutual tolerance, respect for equal rights and mutual concern... to be British is to respect those over-arching specific institutions, values, beliefs and traditions that bind us all.		
<i>What is uniquely Britishness</i>	<i>What is uniquely Americanness</i>	<i>What is uniquely Ukrainianness</i>
Britain, it found, is a constitutional monarchy, a parliamentary system, a white English-speaking country, and a democracy that cherishes freedom, the rule of law, fairness, and tolerance.		
<i>National symbol</i>	<i>National symbol</i>	<i>National symbol</i>
<i>Cultural habits and behaviours</i>	<i>Cultural habits and behaviours</i>	<i>Cultural habits and behaviours</i>
<i>Values and attitudes</i>	<i>Values and attitudes</i>	<i>Values and attitudes</i>

<i>National character (personality traits)</i>	<i>National character (personality traits)</i>	<i>National character (personality traits)</i>
		clever and hardworking, chaotic and cunning, altruistic and greedy at times.
<i>National stereotypes</i>	<i>National stereotypes</i>	<i>National stereotypes</i>

ONLINE WRITING

Find a picture of any nationality which evokes controversial feelings in you. Write an e-mail to your friend abroad where you express your view on this nationality and ask if the view abroad is different from yours. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose letter was the most persuasive? Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an algorithm to help your pupils get acquainted with new nationalities so that to stay unbiased in their judgements. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Overcoming Stereotypes

READING

1. What can you say about the national character and its influence on the lifestyle of people around the world? Does a person of different nationality add anything new to your culture? How do culture and national identity affect each other?

2. Read the text about overcoming stereotypes.

British, American and Ukrainian Characters. Overcoming Stereotypes

In the modern world people of different nationalities often come into contact with each other. To benefit from such contacts both sides should be free from prejudices and stereotypes.

National stereotypes may breed dislike or distrust of a person, group or even the whole people. As national stereotypes are based on ignorance, fear or false information they may be overcome by quality education or through personal observations of people and their manners. Quality education provides people with the knowledge of others that dispels prejudices against individuals. Thanks to quality education, travel and unbiased observations one gets to know generalized characteristics of different people that make their behaviour predictable and understandable. For example, one will do well to know that the English are a people that cannot be rushed, i.e. the English, as a rule, don't allow others to impose on them, their views, ideas or opinions. They are distrustful of extremes and resentful of interference. The English believe in themselves. They have not got the inferiority complex and are indifferent to what other people think of them. That is why they run themselves down, treat themselves with a sense of humour and dislike boasting.

The Americans, on the contrary, take pride in their achievements, and want others to admire them, to approve of them. They are cheerful, easy-going, keep on smiling no matter what challenges they face up to. The American character is optimistic and ambitious. The Americans are fond of great schemes, big sizes, open spaces, high speed, innovations and changes. They are quick on the uptake, pragmatic and efficient. The Americans are apt to change their occupations, and places of residence. They are on the move to avoid getting into the rut.

Unlike the Americans, the Ukrainians are not given to sudden changes in their social, professional and personal lives. They value stability, continuity and predictability. The Ukrainians are inclined to stick to what they have got for fear of losing the little they have. The Ukrainian character is inflexible, and dogmatic, softened by a saving sense of humour and good – natured friendliness. It takes much persuasion to make Ukrainians adopt new notions, ideas, innovative methods and reforms.

So these are some salient national characteristics to be reckoned with while dealing with Britishers, Americans and Ukrainians, as culture and national identity are closely interconnected and affect each other.

Culture is a set of shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. National identity, on the other

hand, is a sense of belonging to a particular nation or country, and it is often shaped by cultural factors such as language, history, and shared customs and traditions.

One way in which culture affects national identity is through the creation and reinforcement of shared symbols and values. For example, cultural traditions such as national holidays, religious practices, and folk music and dance can serve as powerful symbols of national identity, and help to create a sense of unity and shared culture among citizens. Additionally, cultural elements such as language and religion can also play an important role in shaping national identity, as they can serve as a basis for shared culture and shared history.

National identity, in turn, can also affect culture. National identity can create a sense of shared culture and shared history among citizens, and this can lead to a greater focus on preserving and promoting cultural traditions. Additionally, national identity can also lead to a greater emphasis on cultural homogeneity, and this can lead to the suppression or suppression of cultural diversity.

Moreover, national identity can also shape the way culture is perceived and represented. For example, national identity can influence the way in which national culture is presented to the world, and can also shape the way in which other cultures are perceived and represented. Additionally, national identity can also play a role in shaping the way in which cultural heritage is protected and preserved.

In conclusion, culture and national identity are closely interconnected, and affect each other in various ways. Culture serves as a basis for national identity, by creating and reinforcing shared symbols and values, while national identity can shape culture by creating a sense of shared culture and shared history, leading to a greater emphasis on preserving and promoting cultural traditions, shaping the way culture is perceived and represented and influencing the way in which cultural heritage is protected and preserved.

3. What are possible ways of overcoming stereotypes towards different nations? Write them out from the text.

4. The world is going global. The cultures of different countries are intermixing. How will our national character change in twenty years, for example, under the influence of other countries' cultures? To what extent will changes be observable? Rewrite the list of national traits of character of different nations and make up a futuristic image of an average Ukrainian, American, British in accordance with your vision. Discuss as a class.

contemporary Englishmen	contemporary Americans	contemporary Ukrainians
1. They all drink tea. 2. They are reserved and polite. 3. They are all posh and upper-class. 4. They all wear bowler hats and carry umbrellas. 5. They are all into soccer and cricket. 6. They all have bad teeth. 7. They are all obsessed with the royal family. 8. They are all fond of roast beef and Yorkshire pudding. 9. They are all snobbish and arrogant. 10. They all speak with a Received Pronunciation accent.	1. They are all loud and brash. 2. They are all overweight. 3. They are all ignorant about the rest of the world. 4. They are all capitalist and materialistic. 5. They are all obsessed with guns. 6. They are all fast food junkies. 7. They are all patriotic to the point of jingoism. 8. They are all from the big cities, particularly New York or LA. 9. They are all into baseball and American football. 10. They are all rude and arrogant.	1. They are all farmers and work in agriculture. 2. They are all poor and underdeveloped. 3. They are all uneducated and rural. 4. They are all heavy drinkers. 5. They are all Eastern Orthodox Christians. 6. They are all into traditional folk music and dance. 7. They are all into soccer. 8. They are all very hospitable and welcoming. 9. They are all into traditional Ukrainian cuisine, such as borscht and pierogies. 10. They all speak Ukrainian and Russian.

ENGLISH COLLOCATIONS

1. Match collocations about national characters with their explanations. Then use them in the sentences suggested.

1) a nation of immigrants	a) this idiom refers to a country or society where there are many opportunities for success.
2) a nation in mourning	b) this idiom refers to a country where there is a great deal of disagreement or conflict among its citizens or regions.
3) a melting pot	c) this idiom refers to someone or something of great cultural or historical importance to a country.
4) a nation of shopkeepers	d) this idiom refers to a country where people are lazy and spend a lot of time sitting in front of the tv or internet.
5) a nation of laws	e) this idiom refers to a country where many people come from other countries.
6) a nation of couch potatoes	f) this idiom refers to a country where the rule of law is upheld and respected.
7) a national treasure	g) this idiom refers to a country where many people are grieving.
8) a nation divided	h) this idiom refers to a country where commerce and trade are highly valued.
9) a land of opportunity	i) this idiom refers to a country or society where people of different cultures or backgrounds come together and mix.

1. The Great Wall of China is, and a symbol of the country's rich history.
2. The United States is often referred to as, with people from all over the world living and working together.
3. Canada is often referred to as, where people can come and make a better life for themselves.
4. The European Union is, with people from all over the world coming to live and work here.
5. The country is currently, with people on both sides of the issue refusing to compromise.
6. The country was after the tragic accident that took the lives of so many.
7. England is, where everyone is expected to abide by the rules and regulations.
8. France is often referred to as, with a strong culture of small businesses and entrepreneurs.
9. Germany is becoming, with people spending more and more time sitting in front of screens.

2. Do you agree with the author's understanding of other countries' national traits? What do you agree with? What makes you disagree? Explain your point of view using the collocations from above.

VIDEO VIEWING “Can You Guess the Country From Its Stereotypes?”

Watch a short video and take a quiz to check your knowledge on the topic. Share the results. Discuss which stereotypes you are in favour of, and which ones you disapprove of. Reason your opinion.

ONLINE WRITING

Using the questions below, make up a questionnaire to find out what happiness means for different nationalities. Conduct the survey among your groupmates, pal friends from England, America. Make a conclusion whether nationality matters in this issue. Share the screenshots of your questionnaire in the class chat on Viber, Telegram, etc.

Do you think happiness is important? Would you say that, in general, people in your country are happy? Compared to other countries, do you think people in your country are happier or less happier? What do you think is the secret of happiness? Do you think money is important for happiness? In your opinion, can money ever take the place of happiness?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils a writing task on the topic "People and Personalities". Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Check Yourself

1. Make up sentences to illustrate the difference between the derivatives.

- 1) enigma-like, enigmaticness, enigmatization, enigma;
- 2) flatulence-inducing, flatulence-causing, flatulence-expelling;
- 3) unflinchingness, unflinching resolve;
- 4) unenviable position, enviable reputation;
- 5) erroneousness, erroneous assumption;
- 6) dependability, dependence, dependency;
- 7) homesickness, homesick feeling;
- 8) vulnerability, vulnerable state, invulnerable state;
- 9) insignificance, insignificant detail, significant detail;
- 10) discouragement, discouraging words, discouraged state.

2. Fill in the blanks with the appropriate phrase from the list in the correct grammar form.

to be as true as a dog
to feel doomed to
to feel a jab of pity for
to be as quiet as a mouse
to screw up courage
to give vent to
to live up to

to be as proud as a peacock
to be the hub of the universe
to fly into a rage
to prey on one's mind
to be stuck down with
to leave smb scared stiff

- 1) The young man felt the pressure his father's successful business legacy.
- 2) The driver when he saw the damage to his car.
- 3) He thought that the city and refused to leave.
- 4) She a life of mediocrity and unhappiness.
- 5) He a cold and couldn't make it to the meeting.
- 6) The employee her frustration by yelling at her colleagues.
- 7) The news of her son's arrest was the final straw for the mother.
- 8) The heartbroken woman dissolved into sobs as she read the letter.
- 9) He had to ask her for a date.
- 10) The thought of the upcoming presentation
- 11) She the homeless man on the street.
- 12) His loyalty to his company
- 13) The horror movieher.....
- 14) He of his new promotion.
- 15) She during the entire meeting.

3. Match the following words with their correct definitions.

1. <i>Extroverted</i>	A. A person who is outgoing and sociable B. A person who is uninterested in or indifferent to the needs and concerns of others C. A person who is overly self-assured and vain D. A person who is unassuming and modest E. A person who is driven by a strong desire for success F. A person who is shy and keeps to themselves G. A person who is overly self-important H. A person who is outgoing and enjoys being around others I. A person who is selfless and concerned with the welfare of others J. A person who is reserved and does not easily express themselves.
2. <i>Introverted</i>	
3. <i>Arrogant</i>	
4. <i>Humble</i>	
5. <i>Ambitious</i>	
6. <i>Apathetic</i>	
7. <i>Gregarious</i>	
8. <i>Reserved</i>	
9. <i>Conceited</i>	
10. <i>Altruistic</i>	

4. Translate into English using Vocabulary Bank items on the topic.

Хлопець-українець стояв на краю поля, дивлячись на величезний простір золоті пшениці, що простяглася перед ним. З його скуйовдженим світлим волоссям і пронизливими блакитними очима він був справжнім зображенням невинності та молодості. Але за його невиразною зовнішністю ховалися шалена рішучість і палке честолюбство, які одного разу перетворять його на справжню особистість.

Підростаючи, хлопець почав помічати навколишній світ. Він бачив бідність і боротьбу свого народу і знав, що хоче чимось допомогти. Він почав жадібно читати, поглинаючи книги з політики та економіки, сповнений рішучості зрозуміти проблеми, які мучили його країну.

Коли він глибше занурився у навчання, у нього почало розвиватися сильне почуття національної ідентичності. Він відчував

шалену гордість за те, що він українець, і знав, що хоче зробити все від нього залежне, щоб зробити свою країну кращою. Він ставав дедалі активнішим у політиці, виступаючи проти корупції та працюючи над покращенням життя оточуючих.

Але незважаючи на зростаючу репутацію молодого лідера, хлопець ніколи не забував про своє скромне походження. Він залишався відкритим і доступним, завжди готовим слухати та вчитися в оточуючих. Він мав сильне почуття емпатії та міг розуміти почуття та емоції інших. Він був людиною, яка завжди намагалася бути гарним слухачем і розуміти точку зору інших.

Продовжуючи невпинно працювати над покращенням життя своїх співвітчизників, хлопець поступово перетворювався на справжню особистість. Він став шанованою особою в суспільстві, відомий своїм розумом, відданістю та чесністю. І хоч він ніколи не забував, звідки родом, він знав, що має потенціал справді змінити світ на краще.

Минали роки, і хлопець виріс чоловіком. Він став авторитетною фігурою в українській політиці. Він зміг багато в чому допомогти своїй країні і зробив багато позитивних змін. Він пишався своєю особистістю, своєю національною ідентичністю та своїми досягненнями. Він знав, що може змінити ситуацію, і це те, чого він завжди хотів досягти. Юнак, який колись стояв на краю поля, дивлячись на неосяжний простір золотієї пшениці, став справжньою особистістю, яку всі поважали й захоплювалися.

5. Answer the following questions using Vocabulary Bank items on the topic.

1) How can a person's appearance influence their personal identity and the way they are perceived by others?

2) In what ways do traits of character, such as ambition or empathy, affect a person's ability to become a respected figure in society?

3) What role do feelings and emotions play in the formation of personal and national identity?

4) How can a sense of national identity shape a person's actions and beliefs?

5) How does an individual's humble origins affect their perception of themselves and their role in society?

6) How does an individual's sense of empathy impact their ability to connect with and understand others?

7) What are some examples of traits of character that are commonly associated with strong leaders?

8) How can a person's physical appearance influence the way they are treated by society?

9) How do personal and national identity intersect and impact one another?

10) In what ways can person's feelings and emotions shape their personal and national identity?

11) How can person's ambition and drive affect their personal and national identity?

12) In what ways can personal identity change over the course of person's life?

13) How can person's approachability and willingness to listen affect their personal and national identity?

14) How can person's struggle and poverty shape their personal and national identity?

15) How can individual's sense of national identity influence their political views and actions?

6. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)

ADJECTIVE

ADJECTIVE

(words which characterize topic to the fullest)

VERB

VERB

VERB

(words which characterize topic to the fullest)

PHRASE (personal attitude to the topic)

NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic "People and Personalities" with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils' attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Topical Vocabulary

Attractive, good-looking, beautiful, handsome, pretty, cute, nice, unattractive, ugly, plain, plain-looking, well-dressed, nicely dressed, casually dressed, poorly dressed, neat, clean, untidy, dirty; height – tall, very tall, quite tall, six feet tall, not very tall, short, average height, medium

height, middle height, he is average height, she is of middle height; build – thin, quite thin, slim, slender, skinny, medium-build, overweight, fat, strong, muscular, athletic; hair – dark, fair, black, red, brown, blond, chestnut brown, white, gray, long, short, medium-length, shoulder-length, straight, curly, wavy, thick, thinning, bald, shiny, smooth, neatly combed, dull, tousled, disheveled; eyes – blue, green, gray, brown, light-blue, dark-gray, grayish-blue, dark, big, bright, expressive, with long lashes; age – young, old, middle-aged, twenty years old, in her thirties, about forty.

Pleasant personality, good-tempered, good-natured, easy-going, terrible character, bad-tempered, ill-natured, friendly, sociable, outgoing, unfriendly, hostile unsociable, strong, tough, independent, mature, weak, immature, dependable, reliable, trustworthy, honest, unreliable, dishonest, reasonable, sensible, unreasonable, unpredictable, impulsive, ambitious, hard-working, energetic, lazy, disciplined, organized, careful, accurate, undisciplined, disorganized, careless, inaccurate, inattentive, attentive, alert, perceptive, observant, insightful, thoughtful, considerate, aggressive, pushy, self-centered, selfish, egoistical, inconsiderate, self-confident, shy, timid, modest, humble, haughty, arrogant, impudent; stubborn, obstinate, moody, melancholic, self-conscious, touchy, sensitive, humorous, amusing, funny, interesting, dull, boring, generous, unselfish, kind, kind-hearted, economical, thrifty, stingy, miserly, greedy, formal, official, informal, relaxed, casual, strange, odd, weird, eccentric, crazy; mind – intelligent, broad-minded, sharp, keen, bright, quick, agile, wise, clever, foolish, stupid, narrow-minded, silly.

Amused, angry, apathetic, ashamed, boastful, competitive, confused, convincing, contemptuous, contented, cranky, delighted, depressed, domineering, eager, efficient, egotistical, embarrassed, enthusiastic, greedy, expectant, fiendish, forgetful, gossipy, exercised, grateful, helpful, helpless, homesick, hopeful, impressed, infatuated, insecure, insignificant, inspired, irresistible, kind, lazy, lovable, lustful, martyred, mellow, nauseated, nervous, noble, nonchalant, nostalgic, overworked, passive, presumed, resentful, scheming, seductive, sick, skeptical, sophisticated, successful, sulky, talkative, tempted, tender, threatened, timid, transcendent, triumphant, two-faced, vulnerable, worried; a new broom, a wet blanket, a stuffed shirt, a couch potato, an armchair critic, a fair-weather friend, a nosy parker, a rolling stone; as blind as a bat, as busy as a bee, as free as a bird, as sick as a parrot, as proud as a peacock, as quiet as a mouse, as cunning as a fox, as strong as an ox, as stubborn as a mule, as wise as an owl, as true as a dog, as hungry as a wolf, as quick as a cat, as brave as a lion, as slow as a snail, as harmless as a dove.

Mona Lisa

Endless speculation, enigmatic smile, sinister aspect, a slightly crooked smile, to trade insults, to occur frequently, a distinct glint in her eyes, to attest to one's fun-loving ways, a bawdy sense of humor, flatulence, not to detract from the appeal of one's pretty, elongated rosebud mouth, to testify to a dreamy lover, to hold one's head and face straight/ as erect as pillar, steady and unflinching gaze, to be considered eminently employable, deep, smoothly, rounded jaw, to exhibit firmness and optimism, to disclose one's fondness to smth, definitely greedy, a spendthrift, to have a scant understanding of money, fickle, to have identically-shaped eyes, elliptical, signaling jealousy eyes, a sneak, puffy eyelids.

Appearance and Character

To make a judgement based on appearance / to judge a character on appearance, your bright eyes shine at the world, well-combed hair, to betray smb's dislike of physical exercise and laziness, a weakling, to make its imprints on appearance, to fly into a rage, hostile tactless, to be doomed to stay alone, to consider oneself the hub of the universe, traits that would attract everybody, qualities that are always valued, to be rooted out, to develop in oneself, perception of a person, to form first impressions, to make initial judgement about people, to hold/to cling on the first impression, erroneous opinion, to sustain an inaccurate perception, to reshape the conflicting information, faulty conception, to bleed smb from his ideas, to pass idea off as your own, evaluation may be unfair, biased or simply wrong, to interact with smb, to substantiate the first impression, to close the mind after forming a first impression.

How We Judge People

To turn smb into a celebrity; a ripple of excitement; a conversation turns valuable to; the feel of new powers growing fast; to rush at smb; to become the image; to feel phony; to play the image; the world puts tests to smb; a picture of what smb thinks; to meet smb in person; to be stuck down with poverty, crime, war; a shameful secret; to live up to smth; a prisoner of the image; to be all done up; unenviable.

Reacting to Events

We got the shock of our lives, it made everybody jump, she nearly jumped out of her skin, everyone caught their breath, I could not really believe my eyes, she fainted, he kept blinking, as if he had seen a ghost, she was absolutely speechless, her eyes were going to pop out of her head, you could have knocked all of us over with a feather, tears were already trickling down her cheeks, a lump came to my throat, I swallowed hard, she burst out

crying, she broke down, she was completely overcome, tears were rolling down the faces, he was moved to tears himself, he started calling him names, she took offence, she lost her temper, he blew his top, she was going berserk, she started insulting him, he saw red, he went mad, he was seething, hit the roof, things quietened down, we were scared stiff, she kept cool throughout, she went as white as a sheet, he panicked a bit, her hair stood on end, he ran a mile, he was twitching as if he had an army of ants inside his shirt collar, she winced, his hand started shaking, she was trembling, they shuddered visibly, she didn't flinch once, didn't turn a hair, she died of embarrassment, she had a terribly guilty look in her eye, she had guilt written all over her face, she started stammering something about something, I didn't know where to put myself, I stood there for a few seconds hoping a hole would open up in the floor and swallow me, I just gulped and backed out of the room, everyone burst out laughing, he laughed his head off, she died laughing, she was in hysterics, he was straight-faced, stony-faced, he chuckled to himself, my heart missed a beat or two, he couldn't help laughing, I was pretty startled myself, she was livid, I was blushing, he was as red as a beetroot.

Personal vs National Identity

Citizens "feel British"; British identity; to be it a pattern of behavior, a belief, or a way of doing things; the essence of Britishness; British respect the laws, the elected parliamentary and democratic political structures, traditional values of mutual tolerance, respect for equal rights and mutual concern; to be British is to respect those over-arching specific institutions, values, beliefs and traditions that bind us all.

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. Theme is the underlying message of a piece of text. Write a paragraph to express what you think the theme of this book is.
2. Style is the way an author writes a text. How do you feel about the author's style in this book? Is it formal or informal? Do you like the way the sentences sound? Write out and learn 15 vocabulary items.
3. Often characters change as a result of events in a novel. Describe the changes that a character went through in this book.

Grammar Section

Revise Present Time: Present Simple, Present Continuous, Present Perfect (First Certificate Language Practice Ex. 1-8, p. 7; Ex.1-6, p.20). Word formation: forming adjectives (Upstream Upper-Intermediate, Ex. 1-6, p. 32)

Video Viewing Section

Do all tasks in sections LISTENING and VIDEO VIEWING within the topic.

Vocabulary Section

Study Vocabulary Bank and make up 50 sentences for translations with vocabulary items.

Reading Section

Read 3 thematic texts that appeal to you most of all and do the assignments that follow.

Writing Section

1. Write a report on the data presented in the pie chart in the text “Us’ and ‘Them’: Can We Define National Identity? by Liav Orgad. Summarize the information by selecting and reporting the main features and make comparison where relevant. Use the report language.

2. Write a personal essay “The Personality I Respect and Admire: Character Sketch Writing”.

Speaking Section

1. Get prepared a project “English, American, and Ukrainian National Characters”.

2. Imagine that you are a secondary school teacher of English. You have just finished the topic “People and Personalities” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student’s conference.

1. Personality traits linked to prosocial behaviors: a sociolinguistic study.

2. Tendency to marry individuals with similar personalities: a gender based study.

3. An indepth study of the impact of birth order on personality (e.g., Are first-born children more responsible, and are last-borns less responsible?)

4. Connection between personality types and musical tastes: a case study.
5. A comparative case study of the personality types of athletes versus non-athletes.
6. Are individuals with high self-esteem more competitive than those with low self-esteem: a character sketch study.
7. Correlation between personality type and the tendency to cheat on exams: linguistic analysis.
8. The influence of personality factors on a person's use of social media such as Facebook, Instagram, and Twitter: a linguistic case study.
9. A contrastive study of speech habits of different nationalities.
10. A linguistic portrait of an American/Englishman/Ukrainian.

REVISION BASED ON BLOOM'S TAXONOMY

The original Bloom's Taxonomy framework consists of six levels that build off of each other as the learning experience progresses. It was developed in 1956 by Benjamin Bloom, an American educational psychologist. Below are descriptions of each level:

- *Knowledge: Identification and recall of course concepts learned*
- *Comprehension: Ability to grasp the meaning of the material*
- *Application: Demonstrating a grasp of the material at this level by solving problems and creating projects*
- *Analysis: Finding patterns and trends in the course material*
- *Synthesis: The combining of ideas or concepts to form a working theory*
- *Evaluation: Making judgments based on the information students have learned as well as their own insights*

Try and do all the levels activities to see your progress in English for this year.

Leisure

1. **Remembering:** Can you list different types of leisure activities?
2. **Understanding:** Explain the benefits of engaging in leisure activities.
3. **Applying:** Create a schedule for a typical weekend, including leisure activities you would like to do.
4. **Analyzing:** Compare and contrast the effects of different leisure activities on mental and physical health.
5. **Evaluating:** Assess the importance of leisure in maintaining a work-life balance.
6. **Creating:** Develop a new leisure activity that could be enjoyed by people of all ages and abilities.

Cinema

1. **Remembering:** Name some popular movie genres.
2. **Understanding:** Describe the elements that make a movie successful.
3. **Applying:** Analyze a specific movie and its impact on society.
4. **Analyzing:** Compare and contrast the representation of a specific topic in two different movies.
5. **Evaluating:** Assess the role of cinema in shaping cultural values and beliefs.
6. **Creating:** Develop a screenplay for a short film that addresses a current social issue.

Art

1. **Remembering:** List different types of art movements.
2. **Understanding:** Explain the role of art in expressing emotions and ideas.
3. **Applying:** Analyze a specific work of art and its meaning.

4. **Analyzing:** Compare and contrast the styles of two different artists.
5. **Evaluating:** Assess the impact of technology on contemporary art.
6. **Creating:** Design a sculpture (you may use placticine) that represents a specific emotion or idea.

English as a Global Language

1. **Remembering:** Name the most widely spoken languages in the world.
2. **Understanding:** Explain the advantages and disadvantages of having a global language.
3. **Applying:** Analyze the impact of English as a global language on non-native speakers.
4. **Analyzing:** Compare and contrast the role of language in different cultures.
5. **Evaluating:** Assess the effectiveness of language learning methods.
6. **Creating:** Develop a plan for teaching a language to a group of students with diverse backgrounds.

Education and Upbringing

1. **Remembering:** List different types of educational systems.
2. **Understanding:** Explain the role of education and upbringing in shaping an individual's personality.
3. **Applying:** Analyze the impact of technology on education and upbringing.
4. **Analyzing:** Compare and contrast different parenting styles and their effects on children.
5. **Evaluating:** Assess the effectiveness of different education and upbringing methods.
6. **Creating:** Develop a proposal for a new education system that addresses current social issues.

People and Personalities

1. **Remembering:** List five common feelings and emotions that people experience.
2. **Understanding:** Explain the concept of national character and its relation to culture.
3. **Applying:** Role play a situation in which a person has to deal with conflicting emotions.
4. **Analyzing:** Compare and contrast the national character of two different countries.
5. **Evaluating:** Judge the validity of a claim that certain emotions are universally experienced in the same way across cultures.

6. **Creating:** Develop a new perspective on national character that challenges traditional stereotypes.

All Topics Revision

1. Remembering:

- List 5 examples of leisure activities you can do at home.
- What is the name of the movie you watched last week?
- Who is the artist who painted the *Mona Lisa*?
- Name 2 countries that speak Spanish as their official language.
- Who wrote the book “The Little Prince”?
- List some common stereotypes associated with different nationalities.

2. Understanding:

- Explain how leisure activities can benefit our mental health.
- How does the setting in a movie influence the story?
- In what ways does art reflect the culture and society in which it was created?
- How does the spread of a global language affect multilingualism and cultural diversity?
- What is the role of education in shaping a person's worldview?
- Explain the difference between a feeling and an emotion.

3. Applying:

- Plan a weekend getaway that incorporates at least 3 different leisure activities.
- Analyze the use of color in the movie “The Shawshank Redemption” and explain its significance.
- Choose a piece of art from a different culture and explain how it is different from similar pieces in your own culture.
- Create a dialogue between two people speaking in different languages and show how they use gestures and nonverbal communication to understand each other.
- Compare and contrast two different educational systems and discuss the pros and cons of each.
- Analyze the representation of national character in literature or media.

4. Analyzing:

- Compare and contrast the effects of solitary and social leisure activities on mental health.
- Analyze the character development of the protagonist in the movie “The Dark Knight.”
- Examine the relationship between art and politics in the work of Frida Kahlo.
- Evaluate the advantages and disadvantages of a single global language.

- Examine the impact of family upbringing on an individual's personality and behavior.
- Break down a poem that uses imagery and metaphor to explore emotions.

5. Evaluating:

- Develop an argument for or against the statement: “Leisure activities are essential for a person's well-being.”
- Critique the cinematography and sound design in the movie “Inception.”
- Assess the impact of Banksy's street art on urban spaces and society.
- Formulate a position on whether English should be adopted as a global language.
- Evaluate the effectiveness of different parenting styles on children's academic success.
- Assess the effects of globalization on national character.

6. Creating:

- Develop a new leisure activity that incorporates elements of both physical and mental exercise.
- Write a script for a short film that explores the theme of loneliness.
- Create an artwork that represents a cultural tradition or event.
- Design a language-learning program that incorporates both traditional and modern methods.
- Create a comprehensive educational curriculum that includes subjects like emotional intelligence and critical thinking.
- Design an empathy training program to help people understand and manage their own emotions as well as others.

MOCK EXAM

I. Publicistic Article's Excerpt for Reading and Commenting

“...Leisure, art, cinema, global language, education and upbringing, appearance and character, feelings and emotions, and national character and identity are all interconnected in a complex web of relationships. Each of these topics plays a crucial role in shaping our understanding of the world around us and our place in it.

Leisure, for example, is not just about taking time off from work and responsibilities. It is also about using that time in ways that are meaningful and fulfilling. This might include pursuing hobbies and interests, engaging with art and culture, or simply relaxing and enjoying the company of loved ones.

Art, in turn, is not just about creating beautiful objects or images. It is also about expressing ideas and emotions, and about exploring the human condition. Cinema, as a form of art, has the ability to tell stories and convey emotions in a way that is both powerful and universal. It is a medium that can be enjoyed by people of all cultures and backgrounds, making it an important tool for fostering global understanding and empathy.

Global language, such as English, also plays an important role in this interconnected web. It allows people from different parts of the world to communicate and understand one another, breaking down barriers of language and culture. Education and upbringing also provide us with the tools and knowledge we need to navigate the world, and it helps us develop the skills we need to be successful in life.

Appearance and character, feelings and emotions, and national character and identity are all closely related. Our character is shaped by our upbringing, education, and experiences, while our feelings and emotions are deeply connected to our national character and identity. National character and identity are complex and multifaceted, shaped by a wide range of factors including history, culture, and politics.

So, each of these topics is important to study and understand in order to fully comprehend the complexity of the human experience and society...”

II. Topics for Discussion

1. Games and Hobbies in the Course of Our Life.
2. What is Fun? Creative Ways to Have Fun.
3. How We Spend Our Leisure Time.
4. Relaxing is not Easy.
5. My All-time Favorite Movie.
6. Movies are Regarded as Truly an Art of Our Time.

7. Most Popular Movie Genres.
8. What Makes a Good Film?
9. Film Censorship. Is it Necessary or Not?
10. The Systems of Secondary Education in England and Ukraine.
11. What Does it Mean to Be Well-educated?
12. My Ideas of an Ideal School.
13. The Role of Families.
14. Pitfalls in Upbringing. Shattered Illusions.
15. Generation Gap. Causes. Effects and Solutions.
16. What Really Matters in Second Language Learning?
17. Top Reasons That Made English a Dominant Language.
18. The Importance of English in the Global World.
19. The Status of English in Future.
20. World Best Paintings.
21. What is Art with a Capital 'A'.
22. The Painter who Created a Sensation.
23. Art for All? Ways to Make Art More Accessible.
24. My Favourite Style of Art.
25. Appearances are Deceptive.
26. English, American and Ukrainian Characters. Overcoming Stereotypes.
27. The Personality I Respect and Admire.
28. Why are Feelings Important?
29. Functions Emotions Play in Our Daily Life. Reacting to Events.
30. National Traits. How Do Culture and National Personality Traits Affect Each Other?

III. Text for Translation

Жила-була дівчина на ім'я Марія. Вона була висока й струнка з яскравими рисами обличчя й довгим темним волоссям. Її зовнішність була вражаючою, але по-справжньому її виділяв характер. Марія була розумною, амбітною та цілеспрямованою. Вона завжди знала, що хоче змінити світ, і невтомно працювала, щоб досягти своїх цілей.

Виховання Марії відіграло велику роль у формуванні її характеру та її прагнень. Її виховували мати і бабуса в маленькому селі. Її мати була шкільною вчителькою, а бабуса – мудрою жінкою, яка передавала традиційні знання та звичаї. Мати прищепила Марії любов до навчання та бажання досягти успіху, а бабуса навчила її важливості збереження своєї культурної спадщини.

У підлітковому віці Марія переїхала до міста, щоб вступити до коледжу. Навчання надало їй інструменти та знання, необхідні для

орієнтування у світі, і допомогло розвинути навички, необхідні для досягнення успіху в житті. Вона обрала англійську мову як іноземну для вивчення, що відкрило перед нею цілий світ можливостей. Вона була зачарована силою мови об'єднувати людей через кордони та культури. Вона також виявила свою любов до кіно, мистецтва та відпочинку. Вона проводила свій вільний час, оглядаючи міські музеї та художні галереї, дивлячись іноземні фільми та подорожуючи різними куточками країни.

Почуття та емоції Марії були складними й різноманітними. Вона пишалася своєю культурною спадщиною та була глибоко віддана її збереженню, але вона також відчувала тугу за чимось більшим. Вона боролася з почуттям невизначеності та невпевненості в собі, але з рішучістю та стійкістю долала їх.

Коли Марія подорослішала, вона почала отримувати визнання за свою роботу зі збереження традиційних знань і звичаїв. Вона стала шанованою особою у своїй громаді, а її зусилля сприяти культурному взаєморозумінню та співчуттю широко відзначалися. Вона пишалася своєю особистою та національною ідентичністю, і вона відчувала, що її виховання, освіта та досвід зробили свій внесок у те, якою особистістю вона є.

Ставлення Марії до багатьох речей також змінилося з часом. Вона зрозуміла силу мистецтва та культури об'єднувати людей і сприяти порозумінню та співпереживанню. Вона вважала, що дозвілля є невід'ємною частиною життя, і що важливо відводити час від роботи та обов'язків, щоб зарядитися енергією та відновити зв'язок із собою. Зрештою Марія сформувалась як особистість. Вона досягла своєї мети змінити світ на краще, і зробила це у спосіб, залишаючись вірною собі та своїй спадщині.

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AUDIO AND VIDEO RESOURCE BANK

ENGLISH AS A WORLD LANGUAGE

- 1) World Englishes
https://www.youtube.com/watch?v=2_q9b9YqGRY&t=21s
- 2) Does Grammar Matter?
https://www.youtube.com/watch?v=Wn_eBrIDUuc
- 3) The Future of English
<https://www.youtube.com/watch?v=5Kvs8SxN8mc>
- 4) How English Became a Global Language
<https://www.youtube.com/watch?v=-YDGxVNuxO0>

- 5) Learn English with BBC Learning English
https://www.youtube.com/watch?v=rWRL-1Krz_0
- 6) The Future of English
<https://www.youtube.com/watch?v=wtSWrVXS5lU>

EDUCATION AND UPBRINGING

- 1) Generation Gap
https://www.youtube.com/watch?v=uc4_MOkpguY&t=1s
- 2) President Obama on the Importance of Education
<https://www.youtube.com/watch?v=2hOp408Ib5w>
- 3) The British Education System Explained
<https://www.youtube.com/watch?v=P4qx9lJhR00&t=100s>
- 4) What Will Schools Look Like in the Future?
<https://www.youtube.com/watch?v=JZlgYiXzu58&t=280s>
- 5) Why E-learning Is Killing Education
<https://www.youtube.com/watch?v=iwSOeRcX9NI&t=227s>

PEOPLE AND PERSONALITIES

- 1) Can You Guess the Country From Its Stereotypes?
<https://www.youtube.com/shorts/-C4-KuzK1Hs>
- 2) Emotional Intelligence.
<https://www.youtube.com/watch?v=LXAlHK-0WuI>
- 3) Emotions vs Feelings – What’s the Difference?
<https://www.youtube.com/watch?v=2HIItRm5TALA&t=168s>
- 4) Everyday English. Describing Your Character.
<https://www.youtube.com/watch?v=BRTqpOjsk5w&t=27s>
- 5) I Am not Black, You Are not White
<https://www.youtube.com/watch?v=q0qD2K2RWkc&t=7s>
- 6) Should You Trust Your First Impressions.
<https://www.youtube.com/watch?v=eK0NzsGRceg>
- 7) Understanding National Character
<https://www.youtube.com/watch?v=He22GM1le4o>
- 8) Wear My Heart upon My Sleeve.
<https://www.youtube.com/watch?v=D2N2WgqmHIE>

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КОЗЛОВА Вікторія Вікторівна

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